

Enhancing competitiveness and enterprise development needs through entrepreneurial skills training for SMEs in the South African Motor Body Repair sector. Title may be changed. Note that you also consider other factors besides entrepreneurial skills training!

Abstract

The aim of this paper is to explore the potential of entrepreneurship education as a leverage tool in enhancing both competitiveness and enterprise development within small and medium enterprises (SMEs) operating in the Motor Body Repair (MBR) sector of the South African automotive industry. An exploratory survey was carried out to ascertain enterprise development needs and competitiveness requirements of these SMEs. The research established that curricula followed in auto body repair training do not consider entrepreneurship education as an important aspect. Major focus of auto body repair training is on repair and replacing of motor vehicle bodywork that would have been damaged in an accident or ~~have suffered~~ from vandalism. The research in addition, established that enterprise development is affected by poor infrastructure, lack of funding, use of poor and old equipment and limited access to markets. Competitive requirements noted were the need for certified multi-skilling training offered by Original Equipment Manufacturers (OEMs) on new vehicle maintenance technologies, acquisition of recommended repair equipment from Original Equipment Suppliers (OES) and the need to integrate entrepreneurship education in the auto body repair curricula. The implications of entrepreneurship education in the auto body repair curriculum would enhance efficient business and financial management, creativity, innovativeness, marketing and job creation opportunities in the MBR sector. For educators' entrepreneurship education in engineering would prepare students for the ever changing labour markets and encourage them to create new enterprises of their own rather than being perpetual job seekers.

Note that it is recommended to avoid abbreviations in the abstract as much as possible.

Key words: Competitiveness, enterprise development, entrepreneurship education, auto-body repair

1. Introduction

Entrepreneurship is multi-dimensional. ~~It~~ it includes owning a small business, being innovative, acting as a leader or starting up a new company, (Gedeon, 2010). Entrepreneurship education can inspires students towards starting up, developing and growing new successful business, Gibb (1999); Hytti ~~at al.~~, ~~Stenholm and Heinonen~~ 2010), and promoting innovation or introducing new products or services or markets in existing firms, through realising and exploiting opportunities, Shook ~~et al.~~, ~~Priem, and McGee~~ (2003). Important skills developed through entrepreneurship education include increased problem-solving and decision making abilities, improved interpersonal relationships, teamwork, money management and innovation, Heinonen (2007); (Office of Disability Employment Policy [OEDP].p.1). Entrepreneurial education provides an efficient and cost-effective method of increasing the number and quality of entrepreneurs in the economy, Matlay, (2006). The South African, Motor Body Repair (MBR) sector is characterised by small, medium and micro enterprises, (SMMEs), hence the need to integrate entrepreneurship education in the MBR curriculum for improved business performance and competitiveness. In this sentence I cannot see the logic. We can discuss!

There are about 2 million SMMEs in South Africa, representing 98 % of total number of businesses, employing approximately 55 % of the country's workforce and contributing about 42

% to the country's wage bill, (Nicolaidis, 2011). 87 % of these SMMEs are- survivalist, mostly owned by blacks, hence the need for entrepreneurship education to enhance small enterprise growth and sustainability. [Again a logic issue here. There must be evidence of a lack of entrepreneurial skills in order to justify entrepreneurship education.](#) SMMEs as business outfits contribute significantly to the economy and have a strong potential for economic growth. In addition they tend to be innovative, productive and generator of employment, Oosthuizen J.H. & van Tonder, (2007). Japan, Korea and Taiwan are countries that have shown high economic growth rates, high employment rates and equitable income distribution as a result of the well structured SMMEs, (International Development Research Centre [IDRC, 1996]).

Local Economic Development (LED) [Avoid many unnecessary abbreviations!](#) programmes have been introduced across South Africa over the past decade to support the development of SMMEs, Nel and Rogerson, (2005). SMMEs come into existence through small business development policies, concept of incubators, Nel et al, (2005) and the setting up of the National Strategy Framework which seeks to develop and promote SMMEs activities in job creation, income generation, and economic growth, Chalera, (2007). Small enterprise development is important for a vibrant economy where there are a large number of participants as opposed to few dominant players, (IDRC, 1996). SMMEs- broaden competition, hence consumers benefit from choice of a wide variety of services, better quality and reduced costs.

The study explores the potential of entrepreneurship education as a leverage tool in enhancing both competitiveness and enterprise development within SMMEs in South African MBR sector and it also evaluates the intervention measures for enterprise development of auto body repair SMMEs based in townships within Greater Johannesburg.

2. Research objective

The research objectives of this study are:

- 1- To investigate the potential of entrepreneurship education as a leverage tool in enhancing competitiveness in small, medium and micro enterprises operating in the South African Motor Body Repair sector. [People might challenge you on whether or not a study of the sector in one township in one city can be representative of South Africa!](#)
- 2- To develop successful, Enterprise Development, intervention measures, from both primary and secondary data, for township based SMMEs operating in the MBR sector.

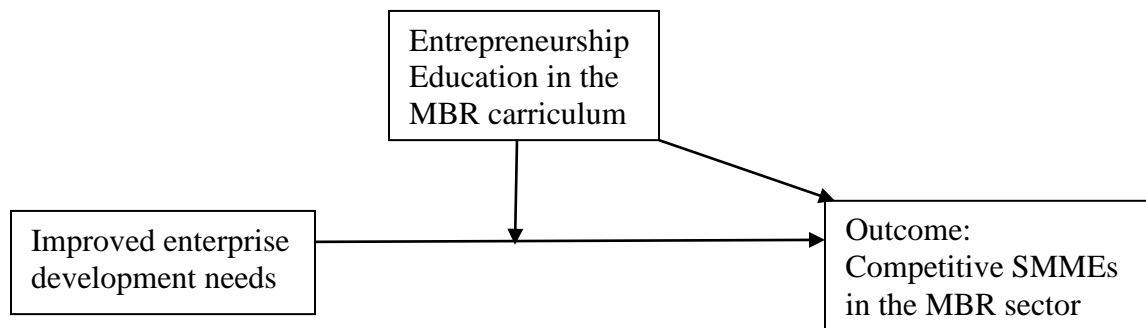


Figure 1: Research Model [Not clear what the model entails. What key indicators or variables will be used to investigate the links claimed here?](#)

3. Literature Review

Jones and English (2004) defined entrepreneurial education as “a process of providing individuals with the ability to recognize commercial opportunities and the insight, self esteem, knowledge and skills to act on them”. [The main focus of entrepreneurship education was reported by Mwasalwiba \(2010\), from a study of 20 entrepreneurship related articles and is shown below.](#)

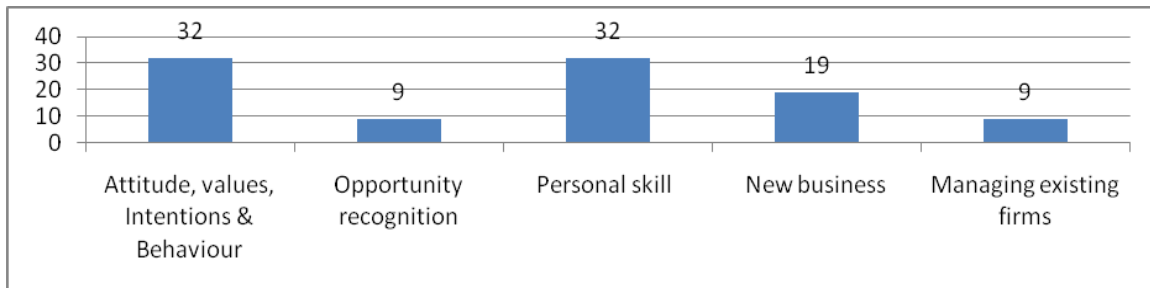


Figure 2: Key terms in the meaning of entrepreneurship education, adapted from Mwasalwiba (2010). [Is this a copied and pasted diagram or did you make it on your own. Did you make any changes to it, since you regard it as being adapted. There can be problems if the authors see that it is the original version and you claim that you have modified or adapted it!](#)

Gibb, (1999); Hytti and O’Gorman, (2004) identified three different learning outcomes from entrepreneurship education as: comprehending entrepreneurship, developing entrepreneurial skills and starting up and managing a new business, Mwasalwiba (2010). Increasing entrepreneurial spirit, culture and attitudes are major objectives of entrepreneurial education followed by new business start up and job creation.

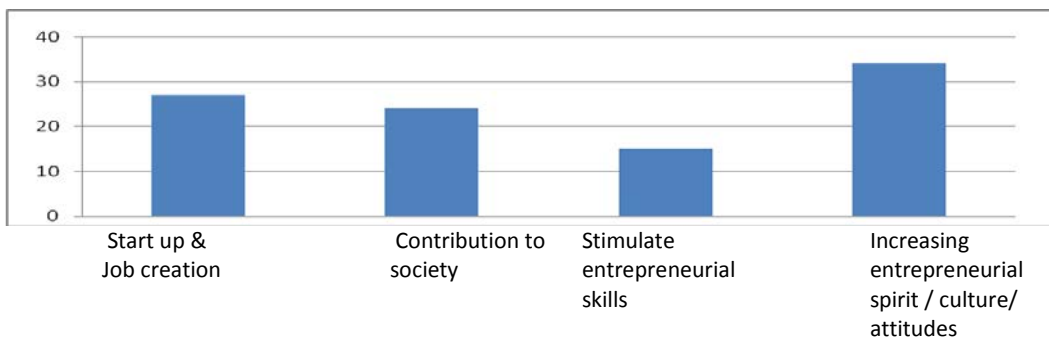


Figure 3: General objectives of entrepreneurial education, adapted from Mwasalwiba, (2010). [See comments made in Figure 2!](#)

Entrepreneurial education can be tailor made for specific groups, Kirby (2004). [The different training areas are:](#) giving awareness about entrepreneurship; developing competencies of new enterprise formation; self-employment or economic self-sufficiency and focussing on small business survival and growth. The impact of entrepreneurship education is quite varied. [Policy makers and politicians see it as playing an economic role in creating more new ventures and more jobs, Mwasalwiba, \(2010\). Employers expect an innovative graduate, while students want value satisfaction with the course, competence in the job market and the realisation of their careers. Not sure why students do not consider the importance of acquiring capacity to start, run and grow their own businesses.](#) Society expects improved business performance, innovations, and business start-ups by graduates, positive attitudes and intentions to act, general awareness and interest in entrepreneurship. [The impact of entrepreneurship education on students from higher education’s perspective, is improvement in,](#) analytic role, supportive role, reflective role, catalytic role and

environmental awareness, Nicolaides, (2011). The research will establish if any of these Higher Education roles and functions are being imparted to students in the MBR sector. If they are being imparted, what impact have they brought to SMMEs in the MBR sector?

SMMEs employ more labour per unit of capital and require less capital per unit of output, Harper, (1984). Ntsika, (2001) highlighted national challenges faced by local SMMEs such as non-supporting legal and regulatory environment, market access, limited access to finance and limited business premises, lack of access to resources and technology, poor infrastructure, and bureaucratic hurdles. Entrepreneurship education can help overcome these hurdles through improved attitudes and eagerness to succeed. Ehlers, (2000), identified advantages enjoyed by SMMEs located in residential areas, such as growth potential, cost advantage and personal convenience. Factors that support these advantages include closeness to market and low running and advertising costs, since the majority of them are family-based operating in the precinct of captive market, Romano *et al.*, Tanewski and Smyrnios (2000).

The South African, motor body repair sector is characterised by SMMEs shown below.

Table 1: Membership and Activity Profiles of the MBR sector Representatives

MBR Body	Membership	Activity
SAMBRA	1000	Registered SMMEs and recognized by the South African Insurance Industry through the panel system
NAAASP	1400	More of the informal sector scattered throughout South African Townships, represents interests of previously disadvantaged groups
SAARSA	200	Most of its members are based in Cape Town

Key:

SAMBRA- South African Motor Body Repair Association

NAAASP-National Association of African Automobile Service Providers

SAARSA- The South African Repairer and Salvage Association

The number of employees in the motor trade, distribution and servicing sector showed a continued and sustained growth, for the year 2006 to 2008 as shown below. Other sectors, suffered loss of employment during the same period. Harper, (1984) established that small businesses, like those found in the MBR sector, are more resilient to depression, they offer steadier level of employment than large corporations. Their services and location are diverse and their owners are likely to stay in business and maintain at least some activity and employment in unfavourable conditions. This justifies the need to impart entrepreneurial education to township-based small business in the MBR sector. [Logic problem here!](#)

Table: 2 Number of Employees in the domestic automotive sector: June 1998 to June 2008 ('000)

Sector	1998 (‘000)	1999 (‘000)	2000 (‘000)	2001 (‘000)	2002 (‘000)	2003 (‘000)	2004 (‘000)	2005 (‘000)	2006 (‘000)	2007 (‘000)	2008 (‘000)
Automotive assemblers (OEMs)	33.7	32.0	32.3	32.7	32.4	31.6	31.8	34.3	37.9	38.4	36.0
Component manufacturers (ACMs)	70.0	67.2	69.5	72.1	74.1	75.0	75.0	78.0	78.0	81.0	81.5

Tyre industry	9.1	6.7	6.6	6.3	6.0	6.0	7.2	6.8	6.5	6.9	7.0
Motor trade, distribution & servicing	170.0	175.0	180.0	182.0	185.0	191.0	194.0	198.0	198.0	200.0	200.0

Table 2: Source, adapted from, TISA (2003:47), Barnes (2000:9), NAAMSA, in South African Automotive Yearbook (2009, Secs 9:1 & 9.2) and Naude M.J.A., 2009. [Note I have changed font size inside table to 9. Why do you have abbreviations OEMs and ACMs. Do they add any value and what do they mean?](#)

Capital structure of SMMEs is influenced by, Romano et al (2000), culture, entrepreneurial characteristics and entrepreneurs' prior experience. Business goals and business life cycle are influenced by the preferred ownership structures. Control structure in a business is determined by debt-equity ratios, and short versus long term debt, age and size of business and sources of funding accessible to the owners. This research will investigate capital structure of SMMEs operating in the MBR sector including, cash management, working capital cycle, any short or long term financing, profit margins and methods used for estimating charges. [Your literature review is bouncing all over and there is nothing focusing on impact of education and training on SMMEs. You need subsections that are numbered to give more structure to the discussion. We can discuss if this is ambiguous!](#)

Small business' structure is normally determined by the owners' perceived advantages and responsibilities that are defined by type of business protection sought, operating costs, the way taxes apply, age of business, turnover and how other businesses relate, Norton, (1991). The technical structure of repairs found in the MBR sector is segmented into three sections namely normal repair, minor structural repairs and advanced structural repairs, RMI, (2005).

The environment within which the MBR operates is characterised by diverse market drivers. Figure 1, shows the market stakeholders of the MBR sector that have a direct impact on the small businesses of townships.

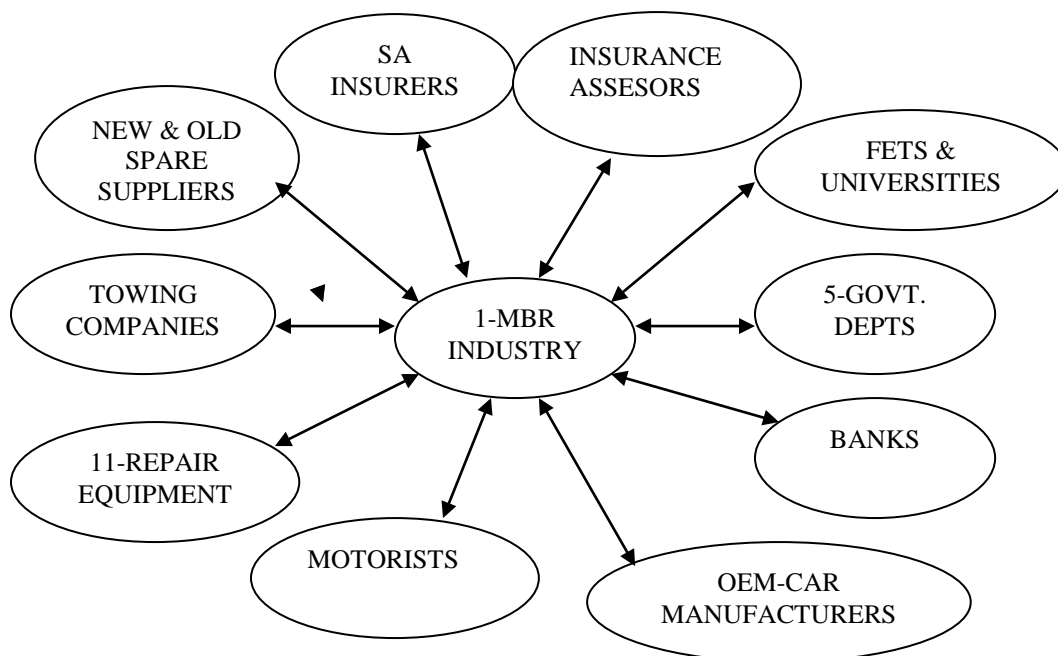


Figure 4: Market Drivers in the MBR sector

4 Research Methodology:

The research methodology included relevant literature review, (secondary data analysis), and an exploratory survey on thirty eight received respondents ~~of by~~ auto-body repairers, (primary data), including face to face interviews that were done with small business owners, workers and MBR course providers. A questionnaire with a five level Likert scale was developed and circulated within SMMEs in the MBR sector, operating in the Greater Johannesburg Region, Gauteng, South Africa. Sixty two questionnaires were circulated and 38 were returned, giving a response rate of 61 %.

Non probability sampling was used, Bryman and Dell, (2007). The sample of thirty eight respondents ~~was chosen~~ is adequate according to De Vos ~~et al, Strydom, Fouche, and Delporth,~~ (2005), and it contained the most characteristics, representative of typical attributes found within SMMEs operating in the MBR sector. Why do you say that? The questionnaire covered entrepreneurial training, technical, business and capital structure with a focus on enterprise development needs. Technical structure focussed on type and value of equipment used, technical competency of the workforce, nature of repairs undertaken and ~~if whether or not~~ workers and owners have any previous experience in motor body repair work.

Business relationships included how customers get attracted to these SMMEs, nature of their referral work, immediate upstream supply chain partners including credit terms. Impact of entrepreneurial training on SMMEs business operations was also investigated. Structured interviews were also conducted with small business owners in the auto body repair sector. How many owners were interviewed? Small business structure was investigated on issues including age and size of business, ownership structures, cash management, any financing, profit margins and methods used to estimate charges on customers. Capital structure questions addressed business ownership, debts, sources of funding and working capital cycle.

5 Research Findings

Seven important areas were identified and analysed namely entrepreneurial training, business ownership and financing, access to work and the panel system, market orientation, supply chain and infrastructure. These demand a modification of the title!

5.1 Demographic information

All 38 respondents have their auto-body repair business situated in the Greater Johannesburg Region, Gauteng, in South Africa. 84 % of the respondents are within the age group of 25-55 years, all respondents were male and 87 % are Africans. 82 % had Matric, with 62 % having attended a formal auto body repair course in a Vocational training college. The age of SMMEs investigated ranged from 1-8 years old.

5.2 Impact of Entrepreneurial skills training

Growth of SMMEs in the MBR sector in South African townships can be attributed to entrepreneurial drive of the owners to participate in the economy, Sylvie and Tann (2006). All respondents want to grow their businesses and autonomy, (Benz and Frey 2008; Van Gelderen and Jansen 2006), and this was singled out as the major entrepreneurial motivation and satisfaction. Respondents were happy to be self-employed with the major aspect being decisional freedoms they enjoy, and this concurs with Lange, (2010). However there are no entrepreneurial courses offered in the MBR curriculum. Only 7 respondents had attended entrepreneurial

introductory courses. The conduct of their business was found to be better than those who had not attended any entrepreneurial training. They showed good leadership, decisiveness, persistence and greater determination to succeed, [a finding that concurs with Pretorius et al., Van Vuuren and Nieman, \(2005\).](#)

The table below compares subjects taught in MBR and Entrepreneurship. [This is literature review and not a finding](#)

Table 5.1 Comparison of subjects offered in MBR and Entrepreneurship curriculum

MBR Curriculum (City and Guilds, 2010)	Entrepreneurship Curriculum (Mwasawliba,2010)
Basics of vehicle body fitting Vehicle panel preparation / repair techniques Skills in applying fillers and foundation materials/ colour matching and spray painting Vehicle resistance spot welding techniques Skills in repairing minor paint defects Vehicle refinishing processes/techniques Removing at fitting trim and plastic material components Rectifying motor vehicle body misalignment <u>Practicals would cover</u> -removal and repair of panels -refit of mechanical and electrical trim -repair of paint defects and refinishing	Resources marshalling and finance Marketing, salesmanship and franchising Idea generation and opportunity discovery Business planning, legal issues Managing growth and negotiating skills Organisation, team building and New venture creation and communication SME management and family business Risk, rationality and problem solving

The need to intergrate entrepreneurship education in the MBR curriculum can be supported by the roles played by a MBR entrepreneur as shown in the table below. [This can be part of your discussion, since it is not a finding!](#)

Table 5.2 Role of a MBR Entrepreneur

<u>Role of a panel beater</u> Assesing a vehicle to establish the extent of damage Deciding whether to repair or replace bodywork Removing damaged panels Stripping and refitting trim and panel interior Refitting new / repaired panels Repairing damaged bodywork using traditional dolly and hammer or modern techniques Repairing small dents, holes or corroded areas using a compound filler	<u>What Entrepreneurial skills would bring</u> Effective planning Good decision making Better management Identifying and acting on new opportunities
<u>Role of a paint technician</u> Removing existing paint and corrosion Ensuring the area to be sprayed is clean Masking off the parts of the vehicle which are not going to be resprayed	Better working methods
<u>Administration work and customer interaction</u> Keeping record of work carried out and time taken Liasing with the customer or insurance company Providing quotations and estimations	Better communication with clients Resource and finance marshalling Better business management skills Growth opportunity identification

It is possible to integrate entrepreneurship courses in the MBR curriculum. Universities and Further Education and Training (FETs), as centres of knowledge creation and dissemination, can

play a pivotal role in coming up with new curriculum for the MBR sector, Etkowitz [et al, Gebhardt, Webster, and Cantisano](#), (2000). The new curriculum must seek greater entrepreneurial character among students, Nicolaides, (2011), giving them ability to find out opportunities, Casson and Wadson, (2007) and transform a simple idea into a workable reality, Foss and Klein, (2010). [Again can be literature review or suggestions/ discussion](#)

Success cases of entrepreneurial training have been witnessed at University of Johannesburg in the courses National Diplomas in Marketing, Retail, Business, Sport Management, Small Business Management and the Certificates in Marketing and Sales, Nicolaides, (2011). These courses expose students to real entrepreneurial practicals when students work under Direct Selling Associations (DSA) companies, during their two year internship programme. Another success case was reported by Van Vuuren and Botha, (2010) in their study of three segments of entrepreneurs, totalling 450 respondents. They statically proved that the respondents' business performance indicators, their performance motivation and business skills increased after some entrepreneurial training programmes. [Again is this literature review or is it your finding?](#)

This paper recommends that entrepreneurship skills be further imparted to students through incubation services as a specific type of outreach activity, Kirby, (2004), including business centres and entrepreneurship clubs, Co and Mitchell (2006). Other methods, Keogh and Galloway 2004), include games and competitions, setting of real business ventures, workshops, presentations and study visits, these have been found to be appropriate for nurturing entrepreneurial attributes among participants , Bennett (2006). [This whole section is silent on findings from the questionnaire as far as skills training and education is concerned!](#)

5.3 Business Ownership and Financing

Ownership patterns were as follows; 18 are independent, 7 are family, 5 are in partnerships and 8 are owned by immigrants.

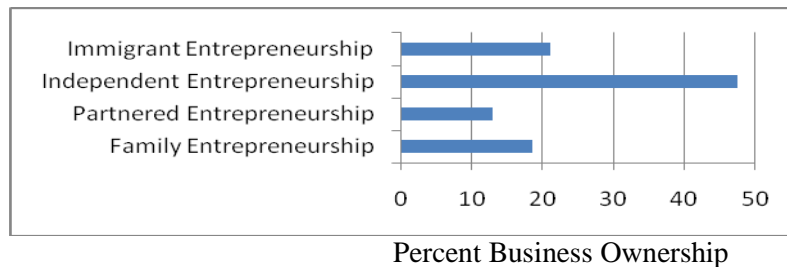


Figure 5: Graph showing SMME Business Ownership

Financing for work in progress and capital is a problem for all the SMMEs. None reported access to nationally available financial schemes. Daily activities are ordinarily financed from personal loans and deposits from clients. The respondents were not at liberty to reveal their profit margins and financial savings. About 77 % of the respondents indicated that they experienced difficulties in debt collection since most customers were not insured. The businesses studied employed approximately 143 people, [giving](#) an average of about 4 employees per SMME.

5.4 Access to work and the Panel System

No work is received from the insurance industry. [The](#) cars repaired are either on third part insurance which does not cover for any repairs or are not insured at all. This is supported by

information gathered in the secondary data, which indicated that most of the SMMEs in the South African townships are operating marginally due to lack of business, (Cape Argus, 2009; Businessowner, 2010). Most cars in South Africa are older than their warranty age which normally runs from 5 to 10 years, Motoring South Africa, (2004). [The majority of these cars are found in townships due to low incomes patterns. This is the nature of the captive market in the motor body repair sector.](#)

The South African Insurance Association (SAIA) has excluded these SMMEs from a panel system which categorises the MBR sector according to location and size of premises, skill of personnel and adequacy of equipment. MBR workshops have been classified in three grades namely; normal repairs, minor structural repairs and advanced structural repairs (RMI-2005). The insurance industry channels all its damaged vehicles to registered panel-beating shops that are on the panel system's register, (Motoring, 2010) [Is this a primary finding or literature review.](#)

5.5 Market Orientation

SMMEs owners do not appreciate the value of marketing and keeping ahead of competition, showing lack of entrepreneurial skills. [Percentage response?](#) They are not up to date with both environmental and technological factors that are more important for their business' growth and sustainability. Absence of strong vision for growth, lack of technology capability for new vehicle repair and very meagre resources for operating capital have stifled growth and made it difficult for the SMMEs to make inroads into the lucrative [automotive body repair](#) market. There is non-uniformity on the way customers are charged. All businesses charge an extra percentage over and above the quoted material. The component of labour costs was not clearly captured. This suggests the need for further training on business costing in-order to avoid cases of either undercharging or overcharging customers. [Where is the evidence from your questionnaire responses here?](#)

5.6 Supply Chain

In 2000 the Automotive Industry Development Centre, (AIDC) initiated the Motor Industry Supply Chain Competitiveness Improvement Program (MISCCIP) which drew together all key automotive players including National Association of Automobile Manufacturers of South Africa, (NAAMSA), OEMs and the National Association of Automotive Component and Allied Manufacturers, (NAACAM) notably excluding the MBR sector. There are no supply chain management networks or strategies set up for the MBR sector, with the effect that spares sourcing becomes expensive and at times lead time experienced in procuring the necessary spares and repair equipment becomes prohibitively long and costly. [References? Any questionnaire aspects or responses on this?](#)

Strategic alliances with suppliers as reported by Teng & Jaramillo (2005), reduces costs and increases competitiveness. This is a business development model that would be appropriate for the survival of the MBR sector. Supply chain organisation can be used to efficiently procure spares and repair equipment for the MBR sector, (Ketchen et al, 2004). Cooperative relationships along the supply chain were identified by Golicic et al (2003) to be most suited for SMMEs sector. This would improve entrepreneurial activities and overall business competitiveness in the MBR industry through reduction of supply chain costs. [Is this part of discussion, since it is not clearly a finding form your study?](#)

5.7 Infrastructure

90 % of the SMMEs do not own the premises they are operating from. Rental costs pattern could not be established, since owners were not free to disclose their financial information. Some of these SMMEs operate in undesignated open spaces and have had problems with local municipal authorities. The local authority is in the process of setting up automotive parks that will be used as training hubs for SMMEs in the MBR sector.

5.8 Training

About 70 % of the interviewed population indicated that they had some training in auto body repair work, with most of them having ~~receieved~~ received on-the-job training. Lack of formal training might have a negative effect on the quality of work. The concept of multi-skilling could not be established. The need for entrepreneurship education in the MBR sector is quite apparent and is the ambition of training centres such as Service Through Integrity (STi) based in Cape Town, Mutual and Federal, (2010). STi caters for underprivileged learners. ~~It~~ works as an incubator for growth of new ventures to be owned and staffed by its graduates. ~~Their objectives~~ It supports entrepreneurship objectives. There are very few colleges offering auto-body repair training. New graduates are trained in-house and then sent for trade tests, where they obtain recognised NQF qualifications. These graduates do not interact with other students and academics, and they lose out on entrepreneurship knowledge such as learning to work in a team and networking, which are key instruments for entrepreneurial activities, Nabi and Linan, (2011). There is quick recourse to literature and less presentation of your specific findings!

Limitations of the paper

The sample size of respondents was too small, hence these results can not be generalised. Lack of proper training colleges made it difficult to get first hand information from auto body repair course providers. While success cases of entrepreneurship have been noted in the paper, it will be necessary to revisit the few entrepreneurs who attended an entrepreneurship course after a period of say one or two years to find out how they are doing. This can be part of the conclusion after your recommendations!

6 Recommendation

To realise the impact of entrepreneurship education and training in the whole economy it is recommended that both economic and institutional frameworks that do not support entrepreneurial activities be addressed. Specific sector frameworks like the panel system within the MBR sector need restructuring in-order to promote new business opportunities. Finance was singled out as the major enterprise development need. Small businesses are operating on shoe-string budgets, severely affecting their cash management and growth opportunities. The need for state of the art equipment was quite clear. Khula Enterprise, which is dedicated to improving access of finance to small businesses, should set up dedicated lines of credit specifically meant for the motor body repair industry. This can be achieved through partnership with other Government Departments and the private sector. This in turn would enable these SMMEs to be registered on the panel system. A lot is mixed up here. Bullets could be used to separate and identify each specic recommendation.

Local FETs colleges must develop appropriate short courses that include multi-skilling and entrepreneurship education for the auto body repair sector. The short courses must include new vehicle maintenance technology, which was indicated as a major deficiency suffered by small businesses in the MBR sector. These strategies if implemented will reduce operating costs for

small business in the auto body repair sector, thus enhancing both their profitability and growth sustainability.

There is a need to develop a supply chain framework for aftermarket demands similar to MIDP?? that caters for OEMs??? and Car Component Manufacturers. A supply chain framework ensures a stable and less costly accessibility of both spares and repair equipment. The framework will have supply chain metrics that can be used to monitor bottlenecks as well as costs associated with the distribution of spares within the MBR sector. The supply chain framework will address the more important acquisition of repair equipment which is badly needed by the small businesses in the auto body repair sector.

7 Conclusion

The research highlighted the need for entrepreneurship education and improved enterprise development needs for SMMEs operating in the MBR sector. The usual problems of poor access to funding, lack of knowledge and information, lack of equipment, training and development can be solved by putting in place a comprehensive strategy for SMMEs in the MBR sector. Entrepreneurship courses must be tailor made to suit the needs of specific sectors and must be taught together with institutional business requirements found in specific sectors. [Need to link more to the findings based on the results of all the methodologies used in the study.](#)

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