INFLUENCE OF MENTORSHIP IN THE CREATION AND MAINTENANCE OF NEW VENTURES IN THE ENERGY SECTOR IN KENYA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF SCIENCE (MSC) IN ENTREPRENUERSHIP & INNOVATION MANAGEMENT SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI

DECLARATION

This research project is my own work and has not been presented to any other examination body for the award of any diploma or degree in any university.

No part of this project research report should be produced without my consent or that of the University of Nairobi.

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This research project has been submitted for examination with my approval as the University of Supervisor

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DEDICATION

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ABSTRACT

Approximately 77% of new business ventures are prematurely abandoned due to entrepreneurial mistakes. The new entrepreneur's decision to create a new business venture on his or her own without first seeking guidance from an experienced mentor may negatively impact his or her start-up venture's performance. The purpose of this qualitative, phenomenological study was to gain an understanding of the aspects of entrepreneurial mentoring that were perceived to improve new entrepreneurs' selfefficacy in venture creation from the mentors' perspective. Respondents included 10 experienced male and female, entrepreneurs within the energy sector in Kenya. As new entrepreneurs respondents managed their own start-up ventures without a mentor, which resulted in failure, and sought the assistance of an experienced mentor. Currently, respondents serve as mentors to other new entrepreneurs. This phenomenological approach included in-depth, open-ended interviews containing 23 previously published questions to ascertain the mentors' perspectives of their mentoring relationships on venture creation retrospectively, as new entrepreneurs, and currently, as mentors. The phenomenological method was used to collect, examine, analyze, and interpret the data. Findings revealed that new entrepreneurs' optimism and self-confidence were perceived to be negatively influenced by their inadequate business and knowledge structure, allowing them to ignore valuable information necessary to grow new start-up ventures. Through mentorship, new entrepreneurs were taught strategies to craft solutions to potential and existing start-up venture pitfalls. New entrepreneurs reported improved knowledge and self-efficacy were perceived to be consistent with their venture success, as indicated by increased strategic alliances, partnership agreements with other experienced business owners, increased ability to identify customers' needs, increased optimism and commitment to learning from other experienced entrepreneurs, and increased willingness to help others learn the needed competencies to grow their own ventures. It is recommended that mentors provide reassurance to mentees and that new entrepreneurs discuss a mentor's experiences prior to seeking mentorship as this may determine the level of motivation, insights, knowledge, and experience the mentors may bring to the relationship. Future research is recommended to explore mentorship in a sample comprised of new entrepreneurs, as opposed to a retrospective account by experienced entrepreneurs, to determine whether the respondents' improved self-efficacy in venture creation has influenced their perceptions of mentorship.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Many individuals seek to explore entrepreneurship, but less than 20% are successful at new venture creation (Samuels, Joshi, & Demory, 2008). Experienced entrepreneurs have the knowledge and experience to successfully create new business ventures, new products, as well as a new venture market, which is critical to the growth, prosperity, and stability of the American economy (Boheim, Stiglbauer, & Winter-Ebmer, 2009). However, almost 80% of new ventures initiated by entrepreneurs fail within the first three years of their creation (Amash, 2012; Samuels et al., 2008). A possible solution to improve new venture performance in entrepreneurship is for new entrepreneurs to develop the self-efficacy in venture creation by obtaining assistance from an experienced entrepreneur or mentor, to guide their actions throughout the initial years of business. The role of a mentor is to provide guidance and support to a developing entrepreneur during critical stages of his or her development. The mentoring can enhance their self image, emotional adjustments, and psychological well being. Experienced entrepreneurs recognize and understand the life cycle stages new ventures must undergo to achieve success. The life cycle of new ventures begins with the birth stage; this occurs when the business is legally established (Churchill & Lewis, 1983). The survival stage commences with the hiring of employees and the implementation of systems and procedures designed to service new revenues and customer bases.

The lack of self-efficacy, business knowledge, experience, and market functionality may pose a challenge for entrepreneurs during this stage. Strong financial and human resources are needed if the business is to survive (Samuels et al., 2008). During the maturity stage, entrepreneurs enter into new and emerging markets, but heightened competition from formidable competitors poses new and increased challenges (Wong & Ellis, 2007). The renewal stage of the cycle starts when the business recreates its marketing strategy to stay competitive in the market place (Lester & Parnell, 2006). The declining stage begins when the entrepreneur struggles to hold on to his or her market share (Churchill & Lewis, 1983). The entrepreneurs' inability to access financial capital or their failure to implement sound business or marketing strategies are principal causes of failure (Hamrouni & Akkari, 2012). During the final, or exit stage, the entrepreneur seeks the maximum return from his or her investment by selling the business (Kallunki & Silvola, 2008; Wong & Ellis, 2007). Entrepreneurs may be denied entrepreneurial success because they do not seem to have the self-efficacy or the knowledge to carefully think through the process of successful venture creation by themselves (Dew et al., 2009). To improve entrepreneurs' self-efficacy in venture creation, mentorship may be useful to guide entrepreneurs throughout the business life cycle stages of new venture creation (Dew et al., 2009; Wagener, Gorgievski & Rijsdijk, 2010).

The energy sector serves as the backbone of any growing economy like Kenya however the sector is predominantly run by the government of Kenya and the multi nationals unlike countries like Egypt, Malaysia, Singapore and South Africa that have created infrastructure for the participation of the locals. This is as a result of little participation of local entrepreneurs in the energy sector. The reasons vary from policy, finance, lack of knowledge, cartels and minimal forums for networking. Therefore mentorship will go along way in providing entrepreneurial mindsets that may enable the sector improve in production in relation to the demands. Kenya's energy sector is dominated by over-dependence on dwindling biomass fuels to meet the cooking and heating needs of the rural households on one hand and heavy reliance on imported fossil fuels to meet the energy needs of the modern economic sector. Biomass fuels account for 68 per cent of the total primary energy consumption, petroleum and electricity accounts for 22 per cent and 9 per cent respectively. The rest of the renewable energy sources, apart from geothermal account for a paltry 1 per cent.

1.1.1 Concept of Mentorship

Mentors extend professional support in the form of emotional support, career support, and role modeling support to the new entrepreneur (St-Jean & Audet, 2009). Mentors are trusted guides because they have the knowledge and experience to accompany the mentees to a new destination (Away et al., 2003). Mentors can guide and shape the behaviors of new entrepreneurs through the course of entrepreneurship (Betts & Pepe, 2006). Emotional, social, and psychosocial support includes acceptance, counseling, coaching, and friendship and is a part of the mentor's responsibility (Eby & Loackwood, 2005; Wanberg, Kammeyer-Mueller, & Marchese, 2006). Career support, instrumental support, and vocational support include sponsorship, visibility, protection, and the presenting of challenging assignments (Eby et al, 2006). Role modeling may include giving constructive feedback and demonstrating appropriate behavior (Allen, Eby & Lentz, 2006; Kram, 1985). Encouragement is provided by entrepreneurial mentors, and mentees are urged to take the appropriate action (Away et al., 2003). Mentors can provide service as a traditional mentor, a step-ahead mentor, or a peer mentor (Eby, Allen, Evans, Ng & Dubois, 2007). Entrepreneurs can use single or multiple mentors and greatly benefit from mentoring (Eby et al., 2006). Mentors benefit from mentoring new entrepreneurs as well (St-Jean & Audet, 2009). For entrepreneurs, mentorship may provide greater job and career satisfaction, higher investment income, and better organizational socialization (Hezlett, 2005). Self-management strategies help entrepreneurs as mentors to achieve self goals (St-Jean & Audet, 2009).

Entrepreneurial mentors are generally active or retired business-oriented individuals (St-Jean & Audet, 2011). Young entrepreneurs can bypass lack of experience by working with mentors (St-Jean & Audet, 2009). Mentoring is effective when used to develop entrepreneurs' basic cognitive learning (Hezlett, 2005). Setting realistic expectations with mentees during the initial contact can strengthen the mentor-mentee business and personal relationship. Transfer of knowledge occurs in the business world, and mentoring increases one's ability to achieve goals as well as transformation of his or her business (Deakins, & Freel, 1998). The ability to clearly and effectively communicate problems, initiate frequent contact, and a willingness to discuss business failure and success with mentees can positively influence the mentoring relationship and its outcome.

Mentors should be selected based on their experience and knowledge instead of their technical skills (Cull, 2006; St-Jean & Audet, 2009). New entrepreneurs are assisted by mentors to sufficiently develop business management skills (Cull, 2006; Kraiger et al., 1993). Mentors are proficient in creating networks of qualified individuals to help young entrepreneurs develop confidence and to create and recognize venture opportunities for reflection (St-Jean & Tremblay, 2011). Providing expert opinions that foster increased knowledge is an important function of mentors (Cull, 2006; St-Jean & Tremblay, 2011). Mentors facilitate learning for entrepreneurs through financial planning, access to information, and advice or suggestions to help them advance their ventures (Priyanto & Sandjojo, 2005). Increased understanding of business operations, specific work-related knowledge, and the ability to solve management issues are strategies orchestrated and taught by entrepreneurial mentors to entrepreneurial mentees (Barrett, 2006; Sullivan, 2000).

1.1.2 New Venture Creation and Maintenance

More than half a million new businesses or entrepreneurial ventures are created annually in the United States of America, and almost the same numbers are recorded as failures within the same year (Lussier & Halabi, 2010). Approximately 77% of new ventures are prematurely abandoned within the first three years of their creation, and those that survive continue to face formidable challenges. Of those that survive for the first two years, 44% will fail within the next four years. It is challenging for entrepreneurs to successfully create new ventures without the needed self-efficacy, or the support and guidance from an experienced individual. Entrepreneurs rely on their ill-construed thoughts and actions to create and manage new ventures, which usually lead to failure. Different entrepreneurial skills are required during the venture creation process (Barrett, 2006), and mentoring provides helpful insights to help entrepreneurs develop the self-efficacy to create and manage their own ventures successfully. Adjusting to new business competencies, routines, and strategies within a relatively short period of time without professional support poses a challenge for some new entrepreneurs.

Entrepreneurs are constantly denied entrepreneurial success because they do not possess requisite knowledge or the self-efficacy to carefully think through the process of successful venture creation by themselves. Successful experienced entrepreneurs employ routine strategies they developed over time to create and manage new ventures, unlike new entrepreneurs who tend to use shortcut measures to manage their new ventures, which often times lead to premature failure. To improve entrepreneurs' competencies to create successful new ventures, mentorship may help them develop the self efficacy required to think through the process and provide guidance throughout the business life cycle stages of new venture creation. Entrepreneurial failure affects many areas of the entrepreneurs' personal and professional life. Entrepreneurs, who experienced first time venture failures, may undergo psychological and emotional depression and are usually reluctant to start another venture in the future. Although entrepreneurs undergo common development periods during the venture creation process, the procedures used by mentors to help them develop sufficient self-efficacy to create successful entrepreneurial ventures is not detailed.

1.1.3 Energy Sector in Kenya

The Kenya energy sector comprises of, The Ministry of Energy, Energy Regulatory Commission, Energy Tribunal, Kenya Power and Lighting, Kenya Energy Generating Company, Rural Electrification Authority, Geothermal Development Company, Kenya Electricity Transmission Company, Kenya Petroleum Refineries Limited, Kenya Pipeling Company, National Oil

Corporation of Kenya, Kenya Nuclear Electricity Board and Petroleum Institute of East Africa, the Oil Marketing Companies.

The overall objective of the energy policy is to ensure sustainable, adequate, affordable, competitive, secure and reliable supply of energy to meet national and county needs at least cost, while protecting and conserving the environment. By virtue of its versatility in application, electricity is crucial to the socio-economic development of the country and is the most sought after energy service. Currently, with a generation capacity of 1664 MW, only 30 per cent of Kenya population is connected. On a moderate economic growth scenario, the connection rate is projected to reach 60 per cent by 2024. There are numerous investment opportunities in power generation being offered by the government of Kenya to private investors through Feed-In-Tariff policy and Public Private Partnership. The renewable energy has the potential to enhance energy security and reliability; generate income and create employment; enable the country to make substantial foreign exchange savings by reducing dependence on imported fuels and its attendant price volatility, and mitigate climate change as it has minimal adverse effects on the environment.

A Feed-in-Tariffs (FiT) Policy has been formulated to promote the generation of electricity using renewable energy resources and improve the rating of Kenya's renewable energy sector as an attractive destination for substantial private sector investment. This will facilitate the exploitation of the abundant renewable energy sources available in the country. In terms of renewable energy endowments, Kenya has significant wind resource potential in various locations within the country which is estimated at over 4,000MW out of which only 5.1MW has been exploited. The rate of adoption of efficient charcoal stoves is projected to be increased from 47% currently to 80% by 2010 and to 100% by 2020 in urban areas, whereas, the corresponding targets for rural areas are 40% by 2010 and 60% by 2020, respectively. The demand for solar water heating is projected to grow and solar water heater units installed are projected to reach more than 800,000 by 2020. The uptake level of solar water heating systems in Kenya is quite low despite the enormous potential. Finally, the total estimated potential of small, mini, micro and pico hydro systems is 3,000MW. The foregoing renewable energy development can only be actualized by a robust energy enterprise that is well supported by sound policy and regulatory environment.

1.2 Research Problem

Several studies have been done internatioanally and locally to justify the role of mentorship in the success of entrepreneurs, however no research has been done to relate Kenyas lack of local participation in the energy sector.

Despite the significant endowment of renewable energy resource in Kenya, the resource has remained grossly under-exploited. The national energy policy recognizes the need to accelerate the development and exploitation of these resources which include solar, wind, biogas and small hydros, among others. In addition, the global agenda on sustainable energy for all by 2030 and other initiatives pertaining to green economy growth provide the impetus and momentum upon which Kenya can ride on and leverage technical and financial support to spur entrepreneurial activities in the sub-sector. However, this is hampered by the low understanding of the behavioral factors that drive successful enterprises will contribute to better outcomes.

For instance, Hance (2005) examined factors affecting costs of geothermal power development for the U.S. Department of Energy. The study only reviewed geothermal power development as opposed to other sources of energy. In addition, the study was done in the U.S. which is a developed country and presents different business environment from those in Kenya. Teowkul, Alsua and Mujtaba (2009) studied factors influencing power generation investment by Thai business entrepreneurs in Laos. Two major factors were found to influence decisions and these are physical and societal factors and competitive environment factors. Bilski (2011) studied factors influencing social perception of investment in the wind power industry with an analysis of influence of the most significant environmental factor with specific review of exposure to noise. This study concentrated on wind power alone as opposed to all energy sectors. The current study will review all energy powers aimed at growing Kenya's Energy production capacity. Yabs (2012) examined entrepreneurial initiatives, business environmental factors, and the success of Kenya's outward foreign direct investments in East Africa. This study aimed at finding out symbiotic influence of entrepreneurial initiatives, and business environmental factors that have led to the expansion of Kenya's outward FDIs in Eastern African Region. Wamugi (2012) examined the role of business licensing as a factor influencing foreign direct investment in Kenya. Therefore this study will answer the following research question; Does Mentorship Influence the Creation and Maintenance of New Entrepreneurial Ventures in the Energy Sector in Kenya?

1.3 Research Objectives

The purpose of the following phenomenological study was to explore entrepreneurial mentors' life mentoring experiences during the creation of their own new ventures when they were starting and to explore their lifes mentoring experiences as mentors assisting young entrepreneurs in the creation of new ventures. This study was guided by the following research objective, namely: To determine how mentorship influences the creation and maintanance of new ventures in the energy sector in Kenya

1.4 Value of the Study

This qualitative phenomenological study of mentoring entrepreneurs will contribute to a learning paradigm in entrepreneur mentorship. The significance of this study lies in its contribution to the field of entrepreneurship by providing an overview of how mentorship helps entrepreneurs develop self-efficacy to create successful ventures in entrepreneurship. The present study's findings may also include valuable information for entrepreneurs to improve entrepreneurial knowledge and self-efficacy and to develop cognitive competencies to be successful with, or perhaps even without, mentorship.

This present study adds to the entrepreneurial literature by providing an understanding of how mentoring fosters successful business experiences, self-efficacy, and outcomes for entrepreneurs. The learning methods seen in mentoring relationships can help future mentors be better prepared to assist their mentees. Furthermore, the findings from the present study may compel other researchers to explore the phenomenon of entrepreneurial mentoring.

The government will benefit in formulating entrepreneurial policies that involve mentoring entrepreneurs, through formulation of appropriate policy for the growth of energy sector in Kenya. Ideal networking forums will be created to identify and nature talent for the growth of entrepreneurship through creation of good business models.

This study will go along way to reinforce the already existing theories of the role of mentorship in the creation of new ventures and maintenance in entrepreneurship. Such a growth can only be possible if supportive environment is provided to accelerate energy entrepreneurship to deliver the requisite energy services. The interest of the country will be to maximize entrepreneurship among its people. In doing this Kenya will require to benchmark with success-stories of countries such as Hong Kong, Switzerland, Taiwan, South Korea, Japan, Singapore, and the United States, among others whose raid economic growth was driven by a strong energy enterprises (Bula, 2012).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literatue review addresses the topic of entrepreneurship, theoretical approaches to describe and understand the field of entrepreneurship. This chapter also present literature on mentorship, stages of new venture creation and maintenance and the relationship between mentorship and new venture creation and maintenance.

2.2 Theoretical Perspectives

2.2.1 Social Cognitive Learning Theory (SCLT)

Social cognitive learning theory (SCLT) theory has been extensively used in the literature as theoretical frameworks to understand and explain failure in entrepreneurship (Bakker, Curseu, & Vermeulen, 2007; Erlich & Russ-Eft, 2011; Hmieleski & Baron, 2009; Shepherd, Covin, & Kuratko, 2009; Townsend, Busenitz, & Arthurs, 2010). Social cognitive learning theory (Bandura, 1986) is rooted in the area of self-efficacy, which refers to a person's beliefs about his or her ability to succeed in specific situations (Bandura, 1977). Entrepreneurs who embark on venture creation without the appropriate levels of self-efficacy may eventually experience failure (Shepherd et al., 2009). The perceptions of individuals' self-efficacy are shaped by peer influence and their social and physical environments (Bandura, 1977). High levels of self-efficacy are beneficial during venture creation (Bakker et al., 2007). Self-efficacy helps to increase the entrepreneur's competencies, intuition, and ability to evaluate risk factors during the venture creation process (Bakker et al., 2007). Based on SCLT, social interactions between both may motivate new entrepreneurs to increase their levels of self-efficacy, decision making competencies, and conceptual and technical skills (Shepherd et al., 2009). This process allows experienced entrepreneurs to increase the needed competencies, intuitions, reasoning ability, and perceptions required to create and manage their own ventures (Bakker et al., 2007). Furthermore, learning associated with the social interactions during the mentorship process may deter entrepreneurs from engaging in tactless entrepreneurial behaviors and practices during the venture creation process (Bakker et al., 2007).

Social cognitive learning theory has been applied to many entrepreneurial situations, such as entrepreneurs' strategic decision making, grief, trauma, competencies, optimism, and failures. Entrepreneurs' characteristics were identified with factors that either promoted or hindered entrepreneurial progress during the venture creation process (Bakker et al., 2007). New behavior is best learned through observation of others in a similar environment (Bandura, 1977). As critical aspects of behavior can be adapted through observational learning, learning by observing mentors through mentoring can enhance entrepreneurs' level of self-efficacy (Bandura, 1977).

2.2.2 Self-efficacy Theory

The theory of self-efficacy can be further used to explain the behavioral patterns formed by entrepreneurs who attempt to maneuver their business strategies to avoid venture failures (Bakker et al., 2007). Cognitive learning can shape the new entrepreneur's way of thinking and way of forming perceptions resulting in positive changes in his or her behavioral patterns (Bakker et al., 2007). Entrepreneurs with high level of self-efficacy can quickly and accurately identify weaknesses and strengths of new venture business models (Townsend et al., 2010). When the thought processes of experienced entrepreneurs and new entrepreneurs were compared, higher levels of selfefficacy were found in experienced entrepreneurs (Bakker et al., 2007). Experienced entrepreneurs, who demonstrated a higher level of self-efficacy, were more likely to explore venture opportunities where they perceived high levels of control (high level of self-efficacy) but shun or ignore those where they have low levels of control (low levels of self-efficacy;

Bakker et al., 2007). Social cognitive learning theory was applied in a study of grief associated with failure in entrepreneurship (Shepherd et al., 2009). The correlation between entrepreneurial failure and grief linked emotions experienced in response to a loss of a loved one to a loss of a business venture (Shepherd et al., 2009). Social cognitive learning theory, in this context, was associated with the thought process that entrepreneurs experience when a project fails. However, entrepreneurial failure can be a direct path to success (Shepherd et al., 2009). Some will internalize the failure, and others will view the failure as a learning experience and search for ways to improve future projects (Shepherd et al., 2009).

There are two ways that entrepreneurs handle failure: They either normalize the experience by viewing it as a normal aspect of business or they acknowledge the grief as being a part of the process required to understand the experience as similar occurrences that can be deterred in the future (Shepherd et al., 2009). Individuals with a higher degree of self-efficacy were able to handle grief in a more positive way, and those with lower levels of self-efficacy were more likely to struggle with overcoming the grief. However, entrepreneurs could learn to increase their levels of self-efficacy if they are in an environment that promotes self-efficacy (Sheppard et al., 2009), such as one provided through a mentorship with an experienced entrepreneur. Social cognitive learning theory is used to describe entrepreneurs' strategic decision-making competencies. Experienced entrepreneurs tend to make strategic decisions in line with their level of self-efficacy and the risk perceived in growing the venture (Bakker et al., 2007). Entrepreneurs with less self-efficacy tended to make strategic decisions in line with the appearance of the business as opposed to the venture's strategic competitive advantages (Bakker et al., 2007).

2.3 Entrepreneurship

Entrepreneurship is an important source of job creation in Kenya and the United States (Hamrouni & Akkari, 2012). It drives the birth of new companies and provides economic stability and social mobility within the national economy (Stuetzer et al., 2012). Entrepreneurs can pursue and realize their dreams by creating economic wealth through entrepreneurship (Brinckmann, Grichmar, & Kapsa, 2010). The high failure rates of start-up ventures does not allow many new ventures to function as an entrepreneurship, as they do not exist long enough to create, enhance, or pursue opportunities that provide value to both consumers and the economy (Brinckmann et al., 2010). The newness and lack of size of emerging ventures also make it problematic for entrepreneurships to survive. The majority of the new start-up companies throughout the country have a survival rate of 33% after the first 18 months of their creation (Brinckmann et al., 2010). A business must grow and progress through the different stages of the business cycle in order to increase its survival rate. A business that stays in operation for more than two years will continue to face problematic conditions; however, its chance of survival tends to increase as the business expands (Hamrouni & Akkari, 2012). The deeper the business goes into the cycle, the higher the chance of survival.

Start-ups ventures that are older than two years and employ less than 99 workers have a lower survival rate than those with more than 100 employees (Hamrouni & Akkari, 2012). However, entrepreneurship can be more rewarding to smaller start-up ventures if the entrepreneur is knowledgeable in finding ways to direct business away from more established ventures that focus on depth and services, as opposed to being more responsive to their customers' needs (Lester & Parnell, 2006). It can also be beneficial if the entrepreneur possesses the talent and skills required to take the company through the various stages of the business cycle. The various stages of the business cycle may never be reached if entrepreneurial inexperience and ineptness cause premature venture failure. To be successful at entrepreneurship, the entrepreneur needs to embrace an effectual way of thinking and reasoning in order to achieve long-term entrepreneurial success (Chandler et al., 2011). The entrepreneur should also have the aptitude and willingness to take calculated personal and financial risks in order to convert threats into opportunities.

2.3.1 The Business Life Cycle

Understanding the various stages of the business life as well as knowledge of the resources that are required as the business grows is necessary for the survival of new start-up entrepreneurship (Lester & Parnell, 2006; Ting & Lin, 2011). For start-up companies to grow, they must adapt to the different environmental conditions before they can progress through the phases of the business cycle (Helms & Renfrow, 1994; Roberts & Robins, 1992). The decisions made by managers and owners with respect to current problems will determine whether the business will transition into the next stage of the cycle (Kallunki & Silvola, 2008). The life cycle of both large and small organizations is a collective interpretation by managers based on careful examination of the ongoing organizational activities and structures (Lester& Parnell, 2006; Quinn & Cameron, 1983). The life cycle of a business operation further explains the process successful entrepreneurs should pursue when creating and managing a profitable business venture. Unfortunately, there is no literature that identifies or illustrates the stages mentors should undertake when guiding entrepreneurs during various aspects of the business cycle. However, it was anticipated that examination of the lived experiences of entrepreneurial mentors may bring to light new information that can create a paradigm shift that will explain challenges and triumphs entrepreneurs experience during various stages of the new venture life cycle during the creation process.

The first stage of the business cycle is the birth stage (Churchill & Lewis, 1983). During this stage, mentors can increase the value of the business by recommending suitable strategies to expand the venture. For instance, matching the business opportunity with competent and skilled individuals, and the inclusion of experienced personnel, can help the venture to accelerate through stages of the cycle earlier and more efficiently (Lester & Parnell, 2006). Lack of guidance from mentors in this phase can force the entrepreneur to deplete his or her own resources that are needed to grow the venture (Wong & Ellis, 2007).

The second stage, noted as the survival stage of the cycle, can bring new challenges to entrepreneurial learning and the actual business process (Churchill & Lewis, 1983). With many unforeseen opportunities and potential threats, the experienced entrepreneur stays afloat by implementing new business and marketing strategies to compete with fierce and formidable competition (Ting & Lin, 2011). Piloting the venture to the third stage of the cycle is achievable if the entrepreneur invests in adequate management and accounting systems and personnel (Lester & Parnell, 2006). Hiring competent employees to address and identify customers' demands and negotiating suitable business loan term agreements can lessen the financial burden of the business as it transitions into its third stage (Cull, 2006). Initiating alliances with suppliers and forming partnership alliances to share financial and human responsibilities can provide advantageous long-term growth for the venture as it progresses through other stages of the business cycle (Kallunki & Silvola, 2008; Lester & Parnell, 2006; Wong & Ellis, 2007).

The third stage, noted as the maturity stage of the cycle, begins when the business utilizes its existing competitive advantage to explore new markets and customers (Lester & Parnell, 2006). Increased competition and changes in customers' needs or tastes can quickly reverse the business momentum (Ting & Lin, 2011). The entrepreneur can invest in environmental activities and social and community development to stay visible to customers and overcome potential challenges in this stage (Helms & Renfrow, 1994).

The fourth stage, noted as the renewal stage, begins when businesses regroup and recreate their business and marketing models (Rafferty, 2004). As entrepreneurs strive to expand and recapture existing market shares, additional resources are needed to sustain a competitive business advantage (Onwumere, Stewart, & Yu, 2011). Encouraging workers' innovation and creativity and adapting to the market demands will prevent the business from declining during this stage of the cycle (Lester & Parnell, 2006).

The declining stage of the business is not preferred. The decline stage of the cycle occurs when business sales and profits decrease continuously (Lester & Parnell, 2006; Rafferty, 2004). As sales decline, a business may struggle to meet its daily operational expenses. Continuous drop in sales and revenues will force the entrepreneur to quickly exit the business (Ting & Lin, 2011). Implementing strategies to stay afloat, such as bootstrapping, downsizing, and other cost control measures to sustain cash flow are common strategies used to overcome this stage (Bush, 2008). If strategies implemented are ineffective, the entrepreneur may either sell or shut down the business (Kallunki & Silvola, 2008). Forced to sell the business due to decreasing revenues, he or she will have to deal with the financial and psychological failure of the business, which can be difficult to accept (Cardon, Stevens, & Potter, 2011; Cope, 2010). To avoid making a professional exit, entrepreneurs can revert to a previous stage and remain in this particular stage for a period of time in order to re-group, re-evaluate and re-organize the strategies of the business (Lester & Parnell, 2006).

2.3.2 Entrepreneurs and Personality

There are three categories of entrepreneurship: (a) want-to-be, (b) have-to-be, and (c) going to-be (Ensher, Murphy, &Vance, 2000). The want-to-be entrepreneurs lack the skills and knowledge necessary to successfully grow the venture (Ensher et al., 2000; Sexton, Upton, Wacholtoz, & Mcdougall, 1997). Have-to-be entrepreneurs constantly evaluate the process to determine what is needed to be successful (Ensher et al., 2000). Enhancing their skills, hiring needed expertise, and researching best practices to promote continued success is put in practice by the have-to-be entrepreneurs. Going-to-be entrepreneurs make the career choice to develop the necessary skills and knowledge to be successful in entrepreneurship (Ensher et al., 2000). Going-to-be entrepreneurs may research the steps necessary to open their own business or work in several capacities to learn different aspects of the business to further promote skills and knowledge (Sexton et al., 1997).

Starting and managing new ventures is a complex task for entrepreneurs. In most cases, the core principles and culture of the venture reflects the owners' personality, vision, and mission (Brandstatter, 2011). Entrepreneurs' personality traits can greatly influence the level of success owners of ventures experience (Dvir, Sadeh, & Malach-Pines, 2010). Observations made by several successful entrepreneurs revealed that personality traits of individual entrepreneurs, along with the traits of entrepreneurial teams, can positively impact the success of new start-up ventures (Ensher et al., 2000). Entrepreneurs who demonstrate a certain type of personality will undertake business ventures that fit their personality type (Marcati, Guido, & Peluso, 2008). For instance, entrepreneurs in high technological uncertainty ventures enjoy pursuing ventures that are considered risky, and those who have the risk averse personality will pursue ventures that are low in innovation and technology (Dvir et al., 2010).

Personality misfit structure and task structure are factors identified as influencers that may lead to start-up venture failure (Dvir et al., 2010). For new ventures to increase the initial period of professional survival, the entrepreneurs have to develop the personality traits, skills, abilities, and network support than can enable the venture to adapt and thrive in its competitive environment (Chin, Raman, Yeow, & Eze, 2012; Tyszka, Cieslik, Domurat, & Macko, 2011). Entrepreneurs' personality characteristics and demographic characteristics, such as age, gender, and educational background, may also influence the levels of success in entrepreneurship (Mehralizadeh & Sajady, 2006). Creativity, risk taking propensity, motivation, and cognitive and affective processes are visible in entrepreneurs with higher levels of self-efficacy, but less visible in entrepreneurs who have lower levels of self-efficacy (Chin et al., 2012). Entrepreneurs who are younger and less seasoned in venture creation do not demonstrate similar development personality traits as those who are more seasoned and have more experience in the field (Mehralizadeh & Sajady, 2006). However, with time and the need to achieve, younger, inexperienced entrepreneurs can learn to develop the personality traits that can positively influence venture success (Chin et al., 2012).

2.3.3 Entrepreneurs and Venture Failure

The voluntary or involuntary termination of a business venture by its principal when adequate returns are not made has been one area of controversy in entrepreneurship (McGrath, 1999). Venture failure is a process that happens over time (Ropega, 2011). Failure in entrepreneurships is caused by entrepreneurial mistakes or misfortunes (Cardon et al., 2011). Flaws in the ventures' business model, inability of the entrepreneurs to implement realistic or responsive management, the entrepreneurs' inadequate ability to make competent decisions, improper business strategies, and poor business planning are common causes of entrepreneurial failure (Cardon et al., 2011; Gurdon & Samsom, 2010; Hamrouni & Akkari, 2012). Forces outside the entrepreneurs' control, such as economical distress locally and abroad, unavoidable natural disasters, and too much or too little government regulations, are common misfortunes that cause ventures to fail (Butter, Liu, & Tan, 2012; Cardon et al., 2011; Klapper, Laeven, & Rajan, 2006).

Entrepreneurs who launch new ventures have a 75% chance of failure (Gompers, Kovner, Lerner, & Scharfein, 2010). Thirty-five percent of projects funded by venture capitalist are expected to fail within five years (Csaszar, Nussbaum, Sepulveda, 2006). First-time entrepreneurs have an 81% chance of failure after previous failure (Gompers, et al., 2010), and even previously successful entrepreneurs have a 69.3% chance of failure of the next venture (Gompers et al., 2010). However, entrepreneurs can enhance learning by analyzing the cause of venture failures before investing in entrepreneurship (Cardon, et al., 2011). Studying the reasons ventures fail may help entrepreneurs implement modifications to previous strategies when creating another venture in the future (Cardon et al., 2011).

Venture failures are life altering and create considerable stress for entrepreneurs (Singh, Corner, & Pavlovich, 2007). Venture failures affect the entrepreneurs' cognitive, affective, and behavioral response to starting new ventures in the future (Cardon et al., 2011). Entrepreneurial failure has long-lasting psychological and mental effects that carry over from business to the entrepreneurs' personal life. For instance, 75% of entrepreneurs underwent a divorce or other types of relationship conflicts within months after the venture failed (Singh et al., 2007). Venture failures can help entrepreneurs learn about their own competencies, the nature of their networks, and relationships essential to operate a successful business (Cope, 2010). Entrepreneurs have two occupational choices when they are faced with failure: They can shut down their business and seek a job in the current job market or they can close the business and start a new venture while incurring a serial start-up cost (Plehn-Dujowich, 2010; Shepherd et al., 2009). However, a strong base of education and resources when entering new ventures can help entrepreneurs maintain composure when the venture fails (Ilmakunnas & Hyytinen, 2006). Entrepreneurs, who have had previous successful ventures, were able to recover and move forward from the experience of failure more quickly than those, who experienced failure for the first time (Cope, 2010). Entrepreneurs may launch businesses sequentially by entering and exiting entrepreneurship repeatedly; new ventures are created and sold for others to operate and manage (Plehn-Dujowich, 2010). Experienced entrepreneurs deal with venture failure differently than new entrepreneurs (Hayward, Forster, Sarasvathy, & Fredrickson, 2010). Experienced entrepreneurs learn what is to be learned in a business, and then move forward into other ventures (Plehn-Dujowich, 2010).

2.3.4 Entrepreneurship and the Experienced Entrepreneurs

When start-ups are abandoned prematurely during the venture creating process, they provide no benefit to customers, entrepreneurs, or the national economy (Hamrouni & Akkari, 2012; Stuetzer et al., 2012). The premature abandonment of early start-up ventures can be averted if new entrepreneurs are taught how to use effectual framing to solve startup venture problems. Effectual framing is the process experienced entrepreneurs use to change the initial goal and vision of the venture when a problematic event occurs (Baron, 2009; Dew et al., 2009). Deliberate practice is the mastery of a particular knowledge by repeating the activities until it becomes ingrained into the entrepreneurs' consciousness (Dew et al., 2009). With the knowledge and experience obtained from working in different business industries, the experienced entrepreneur utilizes effectual framing derived from past experiences, but learned through cognitive learning, as the means to carefully evaluate opportunities and threats (Schaper, Mankelow, & Gibson, 2007). When the experienced entrepreneur is faced with a business dilemma, he or she becomes more conservative and cautious in his or her decision making (Dew et al., 2009; Chandler et al., 2011; Schaper et al., 2007). Careful analysis of the problem is required, and the best solution is selected. By looking at both the negative and positive situations, and by redefining and reconstructing the problem into new opportunities, experienced entrepreneurs can make superior business decision as related to the future of the venture (Chandler et al., 2011). This approach enables experienced entrepreneurs to function with confidence in crisis situations (Podoynitsyna, Van der Bij, & Song, 2012).

2.3.5 Effectual Reasoning Versus Casual Logic

The central difference between new and experienced entrepreneurs is that the experienced entrepreneur uses effectual reasoning to evaluate new venture opportunities and threats, whereas the new entrepreneur uses the casual logic approach to explore venture problems or threats (Baron, 2009; Chandler et al., 2011; Dew et al., 2009). When creating new ventures, the experienced entrepreneur focuses on the amount of resources that are needed to successfully complete the task, while new entrepreneurs may unwisely make use of resources to complete similar tasks (Baron, 2009; Dew et al., 2009). To ensure resources are leveraged wisely, experienced entrepreneurs do not take on the task by themselves; instead, they share the responsibility with other experienced entrepreneurs or partners (Baron, 2009; Dew et al., 2009). Putting together networks of partnerships that commit value to the venture remain the priority for experienced entrepreneurs. New entrepreneurs are not inclined to practice shared responsibility (Dew et al., 2009); their first inclination is to forego the partnership concepts as having control of the project is given greater value (Dew et al., 2009).

Experienced entrepreneurs do not chase high returns on investments by relying on predictive information, such as forecast or market data, as the means to accurately assess opportunities and threats; instead, they prefer to use data from surveys and focus groups, which are considered to be more reliable (Chandler et al., 2011; Dew et al., 2009). New entrepreneurs chase higher returns on investments by taking uncalculated risks. As an example, before entering a market, the information or insights used to determine the effectiveness of such decision-making processes are from marketing agencies that provide data analysis, such as market analysis and other forms of sales forecasts. Casual logic allows new entrepreneurs to accept marketing data as acceptable ways to take on risks (Baron, 2009; Dew et al., 2009).

Experienced entrepreneurs use effectual reasoning to transition into stages of the business cycle differently than new entrepreneurs (Dew et al., 2009). When evaluating stages of the business cycle, experienced entrepreneurs define the problem to get a clearer perspective of positive and negative consequences associated with their decision. Ensuring that each scenario is carefully hypothesized and possible alternatives are considered before a solution is selected works best for experienced entrepreneurs (Baron, 2009; Dew et al., 2009). With the ability to analyze and diagnose a situation and to distinguish between cause and effect consequences to implementation strategies during the planning phase of a new business, experienced entrepreneurs chose not to overlook pertinent information that can help the venture to transition to the next phase of the business cycle (Ropega, 2011). Being aware of biases averts experienced entrepreneurs from using readymade or a predictive solution to solving the problem (Dew et al., 2009).

Education and entrepreneurial experience determine whether effectual reasoning or the casual analysis approach is used during the planning stages of new venture creation. With experienced entrepreneurs, effectual reasoning allows them to design systems where each part of the business is created to address the overall component of the venture (Chandler et al., 2011; Dew et al., 2009). New entrepreneurs do not contemplate the entire consequences that may arise from their decisions (Chandler et al., 2011). Instead, new entrepreneurs believe that each decision is only a single component of the problem (Baron, 2009; Dew et al., 2009). Inexperience and lack of aptitude makes it difficult for new entrepreneurs to strategically plan holistically, and instead they prefer to circumvent important planning aspects of the business by taking short-cuts rather than addressing the problem in its entirety (Chandler et al., 2011; Dew et al., 2009).

Scarcity in literature on entrepreneurial mentoring makes it difficult for the new entrepreneurs to gather information on educational topics related to new entrepreneurs and start-up venture creation. Specifics in the literature support the initiative that if new entrepreneurs chose successful experienced entrepreneurs as mentors, the likelihood of their business longevity is favorable (Cull, 2006; Duggan, 2009; St-Jean & Audet, 2009). The literature shows that mentorship helps emerging entrepreneurs who are lacking in areas, such as business operation, failure detections, and problem-solving techniques in business start-ups to create and manage their business successfully (Brinckmann et al., 2010; Chwolka & Raith, 2011). By taking the initiative to move forward on their own with their new business ideas, new entrepreneurs' ineptness to effectively start and manage their ventures usually lead to venture failure (Cope, 2010; Cull, 2006).

2.3.6 Entrepreneurship and Success Strategies

Entrepreneurs make the decision to start a business for a variety of reasons. Ventures are created to reflect the entrepreneurs' social and environmental values (Choi & Gray, 2008). Entrepreneurs are motivated to create ventures based on their ethical standards and idealistic objectives (Jung, Namkung, & Yoon, 2010). Strategies used by socially responsible entrepreneurs to create and manage successful ventures are visible in how financial capitals are raised, products are produced, customers are treated, and the hiring and firing of employees (Choi & Gray, 2008).

Growing a successful business through trial and error decreases the probability of success (Cope, 2010; Parker & van Praag, 2010; St-Jean & Audet, 2011). Successful, experienced entrepreneurs share business knowledge and experiences with new entrepreneurs to help them successfully grow their ventures by avoiding costly and critical business mistakes (Choi & Gray, 2008; St-Jean &Tremblay, 2011). Technical assistance; business plan implementation; and financial, marketing, and legal advice are shared with new entrepreneurs by mentors through telephone conferences, websites, articles, television interviews, and other forms of media outlets (Choi & Gray, 2008; St-Jean & Tremblay, 2011).

Strategies of entrepreneurial success require a deep understanding and knowledge of opportunity recognition, identifying and gathering necessary resources, and creativity in planning for future challenges (Benson, Palin, Cooney, & Farrell, 2012). An entrepreneur's confidence in the success of the venture is reflected in his or her level of commitment to business goals and social adaptability (Chiru, Tachiciu, & Ciuchete, 2012; Simon, Elango, Houghton, & Savelli, 2002). A high degree of entrepreneurial confidence is also reflected in the individual's cognitive perception; this heightened business perception (management style and strategic planning capabilities) can enhance the overall performance of the venture (Lerner & Almor, 2002). Improving the entrepreneurs' social network functionalities helps entrepreneurs to market, distribute, and advertise products and services through joint ventures, manufacturing alliances, and technological transfer alliances (BarNir & Smith, 2002). Inter-venture alliances benefit new and existing ventures in terms of cost savings, technology transfer, increased flexibility, information sharing, and competitive advantage (Chaston, Badger, & Smith, 2001). Inter-venture alliances can make a venture's business model difficult to imitate (Autio, Sapienza, & Almeida, 2000). By creating a heightened competitive business environment, the entrepreneur who commits to inter-venture alliances increases his or her own chance to succeed, while making it difficult for other ventures to survive when they enter into new markets (Chaston et al., 2001).

The lack of entrepreneurs' technical and conceptual skills can equally affect the success of business ventures performance (BarNir & Smith, 2002). The entrepreneur's personal and educational backgrounds determine the level of success his or her venture may experience (Chiru et al., 2012; Mehralizadeh & Sajady, 2006). Education and training in entrepreneurship enables entrepreneurs to recognize market demand and increases awareness of regulatory mechanisms (Baron, 2009). Lack of business knowledge, experience, and education minimizes the venture's chances of success (Chiru et al., 2012; Mehralizadeh & Sajady, 2006).

Entrepreneurs' need to achieve venture success is connected to their risk-taking propensity, personal and interpersonal values, emotional stability, independence, and innovativeness (Mehralizadeh & Sajady, 2006). High levels of self-efficacy enable entrepreneurs to examine issues and factors that influence the venture's probability of success (Townsend et al., 2010). Comprehensive research can effectively aid entrepreneurs in identifying and assessing the internal and external business and marketing factors that may affect the future growth of the venture (Davis & Olson, 2008). Market penetration without prior experience, knowledge, and research substantially decreases the venture's possibility of success (Choi & Gray, 2008).

The interrelated factors that determine a venture's success can be categorized into internal factors, including personal characteristics of entrepreneurs, planning, business organizing, and financial management (Griffiths & Webster, 2010), and external factors, including economic and infrastructure factors, government support, social support information factors and informal factors (Mehralizadeh & Sajady, 2006). Venture strategies should be in place to address barriers, such as laws, regulation, predatory pricing, price collusion, anti-trust, financial, economic and governmental constraint before market penetration (Csazar et al., 2006; Davis & Olson, 2008). Calculated and educated business decisions are made by entrepreneurs when specific market functionality is understood (Chiru et al., 2012; Jackson III, Bates, & Bradford, 2012). Savvy investors are more willing to invest in start-ups that have unique competitive advantage and competent entrepreneurs (Jackson III et al, 2012; Townsend et al., 2010). Without sufficient financial capital, the entrepreneur's objectives for the new venture are not met (Gompers et al., 2010). Surviving during the ventures' early stages and achieving the business objectives without sufficient capital is implausible (Davis & Olson, 2008).

Prior business knowledge and experience of market functionality is used by experienced entrepreneurs to exploit hidden business opportunities with the use of technology (Garud, Jain, & Kumaraswamy, 2002). Technological advancement, such as mobile devices and functional websites, are effective strategies to grow a successful business (Davis & Olson, 2008). Technological advancements assist in the creation of virtual site store fronts and the hiring of employees as well as minimizing overhead costs and expanding options in the purchasing of inventories (Politis, 2006). Websites, particularly when interactive, attract new customers; a person can schedule an appointment, pay for purchases, or order needed inventory (Garud et al., 2002). Venture performance and success depends on integrated knowledge through the venture's crossfunctional teams (Zahira, Ireland, & Hitt, 2000). Improved support environment and the utilization of technology in early stages of the venture can increase chances of venture success (Autio et al., 2000). However, adopting technology early in the venture formation can be high risk due to the high cost to implement (Davis & Olson, 2008).

The activities of executives significantly influence the venture's success (Park & Krishnan, 2001). The entrepreneur's social perception, impression management, persuasion and influence, and social adaptability are key determinants of his or her entrepreneurial success (Marksman & Baron, 2003). The entrepreneur's cognitive skills, perceptions of the business environment, communication styles, personality traits, and strategic planning capabilities affect the performance of the venture (Lerner & Almor, 2002). The entrepreneurs can convert specific social skills to tangible benefits when resources are limited during new venture start-up (Davis & Olson, 2008). High level of social adaptability increases the entrepreneur's judgment and decision-making capabilities and broadens the entrepreneur's social networks, improves his or her reputation, and increases his or her social capital (Marksman & Baron, 2003).

Self-regulation involves entrepreneurs' ability to interact with experience and environment through their cognitive abilities (Hmieleski & Baron, 2009). Entrepreneurs who have a clear vision of the direction the business should increase the venture's chance of success exponentially (Mehralizadeh & Sajady, 2006). Eighty-seven percent of business successes are directly related to the entrepreneurs' vision and the management team in charge of overseeing the venture (Mehralizadeh & Sajady, 2006). Strategies and facilitative factors common to entrepreneurial management success include : going into business for the right reasons; receiving sound advice from experienced individuals, family, and friends; lack of pressure from family regarding time and money commitments; strong market awareness; devising a sound business model that has a strong competitive advantage; and the ability to retain financial capital (Park & Krishnan, 2001).

2.4 Legal Structure of Businesses

Mentors can help new entrepreneurs align their personal objectives with their business goals (Cull, 2006). Building a solid business foundation starts with the selection of the right business structure (Cope, 2010). Selecting the most lucrative business structure to operate and grow a successful business can be confusing for entrepreneurs (Guy & Youman, 2010). Potential pitfalls can be averted by selecting the most appropriate business structure that meets long-and short-term entrepreneurial objectives of the venture (Cope, 2010; Cull, 2006). Managing future expansion, adding future partners, making the most of the Internal Revenue Service tax codes, and obtaining government grants or loans from financial institutions are easily achieved with the correct business structure (Guy & Youman, 2010). The most appropriate legal structure for the start-up venture protects entrepreneurs from legal, criminal, financial, and personal lawsuits originated from partners, managers, and workers' delinquent actions, misconducts, and mistakes (Marcum & Blair, 2011; Guy & Youman, 2010).

Four types of business structures used to manage businesses can be identified as: (a) sole proprietorship, (b) general partnership, (c) limited liability company (LLC), and (d) corporation. Each structure has advantages and drawbacks. Sole proprietors are solely financially and criminally liable for the actions of the venture. Both personal and financial assets are at risk if the venture is criminally or financially at fault (Guy & Youman, 2010).

General partnerships are verbal or written agreement between two or more individuals who work together to gain a profit (Jones, 2003). General partners have a shared responsibility to invest time, ideas, expertise, or revenues to help the venture grow (Jones, 2003). Partners are legally and criminally liable for the actions and decisions made by the other partners (Marcum & Blair, 2011). Mentors can help to avoid partnership conflicts by clearly defining partners' roles, responsibilities, and return on investment, which are detailed in specific legal documents (Cull, 2006; St-Jean & Audet, 2011).

Limited liability companies provide flexibility for taxation strategies, control, and personal liability (Marcum & Blair, 2011). Unlike corporations that use a board of directors to delegate responsibilities to officers of corporations, the LLC members are assigned duties and responsibilities by the membership interest (Jones, 2003). Multiple limited and general partners make up the membership interest, but only the genera partners are responsible for day-to-day control of the business (Jones, 2003). Limited liability companies are protected from lawsuits or debt obligation the business owes (Guy & Youman, 2010). If the venture fails, the limited liability partners stand to lose their initial investment (Marcum & Blair, 2011). Minimal paperwork is needed to convert the LLC into a corporation (Jones, 2003).

Corporations function through its shareholders (Tuggle, Schnatterly, & Johnson, 2010). Shareholders are responsible to fund the venture working capital in exchange for stocks. The board of directors is elected by the shareholders through a majority vote (Renneboog & Szilagyi, 2011). The board of directors delegate duties to the officers, who manage the activities of the business (Jones, 2003). Ownership transferability is offered by means of a "C" corporation or an "S" Corporation. Shareholders, directors, and officers are protected from personal and criminal liability except in the case of fraud (Renneboog & Szilagyi, 2011). Shareholders, directors, and officers are shielded from financial obligation to repay creditors in case the corporation fails (Renneboog & Szilagyi, 2011). The C corporation structures operate under the laws of the state in which the business was created through the shareholders bylaws (Tuggle et al., 2010). Business structures do not compensate for entrepreneurial lack of experience and skills, but its impact can either positively and negative affect the success or failure of the venture (Renneboog & Szilagyi, 2011).

2.5 New Business Start-up Requirement

Business ideas and strategies that are carefully orchestrated through the use of a business plan increase the success of new ventures (Chwolka & Raith, 2011). The process for starting a new business venture is similar in Kenya, although taxes, fees, and laws that govern business operations, requirements, and steps to obtain a business license and permit may differ (Brinckmann et al., 2010). The steps listed are chosen by entrepreneurs during the planning stages of the venture; however, the order can be different based on the entrepreneur's business knowledge and experience in venture creation (e.g., writing a business plan, working with an adviser, financing the business, choosing a location, determining a legal structure, registering the business, getting a tax identification number, registering for state and local taxes, obtaining a business license, and training employees). Nonetheless, the basic procedures to legally create new ventures are similar throughout the country.

2.6 Business Planning and Strategies

Business planning provides the framework to leverage the ventures' talent and abilities to sustain a niche and to distinguish itself from its competitors in the market (Egelhoff & Frese, 2009). Business planning is a roadmap to guide the entrepreneurs' course of action to achieve important business outcomes (Chwolka & Raith, 2011). Business planning does not guarantee the success of the business (Karlsson & Honig, 2009). However, a well-developed and researched business plan outlines in advance the mission and vision of the venture (Chwolka & Raith, 2011). Strategies to outperform competitors, current and future strategic objectives to grow the business, and immediate and long-term accessibility to financial capital should be included in the business plan (Brinckmann et al., 2010; Chwolka & Raith, 2011). The ventures' unique selling position enables the entrepreneurs to take advantage of the shortfalls of competitors (Shane & Delmar, 2004). Business planning that accurately reflects the ventures' competitive environment has a 95% probability chance to succeed (Chwolka & Raith, 2011). Entrepreneurs who do not engage in business planning, but rely on guess work, feelings, and intuition, have a decreased probability of venture success by 80% (Chwolka & Raith, 2011). Entrepreneurs who use a business plan set realistic goals that are measurable throughout the duration of the business (Brinckmann et al., 2010). Unique business models that are difficult to imitate or replicate have higher probability to succeed (Jackson III et al., 2012). Raising capital to purchase equipment, maintaining competitive salaries for the management team, acquiring consulting fees, and utilizing technology and development without a unique competitive advantage is complex (Warusawitharana, 2008). Planning ahead and using bootstrapping techniques to pay the basic overhead expenses when the venture is not funded can also increase the ventures' probability to succeed (Bush, 2008: Jackson III et al., 2012).

2.7 Mentorship

Mentoring and Psychosocial Support Mentoring is the trusted and supported relationship between a new entrepreneur and an experienced entrepreneur, in which the experienced entrepreneur serves as a role model and provides guidance by offering advice and wise counsel to a developing entrepreneur as he or she attempts to accomplish difficult entrepreneurial tasks. In most circumstances, mentors are generally older, wiser, and have experience in the particular field in which the mentee needs guidance and support. A major advantage to mentorship is that the knowledge and experiences shared by the mentor to the mentee extends beyond the specific area of focus. Such extensive mentoring benefits occur in the form of emotional, career, and psychosocial support. Experienced mentors are aware that mentees have different needs; however, their objectives are the same that is, to achieve their desired professional goals. Most mentees desire emotional and psychosocial support during their interaction with their mentors. Emotional and psychosocial supports are extended to mentees from mentors in the forms of acceptance, counseling, coaching, and friendship. Career or vocational support is provided to the mentee from mentors through sponsorship, visibility, protection, and challenging assignments. Constructive feedback is used by mentors to correct the mentees' unwanted behavior through role modeling.

Mentoring relationships are beneficial to mentees; the mentees' cognitive learning development extends across their personal and career life domains. Psychosocial support can enhance the mentees' self-image by rewarding the desired behaviors that help the mentees develop a professional identity, personal competence, moral outlook, leadership capabilities, level of confidence, and risk-taking capacity.

2.7.1 Mentorship and Entrepreneurship

The high degree of complexity, such as designing a successful business system, hiring competent employees, identifying and selecting prospective customers, validating new products, and negotiating business contracts and payment terms makes it necessary for new entrepreneurs to have experienced mentors (St-Jean & Audet, 2009). The lack of experience and competencies also makes it difficult for new entrepreneurs to avoid costly mistakes during the most difficult and intense period of the business cycle, or the start-up phase. This time frame places significant physical, emotional, and psychological strain on new entrepreneurs. Devoting long hours during this phase of the venture can ensure that the business systems are operating according to the entrepreneur's vision (St- Jean & Audet, 2009). Having a mentor in this phase to provide feedback, business and personal support, and progress reports can further help the new entrepreneur minimize costly and even disastrous mistakes (Cull, 2006; St-Jean & Audet, 2009).

Entrepreneurial mentors can help mentees develop problem comprehension skills by making suggestions and recommending solutions to deal with predictable and unexpected catastrophes (Cope, 2010; St-Jean & Audet, 2011). Educating new entrepreneur to recognize crucial business laws, policies, and procedures required to grow their venture is best transferred to mentees from mentors through cognitive learning (St-Jean & Audet, 2009). Designing multiple business models that are supported by government stimulus policies and other forms of public programs can be conveyed to mentees from mentors (Parker & van Praag, 2010). Mentors can also teach new entrepreneurs negotiating strategies that can provide them with the competitive edge when designing new products or services and structuring business contracts, such as payment terms and conditions (Ucbasaran, et al., 2010). Reassuring the mentee by framing dilemmas as controllable circumstances can make the mentee feel that the mentor understands what he or she is going through at different periods during the venture creation process (St-Jean & Audet, 2011). As the mentee's decision-making skills and technical skills evolve through deliberate practice, the mentee can then modify future actions, resulting in behavioral and attitudinal changes to gain control the overall operation of the venture (St-Jean & Audet 2009).

2.7.2 Mentors Versus Venture Capitalists

New entrepreneurs who do not have the competencies or resources to take a new business through the recommended business cycle may use venture capitalist instead of mentors to grow their businesses (Grima & Trepo, 2011; Jackson III et al., 2012). Choosing a venture capitalist to grow a new business can be equally rewarding as using mentors to create and manage a business (Wiltbank, Read, Dew & Sarasvathy, 2009). Venture capitalists establish a partnership agreement with entrepreneurs; they increase the value of most start-up companies by working closely with the entrepreneurs during various stages of the business cycle (Jackson III et al., 2012). The close partnership relationship with entrepreneurs helps to strengthen, shape, and accelerate the growth and development of the venture. Venture capitalists also provide value in terms of access to financial resources, specialists, professional planners, and the technical expertise required to create and maintain new start-up ventures (Jackson III et al., 2012).

However, there are advantages to using mentors as opposed to venture capitalists. The mentor's objective is to prepare the new entrepreneur to take control of the operation of his or her own venture (St-Jean & Audet, 2009; Wiltbank et al., 2009), whereas, the venture capitalists only seek new venture investment opportunities for the lucrative return (Jackson III et al., 2011). A major downside to using venture capitalists is that new entrepreneurs may have little control of the organization and operation of the business (Jackson III et al., 2012; Wiltbank et al., 2009). Unlike mentors, whose mission is to help the new entrepreneurs develop their cognitive, strategic, and tactical competencies, venture capitalists function as consultants whose ultimate objective is to be doers and not teachers (Grima & Trepo, 2011).

Working with mentors as opposed to venture capitalists offers more opportunity for the new entrepreneur to acquire business competencies (Eby, Durly, Evans & Ragins, 2006). Mentoring enhances the new entrepreneurs' self-image, personal success, and business success by aligning the new entrepreneur's personal goals with his or her business goals (Cull, 2006). Imposing solutions to problems is not the mentor's priority. Teaching the mentee to construct creative business solutions by developing their business conscious so they can make competent decisions when unexpected events occur is an important duty of mentors (Duggan, 2009). For instance, teaching the new entrepreneur how to put in place infrastructure (such as training employees and writing operational manuals) during the initial start-up stage of the venture is a competency the new entrepreneur will need as the venture progresses to different stages of the business cycle (Cull, 2006; Ucbasaran et al., 2009).

2.7.3 Types of Mentoring Relationships

Mentoring is a supporting relationship between a new entrepreneur and an experienced person in which the experienced person serves as a role model and guides by offering advice and wise counsel to a developing new entrepreneur as he or she attempts to accomplish a difficult task (St-Jean & Audet, 2011). Mentoring relationships between mentors and mentees are designed to transfer knowledge, expertise, and new ways of thinking to help the new entrepreneur achieve the difficult task and begin to gain professional mastery (Wanberg et al., 2006). Two general types of mentoring relationships are identified: (a) formal and (b) informal. Formal mentoring involves assigned pairing of mentors with mentees (Choa, 2009), and informal mentoring relationships develop naturally through unstructured social interactions (Allen et al., 2006; Choa, 2009; Wangberg et al., 2006). Informal mentoring relationships encourage frequent meetings of mentee and mentor, and, in the process, the new entrepreneur learns important lessons through observations and interactions (Choa, 2009). Trust, open mindedness, commitment, flexibility, active listening, confidential conversations, and openness are some of the characteristic traits in an informal mentormentee relationship (Allen et al., 2006; Choa, 2009; Eby et al., 2006). Both formal and informal mentoring relationships are beneficial and are designed to help mentees acquire the needed knowledge and skills to grow in their career (Allen et al., 2006; Choa, 2009; Eby et al., 2006).

Formal and informal mentoring relationships differ based on their intensity, visibility, objectives, and duration (Chao, 2009; Eby & Lockwood, 2005), but similarities are evident, and both formal and informal mentoring relationships can co-exist within an organization. Created and coordinated by the organization, the primary purpose of a formal mentoring relationship is to help the organization membership accomplish its mission and vision (Allen & Eby, 2008; Allen et al., 2006; Hezlett, 2005). In contrast, the primary purpose of informal mentoring relationships is to help the mentee develop personally and professionally (Allen et al., 2006; Hezlett, 2005).

Formal mentoring can be more organized and strategically planned than informal mentoring (Choa, 2009; Praise & Forrest, 2008). Organizations whose overall successes are linked to improving organizational achievements and employees' knowledge and skills are more encouraged to invest in formal mentoring relationships and programs (Chao, 2009; Eby & Lockwood, 2005; Praise & Forrest, 2008). Imitated by the organization, formal mentoring relationships are formed as part of an employee developmental process, but the mentee and the mentor must strive to get to know each other on their own (Allen et al, 2006; Choa, 2009; Wanberg et al,, 2006). Mentor and mentee roles are clearly defined by the organizations' rules and guidelines, which both parties acknowledge and agree to follow as outlined in the agreement (Chao, 2009). Mentor and mentee are expected to work together within a structured timeframe with set guidelines, including frequency of meetings, communication processes, and methods (Chao, 2009; Wanberg et al., 2006). Frequent evaluations and assessments are a key requirement of formal mentoring relationships as these ensure that targeted goals and projected future outcomes are achieved (Praise & Forrest, 2008).

There are many advantages and drawbacks to a formal mentoring relationship. One advantage is that these relationships are geared toward working only with mentees, who demonstrate potential to advance up the chain of command; individuals with hidden talents may not be recruited to receive mentoring (Chao, 2009; Waberg et al., 2006). A second advantage of formal mentoring is that each potential mentee receives leeway to choose his or her mentor. The downside of this process is that the mentors with the highest level of self-efficacy are highly requested and might not be available to work with the mentee when the request is made. The feeling of disappointment of not working with the preferred mentor can be uninspiring, especially if the replacement mentor has a much lower level of self-efficacy. Regardless of the mentors' availability, once the mentee decides to participate in the mentoring program, he or she is obligated to follow the rules and guidelines of the program (Chao, 2009).

Lack of spontaneity can affect the future growth in formal mentoring relationships. Mentoring relationships that confine interactions between mentor and mentee discourage intrinsically motivated behaviors (Allen et al., 2006; Chao, 2009). Mentees who are highly motivated to learn are more committed to learning when they are free to explore learning outside the natural setting (Allen et al., 2006). For instance, a mentee may urgently need advice during nonworking hours; however, the organization may see the need to prohibit contact between mentor/mentee for situations outside of work hours. Furthermore, mentors who are not intrinsically motivated may refrain from responding to a mentee's request for assistance outside of work hours (Allen et al., 2006; Chao, 2009). Stringent guidelines may also forbid contacts between males and females as mentor/mentee interactions outside of the work hours as these interactions can be interpreted as improper working relationship between coworkers (Chao, 2009). The time span for formal and informal mentoring relationships is different. Formal mentoring relationships usually have durations of nine months to one year (Burk & Eby, 2010). The assigned timeframe in a formal setting allows the organization to assign mentors with new mentees regardless of the outcome (Chao, 2009). The downside to this time restriction is that mentees are reassigned to new mentors even if both parties had developed a good working relationship and had enjoyed the mentoring outcomes (Burk & Eby, 2010). Secondly, not all mentees can master the needed knowledge and skills to help the organization grow within a year. Regardless of the possible future outcome, most organizations' guidelines do not allow the relationship to proceed after the year is completed (Baranik et al., 2009; Chao, 2009).

Informal mentoring relationships differ from formal mentoring relationships in several ways. Informal mentoring relationships and programs are less structured than formal programs and may sometimes suffer from lack of a structural framework (Singh, Bains, & Vinnicombe, 2002). For instance, if both the mentor and the mentee do not clearly define their own expectations during the initial stage of the relationship, the relationship may fail to achieve its objectives (Singh et al., 2002). On the contrary, the mentor and mentee have the latitude to explore unbounded opportunities of learning because of the absence of third party rules (Eby, Butts, Durley, & Ragins, 2010). Informal mentoring relationships have no time limit and may allow mentoring to continue for years (Choa, 2009). Unconstrained in length, time, and frequency, informal mentoring relationships provide mentees with more opportunity to learn; each relationship can extend over several years to even after the mentee has achieved his or her objectives (Eby et al., 2010; Parise & Forret, 2008). Before the initiation stage relationship begins, mentors ultimately decide who they will take on as mentees (Allen & Eby, 2008; Eby & Lockwood, 2005; Hezlett, 2005). A mentee is not obligated by organizational rules or guidelines to continue the mentoring relationship when the relationship is not productive (Allen et al., 2006; Chao, 2009).

No signed written agreements are enacted between mentor and mentee regarding the specificity of the relationship (Allen et al., 2006; Chao, 2009).

With a greater degree of spontaneity and freedom to interact in and outside the workplace setting without fear of being undermined, mentor/mentee can push the boundary of the relationship to grow and possibly become a friendship (Allen & Eby, 2008; Eby & Lockwood, 2005). Encouragement and support offered are not only provided within the mentees' career development but also in various areas of the mentees' personal life (Allen et al., 2006; Chao, 2009). Neither party is required to assess nor evaluate the advancement of the relationship during the mentoring period (Allen et al., 2006; Chao, 2009). Mentor and mentee do not have a set timeframe and are not pressured to achieve outcomes. Both mentor and mentee, who engage in an informal mentoring relationship, brings forth intrinsic motivation; both stand to benefit from the mentoring relationship in the form of improved knowledge and skills, received recognition and respect, and feelings of self satisfaction for helping someone achieve his or her goals (Allen et al., 2006; Chao, 2009).

2.7.4 Mentoring Experience

Despite the potential benefits of mentoring relationships, the outcome and experience is not always positive for mentees (Burk & Eby, 2010; Eby et al., 2006; Eby et al., 2010). Mentoring relationships can have negative outcomes if the mentees feel that sufficient time was not spent with their mentor. Lack of training, negative attitudes about the mentor, and poor matching of mentors and mentees are destructive elements that prevent the mentoring relationships from reaching its full potential (Burk & Eby, 2010; Eby et al., 2006; Eby et al., 2010). Mentoring experiences can be destructive to the mentee's self esteem and confidence if the mentor is too demanding, authoritarian toward the mentee, and unjustly critical of the mentee's development (Eby et al., 2006). Mentees who were not satisfied with the mentoring outcome reported the experience as damaging to their self-esteem because it induced psychological strain in the form of depression or psychological withdrawal from family and friends (Eby et al., 2010). Mentees who experienced negative mentoring outcomes demonstrated less learning, lower amount of psychosocial support, greater depressed mood, greater withdrawal, and higher stress levels (Burk & Eby, 2010; Eby et al., 2010; Eby & McManus, 2004).

Despite the poor outcome reported from negative mentoring experiences, mentees can still learn from mentors through both positive and negative experiences because skill acquisition can occur through both positive and negative mentoring experiences (Eby et al., 2010; Eby et al., 2006; Hezlett, 2005). Individuals who received mentoring experienced more positive outcomes than those who were not mentored (Underhill, 2006). Mentoring enhanced individuals' self image and psychological well-being (Ragins & Kram, 2007; Underhill, 2006). Individuals who were mentored reported greater success, higher engagement in problem-focused coping behavior, and were more likely to seek social support when encountering problems and drawbacks (Liang, Spenser, Brogan, & Corral, 2008).

2.7.5 Cognitive Learning and Mentoring

Acquired cognition strength, procedural demeanor, strategic and tactical knowledge as well as definitive skilled behaviors deemed essential to their specific focus are challenging to learn through traditional training. In contrast, cognitive learning skills are best achieved with the help of mentors (Hezlett, 2005; Ucbasaran et al., 2009). The degree of intensity and the level of involvement makes mentoring different than training and other developmental relationships. The duration of most mentoring relationships do not have an official start and end date; the length and frequency of mentoring interactions between mentor and mentee relationship is limitless. This process ensures that both the mentor and mentee are intrinsically motivated during the mentoring relationship (Hezlett, 2005; Parker & van Praag, 2009).

The major responsibility of mentors is to create an environment where the mentee can learn by combining his or her personal knowledge and experience with the knowledge and experiences shared by the mentor (Hezlett 2005; St-Jean & Audet, 2011). Psychosocial support is used to develop the mentee's cognitive knowledge and skills. As the mentees' cognitive knowledge and skills increase through mentoring interactions with their mentors, new entrepreneurs are better able to explain steps or sequence of behaviors to achieving a task (Hezlett, 2005; Uy, Foo, & Song, 2012). Mentors can also increase mentees' declarative, strategic, and tactical knowledge (factual and theoretical insights) through stories, conversations, and other forms of interactions during the mentoring process (Hezlett, 2005). This type of learning can be transferred to the mentee from his or her mentor within or outside of the workplace environment (St-Jean, 2011).

2.7.6 Mentoring and Psychosocial Support

Mentoring is the trusted and supported relationship between a new entrepreneur and an experienced entrepreneur, in which the experienced entrepreneur serves as a role model and provides guidance by offering advice and wise counsel to a developing new entrepreneur as he or she attempts to accomplish difficult entrepreneurial tasks (St-Jean & Audet, 2009). In most circumstances, mentors are generally older, wiser, and have experience in the particular field in which the mentee needs guidance and support. A major advantage to mentorship is that the knowledge and experiences shared by the mentor to the mentee extends beyond the specific area of focus (Choa, 2009). Such extensive mentoring benefits occur in the form of emotional, career, and psychosocial support (Baranik et al., 2009; Betts & Pepe, 2006; Hezlett, 2005). Experienced mentors are aware that mentees have different needs; however, their objectives are the same that is, to achieve their desired professional goals (Choa, 2009). Most mentees desire emotional and psychosocial support during their interaction with their mentors (Hezlett, 2005). Emotional and psychosocial supports are extended to mentees from mentors in the forms of acceptance, counseling, coaching, and friendship (Betts & Pepe, 2006). Career or vocational support is provided to the mentee from mentors through sponsorship, visibility, protection, and challenging assignments. Constructive feedback is used by mentors to correct the mentees' unwanted behavior through role modeling (Allen et al., 2006).

Mentoring relationships are beneficial to mentees; the mentees' cognitive learning development extends across their personal and career life domains (Choa, 2009). Psychosocial support can enhance the mentees' self-image by rewarding the desired behaviors that help the mentees develop a professional identity, personal competence, moral outlook, leadership capabilities, level of confidence, and risk-taking capacity (Betts & Pepe, 2006). However, mentoring relationships that do not promote learning will eventually become dysfunctional (Eby et al., 2010). Although self-management strategies can be beneficial to entrepreneurs, who desire certain future entrepreneurial outcomes, new entrepreneurs who find it difficult to operate a profitable venture or capture new market shares will eventually realize that a mentor is needed to guide and foster their course of entrepreneurship (Petkova, 2009).

2.7.7 Downside and Cost to Mentoring

There are many downsides to mentoring relationships that may discourage mentors from becoming committed to an entrepreneurial mentoring relationship (Baranik et al., 2009; Burk & Eby, 2010; Eby & McManus, 2004). Mentors and mentees who are mismatched in terms of differing values, work ethics, levels of patience, and social distance can be costly for the mentor in terms of their credibility and reputation in the industry (Eby et al., 2010). Entrepreneurial mentors who are not able to perform to the mentee's expectations can negatively reflect on the mentor's judgment and competencies (Bozionelos, 2004; Eby & Lockwood, 2005; Eby, McManus, Simon, & Russell, 2000). Further, mentor reputation can tarnish even if there are no cost effective solutions to the problem (Eby & Lockwood, 2005; Hezlett, 2005). New entrepreneurs who are unsuccessful due to stubbornness or impatience may also put the mentor in an uncomfortable position to defend his or her status and credibility (Feldman, 2000; Geenbank, 2006).

The mandatory participation of the entrepreneurial mentor, where he or she must work with a mentee who is not committed to their outcome can influence the mentor to resist and lose motivation in the mentoring relationship (Eby &

McManus, 2004; Eby et al., 2010). Involuntary participation may also have a negative impact on the mentoring relationship (Burk & Eby, 2010; Praise & Forret, 2008). Mentors who voluntarily chose to participate in a mentoring relationship consistently tend to be more receptive to the benefits that may occur during their interaction with mentees (Praise & Forret, 2008).

2.7.8 Mentorship Benefits in New Venture Creation and Maintenance

Two types of benefits are received by the entrepreneurial mentor during a mentoring relationship: (a) short-term benefits and (b) long-term benefits (Eby et al., 2006). Improved job performance, notoriety, individual and organizational recognition from peers or mentees, rewarding experiences, and supporters who are loyal comprise the entrepreneurial mentor's short-term instrumental benefits (Baranik et al., 2010; Eby et al., 2006; Liang et al., 2008). Increased salary, promotions received, and career advancements are instrumental long-term benefits that may be received by entrepreneurial mentors during and following a mentoring relationship (Allen & Poteet, 1999; Eby et al., 2006). The mentor's level of motivation and commitment to the mentee's advancement or future outcomes are influenced by the mentor's perceptions of the benefits they will receive during their mentoring relationship (Brozionelos, 2004; Eby et al., 2006). Mentee's receptivity to the mentor's teachings can also increase the mentor's instrumentality (Hezlett, 2005; Kram, 1985). Additional time and effort spent to help the mentee succeed can be allocated if the mentor's perception is that the mentee is highly motivated and dedicated to achieving his or her immediate and future goals (Eby et al., 2006). Satisfaction and peace of mind come to mentors when mentors achieve their goals within the construct of working with mentees (Choa, 2009).

The mentors' ability to perform future directives efficiently and effectively determines their levels of competencies (Fowler & O'Gorman, 2005). Mentors who are exposed to diverse start-up venture problems and opportunities will have a higher level of self-efficacy than mentors who may have focused in one particular industry (Cull, 2006). The more knowledgeable the mentors, the higher their level of self-efficacy (St-Jean & Audet, 2011), and consequently the more valuable they become to the mentee (Barrett, 2006; Cull, 2006). Mentors with high levels of self-efficacy can identify potential solutions to solving start-up venture problems more quickly than those with lower levels of self-efficacy (Drnovsek, Wincent, & Cardon, 2010; Ncube & Washburn, 2006; Sullivan, 2000). With previously experienced start-up venture problems, knowledge is transferred to the mentee in the forms of improved conceptual, technical, and human skills; technical expertise and managerial skills; and leadership capacity (Parise & Forret, 2008). New and improved knowledge, skills, and experiences derived through taking on new tasks can be used to assist future new entrepreneurs in similar situations (Ncube & Washburn, 2006).

Mentoring new entrepreneurs can provide entrepreneurial mentors with positive feelings of passing their life lessons on to a younger generation when their mentees succeed (Praise & Forret, 2008). To be sure, mentors receive overwhelming personal satisfaction when they participate in their mentees' preparation, achievement, and success (Barrett, 2006; Eby et al., 2006; Parise & Forret, 2008). Breathtaking joy and satisfaction are bestowed upon the mentor when the mentee stays committed to his or her vision, mission, and future goals and is placed on a path to achieving economic wealth (Bozionelos, 2004; Eby et al., 2006). Internal gratification and a rewarding feeling of contentment are experienced by mentors when mentees implement an idea or recommendation that later proved beneficial to the new entrepreneur's business success (Barret, 2006; Parise & Forret, 2008; St-Jean & Audet, 2011). Mentors may feel rejuvenated by creating a renewed sense of purpose for mentoring others in the future (Eby et al., 2006).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents an overview of the research methodology used for the purpose of this study. A description of the utilized research design, instrument, and the procedures used to select respondents, collect data, analyze and interpret the data, as well as any ethical consideration or limitations is provided.

3.2 Research Design

The phenomenological research design was used for this study. Phenomenological designs produce meaning and explanations that are grounded in the experiences of real people (Schutz, 1982). Phenomenological designs are most effective when used to understand and clarify the meaning behind the mentors' experiences (Greene, 1997; Holloway, 1997; Kruger, 1988; Kvale, 1996; Maypole & Davies, 2001; Robinson & Reed, 1998). A phenomenological design was used in the present study to describe the mentors' thoughts, memories, imaginations, emotions, desires, embodied action, and social activity of the individual's experiences (Aspers, 2009). This design also had the ability to capture expressive information about the mentors' beliefs, values, feelings, and motivations that underlie their behaviors (Moustakas, 1994, 2004).

3.3 Population of the Study

Population of the study consisted of 290 registered companies in renewable energy sector of Kenya as at August 2014 by Electricity Regulatory Commission (ERC) in Appendix 2. Energy Regulatory Commission is established under the Energy Act, 2006. Following the operationalization of the Energy Act, 2006, with effect from July 7 2007, the Electricity Regulatory Board (ERB) became Energy Regulatory Commission (ERC) with the following objectives and functions: regulate the electrical energy, petroleum and related products, renewable energy and other forms of energy, protect the interests of consumer, investor and other stakeholder interests, maintain a list of accredited energy auditors as may be prescribed, monitor, ensure implementation of, and the observance of the principles of fair competition in the energy sector, in coordination with other statutory authorities, provide such information and statistics to the Minister as he may from time to time require; and, collect and maintain energy data, prepare indicative national energy plan, perform any other function that is incidental or consequential to its functions under the Energy Act or any other written law.

3.4 Sample

The sampe size of this study was 10 enterprises in the renewable energy sector in Kenya. No set rules for the number of respondents in a qualitative study exist (Patton, 2002). However, 10 respondents have been shown to be sufficient to achieve data saturation (Boyd, 2001; Creswell & Planto Clark, 2007; Kvale, 2006; Moustakas, 1994; Rao & Perry, 2003; Sanders, 1982). This sample was selected because the respondents identified had the potential to provide rich information relevant to the research questions (Patton, 2002). Five criteria were used during the sampling process: (a) each mentor had begun his or her venture without mentorship and experienced failure; (b) each experienced entrepreneur had received mentoring to create and manage his or her new business venture; (c) each experienced entrepreneur was a mentor to a new entrepreneur or has mentored an entrepreneur in the past; (d) each experienced entrepreneur had at least two years of experience as a mentor in venture creation; and (e) each experienced entrepreneur had fluence in English and able to effectively communicate his or her mentoring experiences. These criteria was designed to best identify respondents, who have considerable experience in entrepreneurship and mentoring.

3.5 Data Collection

Primary data was collected for the purpose of this study. Personal interviews was selected to collect primary data because it captures conversations, reflection, and tone of the respondents (Turner, 2010). Personal interviews also provided deep insights into the mentors' thoughts regarding their perceptions of mentoring and its usefulness to them (Qu & Dumar, 2011). Personal interview was also chosen because it allowed the mentors to clarify meanings behind their mentoring experiences by describing the actions of their behaviors (Crotty, 1996).

3.6 Data Analysis

The data analysis employed for this research was content analysisi and followed the recommendations of Moustakas (2004) for descriptive phenomenological studies. The data was organized using the Moustakas (2004) data analysis method, which includes bracketing researcher's experience; collecting significant statements and grouping them into larger units or themes; writing of textual and structural descriptions of the respondents' experiences; and writing of a composite description to convey the overall essence of 'what' and 'how' the respondents experienced event(s) during their mentoring relationships.

All transcripts were examined for patterns and themes derived from the lived experiences of the respondents. Once the coding process was completed, meaning of the themes were further defined and reduced into organized sections to reflect the mentors' perceptions of their mentoring experiences. Each theme and subtheme provided a structural description of the respondents' lived mentoring experiences during the creation of their own venture retrospectively when they were new entrepreneurs.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND INTERPRETATION

4.1 Introduction

This chapter presents the findings, the textual and structural description of the respondents' experiences, an evaluation and interpretation of the results. Pseudonyms were used throughout the document to protect the respondents' identity. Interviews were conducted over a six week period from September 16, 2014 through October 8, 2014. Live interviews were conducted, which consisted of open-ended questions and prompting statements. According to the finding the respondent narrated a number of experiences which are presented here below:

4.2 Response Rate

All the respondents accepted to be interviewed giving it an a 100% success response.

4.3 Demographic Information of the Respondent

The demographic data collected included location, gender, ethnicity, age, education, and marital status. Respondents' ages ranged from 30 to 65 years. 60% of the respondents possessed a bachelor's degree, 30% had a master's degree, and 10% had a doctoral degree. 90% of the respondents were married and 10% was single.

4.4 Entrepreneurs Experience on New Business Venture Creation Without Mentors

The respondents in this study did not have a mentor prior to starting their ventures. However, after a series of poor business decisions and failed business strategies, the respondents chose mentorship to help them develop the self-efficacy to create a successful start-up venture. The respondents described commonalties in their early stage of creating a business without the assistance of a mentor, namely:

4.4.1 Inexperience

The theme of inexperience illustrated the respondents' lack of knowledge and inability to devise business and management strategies that would lay the framework or foundation for future entrepreneurial success. The overall theme of inexperience was identified at the beginning stage of the venture creation process. The theme described the respondents' mindset after being exposed to a series of challenges that were irresolvable by the respondents on their own.

4.4.2 Lack of Knowledge on Managing and Running a New Business Venture

Lack of knowledge described the respondents' lack of awareness of proven procedures or strategies to implement in order to grow their businesses. Not knowing or connecting cause and effect consequences to their decisions was exemplified as lack of knowledge. The lack of knowledge was initially identified by the respondents as a major contributing factor toward unpreparedness that led to the respondents' poor judgments, mistakes, and setbacks. The subtheme characterized errors in judgments and negligence in the way the respondents approached the preparation of creating a new venture without the help of a mentor. The lack of understanding, planning, and implementation of business platforms or infrastructure to sustain positive growth at the beginning stage of the business cycle posed a problem for the respondents. The respondents did not understand the importance of setting up and abiding by business rules, guidelines, policies, and procedures. For instance, when faced with problem situations, because there were no tangible rules, guidelines, or procedures to draw upon for guidance, the respondents were susceptible to pitfalls. Respondents reported that many of the problems they experienced were solvable if they had realized the significance of protocol and procedures. As a result, the lack of knowledge of proper guidelines, rules, policies, and procedures was perceived to negatively impact the respondents' abilities to function and forced them to seek alternative guidance.

The respondents' initial perception was that growing and managing a successful venture was based on the quality of the products or services provided to clients. Respondents reported that their lack of knowledge to devise effective business strategies had influenced them to ignore critical guidelines, such as established rules, designated policies and procedures, clear and consistent communication, as well as maintenance mandates to achieve efficiency. Masika commented:

When I started my business, I did not know much about what was really required for a business to be systematically run successfully. Furthermore, I did not understand that sound and consistent policies and procedures would strengthen my competitive advantages. The procedures and policies I was using to operate my venture were rather erroneous, and the information was not designed to give success. As a result, I had wasted a lot of time with my ladder up against the wrong wall.

Keeping employees structured and motivated with the absence of rules and procedures was considered a missed opportunity by the respondents. Katumbi reluctantly shared her ignorance and explained why policies and procedures were not her priority. She reported that, as a result, her business suffered. Katumbi explained:

I was unaware of the significance of policies and procedures when I first started my business. I should have first established policies, protocols, and procedures, followed by strict enforcement in an effort to make sure they were upheld by all without exception. I did not follow a guideline or a protocol. As a result, I ended up losing clients due to my dysfunctional and non-directed group of employees.

The respondents' initial perception of creating and managing the day-to-day business operations was significantly underestimated. Mbithi expected to work long hours during the start-up stages of the business, but he was ignorant of the type of financial, physical, and psychological commitment required to create and manage the business for long-term success. Mbithi highlighted a false sense of knowledge that made him confident in his ability to create and manage a venture on his own, "I felt I had the knowledge to do it on my own, but after a few months, I realized that college did not prepare me for this formidable task. Moreover, I did not expect to be working 15-hour days."

The lack of understanding of business functions and poor planning oftentimes were perceived to be major barriers that prevented the respondents from achieving their goals. Mbithi had never managed a business. Nevertheless, he felt confident that his products would be in high demand once they were introduced to the marketplace. Mbithi declared, "It was my first time managing a business, so I was not sure what to expect, but I felt confident that this product would be a winner once it was introduced to the market." Ignorance of proper business planning and business operations had made the respondents neglect proper preparations. Henry admitted, "I did not have the in-depth knowledge at the time to put things in perspective, so I was confused most of the time because I did not know what to do."

The inability to identify and define demographics and target markets made the respondents unable to define those customers, who needed to utilize their products and services. Not understanding effective ways to identify and break down market segments posed a problem for the respondents. Kirima commented, "I knew I wanted to sell my services to families, but I did not realize that the families I wanted to sell my services could not afford it." The respondents respectfully described their inability to conceptualize and formulate business strategies to control the direction of their ventures. Erica stated, "I was confused and all over the place." Without an adequate business system in place, the respondents found it difficult to capitalize on the strengths of their ventures. Jacky explained, "I was getting a lot of referrals from family and friends, but I couldn't handle the influx of clients. So, many [new customers] were dissatisfied with my service and never returned."

The lack of knowledge made it difficult for the respondents to formulate and implement a system to facilitate the needs of the clients, resulting in several missed opportunities. After a sequence of failed attempts to increase his market shares, Henry discussed his experience and highlighted his inability to devise a plan to take advantage of his business strength. Henry stated, "I had the exclusive rights to import these products, but I did not recognize that my poor customer service was driving my customers away." Henry also noted, "After a few confrontations with customers, family and friends were afraid to make referrals." Masika acknowledged, "Because I was ignorant in managing a business, I did not know what the right activities were, so I was not getting the results I wanted." Ignorance of proper planning was reported by the respondents, and this ignorance caused them to implement ineffective strategies. Henry shared this experience, "When I started my business, I was pretty much everywhere – I did a little of everything to survive and keep the business running."

Jacky had a similar experience and highlighted her lack of knowledge and inexperience to formulate and implement a good marketing plan. Jacky explained, "After spending months setting up the business, I started to feel as if I was throwing things on the wall and hoping something would stick." Jacky's failure to devise marketing plans based on the uniqueness of her business's strengths and weaknesses was overlooked due to the lack of comprehension of the unique needs of her business and clients. Even though considerable time and resources were invested in the business, the financial returns the respondents received on their investments were reported as dismal.

Being around business at an early age, earning a college degree, or being knowledgeable in products or services was reported to not have enhanced the respondents' chances of success. For instance, Katumbi had watched her father create his own business and operate it for several years. However, since she was not involved in the decision-making process of her father's business, she was not aware of the type of problems and decisions her father had to make to keep the business in operation. In discussing the experience, Katumbi described her inability to understand the nature and importance of a competitive advantage. Katumbi discussed this experience, "I had the desire and the time to learn to manage my own business, but it was difficult to grow the business without knowing and preparing in advance how to identify and market to my demographics." When the respondents did not possess the knowledge to implement effective strategies to grow their business, they felt it was best to do nothing. However, by ignoring the problem and allowing it to escalate, the respondents found that they had further compromised the success of their existing work production system.

A college degree did not assure the respondents' success in business. Although Ian had no prior business experience, earning an Maters of Business Administration from University of Nairobi gave him a false sense of confidence in his ability to create and manage his own venture without outside assistance. Ian experienced a series of poor business ideas and plans. He explained, "I did not understand the consequences to some of my decisions; moreover, I also realized that I did not have the patience or the knowledge to keep the business in operation over long-term period of time."

The respondents' frustration grew when their knowledge was not sufficient to achieve preceding expectations. Jacky conveyed the image at first as being highly motivated and knowledgeable in business development after earning a Master's Degree. Jacky stated, "I felt I was adequately prepared to grow the business, but I did not realize the intricacy and demand in running a business without competent employees. I later learned that to be successful, it requires experience, much sacrifice, and work." The lack of experience and mistakes were also described by the respondents as painful and humiliating. Kirimi remarked, "I made so many mistakes and wasted so much money on things that made no sense. I wasted thousands of dollars on purchasing marketing materials, website development, and advertising. I was really naive back then."

The respondents explained that they struggled to keep their business afloat because they were ignorant of strategies to implement. Following advice and strategies provided by family and friends to help the business grow was their next best option. Ian shared his experience regarding deficiencies in business implementation, "Many of my ideas and strategies came from family and friends, who had never owned or managed a business. Therefore, a lot of the planning and strategies I implemented were not formulated with wisdom." The respondents later conceded that the lack of business knowledge made it difficult to compete with competitors. Dan shared his experience, "I truly thought many of my decisions would have brought success, so it was disappointing to know that many of my decisions turned out to be catastrophic." The respondents admitted that their lack of knowledge was the reason they did not have an effective business system in place. Even with adequate resources, the respondents admitted that successful strategies they found useful as they matured would not have been implemented when they were new entrepreneurs – due to their lack of experience, they simply were unaware of them.

Respondents reported that their inabilities to make good and consistent business decisions both created and multiplied setbacks and were very detrimental to the performance of their ventures. Erica described her state of confusion due to her inability to identify and solve her own business dilemmas, "After a series of mistakes, I needed someone who could help me get to the next level by streamlining my path instead of being 'all over the place'." Respondents reported that without adequate knowledge, their chances of failure increased substantially. The respondents admitted that due to their lack of business knowledge in start-up venture creation, many of the problems they had to fix did not manifest overnight, and their inability to make competent decisions was perceived to lower their venture performance over time.

4.4.3 Self Doubt

Self doubt was described as the respondents' uncertainty of their ability to create and manage their own ventures. A succession of bad decisions that contributed to setbacks had intimidated the respondents, and they became reluctant to take actions necessary to grow their ventures. Self doubt often became an impediment that prevented the respondents from following through with an idea or strategy to grow their ventures. This subtheme was described recurrently when problems arose or when strategies should have been implemented but were not because of self doubt caused by prior failures. Conversations on this topic with the respondents were infrequent and brief. Several of the conversations may be described as succinct.

All of the respondents had a strong desire to be a successful entrepreneur; however, they had doubt as to the proper procedures required to increase their selfefficacy to create successful ventures. The respondents reported that doubt in their abilities to accurately predict cause-and-effect consequences were perceived to be a primary barrier that prevented them from exploring business alternatives. Henry explained the reason he was doubtful when faced with decisions, "I felt as if something in my life was missing. I felt I wanted more, I needed to do more, but I did not know how." When respondents were not pleased with the performance and direction of their ventures, they acknowledged that it was due to self doubt. In essence, these self doubts became missed opportunities that could have made a positive difference in the performance of their ventures. Dan shared this experience of self doubt that he perceived prevented him from seeking and exploiting other business opportunities. Dan stated, "I wanted to grow a successful business, but I did not know the right process to do so." A similar fear was expressed by Kirimi who declared, "I wanted more out of my business, but I did not know how to achieve it." Masika discussed his strong desire and motivation to create and manage his new venture. However, he expressed that the doubt and uncertainty he possessed in his ability prevented him from putting more effort in the process. Masika shared this experience, "I did not know what I needed to do and this created doubt in my mind, and so I did not put all my soul into what I was doing because I didn't think it was the right process." Jacky reported that doubt made her lack confidence in her ability to manage her venture. According to Jacky, "I thought I knew what business planning meant, but after a string of bad decisions, I started to have doubt in my capabilities." Ian also expressed doubt in his ability to increase his self-efficacy to create a successful business venture on his own:

I did not know the rudiments of setting up and operating the business. I wanted to increase my business competencies, but I did not understand the importance of business planning. I was not able to visualize the business and identify how I was going to move from one idea to the implementation of that idea. I was not prepared to address roadblocks in my business ideas because I did not know what to look out for. It was after a series of bad decisions that I realized that the venture creation process is more complex than many people think it is.

Respondents expressed the burning desire to increase their self-efficacy in venture creation, but later described doubt in their decision making abilities that was perceived as concurrently making it difficult to develop the self-efficacy to create and manage their own ventures. Bob shared this experience, "I had this thing inside of me that I wanted to have my own business, but I realized I did not have those characteristics to be called a strong businessman." Subsequent to a series of bad decisions, the respondents reported that they felt tempted to return to a regular job. Erica stated, "When things were looking bleak, I felt tempted to quit." After reporting that he struggled to coordinate the basic business concepts needed to reach segmented demographics, Kirimi described his desire to grow the venture quickly despite doubt in his ability to complete the process. Kirimi stated, "It was after a series of catastrophes that I realized I was not prepared to manage my own business. I truly needed help." The respondents reported that they struggled to stay motivated and acknowledged that they felt overwhelmed with confusion as to the next action to take. Erica described feeling uncertain about her future role as an entrepreneur, "If I didn't know how to do something, then it wouldn't be done.

I was frustrated.” Respondents reported that often they were not conscious that self doubt had prevented them from exploring new ways of thinking that would help them identify and bring the products and services to their respective markets. The respondents also expressed that doubt had made them feel unprepared, and, as a result, they did not put in place measures to guide their actions. They acknowledged that they were not competent to visualize each step of their ideas and implement each phase of their ideas in a timely manner. The respondents also reported that self doubt had prevented them from mobilizing their ideas and addressing road blocks that interfered with their overall goals and objectives. It was only when the respondents were willing to learn or develop the needed competencies with the help of an experienced mentor that feelings of self-reliance began to emerge.

4.5 Entrepreneurs Experiences of Creating a New Business Venture with the Help of a Mentor

The following experiences were identified by the respondents:

4.5.1 Guidance

The theme of guidance described the advice or counseling the respondents received from their mentors in promoting the growth of their ventures. Respondents described the guidance they received from their mentors and how their mentors’ advice, instruction, and recommendations affected the survival of their ventures. Emphasis on guidance received from mentors was described as a primary lesson by which they identified and avoided mistakes that caused prior setbacks. Proper guidance was accredited by the respondents as an important advantage to creating a venture when experience and knowledge was not readily available.

Respondents described the willingness to be patient as a needed competency that was taught to them by their mentors. Respondents also identified this willingness as a key step in helping them understand fundamental principles related to the venture creation process. The respondents were open to receiving guidance from their mentors as long as trust and integrity were visible in their mentoring relationship. Mbithi summarized the value received from his mentor's guidance and the impact it had on his life and development, "The support, guidance, and advice I received from my mentor have helped me to understand the conservative viewpoint of business applications. This lesson has also served me well in my personal life." Respondents, who benefited from their mentors' guidance, were more motivated to follow future instructions, recommendations, and advice. Bob described his tendency to make irrational decisions. He also described having a mentor with whom to discuss issues before making decisions to be beneficial:

I am more a risk taker and my mentor was very conservative. I wanted to go out and explore and find new clients, but he did not recommend it. That made it frustrating because we did not see eye-to-eye on the matter of taking risk, and I felt he [the mentor] was holding me back. He [the mentor] felt there were some areas I needed to master before I assume more responsibilities, and he was right. The respondents may not have always agreed with their mentors' way of thinking and the guidance provided, but the willingness to adhere to the mentors' advice minimized setbacks. Ian described a major setback he later regretted. The setback was due to Ian's decision not to implement and follow his mentor's protocols:

It was frustrating when I went against my mentor's advice and had to hear, 'I told you so.' For instance, my mentor would say, do not accept checks from companies without first establishing a relationship and I would say, 'OK.' What I should have done was to have in place rules and procedures to dealing with checks and credits. I should have taken notes and followed the path that the mentor wanted me to take. My mentor had pointed out many pitfalls that would affect the business, but I ignored them to my own detriment.

Respondents, who valued and trusted their mentors' advice, were more willing to follow and discuss issues with their mentors before making a final decision. The greater the involvement with the mentors and the perception of satisfaction with the mentoring relationship, the more control the respondents had over their emotions and the more willing they were to accept his or her mentor's guidance. Dan described his willingness to be guided by his mentor's leadership instead of learning through trial and error. Dan remarked, "I could have learned the hard way, but having a trusted mentor really helped me out and saved me time and money. It also made a lot of long process easier."

The respondents explained that the reason they were open to mentoring was to overcome the inferior way of thinking that had made growing their ventures formidable. Erica acknowledged that her decision to seek mentoring was influenced by the high degree of failure she had experienced on her own. Erica summarized the reason it was important to accept guidance and follow her mentor's advice:

I was one of the people who lived according to how I felt. If I did not feel like doing something, then it wouldn't be done. I was taught by my mentor that I was in control of my life, and my life was not in control me. My mentor encouraged me to push ahead regardless of how I was feeling. I had to push to the other side of my feelings, and then I would be in control of who I am, and who I will be. It was from then on that the results I expected started to appear.

Respondents confirmed that their mentors' knowledge and experience provided guidance and wisdom in several ways that helped them understand the true meaning of building a business. Masika stated, "My mentor showed me how to get from point A to point B. I did not hesitate to take action because I was confident in his ability to get me the results." When the mentoring relationship was mentee driven, the mentee would engage in more direct communication with his or her mentor in order to gain the needed conceptual knowledge. The basic rudiments taught to Jacky were considered one of the most valuable lessons taught to her during the relationship:

My mentor taught me the importance of planning. I became proficient in my skills because I was open to follow my mentor's ways of thinking. I was taught to visualizing and put my ideas on paper. I was guided to identify and prevent roadblocks from causing setbacks.

4.5.2 Increased Business Knowledge

The respondents described their experience of acquiring increased knowledge and experience through interactions with their mentors as key learning instruments, which had transformed their way of thinking and being. Increased knowledge was also identified as something that was needed to enhance the respondents' entrepreneurial creativity and future success in their ventures. The respondents also described developing new awareness and knowledge through interactions and discussions with their mentors. Such interactions were deemed critical to their knowledge and overall development. In describing the lived experiences of their mentoring relationships, the respondents discussed the in-depth insights and increased awareness as being important competencies needed to grow their new ventures.

The respondents' abilities to analyze and correct problem situations that were detrimental to the success of their ventures were identified. Mbithi expressed the delight to possess increased knowledge, skills, and a way of thinking that helped him to methodologically analyze and ward off potential dilemmas, all of which were major contributors to his success. Mbithi summarized his experience in the following statement, "He gave me an opportunity to identify and seek out successes that's not visible to an ordinary individual. His insights and way of thinking helped me recognize the intricacy to business operating." Developing their own unique way to effectively evaluate both opportunities and threats was important to the respondents. Bob highlighted ways in which his mentor's imparted knowledge increased his competencies, "He was very instrumental about self growth and took it on himself to show me different ways to develop a business plan to market and grow my business. He mentored me for about three years and eventually I honed the various concepts and skill sets he taught me."

The increase in the respondents' knowledge over time was perceived to provide confidence and validation. For example, Kirimi identified critical strategies he was taught by his mentor related to building a venture from the bottom up. Kirimi enjoyed the learning exercises because he believed they were beneficial to his transformation and new way of thinking. This experience was described by Kirimi:

We talked about the importance of developing a business plan, how to get and keep customers satisfied, how to enhance marketing strategies, why it was important to build our brand, and the benefits of hiring and training employees. We also discussed reasons a business should not grow too fast and other types of pitfalls to avoid when growing a new business.

Identifying and correcting barriers that prevented new ventures from growing were also major issues discussed by mentors with the respondents. The respondents recognized that in order for their businesses to remain profitable, the ventures required human resources, monetary resources, and capital resources. The competency and knowledge developed by the respondents were considered critical to the survival of their ventures. This experience was identified several times by Dan, who summarized his learning, increased knowledge, and his transformation, "I am no longer the same person. I consider myself competent in building a business from bottom up." Masika used several statements to describe his increased knowledge which eventually helped him create a successful venture. In one statement, Masika expressed, "My mentor gave me the real world view." In another statement, Masika added, "I know how to get the results I need." Despite the occasional obstacles, respondents now perceived their ability to obtain increased knowledge as their primary motivation.

Respondents described a shift in paradigm that occurred during several learning exercise with their mentors. They also described their state of mind before their increased knowledge as being disjointed. Erica experienced major changes in her attitude toward growing her venture after several knowledgeable insights were shared by her mentor that left her to ponder her future, "He asked me what I wanted to achieve this year, next year, the next five years, and the next 10 years; what I thought were my strengths and my weaknesses; and what did I want to leave behind as a legacy if I died today as a legacy. This was when the light bulb came on."

Mentors, who provided insights that significantly influenced the respondents' learning by having them reflect on past and future actions, were perceived as effective in transforming the respondents' way of thinking. Ian described several intense, informative, and honest discussions he had with his mentor that were characterized as profound and insightful. Ian further expressed that the discussions set him on a journey to prepare mentally to increase his knowledge. He summarized the experience with his mentor:

We discussed the reasoning for starting a business, the complexity and uncertainty involved when one decides to start a business. We also discussed who would be the ideal candidate for starting a business and the hardship and the lengthy hours required for starting a business. We elaborated on the possibility of failure and the possibility of no return on investment the first few years the business is in operation. Lastly, we talked about the amount of money and resources that is required to start the business.

The respondents acknowledged that starting a new venture is complex because it involved processes and procedures that were not easily understood. Further, the circumstances of respondents' businesses were unique and had required some degree of specialized knowledge and professional insights that were not readily available. Also, the respondents were not aware at first of the lengthy hours required to ensure the business was maximizing its potential. They began to realize that they needed to spend a minimum of 10-15 hour days managing the business. Jacky had a similar story to share that described the way her mentor imparted new knowledge and ways of thinking that helped to transform and increase her knowledge base:

We talked about how to raise capital, the best way to get my marketing message out there to potential customers, and the type of services to offer to keep the business generating cash flow. We talked about what to look out for in regard to making sure my time was spent wisely, and how to set realistic goals to help the business to grow.

According to the respondents, the method the mentors used to influence their way of thinking often contributed to their level of motivation to increase their knowledge. Nevertheless, the respondents still tried to keep their focus on finding ways to ensure that lessons taught to them would be long remembered.

4.5.3 Reassurance

The theme of reassurance described the positive attitude and motivation that the respondents had regained as a result of mentoring. A positive attitude and high motivation were initially lost due to their inability to properly evaluate business opportunities and threats that were fast leading to the demise of their venture. Prior to being mentored, the respondents described being indecisive in their way of thinking, and this had negatively impacted their attitudes to assume entrepreneurial risks. Assurance was provided from mentors to mentees, which was reported to have been necessary in order to keep the respondents motivated. Reassurance also provided the respondents a renewed way of thinking that stimulated their desire to learn. Mbithi described comfort and a positive attitude after supervision and reassurance received during mentoring. Mbithi stated, "I was not afraid of failure or to take chances anymore. My mentor made it clear, all business successes are built on some aspect of failure, and avoiding failure was a combined responsibility we share before providing solutions." Prior to being mentored, the respondents described experiencing solitude and hesitation when making decisions. However, after working with mentors, they articulated that they felt comfortable and astute when making decisions. Katumbi illustrated the importance of a mentor, who provided reassurance after a series of bad experiences:

When dealing with a problem that needed to be resolved, my mentor would listen tentatively and then ask questions. Her questions provided insights that helped me to understand the process that needed to be completed. It is those situations in which I am exposed to new insights about procedures that help me to grow in the business world. In addition, my mentor introduced tools that would help me along each process, and these situational tools were greatly beneficial.

Masika expressed similar sentiments about his mentor's role in providing reassurance that made him believe he had the potential to be a successful entrepreneur. Masika commented, "I felt comfortable with the advice received from my mentor, so I was energized when taking action to get results." The respondents, who trusted their mentors to provide dependable reassurance, were more optimistic when making decisions. The encouraging and supportive way in which the mentor provided reassurance made learning satisfying for the respondents. For instance, Bob described ways in which his mentor provided objective reassurance: "My mentor never criticized my efforts. He was extremely supportive and encouraging when looking at the things I was doing. He would then come up with ways to make what I was doing or thinking better." Dan emphasized the importance of working with a mentor, who reassured him when he had to evaluate opportunities and threats, "If I did not understand something, he would take the time to encourage and explain the correct way to get things done. He would sometimes follow up with a phone call to make sure that the process was complete." When the respondents were mentored by someone that they trusted and felt comfortable when sharing their fears and concerns, they described a feeling of having control over their ventures' outcome. Erica was able to achieve enormous success because of her mentor's ability to provide reassurance. Erica shared this insight, "I had a mentor who really wanted me to be successful in growing my business.

Having someone who believed in me made an enormous difference in my life, attitude, and mindset."

The disappointment experienced as a result of operating a venture without knowledge, guidance, and supervision had created skepticism. Participant skepticism had made it difficult for the respondents to accept guidance from someone, who was not trusted. When mentors provided reassurance, mentees perceived their mentors had a greater influence. Bob shared this experience, "I trusted my mentor. I felt comfortable with the insights and support he provided. I felt comfortable, so it was easy to open up and share my thoughts and feelings about the direction to take with the business." The respondents felt grateful for their mentors' assistance in restoring their belief in their ability to take control over the direction of their ventures. When the respondents felt comfortable talking about their needs with their mentors, it was easier for the mentors to provide accurate advice and solutions to their problems. The respondents also described an attitude of feeling less frustrated and less pressure when faced with decisions because they had someone to turn to if assistance was needed.

4.5.4 Renewed Confidence

The theme renewed confidence described the respondents' levels of optimism returning after a series of positive outcomes and experiences with their mentors. The respondents acknowledged that when they were able to resolve problems with insight and encouragement from their mentor, mentorship was perceived to help transform their way of thinking and renewed their level of confidence. Through conversations and interactions, the respondents emphasized that without confidence in their abilities to make good decisions, overcoming obstacles would not have been possible. The respondents also described their renewed level of confidence as a satisfying feeling experienced when they felt competent to diagnose, evaluate, and implement decisions and strategies that enhanced the performance of their ventures. The benefits of working with confidence were reported as major contributors to avoiding setbacks. Katumbi described ways in which her mentoring had renewed her confidence and put her on the course to achieve success. Katumbi stated, "Having a mentor helped me execute my task more efficiently. I am more competent in my decision making abilities than before." The respondents emphasized their mentors were instrumental in providing new ways of thinking and being by ensuring that a renewed sense of confidence was developed.

The support and protection received from mentors were also described as a big brother or sister looking out for a younger brother or sister. Bob described the close and trusted relationship he had with his mentor that helped to restore his confidence in his abilities to identify and overcome obstacles. Bob explained, "He provided a sense of direction when we engaged in conversations. I could turn to him if I had problems or questions. He was my 'sounding board' and I could bounce ideas or talk about any problem." The enhanced knowledge gained through mentoring was described as a major reason that the respondents had found renewed confidence and had become energized. Jacky described her enhanced ability to address potential venture problems that were preventing her ventures from growing. Jacky stated, "Before I was mentored, I was not able to solve a complex business situation and analyze it, break it down, and provide an accurate solution to the problem. Today, I am more rounded and knowledgeable in every area of my life."

Having a mentor with years of experience was beneficial to the respondents' confidence. Ian shared this gratifying experience, "When I needed to know how to do something the right away, I could call him and he would work with me one-on-one to solve the problem." Masika also described lessons learned from his mentor that were instrumental in providing renewed confidence in his ability to take action:

My mentor taught me that there are certain actions to take – meaning a direct or straight line to success instead of going around the corner in order to have that success. I simply have to set priorities. I also had to believe in my ability *to do what I desire doing. I also believe that my mentor had the answers to help me get the results I want.*

The satisfying feeling and the renewed confidence experienced by the respondents were perceived as gratifying because there was someone available to assist in times of need. The respondents all shared common views that it was fulfilling to know that there was someone readily available to provide feedback and suggestions to their ideas when they needed it the most. With these gratifying renewed levels of confidence, new entrepreneurs were much more prepared to identify, warn off, and correct problems on their own.

4.6 Factors that Entrepreneurial Mentors Feel Were Most Important to their Success as New Entrepreneurs while Being Mentored

The respondents in this study described the strategies, protocols, and procedures shared with them by their mentors in their late stages of their mentoring relationship, namely:

4.6.1 Preparation

This theme included statements from the respondents about their mentors' foresight and willingness to prepare new entrepreneurs to create a business framework that can withstand predictable and unforeseen pitfalls that would negatively impact new startup ventures. The theme, preparation, focused on administrative and marketing strategies mentors shared with their mentees for the purposes of correcting entrepreneurial mistakes that had the potential to disrupt business momentum. Preparation was characterized by statements made by the respondents as they began to recognize foreseeable and unexpected challenges that may have already affected the short- and long-term growth of their ventures. Adequate preparation was described as the basis of the respondents' business success and was also considered to be a prerequisite to preventing or overcoming business setbacks. According to the respondents, they felt fortunate to have accepted mentoring at the time they did, and they described the benefits of working with mentors to lay the business foundation for future growth. Kirimi explained, “Modifying my business model was wise advice from my mentor because it helped to create a competitive advantage that increased my profit margin substantially.”

Although the respondents were mentored on different aspects of marketing and management, they found preparing for unforeseen and predictable circumstances to be an important criterion in identifying and attracting customers, suppliers, and competent employees. Bob stated, “I never enjoy doing research, but after making inquiries on different suppliers, and talking to them on the phone, I realized that I could save a substantial amount of shipping cost without disappointing my customers.” Henry also described the instrumental value and the feeling of appreciation after being taught several fundamental preparation principles by his mentor. Henry explained, “It was good to be taught how to set and manage my expectations, which was beneficial to my success. I wasn’t able to compete on price, so we [mentor and I] formulated a strategy to reduce our cost.” The respondents found that keeping their overhead low and forming alliances with suppliers were important to their cash flow as well as to maintain their competitive advantage.

True preparation meant being honest and forthright about respondents’ capabilities. When adequate time was spent with their mentors discussing and formulating their venture plans, objectives, and overall business strategies, the respondents felt they were better prepared to harness opportunities. For instance, after a series of failed marketing promotions as well as several months of mentoring, Kirimi acknowledged, “I now have a better feel of what my customers appreciate. I now package my services to meet the demand and needs of my customers.” By working with a mentor, the respondents believed the experience had prepared them to control the future direction and success of their businesses. Ian commented, “Most of the time when I am faced with a problem, I [now] know why it arises, so I make sure to have a contingency plan in case my first option fails.” The respondents acknowledged that mentoring helped them to prepare for unforeseen problems, and, as a result, they no longer felt susceptible to catastrophic pitfalls that had earlier caused setbacks.

Mentoring was reported by the respondents as helpful in the creation of a stable business infrastructure during the early phase of the venture development, which in turn gave them better control of the business and allowed them to adequately maintain and manage unexpected business opportunities that led to profitability and success. On the other hand, without working with mentors to formulate strategic plans, the respondents believed their businesses would have had little or no direction. Dan elaborated his views on lessons taught to him by his mentor that helped him to create a solid business foundation, "He taught me how to incorporate my business, how to protect the business assets, what to look out for when negotiating business contracts, how to do my income tax, and the importance of filing the correct paper-work with the government." The respondents pointed out that building a strong business foundation early should be a priority and not be overlooked. Adequate preparation had ensured the respondents achieved a durable or sustainable competitive advantage. For instance, before Jacky received mentoring, she had prepared her own business plan in which she was confident. Jacky believed her strategy plan had accurately reflected the venture's strengths and weakness as well as those of her competitors. After discussing the strategic plans and reviewing the plan of action with her mentor, the recommendations provided to Jacky by her mentor were disappointing, including the recommendation for Jacky to modify the services, product, and business system. Jacky shared this experience, "The information in my business plan did not reflect what I had in mind. I was not taking advantage of my business competitive capabilities. I was encouraged to modify the plan if I was to achieve any level of success." The respondents noted that hearing the truth from mentors was painful to their egos, but accepting the truth had helped them prepare in advance. In addition, hearing the truth from mentors helped the respondents assess their venture plans and objectives from an external perspective, which gave birth to other ideas that made a promising difference. The respondents described this experience as most valuable because it had saved time, headache, and frustration. The respondents also described the fresh insights from their mentors as highly beneficial to their creativity, innovation, and imagination.

The lack of resources did not always hinder new entrepreneurs from being adequately prepared when they were guided by mentors. Interestingly, the respondents received greater results when their administrative and marketing strategies were centered on putting in place policies, procedures, and protocol to manage their ventures. Katumbi described several important lessons taught to her by her mentor that did not require any financial resources:

I was taught by my mentor the importance of formulating and implementing policies and procedures for all to follow. So when I am faced with a conflicted situation, I used these procedures and policies to gather and evaluate the necessary steps to take. This process has helped me to stay neutral and not be emotionally driven when making important business decisions.

Establishing policies and procedures were perceived as instrumental to the respondents' success because they had helped them prepare to deal with frequent conflicts and disagreements that disrupted the progress of business. The respondents also explained the complexity of formulating and preparing for the unknown on their own. Jacky clarified the reasons entrepreneurs should develop a plan in advance in order to take advantage of future opportunities. Jacky explained, "When I did not have a plan, the chances of my success had diminished significantly. I hesitated to take action, wasted resources, and I was not confident in the things I did or wanted to do." Katumbi also described the reason mentoring was perceived to be critical to her preparation and overall success:

I was able to achieve high levels of success because I was prepared to be professional and proper. I was taught how to hold diplomatic presentations. Many times when I [held a] conference with this mentor, I knew the outcome

I wanted to achieve. However, I soon learned that grasping the outcome was not the focal point, but it's in the process of how do we best communicate each step before moving on to the next.

Respondents felt fortunate to have a caring, capable, and interested individual, who could explain situational dynamics and prepare them in advance for the things they did not expect, but had a high probability of occurring. Bob described having a mentor, who identified two critical skill sets: (a) organization and (b) good time management, both of which were needed in his industry. After acquiring the necessary skills from his mentor, he was grateful to discover that the skills were beneficial to his development and growth. Bob shared this experience:

I was taught by my mentor how to listen to my clients' needs and provide a way to satisfy those needs. I received a lot of mentoring in time management and venture organization; these were important in my line of business. I work in a business that is time sensitive, so poor venture organization and not meeting deadlines can be costly to my clients in the forms of penalties. Being prepared in these two areas has helped me to be successful.

The respondents clearly identified the consequences that occurred when adequate preparations were ignored, including poor decisions, wasted resources, inadequate strategic plans, and the continued employment of dysfunctional employees. The respondents remarked that the absence of planning in the beginning lead to mistakes and confusion. Preparation was critical because it helped the respondents identify and select goals that were important to the success of their ventures. Despite the lack of definitive models or strategies to stimulate venture growth, they universally believed growth cannot be cultivated otherwise.

4.6.2 Strategic Business Formulation

The theme of strategic business formulation described the respondents' decisions to pursue effective business strategies taught by their mentors.

This theme also described the creative ways of thinking that enabled the respondents to utilize financial and human resources wisely in order to achieve their business objectives. The respondents acknowledged that their mentors' strategic guidance early in the venture creation process was beneficial to their start-up success. The strategies that were formulated and implemented with the assistance of mentors provided prolonged benefits that allowed the respondents and their start-up ventures a sustainable competitive advantage in their respective market. The advantages obtained from the respondents accepting their mentors' strategic guidance were highlighted and described as major contributors to obtaining a competitive advantage in their respective industries.

Respondents stated that their ability to diagnose, formulate, and take the correct actions to prevent dilemmas was highly essential. Preventing dilemmas was achieved by conceptualizing practical solutions to problems that were made possible with the help of mentors. Respondents' insights were obtained either directly from the mentor or indirectly through different types of interactions and stages of their mentoring relationship. For instance, Jacky commented, "My mentor was very organized and methodological. We would discuss real problems that affected businesses in our industry and talk about solutions to those problems to make sure similar problems did not affect us." The respondents described ways in which their mentors were influential in helping them analyze problematic situations, correct visible and potential problems, and avoid actions that resulted in prior setbacks. Ian stated, "My managers were using high pressure selling techniques to close deals, and this gave us a bad reputation. I was taught by my mentor how to design effective selling strategies centered on the features, advantages, and benefits of my services."

The mentors' abilities to diagnose, formulate, and implement solutions to help the respondents grow their businesses were important to the respondents' overall attitude and motivation. The openness and sincerity on which the respondents' mentoring relationship was built was described as influential to the type of strategic formulations that was either accepted or rejected from mentors.

As the mentoring relationship grew, the respondents were more willing to follow their mentors' strategic directions if their levels of self-reliance had increased. The strategic formulation, routine knowledge, and insight gained from their mentors as a result of their trust and honesty were considered advantages only if the respondents had achieved some level of visible success. The more open and trustworthy the relationship between the participant with his or her mentor, the more willing the mentor was to share strategies and advice. Katumbi described putting in place important pillars in which her business could maximize its growth potential. Katumbi explained, "I was mentored on the right type of corporate structure to set up the business. I was encouraged to modify my business model in order to attract higher end customers." Although the respondents were not aware of the short- or long-term benefits of the different types of structures their mentors recommended, they agreed they were comfortable and willing to follow their mentors' advice because of trust.

The respondents viewed the close relationship with their mentors as important to their ventures' future success. The respondents also acknowledged that a relationship based on trust opened more doors for communication with their mentors. Dan and his mentor had developed a close relationship that was mentee driven; he had access to his mentor when he [mentor] was available. Dan described the modification to his marketing strategies by his mentor and the benefits received from the modification. Dan stated, "He assisted by helping to identify and select a higher-end target market, which in turn helped substantially to improve my profit margin even when the economy was taking a downturn."

The respondents described the effectiveness of learning ways to diagnose problems and to formulate and implement strategies through observing their mentors in action. This observation was effective because the respondents were able to comprehend and discuss why and how certain strategies were formulated and implemented. By watching the mentors interact with other entrepreneurs in real time, the respondents were conscious of the things that were needed in advance. In addition, specific types of strategies were highlighted to implement and achieve their targeted results. For instance, Masika described the effectiveness of interacting and learning strategies that were needed in his unique line of business:

My mentor would take me to business meetings to observe and see if I was still motivated, and this gave me an opportunity to see how certain segment of business worked. I was allowed to ask questions if I did not understand issues being discussed. It was advantageous to receive these types of strategies that I would have never had under normal circumstances. Those experiences gave me the opportunity to gain in-depth insights into what successful businessmen were actually doing at the time.

Respondents emphasized that their abilities to experience success and the many positive results obtained could be contributed to their mentors' action. The respondents acknowledged that building a successful and competitive advantage involved identifying several areas crucial to the success of the venture; it is in these established areas of formulation where one maintains competitive advantages. Mbithi emphasized his willingness to take advantage of his mentor's strategic advice: "We would discuss in depth how to ensure my deliveries were on time. Many of our discussions had to do with negotiating and ensuring that gaining new contracts were not the end to the means in business."

The respondents explained that their businesses improved when a strong and respected relationship was established with customers and suppliers. Forming strategic alliances was also recommended. This strategy was essential in keeping the respondents' business costs low. Henry stated the benefits he received from formulating a partnership agreement with his top suppliers, which was orchestrated with the help of his mentor: "I was elated when I negotiated a contract that allowed me 90 days to pay for all goods delivered – this made a huge difference in my cash flow." Ian also shared several advantages received that helped him to focus on his business needs. Ian commented, "My mentor showed me how to identify the right business location. I was taught how to identify and market to those customers who were reachable, how to deal with my balance sheet and best handle my accounts." Also, Katumbi shared her experience: "He explained the process of revenue; cost of goods sold, and profit loss projection, and how to make sure all expenses were recorded. This was most important because it directly impacted and determined my bottom line."

Receiving specific mentoring in areas that were critical to future strategic implementation was also considered critical. Henry found several strategic strategies, which had become guiding principles in the way he now builds a business: "I was taught that successful strategies and procedures should be duplicated. He taught me how to identify and frame my marketing message to attract potential customers and how to design services to keep the business generating cash flow."

The respondents described strategic formulations that provided advantages. These advantages were explained to be exceptionally important to their ventures' success. They considered effective strategic formulation as an intrinsic process needed to guide their decisions, course of actions, and objectives to achieve their targeted goals. The respondents acknowledged that when proper strategies were in place, these strategies continuously increased specificity in business operation, especially when high-stake activities were involved. The respondents found that as their practical and conceptual knowledge increased, they were better able to formulate strategic plans that were easily translated into action plans.

4.6.3 Empowerment

The theme of empowerment illustrated the increase in the respondents' abilities to make competent decisions and transform those decisions into the desired actions and outcomes that led to high efficiency for their venture. Empowerment was described by the respondents as a feeling of control they had over their emotional intelligence. As a result, the respondents were able to make competent decisions on their own to advance their ventures' success. The feeling of empowerment and control were seen as highly beneficial to managing a new venture.

The respondents spoke about strategies their mentor used to identify and overcome potential negative experiences. For example, the strategies the mentors put in place had influenced the respondents' abilities to assess, implement, and manage their ventures. Mbithi affirmed that he felt empowered after his mentor helped him to recognize and correct the flaws in his decision-making style, "If a decision had to be made, but the potential consequences to the decisions were unclear, I was advised to think it through before proceeding. I had to exercise assertion before being guided to identify strategies to overcome the barriers."

Identifying and correcting errors in judgments was a strategy developed by the mentors to eliminate flaws in the respondents' ways of thinking; this was a lesson the respondents felt was important to learn. Identifying and correcting errors in judgments enabled respondents to think comprehensively, thus having more control over their ventures' outcome, and thus becoming more successful. The respondents described feeling fortunate to have mentors, who had a genuine interest in their mentoring outcome. Having mentors as a guide to help the respondents avoid pitfalls was educational; it helped to provide in-depth insights that led to the respondents' independence and foresight. Katumbi described the gratification and emotional connection to the process and the feeling of being in control of her destiny when good assertions were exercised. Katumbi shared this experience:

I am happy that my mentor was willing to guide my way of thinking instead of doing the work for me. The guidance and lessons received were stimulating because I was inspired to think through the process in order to come up with solutions to the problems. Due to this fact, I know how to get the results I want.

Kirimi expressed regret of not having met the boundaries with his mentor to gain as much as possible from the mentorship experience. Nonetheless, he felt equipped and prepared to take on visible and unforeseen venture dilemmas. Lack of forthrightness on the part of the mentee was something Kirimi considered detrimental to new entrepreneurs and entrepreneurship. Kirimi's experience was highly beneficial even though he withheld asking for help on occasions, "Mentoring was rewarding because it gave an opportunity to experience a transformation that I never thought was possible in my life. I can accurately evaluate and assess risk on my own to influence the results I want to achieve."

The respondents found that exploring venture successes and failures from different perspectives helped them to increase their growth process, knowledge, and understanding of consequences derived from good and bad decisions in entrepreneurship. Empowerment for the respondents meant understanding the outcomes resulting from their decisions and being held personally accountable for good and bad decisions. Ian shared this experience, "When I first received mentoring, I wanted to go to my mentor every time problems arose, but after awhile, I started to feel confident in my ability to connect the dots on my own." Dan also shared a similar experience: "I was excited because I felt secure in my abilities to make competent decisions regarding the direction of my business. It took me some time to feel that way, but I finally got it." The respondents' high level of competencies and insights to prepare for both unexpected and expected circumstances made them motivated and charged with an increased desire to take on the challenges of their business on their own.

4.7 Effect of Mentoring on Entrepreneurial Experiences

After receiving mentoring, several of the respondents felt the need and compulsion to share their empowering experiences with others who were struggling to manage their own ventures. Respondents described that the reason their mentoring experiences had influenced their decision to help others through mentorship was grounded in the reality that they were changed individuals after they were taught new ways of thinking, skills, and competencies to manage their own business. Kirimi described an epiphany and a new way of thinking that emerged after being mentored by an altruist, who gave service without reservation. Kirimi stated, "Mentoring changed my life because it gave me an opportunity to choose the outcome I desired in my life and business." Kirimi also explained that because his mentoring experiences had taught him to seek out information and resources in order to make good decisions, he was grateful to his mentor for providing him with the knowledge and insights to take control of the future outcome of his business. Henry also described the fulfillment he received from his mentoring relationship, which he also found empowering. His mentor's kindness, supportive attitude, and knowledge base had prepared him to make proper and informed decision for his business. Henry explained, "Mentoring was fulfilling because my mentor freely imparted invaluable knowledge, confidence, and skill sets that transformed my way of thinking. It is why I now know how to do for myself."

Bob expressed similar sentiments about his mentoring relationship and described the impact his mentoring relationship had on his psyche. As a result of this relationship, his ability to listen and provide constructive feedback to his mentees without having to criticize had been well developed. Bob revealed, "There were times when I wanted my mentor to just give me the answer or solutions to the problem, but I am happy he didn't do that." Jacky acknowledged that her mentoring experiences were satisfying, and as a result, it had influenced her decision to empower others, and she is now a mentor:

I provide similar encouragement and motivation the way my mentor provided it to me when I was being mentored. It worked on me, so I believe it will work on others. I found that when I sit down with my mentees and talk to them and talk about their goals and dreams. They were just as confused and lacked focus and direction as I did. So my mentoring relationship with my mentees gives them confidence and a sense of purpose to carry though life and set goals that can be achieved with hard work and focus.

Masika acknowledged he was fortunate to be mentored by someone who had the experience and wisdom to help him discover his purpose in life. However, his decision to mentor today was described as empowering others to take control of their lives and also to give back to society. Masika shared the reason he continued to mentor new entrepreneurs:

I have helped many individuals who wanted to build a successful venture by passing on principles that I use in my personal business. The principles I learned from my first mentor that gave me the ability to take control of my life are being passed on to the people I now mentor. Part of my personal mission in life is empowering others by making a difference in their lives. When I just started mentoring, it was about success and money. However, as I got older, I decided to turn my attention to something bigger than myself. I am now willing to mentor people who are looking for success and are worthy of success. That person must be willing to do what is necessary to control their own [life] outcomes.

Erica explained that there were things she had to learn on her own before she would consider herself empowered enough to take control of her venture. The two factors were (a) listening attentively and (b) developing the ability to exercise assertiveness in decision making. Erica illustrated ways mentoring was instrumental and empowering, a strategy she continues to share with her mentees. Erica stated, "Some of the things my mentor did that helped with my personal and business development was to provide and recommend books, DVDs, tapes, and other learning materials to help with my education." The lessons shared by their mentors were shared with future mentees. But before they are shared, the respondents used their own experiences and knowledge to reassess, revise, and reapply to their own mentee mentoring relationship, life situation, or personality.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations for practical applications and recommendations for future research. The present study explored mentors' lived experiences of mentoring received during the creation of their own start-up ventures to ascertain how mentorship helped new entrepreneurs develop the self-efficacy and business knowledge during the creation of their own start-up ventures.

5.2 Summary

The purpose of this qualitative, phenomenological study was to examine the lived experiences of entrepreneurial mentors retrospectively, as new entrepreneurs during the creation of their own start-up ventures, and presently, as mentors. The respondents described commonalties in their early stage of creating a business without the assistance of a mentor, namely: inexperience, lack of knowledge on managind and running a new business venture and self doubt.

Those respondents who experienced mentorship in the creating and running of new business ventures benefited from good guidance, increased business knowledge, reasurance and renewed confidence. The respondents in this study felt that the following factors were important to their success as new entrepreneurs while being mentored: preparation, strategic busniness formulation and empowerment.

5.3 Conclusion

New entrepreneurs are in a dire need to learn the required competencies, skills, self-efficacy, and ways of thinking to help create and manage successful start-up ventures on their own. Entrepreneurial mentoring has only been utilized infrequently as a feasible solution to help new entrepreneurs overcome failure in entrepreneurship (Cull, 2006). However, this present phenomenological study provides the first qualitative evidence, from the mentors' perspective, that ascertained the usefulness of mentoring to help new entrepreneurs understand the processes to create new successful ventures.

Mentorship is an essential resource that help create new entrepreneurs improve their venture performance, knowledge, skills, competencies, and self-efficacy. Prior to receiving mentoring, the respondents described the lonely feeling of dejection experienced when they attempted to create and manage their new start-ups without advice, support, and a mentors' intervention. Respondents expressed that mentorship helped them develop the needed business knowledge, skills, and self-confidence to formulate and implement a plan to avoid potential venture pitfalls. The respondents further expressed that mentorship not only helped them formulate solutions to problem, but also helped them understand the processes to create the framework and business infrastructure to grow their venture over a long-term period. The respondents further acknowledged that mentorship provided valuable insight to overcome common start-up obstacles, which included poor cash flow management, difficulty setting prices for goods or services, hiring of competent employees, setting up effective marketing strategies, identifying target customers, and how to negotiate contract terms and agreements.

Conclusions from this present study provide an in-depth understanding as to how entrepreneurial mentorship can help new entrepreneurs become more proficient and productive in entrepreneurship. New entrepreneurs can become more productive by increasing their business knowledge, competencies, confidence, and self-efficacy. Entrepreneurial mentoring does not provide a readymade solution to venture start-up problems, but a unique way by which the new entrepreneur may explore, assess, formulate, and implement solutions that positively impact start-up ventures' momentum and growth. Further findings demonstrated that mentoring offered new entrepreneurs the opportunity to create successful start-up ventures as well as to learn the correct procedures and protocols to build a sustainable business, and offer a leadership approach, which educates and empowers new entrepreneurs to take control of their respective ventures.

Findings also revealed that the greater the trust between the respondents and the mentees, the more the respondents wanted to share their thoughts and feelings about their entrepreneurial fears and anxiety; this openness increased the bond between mentor and mentees. Additional findings revealed mentors' reassurances validated, energized, transformed, and stimulated new entrepreneurs' previous way of thinking and behavior. Reassurance was essential because it created an environment in which the respondents felt free to express their inner thoughts, ideas, and fears with their mentors, making it easier for mentors to identify and correct flaws in their new entrepreneurs' way of thinking.

Unpreparedness has been linked to entrepreneurial mistakes, misfortune, frustration, poor strategic formulation, and failure in the field of entrepreneurship (Brinckmann et al., 2010; Cardon et al., 2011; Cope, 2010; Cull, 2006). Adequate preparation with a mentor's guidance, as shown in this present study, provided the framework needed to leverage start-up ventures to sustain a niche in the respective market. With the increased knowledge gained through mentorship, respondents of the present study continued to work closely with their mentors, which ensured that the strategies formulated and implemented were adequately orchestrated.

Selecting an experienced mentor, as identified throughout this present study, determined the type of skill development and business knowledge that was transferred to help mentees transform into successful and experienced entrepreneurs. Further, the mentors' decision to mentor new entrepreneurs was significantly influenced by their lived mentoring experiences when they were new entrepreneurs. As indicated by these study's findings, mentors, who exhibited high levels of optimism to mentor new entrepreneurs, were motivated based on their mentees' attitude toward learning the needed competencies and building self-efficacy to manage their venture on their own. Mentors in the present study also expressed that while they were new entrepreneurs, they were at times faced with potential catastrophic events with their start-up ventures. However, their mentors' guidance and advice offered tailored procedures and protocols, which were effective in achieving a successful outcome. Cumulatively, these results indicate that it is recommended for new entrepreneurs to consult with entrepreneurial mentors to explore the potential internal and external factors that may negatively impact the success of start-up ventures and to investigate whether the specific business model has a competitive advantage in its respective market. It is also recommended that mentors provide added reassurance along with an environment that is not only interactive, but friendly as well.

5.4 Recommendations from the Study

Recommendations for practical application. It has been found in this present study that when faced with formidable entrepreneurial challenges, new entrepreneurs may not know how to obtain assistance to grow their start-up ventures. The present study has demonstrated that entrepreneurs as new entrepreneurs, who lacked the experience and knowledge in entrepreneurship, may find the process too complex to identify solutions to effectively grow start-up ventures. In addition, it was through mentorship that the new entrepreneurs became proficient and learned to replace frustration, fear, self-doubt, and failure with increased knowledge, increased self efficacy, confidence, and success. It is therefore recommended that for new entrepreneurs to consult with entrepreneurial mentors to explore the potential internal and external factors that may negatively impact their ventures' performance. In addition, the results indicate that it is warranted to determine if new entrepreneurs' self-efficacy can improve their business models so that a competitive advantage can be staked in their respective markets. This process will provide insights to help new entrepreneurs determine whether they should start the business or undertake additional planning, which may provide the venture a reasonable chance to survive in its competitive environment. In this present study, respondents expressed delight and enthusiasm when mentors provided guidance to increase their selfefficacy, enabling them to create and implement protocols, procedures, and guidelines to strengthen the framework of their business platform. Respondents also praised their mentors for their leadership approach; they expressed that mentorship not only increased their self-efficacy in venture creation, but it also educate, empowered, and changed their way of thinking so that they may take control of their respective venture. Entrepreneurs in the present study reported that they were able to increase their self-efficacy and become successful as new entrepreneurs due to their ability and desire to develop the necessary skills conducive to success from mentors; this allowed them to identify and implement precise protocols and procedures in the development of their own venture. This information was valuable because the concept of mentoring can be further used to enhanced and encourage other new entrepreneurs to contemplate working closely with mentors, before they decide to start a new venture on their own.

Based on these findings, it is recommended that mentors provide reassurance and social support along with an environment that is not only interactive, but friendly as well. As recent studies have reported, negative emotions, such as fear, nervousness, and anxiety, were overcome by reassurance and understanding by the mentor (Baranik et al., 2009; Choa, 2009; Eby et al., 2010). Reassurance and social support may ensure that the mentoring relationship has the potential to develop into one that is trusted. For example, mentees, who received social support and reassuring feedback from mentors, were encouraged to believe their mentors' viewpoint were objective (St-Jean

& Audet, 2011, 2012). Further, mentors were influential when they used reassurance and also demonstrated patience, understanding, and respect.

Reassurance and trust can only be developed and earned between mentor and new entrepreneur during mentorship. In the present study, mentors were most influential and respected when they first created an environment that promoted learning. As respondents felt more comfortable with their mentors' approach, knowledge base, and teaching styles, they consistently expressed the need for their mentors' reassurance, patience, and understanding to help them grasp concepts, principles, and procedures that were aligned with entrepreneurial success. New entrepreneurs who were not provided with the minimal reassurance withheld their innermost fears, anxiety, and thoughts of their failure moments from their mentors, which have been shown to inhibit learning (Dweek, 1986). Further, lack of trust tended to place barriers between new entrepreneurs and their mentors because new entrepreneurs, who are low in confidence and self-efficacy, will hide their self-doubt and insecurities, and this subterfuge will take precedence over their will to learn.

Based on the present study's findings, it was discovered that the extent or range of severity of circumstances of a mentor's experience while he or she was a new entrepreneur played an integral role in the amount of guidance the mentor may offer his or her mentees. The findings show that mentors who received social support when they were struggling new entrepreneurs were passionate about mentoring others, which influenced their decision to be more understanding, patient, as well as caring about their mentees' well being. Therefore, the findings of the present study indicate that a mentor's prior experience may have an adverse or direct and positive effect on a new entrepreneur's venture as far as experiencing short-term venture success as compared to long-term venture success. As a result of these findings, it is recommended that new entrepreneurs discuss a potential mentor's experiences when he or she was a new entrepreneur and also as a mentor prior to seeking mentorship to ascertain whether his or her experiences were influenced by social support when they were mentees, as this may determine the level of motivation, insight, knowledge, and experience the mentors may bring to the relationship.

5.5 Limitations of the Study

The present study may have been limited by recollection bias. The entrepreneurs as new entrepreneurs who had received mentorship were asked to recollect their experiences from a time period occurring many years ago, and they have gained years of experience since the time as entrepreneurial new entrepreneurs. They may also have forgotten some of the experiences that they had as new entrepreneurs. To minimize this issue, the respondents were asked to clarify ambiguous responses and answers to the interview questions and prompting statements. The degree to which this reiteration of query to check recollections may have helped is unknown. A similar study may be conducted whereby new entrepreneurs could be interviewed during the term of their mentorship while they were being mentored or right after they were mentored so that their lived experience would be more recent.

In the present study, the researcher presented clear questions and prompting statements throughout the interview process. The sequence of the questions allowed for a smooth transition from one topical area to the next, resulting in a sensible and thorough interview experience (see Qu & Dumar, 2011). In order to gain further substantiation of the interview process, the mentors were asked to review the study's preliminary analysis as well as to review their own transcripts before the data was finally analyzed (see Moustakes, 1994). Additionally, the questions and prompting statements were repeated or rephrased as necessary to ensure understandability and accuracy of the responses. This reiteration was a helpful addition to the protocol of the present study; it allowed for the respondents to verify their own thoughts and experiences.

The present study demonstrated that an increase in mentors' knowledge was perceived to require a mentee's trust, as trust was perceived as essential to renew a mentee's confidence in his or her abilities, and also to increase a mentee's business knowledge in venture creation. Previous research affirmed that relationships that are superficial may lead to dysfunctional interaction which in turn may hamper the developmental progress of the mentees (Archidvilli et al., 2003, Davidosson & Honig 2003). Mentorship that promotes trust and genuine friendship between mentor and mentee was perceived to create an ambiance of colleague helping colleague, fostering a good working relationship that was perceived to renew and increased the confidence to take on risks on the part of mentors as new entrepreneurs. Mentors as new entrepreneurs accredited their perceived increase in business knowledge and renewed confidence to their mentors' interactive lessons that were developed as a result of their trust and friendship. Trust and friendship was not only perceived to increase a mentee's self-efficacy in business planning but also was perceived to provide the comfort that made it easy for the mentor as new entrepreneurs to recognize the intricacy to business operation, which in turn increased their knowledge in identifying and correcting barriers that prevented their new ventures from growing. Findings support the work of Bandura (1986), in that social persuasion from a modeled mentor plays an important part in renewing a new entrepreneur's self-belief and confidence. Mentees who learned to increase their business knowledge and self-efficacy in venture creation was perceived to be inclined to trust and follow their mentors' advice when social persuasion (Bandura, 1986) was used to keep the individual motivated.

Previous studies indicated that new entrepreneurs should depend on their mentors' assistance to solve their existing and potential business problems (Ardichvilli et al., 2003; Cull, 2006; Davidsson & Honig, 2003). However, such dependency was perceived to have decrease their creativity, self-efficacy, and understanding of business functionality. Increased business knowledge and self-efficacy was perceived to provide advantage when the mentor guides the mentee's way of thinking and understanding as the root causes and consequences regarding their business decisions. It may be argued that entrepreneurial new entrepreneurs should engage in observational learning, where the mentee models a mentor's behavior and way of thinking until the desired self-efficacy is reached.

Previous research also affirmed that a mentor's teaching style and willingness to commit to the sharing of his or her time and energy was perceived to influence the type of knowledge a mentor may transfer to a mentee (Sullivan, 2000). Mentors who were perceived to use low directivity combined with high involvement were perceived to transfer greater knowledge to their mentees through discussions and interactive learning exercises. Minimal involvement and interaction with a mentor was perceived to provide less information and knowledge, which may have caused a new entrepreneur to depend on their mentors' expertise and guidance based on the particular circumstance as it is evolving.

Mentors as new entrepreneurs reported that a mentor's reassurance kept them motivated and renewed their confidence in venture planning. Prior research also revealed that a mentoring relationship that provides reassurance and constructive feedback may increase a new entrepreneur's motivation and learning opportunities (Eby et al, 2010). Mentors as new entrepreneurs illustrated that their perceived mentors' reassurance provided the psychological stimuli that removed the element of doubt and frustration in their psychological development. Accordingly, their self-efficacy was perceived as low during the initial stage of their venture planning, and they had grown to develop a dependency on their mentors' reassurance. The findings of the present study suggest that mentors with low self-efficacy when they were new entrepreneurs required a mentor's social persuasion to improve their confidence and self-efficacy in venture planning. As the mentor's interaction and participation in learning sessions with their mentees increased, less persuasion from mentors was perceived to provide the reassurance the entrepreneurs as new entrepreneurs required to overcome their self-doubt. The present study also found that increased interaction during mentoring sessions was perceived to have provided the personal comfort needed for mentees to make decisions as well as provided a sense of direction through ongoing conversations.

Mentors as new entrepreneurs who revealed that their mentors' verbal persuasions (Bandura, 1986), in the forms of acceptance, counseling, coaching, and friendship (Betts & Pepe, 2006), was perceived as an important influential factor that prepared them to design stable business infrastructures for their ventures. This influence gave them better control of their venture and allowed them to adequately maintain and manage unexpected business opportunities that was perceived to have led to profitability and success of their new ventures' development. In the present study, mentors as new entrepreneurs acknowledged that their mentors' positive reinforcement was perceived to helped them conceptualize a matching response behavior that was displayed and modeled by their mentors, and as their self-efficacy improved, they required less reinforcement because they could draw upon their mentors' stories to resolve their own planning objectives. The findings lend support to Bandura's (1986) writing in that observational learning requires a mentor's social persuasion in order to help new entrepreneurs conceptualize the behavior they should model before mastery is achieved. Findings of the present study pointed to other factors, such as using repetitious and intense mentors' discussions and symbolic stories to create a message and theme, where critical analysis and feedback is used to shape a mentee's understanding as to how effective business opportunities should be explored, recognized, and pursued. This raises several interesting theoretical possibilities for delineating how new entrepreneurs should seek out and manage opportunities or uncertainty in venture planning based on their own perceived self-efficacy in entrepreneurship.

Previous studies support the connection between entrepreneurial success, failure, and business preparation (Brinckmann et al., 2010; Chwolka & Raith, 2011), where researchers found that new entrepreneurs who do not possess adequate self-efficacy do not understand cause and affect consequences because of their inability to analyze internal and external factors of a business and environmental components (Cardon et al., 2011). Previous studies also show that entrepreneurial new entrepreneurs with low self-efficacy may engage in poor business planning, which is connected to inferior formulation and implementation of business strategies and increase in entrepreneurial new entrepreneurs' probability to fail (Cardon et al., 2011; Cope, 2010; Cull, 2006). In contrast to poor business planning, prior research also revealed that entrepreneurial new entrepreneurs with low self-efficacy have shown that they do not know how to explore, recognize, and peruse business reparation and planning on their own (Chwolka & Raith, 2011), and therefore, findings of the present study indicate that mentorship is beneficial in enhancing entrepreneurial new entrepreneurs' business planning, self-efficacy, and analytic business skills during the start-up stage of their businesses. It was further discovered that when mentors as new entrepreneurs were presented with their mentors' symbolic stories, verbal persuasion, and interactive discussions, this constellation of interactions was perceived to helped them acquire the business knowledge and self-efficiency to formulate and implement successful business strategies, which was deemed vital to their development.

The interpretation of this data may have been limited because the entrepreneurial mentors who participated in the present study may not have fully recalled information, insights, protocols, and guidelines that were shared with them by their mentors when they were entrepreneurial new entrepreneurs. As stated, bias may have occurred due to the poor recollection of the entrepreneurial mentors. All of the respondents in the present study were presently experienced mentors, and having them recall information, insights, and strategies that were shared with them by their mentors when they were entrepreneurial new entrepreneurs may have been influenced by their own lived experience as mentors. New insights that they may have gained over the years from their own lived experience may have been integrated into their past experience when sharing their perceptions during the interviews. Nonetheless, having a mentor to identify entrepreneurial opportunities during the planning and preparation stages of the business cycle remains a critically deemed opportunity for men and women leading start-up ventures.

To overcome this limitation, the respondents were provided with an abundance of time to gather their memories and recollections of past events and experiences before they responded to each question or prompting statement during the interview process. This effort may still not have prevented the respondents from fabricating events that did not occur when they were new entrepreneurs. To further ensure that the respondents provided honest accounts of each experience, each interview question was repeated or rephrased to ensure that the queries were elicit, clear, focused, and polite (see Hershkowitz, Fisher, Lamb, & Horowitz, 2007; Osteraker, 2001). Probing questions were used to bring forth a complete narrative of the entrepreneurial mentors' lived experiences (see Qu & Dumay, 2011). To further ensure credibility, respondents were asked to review the present study's preliminary analysis and their own interview transcripts for accuracy before final data analysis was completed (see Mustakas, 1994).

Participant responses to this research question of the present study may have been limited due to mentors' poor recollection of their past mentoring experiences and more salient reasons for the decision to mentor others in the future. The mentors' were asked to recollect their insights as experienced entrepreneurial mentors who were once mentored, and their negative mentoring experiences may have been minimized or forgotten. To overcome this constraint, the experienced entrepreneurial mentors who were once mentored were reminded throughout the interview that their honest recollections of their accounts were expected and that there was no "right" or "wrong" answer when responding to the researcher's questions or prompting statements. The experienced entrepreneurial mentors who were once mentored were also provided with an abundance of time to think about the questions and prompting statements and to provide honest response when they were ready. To further ensure that the respondents provided candid accounts of each lived experience, each interview question or prompting statement was repeated or rephrased to ensure that the questions were elicit, clear, focused, and polite (see Hershkowitz, Fisher, Lamb, & Horowitz, 2007; Osteraker, 2001). Probing questions were used to elicit a complete narrative of the mentors' lived experiences (see Qu & Dumay, 2011). To further ensure credibility of responses, respondents were asked to review the study's preliminary analysis and their own interview transcripts for accuracy before final data analysis was completed (see Mustakas, 1994).

Previous research findings support the connection between mentoring received and new entrepreneurs' attitudes toward learning (Baranik et al., 2009; Burk & Eby, 2010; Eby et al., 2000). Prior research also affirms that when mentees were provided with a sense of social support, this social support was perceived to increase their sense of competence, effectiveness, belongingness, and motivation to be taught (Baranik et al., 2009). As reported by mentors, as new entrepreneurs, their motivation to mentor new entrepreneurs was perceived to be higher when the new entrepreneurs' attitude toward learning was positive. Even though this research did not focus on new entrepreneurs' attitudes toward their learning outcome, it has been previously reported that a mentees' positive attitude toward learning may influence new entrepreneurs' willingness to stay committed to a mentor's teaching (Eby et al., 2006). New entrepreneurs' motivation to learn the needed competences from their mentors may also explain the mentors' increased motivation to commit to other new entrepreneurs in the future. As previously reported, the more satisfied new entrepreneurs were with their mentoring relationship, the greater their willingness to serve as mentors in the future (Eby et al., 2006).

Although entrepreneurial mentors' social support was perceived as vital in keeping entrepreneurial new entrepreneurs committed and motivated to learn from their mentors, the present study found that new entrepreneurs who received too much social support from a mentor was perceived to become over-dependent on their mentor's guidance. According to experienced entrepreneurial mentors who were once mentored, new entrepreneurs who were perceived to be overly dependent on their mentors' social support tended to grasp less pertinent information and concepts during mentorship. This issue may have inhibited entrepreneurial new entrepreneurs' ability to competently manage their ventures over time. It was also reported by experienced entrepreneurial mentors who were once mentored that new entrepreneurs who seek out or rely too greatly on their mentor's social support may exploit the mentoring relationship at the expense of the mentor. Excessive mentor social support has been identified in the present study as influencing entrepreneurial new entrepreneurs to grow complacent and depend unnecessarily on their mentors' insights and direction, which further increased the new entrepreneur's dependency on his/her mentor's guidance.

5.6 Recommendation for Future Research

Based on the findings that entrepreneurial mentors provide new entrepreneurs with detailed procedures for creating successful start-up ventures, future research may include examination of a sample that is gender specific. The sample used in this research consisted of seven males and three females, and as a result, some gender-related commonalities were brought forth. For example, the present study showed that the female respondents required more reassurance and social support than their male counterparts. Also, the present study showed that the female respondents were less aggressive in making decisions that were not supported by preexisting data, which gave them an advantage over their male counterparts. It would be interesting if future research would be conducted that would examine a gender equal population to be able to identify and elaborate distinct differences, if any, of males and females who have experienced entrepreneurial mentorship.

This sample reported a gain in knowledge and confidence during their mentoring relationship when they were entrepreneurial new entrepreneurs. One of the main advantages to having a mentor was an increase in knowledge, self-efficacy, and confidence levels during interactions and discussions with mentors. Future longitudinal studies may be considered to examine specifically the extent to which mentors may increase new entrepreneurs' level of knowledge, self-efficacy and confidence over a longer-term period. Further, if the findings revealed that mentorship does increase new entrepreneurs' levels of knowledge, selfefficacy, and confidence in the new entrepreneur over the long term, it would also be interesting to know precisely what factors influenced the new entrepreneurs' increase in levels of knowledge, selfefficacy and confidence over long term.

Another recommendation for future research is to examine the effectiveness of a mentor's experience over a long-term period. While respondents were previously mentored, the length of the mentoring relationship was not assessed. It would be interesting to examine mentorship over long periods to ascertain whether long period of mentorship inhibited or enhanced new entrepreneurs' business knowledge, competencies, and self efficacy, and if so, to what extent.

5.7 Implication on Theory, Policy and Practice

These findings demonstrate that inexperience and lack of business knowledge in venture creation was perceived to be a barrier that influenced mentors, as new entrepreneurs, to embrace a false sense of optimism, which lowered their self-efficacy and increased their self-doubt. Prior research revealed that new entrepreneurs lacked the competency to create start-up ventures on their own (Dew et al., 2009), and this lack of self-efficacy became evident in the number of new ventures created by new entrepreneurs that failed each year (Brinkmann et al., 2010; Cardon, et al., 2011; Chwolka & Raith, 2011). However, the present study is the first to demonstrate that the lack of business experience and knowledge in venture creation prior to starting a new venture was perceived to negatively increase mentors', as new entrepreneurs', self-doubt and self-esteem during the start-up stage of their venture creation process.

New entrepreneurs, who lacked the business experience and knowledge in venture creation, reported the perception that they struggled to improve their sense of competence because they were not in an environment that promoted building new ventures holistically. Inadequate business knowledge and experience were perceived to have influenced mentors, as new entrepreneurs, to underestimate the problems and difficulties that impeded new start-up ventures in its early stages. The present study, therefore, demonstrated that mentors, as new entrepreneurs, who lacked prior business knowledge and experience in start-up venture creation, reported that they perceived themselves to be incapable of logically thinking through problem-solution situations and were ill prepared to adapt or master the changes and demands that new ventures required to grow successfully.

The present study supports prior findings (Bakker et al., 2007; Hmieleski & Baron, 2009) that inexperience in venture creation toppled with low self-efficacy judgments where the individual developed a false sense of optimism, was perceived to have negatively influenced mentors', as new entrepreneurs', thoughts, actions, and self-efficacy, which in turn, compromised their self-efficacy and growth of their respective ventures. This false optimism were perceived to influence mentors, as new entrepreneurs to miscalculate potential and existing risks during the early stage of the venture planning process.

Previous findings of Bandura (1997) indicated that individuals, who lacked the prerequisite knowledge and skills and self-efficacy, may not rely on their willpower and self-reliance to attain success. Therefore, the present study illustrated that mentors, as new entrepreneurs' perception was misguided by their false sense of optimism, which made them incapable to adapt to the hostile business environmental conditions, conduct and analyze market data needed to grow new ventures. The lack of self-efficacy in venture planning was perceived to influence mentors when they were new entrepreneurs to depend on their illconstrued way of thinking to identify and define demographics, target markets, and potential customers' needs. Further, inexperience, low self-efficacy, and lack of business knowledge in venture planning was also perceived to negatively impacted mentors, as new entrepreneurs' competencies to handle risks in their respective market, as well as risks arising from competition, risks from technology and systematic operations, risks from spotty finances, risks from other individuals or employees, and risks arising from legal matters and industry regulations.

Prior research reported that it is common for new entrepreneurs to start a venture with low self-efficacy, but disappointments and failures has been shown to further decrease new entrepreneurs' low self-efficacy (Bakker et al., 2007). Mentors, as new entrepreneurs reported that because they had lacked the business experience and knowledge in venture creation, their low self-efficacy and unrealistic expectations was perceived to have evinced their self-doubt, increase stress, depression, and anger. In the present study, low self-efficacy of mentors, as new entrepreneurs were perceived to have influenced new entrepreneurs to develop overconfident behavior, which further increased their anxiety, frustration, and depression when problems were manifested. Therefore, this study has demonstrated that mentors, as new entrepreneurs who lacked the experienced and business knowledge in venture creation were perceived to be more susceptible to experienced increase stress, anxiety, and depression when they perceived their self-efficacy was low. This increased stress and anxiety was perceived to manifest from doubt, which in turn was reported to increase the mentors, as new entrepreneurs' emotional responses to stress, frustration and depression evolve from their poor decisions and lower venture performance.

As Bandura (1986) indicated, individuals who are not aware of the nature of the skills needed to perform a task, tend to lean on their own erroneous knowledge for guidance, which leads to failure. Therefore, the present study illustrated that mentor, as new entrepreneurs with low self-efficacy was perceived to be less capable of handling disappointments during challenging periods of the venture creation process. With such imprudent knowledge, mentors, as new entrepreneurs indicated that their low selfefficacy was perceived to make orchestrating and planning their business strategies more complex than they had imagined it to be. In the present study, mentors, as new entrepreneurs admitted to the possibility of poor recollection. All mentors, as new entrepreneurs had subsequently become mentors for others. They reported that personal reflection may have reflected biases due to the time span and due to their present mentoring experiences. Further, mentors, as new entrepreneurs may have gained new insights over the years that may have resulted in an erroneous account of their past experiences. However, as the present study sought to obtain perceptions of experienced mentors during their starting entrepreneurial phase, the findings provide relevant and distinctive data.

Business experience and knowledge is perceived to be an important aspect when creating a new business venture, as the knowledge and skills that the new entrepreneur retains is critical when planning and strategizing the new business venture. Successful venture creation, from the standpoint of mentors, as entrepreneurial new entrepreneurs, is a result of having the ability to calculate risks that will guide its creation, a competency the mentors reported they perceived they had lacked when they were new entrepreneurs. The calculation and management of venture risk is perceived as being essential if entrepreneurs are to successfully prepare for their business and planning endeavors. Inexperience and lack of self-efficacy in start-up venture planning was perceived to constrain the mentors, as new entrepreneurs' future development in venture creation. Negative financial impacts were perceived to have increased the mentors, as new entrepreneurs' self-doubt, which was also perceived to contribute to premature abandonment of their venture. Premature abandonment was perceived to force the mentors, as new entrepreneurs to operate their new venture using inferior business models and erroneous business structures, which have been shown in previous study to make it difficult for entrepreneurs to manage future expansion, add future partners, make the most of internal revenue tax codes, and obtain loans (Guy & Youman, 2010).

As the findings has highlighted, inexperience and low self efficacy in venture planning was perceived to inhibit mentors, as new entrepreneurs' ability to plan and strategize, analyze market trends, and also to ignore their targeted consumer preferences and needs when creating new business ventures. Therefore, mentors, as new entrepreneurs with low selfefficacy was perceived to be more willing to embrace the perception that a task or activity is easier than it actually is, while it was their actual misguided self-efficacy that caused them to be overconfident and further caused them to ignore important information that required attention. Prior research indicated that entrepreneurs are faced with different types of venture problems during the early stage of the venture planning, such as risks in the market, risks from competition, risks from technology and operations, risks from finances, risks from people or employees, risks from legal matters and regulations, and systematic risks (Baron, 2009; Brinckmann et al., 2010; Cardon et al., 2011; Chwolka & Raith, 2011; Dew et al., 2009; Wu et al., 2013). Therefore, inexperience and lack of business knowledge in venture planning was perceived to be the influential reason mentors, as new entrepreneurs depended on their ill-construed way of thinking to identify and define demographics, target markets, and their potential customers' needs. The dependency on misconstrued perceptions was also perceived by mentors, as new entrepreneurs to overlook the processes required to establish a viable business system to grow their venture.

Mentors, as new entrepreneurs revealed that their mentors' guidance was perceived as essential in identifying and avoiding mistakes that was perceived to cause prior setbacks in their start-up venture planning. The present study demonstrated that mentors, as new entrepreneurs perceived to positively increase their self-efficacy in venture creation because of their willingness to follow their mentors' guidance. Prior research shows that a major advantage of having the guidance of a mentor is that the knowledge and experience shared by the mentor extends beyond the specific area of focus (Choa, 2009), where such extensive mentoring benefits occur in the form of emotional, career, and psychosocial support (Baranik et al., 2009; Betts & Pepe, 2006; Hezlett, 2005). Regarding this advantage, the mentor serves as a role model and provides guidance by offering advice and wise counsel to a developing entrepreneur as he/she attempts to accomplish difficult entrepreneurial tasks (see St-Jean & Audet, 2011).

The present study identified similarities to that of Bandura's (1973) modeling, a process that is beneficial to reinforce positive behaviors in young and aggressive adolescents. It is noted that self-efficacious individuals with little prior experience can increase their self-efficacy by observing the behavior of others (Bandura, 1986). Viewing the present study in light of prior research (Bandura, 1973, 1986), a particular theme was evident. One important commonality that potentially has broad implication for research in mentoring is modeling, where the new entrepreneur is encouraged to model the behavior of an experienced entrepreneur in venture planning in order to achieve mastery. In the present study, when a new entrepreneur's self-efficacy is low prior to receiving mentorship, the mentors, as new entrepreneurs reported that their desire to increase their self-efficacy was perceived as vital to keeping them committed and motivated to model their mentors' behavior, and therefore, new entrepreneurs with low self-efficacy maybe more inclined to accept a mentor's guidance.

It has been reported by the mentors, as new entrepreneurs that mentorship was perceived to require interactive discussions with their mentors, which made them more receptive to following their mentors' guidance. According to the mentors, as new entrepreneurs, having a role model in the form of a mentor who is trusted was perceived to have created the shift that changed their attitude, perceptions, and mindset, which was further perceived to increase their willingness to openly discuss anxieties, fears, and ambivalences with their mentor. When entrepreneurs as new entrepreneurs observe and model their mentors' behaviors during the start-up stage of their venture creation, their perceived increase in self-efficacy provided advantages to stabilize their emotional reaction to venture problems. Mentors, who were perceived to be role models, were also perceived to be advantageous to impart life's lessons that could control a new entrepreneurial anxiety and fears when critical decisions are to be made. For instance, modeling a mentor's behavior was perceived to improve mentors, as new entrepreneurs' ability to control their anxiety, fears, and depressions when faced with problems. This vicarious learning (Bandura, 1986), where individuals learn a pattern of behavior without experiencing the trial and error process, is applicable in startup venture creation and entrepreneurship, in that the shared experience of mentors was perceived to prepare new entrepreneurs to learn effective ways to avoid circumscribed learning from their own mistakes and misfortunes. In a phenomenological sense, these experiences are valuable tools in learning and perceiving the world because the experiences of a mentor are not based on theories but on real life histories and personal insights that are applicable to future business ventures. These phenomena can be observed when the mentees perceived the advice of the mentors as very helpful during the start-up phases of their business ventures, particularly during the planning and strategizing phases. Insights such as proper handling of finances and the finer points of doing business that the entrepreneurs as new entrepreneurs who had received mentorship gained measurably from their mentors, and through this lived experience, the mentors and mentees shared a common bond with the goal of a successful start-up business.

To add to this, business is built heavily on the building and handling of relationships between individuals, colleagues, and customers. Mentors were perceived to provide mentees valuable advice regarding the essential nature of the professional relationship. These teaching were perceived to be lessons that the mentees can learn for themselves, but which will be made easier with the guidance of the mentors based on their own lived experience of doing business. The lived experience of mentors was perceived as essential in increasing the self-efficacy and success rate of the mentees' business ventures because of the valuable insights they perceived to have gained from these lived experiences.

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APPENDICES

APPENDIX 1: INTERVIEW QUESTIONS

Ethnicity ____

Gender ____

Age ____

Educational Level ____

Marital Status ____

Place of Residence ____

The following each question, the intent behind the question is as followed:

1. How did you first meet your mentor?

2. What are the factors that led you to consult with a mentor?

3. What areas of the business do you usually discuss?

4. Were there things that you chose not to discuss?

5. What were the most satisfying and frustrating thing about your mentoring relationship?

6. How would you describe your relationship outside of Mentorship?

7. What are the advantages and disadvantages of your relationship with your mentor?

8. How often were there conflicts interests in your relationship?

9. How were these disagreement dealt with?

10. What do you think are the rewards your mentor gets from his or her relationship with you?
11. Did you find you mentoring to be fulfilling if not, what else would you have liked to achieve from the mentorship?
12. What were your mentor’s strongest and weakest attributes?
13. How did your mentoring relationship developed with your mentor overtime?
14. Do you believe mentor ship help you to be successful? Please explain
15. What was most challenging about your relationship?
16. Reflecting on the relationship with your mentor, how would you say it has affected/change your life?
17. How would you summarize the general tone of your relationship?
18. Is there anything else about your relationship that you would like to share?
19. In what way have you assisted? Tell me more about the experience.
20. Why did you decide to help? Who did the initiating?
21. How has the relationship affected your mentee? You?
22. How would you say mentoring others affected your life?
23. What concerns do you have in your current position as a mentor

APPENDIX 2: SELECTED ENTERPRISES REGISTERED IN RENEWABLE ENERGY SECTOR OF KENYA AS AT AUGUST 2014

No.	Licence Number	Company Name	Contact Person	Contact Address
1	ERC/EAF/00001	Sustainable Energy Initiative	Masika	P.O. Box 14815-00100, Nairobi
2	ERC/EAF/00002	Syrecon Energy	Katumbi	P.O. Box 75510-00200, Nairobi
3	ERC/EAF/00003	Redbrick Entreprises	Erica	P.O. Box 8089-00200, Nairobi
4	ERC/EAF/00012	Summit Energy	Ian	P.O. Box 94-00202,
5	ERC/EAF/00006	Carbonleaf Limited	Dan	P.O. Box 2599-0621,
6	ERC/EAF/00007	Rencon Associates Limited	Bob	P.O. Box 31620-00600
7	ERC/EAF/00008	Pisu Energy Services Africa	Kirimi	P.O. Box 448-00621, Nairobi
8	ERC/EAF/00009	Lean Energy Solutions Limited	Mbithi	P.O. Box 121-00606, Nairobi
9	ERC/EAF/00010	Oracle Engineering Limited	Henry	P.O. Box 6227-00200, Nairobi
10	ERC/EAF/00011	Ecocare Limited	Jacky	P.O. Box 88660-80100, Mombasa