The nature of participatory communication between stakeholders of the *bhive* university incubator

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It all starts here ™

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SUMMARY

Within the field of development, participation has become the normative approach in the past two decades. For development projects to be sustainable, the communication must be participatory in nature.

For development projects to be sustainable and to actually contribute to the development of communities, communication has to be based on the participatory approach of development communication. Dialogue, empowerment that leads to independence and cultural identity are some of the most important principles of the participatory approach. The importance of communication aimed at development first became apparent during the modernisation paradigm. Modernisation is considered an evolutionary shift from a traditional view to a modern society. Development is seen as synonymous with westernization, industrialization and economic growth.

Universities are under pressure from both the government and the industry to help with economic development and deliver graduates that can make a positive difference in their field of expertise (Grimaldi & Grandi, 2005). A university business incubator (UBI) is a business incubator located within a university. University business incubators facilitate and develop conditions and support systems that ensure young entrepreneurs with new ventures will function successfully. Business incubators support these entrepreneurs by giving them access to affordable facilities and resources such as secretarial support and office furniture. The focus is on providing entrepreneurs with specialised support, training and assistance, including research and development, risk capital and networking opportunities (Lalkaka, 1990:25).

A UBI uses the university's resources, personnel's time and knowledge toward economic development efforts, reaping the benefits from the commercialisation of the university's own research (Grimaldi & Grandi, 2005; Mian, 1997). The Netherlands Initiative for Capacity development in Higher Education (NICHE) launched a programme in South Africa in February 2009. *BEEHIVE* (Bridging Business and Education by

Establishing a Hub of Innovative Ventures and Expertise) is the university incubator of the North-West University's (NWU) Vaal Triangle Campus, which started with the operational phase of the programme in May 2012. The name was changed in 2011 to Bhive for marketing purposes.

Against this background, the following research question was investigated: to what extent is the communication between stakeholders of the Bhive UI participatory? The researcher used a qualitative research method in order to collect the data. A literature study was conducted to explore the premises of the nature of the participatory approach in development communication for social change. Interviews with different stakeholders were conducted to determine their perceptions regarding the Bhive UI. Lastly, the researcher observed the Bhive UI over a period of two years.

The research findings reveal that within the larger paradigm of heteroglossia there is room for improvement. This study pointed out the various areas for improvement and offered theoretically grounded recommendations.

Key words:

Business incubators; communication for social change; communication management; development communication; participatory communication; participatory approach ; stakeholders; stakeholder management; incubators; university incubators.

OPSOMMING

Oor die afgelope twee dekades het deelname die normatiewe benadering in die gebied van ontwikkeling geword. Vir ontwikkelingsprojekte om volhoubaar te wees, moet die betrokke kommunikasie deelnemend van aard wees.

Vir ontwikkelingsprojekte om volhoubaar te wees en werklik ’n bydrae tot die ontwikkeling van gemeenskappe te lewer, moet kommunikasie op die deelnemende benadering tot ontwikkelingskommunikasie gegrond wees. Dialoog, kulturele identiteit en bemagtiging wat tot onafhanklikheid lei, is van die belangrikste beginsels onderliggend tot die deelnemende benadering. Die belangrikheid van kommunikasie wat op ontwikkeling gemik is, het eers gedurende die modernisasieparadigma duidelik geword. Modernisasie word beskou as ’n evolusionêre verskuiwing van ’n tradisionele beskouing na ’n moderne samelewing. Ontwikkeling word beskou as sinoniem met verwestersing, industrialisasie en ekonomiese groei.

Universiteite word deur beide die regering en die industrie onder druk geplaas om tot ekonomiese ontwikkeling by te dra en om gegradueerdes te lewer wat ’n positiewe verskil in hulle gebied van kundigheid kan maak (Grimaldi & Grandi, 2005). ’n Universiteit-besigheidsinkubator (UBI) is ’n besigheidsinkubator binne ’n universiteit. UBI’s fasiliteer en ontwikkel toestande en ondersteuningstrukture wat verseker dat jong entrepreneurs met nuwe besighede suksesvol kan funksioneer. Besigheidsinkubators ondersteun hierdie entrepreneurs deur hulle toegang te gee tot bekostigbare fasiliteite en hulpbronne, soos sekretariële ondersteuning en kantoormeubels. Die klem val daarop om entrepreneurs van gespesialiseerde ondersteuning, opleiding en bystand te voorsien, insluitende navorsing en ontwikkeling, risikokapitaal en netwerkingsgeleenthede (Lalkaka, 1990:25).

’n UBI wend die universiteit se hulpbronne en personeel se tyd en kennis aan om ’n bydrae tot ekonomiese ontwikkeling te lewer, en trek voordeel uit die kommersialisering van die universiteit se eie navorsing (Grimaldi & Grandi, 2005:112; Mian, 1997:327)

Die Nederlandse Inisiatief vir Kapasiteitsontwikkeling in Hoëronderwys (*The Netherlands Initiative for Capacity Development in Higher Education*, NICHE) het in Februarie 2009 ’n program in Suid-Afrika geloods. BEEHIVE (*Bridging Business and*

Education by Establishing a Hub of Innovative Ventures and Expertise) is die universiteitsinkubator van die Noordwes-Universiteit (NWU) se Vaaldriehoekkampus, wat in Mei 2012 met die operasionele fase van die program begin het. Vir bemarkingsdoeleindes is die naam in 2011 na *bhive* verander.

Dit is teen hierdie agtergrond wat die volgende navorsingsvraag ondersoek is: *Tot watter mate is die kommunikasie tussen belanghebbendes van die bhive UBI deelnemend?* Die navorser het ’n kwalitatiewe navorsingmetode gebruik om data te versamel. Daarby is ’n literatuurstudie onderneem om die verskillende uitgangspunte van die aard van die deelnemende benadering in ontwikkelingskommunikasie vir sosiale verandering te verken. Onderhoude is met verskillende belanghebbendes gevoer om hulle persepsies van die *bhive* UBI vas te stel. Laastens het die navorser die *bhive* UBI oor ’n tydperk van twee jaar waargeneem.

Die bevindinge van die navorsing dui aan dat daar binne die wyer paradigma van heteroglossia ruimte vir verbetering is. Hierdie studie wys die verskillende gebiede vir verbetering aan en bied teoreties-gegronde aanbevelings.

Sleutelwoorde: Besigheidsinkubators; kommunikasie vir sosiale verandering; kommunikasiebestuur; ontwikkelingskommunikasie; deelnemende kommunikasie; deelnemende benadering; belanghebbendes; die bestuur van belanghebbendes; inkubators; universiteitsinkubators.

TABLE OF CONTENTS

2 CHAPTER 2:

THEORETICAL ASSUMPTIONS OF THE PARTICIPATORY APPROACH TO DEVELOPMENT OMMUNICATION AND IT'S APPLICABILITY TO UNIVERSITY INCUBATORS

LIST OF FIGURES

ACRONYMS

Bhive	Bridging Business and Education by Establishing a Hub of Innovative Ventures & Expertise
EDC	Enterprise Development Centre
NICHE	Netherlands Initiative for Capacity development in Higher Education
NUFFIC	Netherlands Organisation for International Cooperation in Higher Education
NWU	North-West University
UI	University incubator

CHAPTER 1:

CONCEPTUALISATION OF THE STUDY

1.1 INTRODUCTION

During the 1950s and 1960s the modernisation paradigm was the dominant paradigm within the discipline of development communication. Modernisation is the standardised, evolutionary shift from a traditional view to a modern view of a society and can be seen as synonymous with the term westernisation, industrialisation and economic growth (Servaes, 1995:36; Agunga, 1999:145). The supposition during this time was that developing countries had to diverge from their old way of live and adopt the lifestyles, ideas, technologies and innovations of developed countries (Melkote, 1991:60; Crabtree, 1998:183; Mefalopulos & Genna, 2004:24; Chitnis, 2005b:232). This paradigm developed against the backdrop of a school of thought which saw modernisation, and by implication economic growth, industrialisation and westernisation, as a necessary means to bring an end to poverty. The main goal behind modernisation was to improve economic and social conditions in poor areas, as well as to establish modern institutions, values and practices. Developing states had to simulate the industrialised model of developed states (Agunga, 1999:40,145; Nules, 2003:71).

Since the modernisation paradigm held that development is a linear process, communication was also regarded as one-directional. The receiver was branded as a passive being that the media could manipulate. The strongest criticism that can be levelled against the modernisation paradigm is its view of communication as a one-way process. The modernisation paradigm is also criticised for ignoring the importance of cultural and political development, as well as its lack of addressing actual needs (Servaes, 1995:41; Crabtree, 1998:183; Melkote & Steeves, 2001:218; Yoon, 2004). Taking the criticism against modernisation into account, it can be assumed that one-way communication during the modernisation period did not lead to sustainable development (Melkote, 1991:57, 67; Servaes, 1995:41; Malan, 1998:14; Moemeka, 1999:5; Servaes, 2000:86; Moemeka, 2002:8; Mefalopulos & Genna, 2004:27; Servaes & Malikhao, 2008:160). In reaction to criticism on the modernisation paradigm, several other approaches to communication took shape, all aimed at development and the facilitation of social change.

The hunt for a theory that can explain underdevelopment resulted in the development of the dependence approach (Haddad & Spivey, 1992:3; Melkote & Steeves, 2001:22; Yoon, 2004:2-3). This approach can briefly be described as the aspiration of developing countries to act independently. Developing countries wanted to break away from developed countries as they felt that these countries were forcing them to adopt their modern lifestyle. The problem with this strive towards independence was that these countries were simply economically too weak to make an autonomous existence possible. They did not take their internal shortcomings into account. Although the dependence approach tried to address the causes of underdevelopment, it did not yield any methods which could be used to tackle underdevelopment (Servaes, 1995:40). The need arose for a new understanding of development that considers cultural identity, multidimensionality and the need for greater development. This is where the multiple approaches (1970s-1980s) first started forming, with its emphasis on satisfying needs (Servaes, 1995:41). This approach was the first step towards the participatory approach.

The participatory approach can be seen as an approach that grants all parties an equal opportunity to share their knowledge, as opposed to one-directional communication aimed at persuading people. Communities are encouraged to participate freely in conversations and to contribute ideas to projects that are planned in conjunction with them. Participation emphasises that all stakeholders should be consulted and considered during projects in order to improve living standards, ranging from the creation of the programme to its implementation, as well as in other decision-making processes (Melkote, 1991:270; Jennings, 2000:35; Chitnis, 2005a:27).

Participation has subsequently become the dominant paradigm within the discipline of development communication. The central assumption of this study is that participatory communication contributes to the sustainable development of stakeholders within a university incubator (here after referred to as a UI).

1.2 BACKGROUND

The following section explores both business and university incubators (UI). This information is essential as it provides important information as to how business incubators form part of development projects.

1.2.1 Business and university incubators

The first business incubator was established during the1959s in Batavia, New York, when a developer decided to sublet partitions of his facility to a variety of tenants. Some of these tenants requested business support and advice from the developer and some requested help with raising capital to start their business (Hackett & Dilts, 2004:57). One can therefore describe a business incubator as a controlled and supported environment where new entrepreneurial companies and ventures can be established and which accelerates the commercialisation of technology. The main purpose of a business incubator is to facilitate and develop conditions and support systems that ensure that new ventures function successfully (Lumpkin & Ireland, 1988:60; Hisrich & Smilor, 1988:299; NBIA, 2002).

Incubators support entrepreneurs by giving them access to affordable facilities and resources such as secretarial support and office furniture. The focus is on providing entrepreneurs with specialised support, training and assistance, including research and development, risk capital and networking opportunities (Lalkaka, 1990:25). Both developed and developing countries view universities as an important tool in promoting entrepreneurial and marketing activities, innovation and economic development when small and medium sized ventures are established (Adegnite, 2001).

Today there are more than 7000 incubators throughout the world (NBIA, 2012). The concept of business incubators was first applied in South Africa in 1995 with an initiative by the Small Business Development Corporation. They named this project *hives of industry.*

Business incubation is complex term and has various aspects to it. Business incubation can be firstly seen as a training facility for young entrepreneurs, providing them with mentors to help them with the growing pains of starting their own business. Business incubators can secondly be seen as a business action with economic goals, and lastly it can be seen as developmental in a more holistic sense. The focus, however, for this study is on the developmental nature of business incubation.

Each incubator has unique characteristics, and these characteristics give rise to different incubation models or configuration frameworks. One of the main types of these incubators is university incubators (Hackett & Dilts, 2004:63). University incubators offer one type of incubator that seems to be successful in other parts of the world (Buys & Mbewana, 2007).

A university can be defined as an institution of higher learning. There are more than 11 such institutions in South Afica that provide facilities for teaching, research and are authorised to grant academic degrees. The biggest universities in South Africa include the North-West University, University of Pretoria, University of Cape Town and Universtiy of the Witwatersrand (SA information, 2013; University, 2013). Students pursue higher education for numerous reasons (Cardiff university, 2013; SA information, 2013), such as:

- To improve their career prospects;
- To pursue a vocation;
- To specialise in a specific field;
- To earn a better salary in certain fields; and
- To learn employable skills such as networking and social skills.

As discussed previously, the purpose of any university is to motivate, to provide an academic foundation and to allow students to specialise in a specific field. According to Shalaby (2007) universities play an important role in generating new and young entrepreneurs. Universities are under pressure from both the government and the industry to help with economic development and to deliver graduates that can make a positive difference in their field of expertise (Grimaldi & Grandi, 2005).

University incubators (UIs) can be seen as a business incubator located within a university. The main differences between a business incubator and a UI is firstly that the incubator uses the infrastructure and recources provided by the university. Secondly, at such an incubator most of the entrepreneurs who undertake the incubation programme are graduates of the spesific university. Lastly, a university based incubator provides training opportunities for students with the addition of the knowledge and expertise of university staff. Furthermore, the image of the university is linked to the incubator, and the incubator has library services and suitable research and development means at its disposal (Mian, 1997:327; Grimald & Grandi, 2005:112; Bathula *et al*., 2011).

A UI uses the university's resources and the staff's time and talent to boost economic development efforts, in turn reaping the benefits of the commercialisation of the university's own research (Grimaldi & Grandi, 2005:112; Mian, 1997:327)

According to Main (1996:327) there are two main categories of services offered by UIs:

a) The typical incubator services, including shared office space, business support services, access to funding and networking opportunities.

b) University related services, including staff consultants, student employees, the university image, library services, workshops, equipment, employee education and other social activities.

According to Bizotta (2003:1) a business incubator organises a process of incubation, which adds value to incubates, thereby increasing their chances of success. Shalaby (2007) emphasises that it is important to be acquainted with the following definitions related to the objective of UIs, as they describe the different phases of business incubation:

- Pre-incubation/ early start-up programme

During this phase the entrepreneurs or aspiring entrepreneurs, who are still in the phase of idea exploration or in the very early stages of business development, are assisted. These entrepreneurs are not yet trading and require assistance with the development or re-design of a business idea, business plan, and busines model generation. The entrepreneur is provided with resources and help in order to work out a business idea until it becomes a prototype. This phase enables the entrepreneur to clearly define the business idea, objectives and to form a primary business plan.

- Business incubation programme

This phase helps the entrepreneur in the first few months after starting up the business. This phase focuses on helping the entrepreneur to transform the idea into a fully-fledged profitable business. The entrepreneurs are provided with a safe environment, including all the services and infrastructure of the business incubator, reducing the risks of failure.

1.2.2 The *bhive* university incubator

The Netherlands Initiative for Capacity Development in Higher Education (NICHE) launched a programme in South Africa in February 2009. *BEEHIVE* (Bridging Business and Education by Establishing a Hub of Innovative Ventures and Expertise) is the university incubator (UI) at the North-West University's (NWU) Vaal Triangle Campus, which in May 2012 started with the operational phase of the programme. The name was altered to *bhive* for marketing reasons. The goal of the UI is to strengthen the Faculty of Economic Sciences and Information Technology and to empower graduate students to find work and to establish their own ventures. This is achieved through relevant teaching, industry involvement, and the stimulation of economic growth.

The Netherlands Initiative for Capacity Development in Higher Education (NICHE) is a Dutch funded development programme that provides funding for capacity development in Higher Education. For many years, first world countries have been establishing funding projects to assist and develop developing countries. Since South Africa is still seen as a developing country, some of these funds were allocated to projects within South Africa. The Netherlands organisation for International Cooperation in Higer Education (NUFFIC) allocated an estimate of €1. 800.000 (+/- R 20 million) to the *bhive*

UI. By investing this money in South Africa the Dutch partners are stimulating their own economy as all the expertise that is sent to South Africa, is based in the Netherlands.

The main objectives of the NUFFIC project, as laid out in the project plan, focuses on providing international and South African expertise to: a) set up and develop the capacity of an incubator; b) to develop innovative learning approaches; c) to train NWU staff in the development of labour markets, in incubation services and innovative curriculum delivery; and d) to technically manage and guide the implementation of the programme and to assist in the adjustment to accomplish the objectives.

According to the project plan, the pre-incubation programme focuses on:

- Idea exploration through participation in an ‘Idea Generation Workshop’ and by validating and stress-testing the idea
- Business model generation through participation in a ‘Business Model Generation Workshop’ in order to develop a sustainable, scalable business model for the venture
- Developing a business framework and strategy and incorporating a market analysis
- Developing an entrepreneurial aptitude, leveraging strengths to build the business and to address weaknesses in order to overcome challenges
- Managing partner relationships with the intention of developing a clear understanding of the role that each partner plays in the business, the allocation of commercial gain between partners, etc.

The business incubation programme focuses on:

- Business registration and organisational compliance;
- Brand development;
- Networking effectively;
- Business planning, with clear, measurable deliverables and targets;
- Structuring the initial team;
- Developing organisational systems; and
- Product development.

The study selected the following individuals as the main stakeholders of the *bhive* UI:

- A management team consisting of:
  South African project leader,
  Dutch project leader, and
  Incubator manager.
- The academics/staff linked to the NWU Vaal Triangle Campus; and
- Entrepreneurs that completed the pre-incubation and incubation program.

Entrepreneurship can be defined as the prosperity of mind to take calculated risks with confidence and to achieve a pre-determined business objective (Anon, 2012d). The selected entrepreneurs were the first five 5 entrepreneurs to complete the business competition and the pre-incubation phase. The entrepreneurs entered the business competition out of their own free will and saw the opportunity to start up an incubator. However, none of the entrepreneurs has started their own business yet. They all range between 21 and 25 years of age and are enrolled for a full graduation course at the NWU, Vaal Triangle Campus. They are students from both the Faculty of Economic Sciences and IT, as well as the Faculty of Humanities on the NWU Vaal Triangle Campus (please see section 4.3.1.2).

- The business sector of the Vaal Triangle.

Since this UI also functions within the development sector, its communication practices should comply with the normative principles of development communication.

1.3 PROBLEM STATEMENT

The *bhive* UI, established by the Vaal Triangle Campus of the North-West University, is a Dutch initiative. Despite the fact that UI are extremely successful in the Netherlands, it does not mean that these incubators will automatically be successful in South Africa.

According to the literature on development communication for social change, emphasis should be placed on participatory communication, which should already be present in the planning and implementing stages, rather than on the modernisation that needs to take place. This can only occur if communication between the different stakeholders satisfies the norm of participatory communication. However, it often happens that not all stakeholders are considered during the planning and implementation stages. This makes participation difficult and can result in one-directional and asymmetric communication, which suggests that the incubator does not truly identify and consider the needs of all stakeholders. This lack of participation can have an impact on the sustainability and success of the project.

Stakeholders, with specific reference to the *bhive* UI, learn how to empower themselves through their involvement with the incubator, which in turn encourages sustainability. This rationale is supported by authors who are of the opinion that communication relating to a specific project must be of a participatory nature in order for the development project to be sustainable and empowering (Agunga, 1999; Melkote & Steeves, 2001; Moemeka, 2002).

The following general research question is proposed against this background:

1.4 GENERAL RESEARCH QUESTION

To what extent is the communication between stakeholders of the *bhive* UI participatory?

1.4.1 Secondary research questions

In order to answer the general research question, the following specific research questions are proposed:

1.4.1.1 Which principles of the participatory approach to development communication are relevant to the communication between different stakeholders of university incubators?

1.4.1.2 What communication principles are reflected in the project planning of the *bhive* UI?

1.4.1.3 What are the perceptions of the stakeholders regarding the communication within the *bhive* UI?

1.5 RESEARCH OBJECTIVES

The following objectives were derived from the research questions. This study aims to:

1.5.1 determine by means of a literature study what principles of the participatory approach to development communication are relevant to the way in which university incubators communicate with interest groups;

1.5.2 explore the communication principles used in the project planning of the *bhive* UI by means of a qualitative content analysis of documents that reflect these principles; and

1.5.3 investigate the perceptions regarding communication with stakeholders of the *bhive* UI using semi-structured interviews.

1.6 THEORETICAL ASSUMPTIONS

Participatory communication can be described as the process of negotiating and exchanging different meanings where the individuals are bound within their cultural domains and realities to convey a certain message and to understand it, with a view to a proposed positive change of circumstance (Melkote, 1991:270; Ayee, 1993; Nair & White, 1993:51; O'Sullivan *et al*., 1994:50; Agunga, 1997:54).

For development projects to be sustainable and truly contribute to the development of communities, communication must be based on the premise of the participatory approach to development communication (Malan, 1998:52; Agunga, 1999; Melkote & Steeves, 2001:47; Moemeka, 1999:7). Participatory communication for sustainable development is concerned with empowerment, which leads to self-sufficiency, dialogue and cultural identity. These are basic indicators of the participatory approach (Nair & White, 1993:54; Rahim, 1994:6,120; Jacobson & Kolluri, 1999:268; Melkote & Steeves, 2001:252).

Briefly looking at these indicators, dialogue can be described as a two-way process of mutual understanding. Without this process, development projects cannot address the true needs of communities. Dialogue can also be regarded as the ideal conversation situation that takes place between equal participants, providing the opportunity to discuss and solve the needs and problems of the community (Rahim, 1994:20; Servaes, 1995:39; Bakke & Subedi, 2008:78). Without effective and efficient dialogue, the objectives of the development project cannot be achieved (Mefalopulos, 2005: 254). Chitnis (2005a:239) refers to empowerment as the ability to control decision-making in matters and situations that influence our lives. People's right to be involved and to be heard is at the core of participatory development, and is achieved by means of empowerment. Individuals and communities are empowered by gaining knowledge about specific matters, communicating about issues that are of general importance, making their own decisions and negotiating power relationships. Through empowerment, participants can thus satisfy their basic needs, cultivate self-esteem, pursue choices that will realise their human potential and acquire collective thinking patterns (Rahim, 1994:118; Servaes, 1995:43; Fourie & Kloppers, 2009:93).

However, within the development context communication often takes place between members of different cultural groups. Mefalopulos (2005:251) is of the opinion that all stakeholders in a project should have the same idea and understanding of problems within the project. By considering everyone's cultural background, beliefs and traditions, the best possible solution with the most significant common denominator can be negotiated.

This study rests upon the premise that the *bhive* UI functions on the same basis as other development programmes. As stated above, this development programme should adhere to the basic indicators in order to be sustainable and to contribute to the development of communities. Both the South African context and the stakeholders must be actively involved in this project. The *bhive* UI should thus communicate with stakeholders according to the guidelines of the participatory approach to development communication. Communication must take place on a participatory basis in order to empower certain stakeholders. The project can consequently ensure that entrepreneurs develop in such a way that they can act independently in the process and increase the living standards of their community.

1.7 RESEARCH APPROACH

Qualitative research is an interactive, in-depth exploratory investigation during which non-numerical perceptions, perspectives, as well as a better comprehension of a certain situation is formed (Miles & Huberman, 1994; Struwig & Stead, 2007:11; Babbie & Mouton, 2001:646). The qualitative methodology is mainly interpretative in nature and is in direct contrast with positivism; it aims to understand human behaviour (Babbie & Mouton, 2001:646; Leech & Onwuegbuzie, 2010).

This study sets out to investigate the nature of communication between different stakeholders of the *bhive* UI, based on the principles of the participatory approach. The main focus is human behaviour and the way in which individuals behave in the research environment and situation. The researcher is subjectively involved in the projects and is in a position to make certain observations and interpretations concerning the project, and in this way can gather information within the context of the project. These interpretations are often influenced by the philosophical assumptions of the researcher, which includes ontological, epistemological, axiological, rhetorical and methodological beliefs (Wimmer & Dominick, 1991:139; Walliman, 2005:249; Creswell, 2007; Babbie & Mouton, 2001: 287,288; Warfield, 2010; Keyton, 2010:58).

1.8 RESEARCH METHODS

Triangulation involves the use of multiple methods and is considered one of the best ways to increase credibility and reliability when using a qualitative research method. Triangulation ensures that different events and relationships are collected from different points of views. In this study triangulation will take place by combining content analysis, semi-structured interviews, the participant-observer method and retrospection (Babbie & Mouton, 2001:274-277; Flick, 2009:226,444).

1.8.1. Semi-structured interviews

The primary method of gathering data was semi-structured interviews (Babbie & Mouton, 2001:643; Silverman, 2010:194) conducted with management, staff and entrepreneurs of the *bhive* UI. The questions were arranged according to three different themes. These are empowerment, dialogue and cultural identity.

Semi-structured interviews can be defined as pre-set questions that are posed to respondents in an orderly way. The interview schedule is seen only as a guideline to the researcher. Respondents are given the opportunity to address issues that are not on the interview schedule and to provide the researcher with more information, which includes their experience and perception of communication. The interviewer may also ask follow-up questions to clarify any ambiguities (Struwig & Stead, 2007:98; Babbie & Mouton, 2001: 249; Gibson & Brown, 2009:87-89).

At present there are four groups of stakeholders of the UI. These four groups consist of top management, staff, entrepreneurs and businesses in the surrounding area. For the purpose of this study, only the first three groups were approached since they could provide sufficient information to explore the research objectives to satisfaction. The population will thus consist of five members from top management, thirty staff members and six entrepreneurs (Swanepoel *et al.*, 2011).

Interviews were conducted with all five members of top management. The simple random sample is the most frequently used method for selecting samples and forms the basis of the probability procedures (Hardy & Bryman, 2004). Ten staff members (which constitutes a third of the total staff population) were selected by means of a simple random sample and interviews were conducted with these staff members. The anticipation beforehand was that the entire entrepreneur population would be used for the study. It was decided that if the number of entrepreneurs in the incubator has grown to the extent that is not possible to conduct interviews with all of them, a simple random sample was used to select approximately one third of the population. A maximum of ten entrepreneurs was approached for this study.

The interviews were transcribed and sorted objectively so that the actual perceptions of those involved could be investigated (Poggenpoel, 1998:342,349; Richards, 2009:58-60; Flick, 2009:75).

1.8.2 Qualitative content analysis

A qualitative content analysis was used in order to ensure that the information gathered is relevant to the study. This was achieved by analysing and evaluating certain themes, patterns and concepts within certain contexts in a controlled manner (Babbie & Mouton, 2009:385; Flick, 2009:323; O'Leary, 2010:258). The aim of the content analysis is to understand social realities in a scientific way and to observe and analyse the actual perceptions and meaning of the stakeholders (Poggenpoel, 1998:342,349; Zhang & Wildemuth, 2009:1; Babbie & Mouton, 2001:78,493).

The content for analysis was collected over a period of two years. During the content analysis all relevant policy documents such as the project plan, mission and vision statements were analysed. A number of internal and public newspaper articles and transcripts of conversations and interviews conducted with selected stakeholders and the *bhive* UI corporate website was analysed qualitatively (Poggenpoel, 1998:342; Babbie & Mouton, 2001:78; Robson, 2010:28, 84, 130; Silverman, 2010:243; Leedy & Ormrod, 2010:144).

1.8.3 The participant-observer method

An increasing number of researchers are making use of the participant-observer research method (Wimmer & Dominic, 1991:40). The systematic observation process is a qualitative research method that studies and collects information on the daily way of life, behavioural patterns, perceptions and actions of participants in a natural way (Wimmer & Dominic, 1991:141; De Vos *et al*., 2005:276).

Conducting interviews alone will not lead to sufficient data. The participant-observer method was used to strengthen and capture as accurately as possible the views and interpretations stated during these interviews (Schurink, 1998:279). It is important that the researcher observes the mode of operation of stakeholders in order to verify and understand the information gathered from the interviews, and to correctly interpret what happens in the particular context (De Vos *et al*., 2005:276).

The development of the *bhive* UI was observed during the first developmental phases in 2011. Further observation of the last developmental phases focused on how communication and the daily activity within the incubator take place.

1.8.4 Data coding

Research coding can be viewed as the retention of data, which is grouped and categorised to identify patterns, so that more insight may be gained regarding the data. Three types of coding methods are used, namely descriptive coding, content coding and analytical coding. As the coding process progresses, information will come to the fore and raise questions that may be of help in answering research question (Richards, 2009:94).

This study made use of *axial* coding, which will form categories that are most relevant to the research question. The relationship between the different categories is very important and will help to answer the research question (Flick, 2009:310-312).

1.9 STRUCTURE OF THE STUDY

This study is divided into five chapters. This study is divided into five chapters.

Chapter 1 This chapter provides a summary of the background of development communication for social change, business incubators, the problem statement, and the research objectives of the study.

Chapter 2 In this chapter the relevant literature is discussed and the first research question is answered. It comprises an investigation into the most important premises of the participatory approach and how these premises relate to university incubators in order to bring about development.

Chapter 3 This chapter discusses the research methods employed by this study. It explains the methods used to collect data from the *bhive* UI, as well as how each method was applied. Lastly, possible problems and obstacles that the study might face are discussed.

Chapter 4 The results obtained from the data collected during the semi-structured interviews and content analysis are presented, interpreted and discussed in this chapter.

Chapter 5 This last chapter draws conclusions based on the results documented in Chapter 4. In addition, the general research question is answered and more conclusions are drawn. Lastly, the chapter identifies the shortcomings of the study, as well as future areas for study that arise from the current study.

1.10 CONCLUSION

This chapter introduced and explained the main themes that will be discussed in the rest this dissertation, namely development for social change and business incubators. A brief summary of how the recearch will be conducted and the chapter lay-out of the dissertation were also provided.

The goal of this study is to expolore to what extent the *bhive* UI manages to accomplish participatory communication.

CHAPTER 2

THEORETICAL ASSUMPTIONS OF THE PARTICIPATORY APPROACH TO DEVELOPMENT COMMUNICATION: IT'S APPLICABILITY TO UNIVERSITY INCUBATORS (UI)

2.1 INTRODUCTION

Currently the participatory approach to communication for social change is the normative approach to development communication. The participatory approach originated from preceding theories on development, and more specifically their basic principles and shortcomings (Huesca, 2002:512; Servaes, 1995:42). Each "new" or alternative approach that was developed came about in an attempt to overcome the challenges and improve the shortcomings of the previous approach in order to bring about fair and balanced development.

Although it is generally agreed that the participatory approach to communication for social change is the normative approach, there is no consensus on exactly how to define and implement participation. This means that one can question the extent to which UI are involved in the community, the extent to which they contribute to development and the way in which communication should take place within the incubator.

In this chapter the historical origin and basic theoretical principles of the modernisation paradigm and the participatory approach are discussed. These two approaches are viewed as opposites, as each supposes different practical implications for development projects. For the purposes of this study the dependency approach and the basic needs approach are discussed only briefly, but this does not mean that they are less important in the field of communication for social change.

The chapter then goes on to focus on changing perspectives on the role of communication in the different development paradigms. These will serve as a theoretical framework that will be used to determine whether the nature of communication between all interest groups of the UI complies with the basic participatory principles.

2.2 A HISTORICAL BACKGROUND TO THE PARTICIPATORY APPROACH

There have been many different approaches to development communication since its inception as an academic and practice-orientated field in the late 1940s, each with its own idea of which style of communication will lead to development (Mowlana, 1997:186; Waisbord, 2001:2). Although development may be studied from such fields as sociology, economy and history, this study focuses on development from the perspective of communication studies.

Historically, there are several considerably different theoretical approaches to development communication within the subject field, each with its own practical implications. For this reason, Melkote (2002:419) explains that the concepts of "development" and "communication" have different meanings for different development academics or experts who deal with the concepts in practice.

It is essential to understand the different models of and approaches to communication for social change. Furthermore, it should be noted that these approaches follow each other chronologically and that each approach arose as a criticism of the preceding approach. This ultimately led to the development of the participatory approach.

2.2.1 The modernisation/dominant paradigm (1945-1960)

The modernisation paradigm viewed capitalism, which motivates competition, as a profit motive and private ownership of the means of production, and as a powerful impetus behind world development (Haddad & Spivey, 1992). According to Agunga (1999:139), there were several events that led to the creation of the modernisation paradigm. After the Second World War, the United States of America was regarded as the dominant world leader, and was not as extensively damaged by the war as other countries in the world. European countries were in desperate need of help. This was the start of the Economic Recovery Plan – best known as the Marshall Plan. This plan/programme was aimed at the reconstruction and development of a severely damaged Europe (Melkote, 2002:420-421; Marshall foundation, 2009).

On 3 April 1945, President Harry Truman signed the Economic Assistance Act that authorised the rebuilding of and development plan for Europe. This was a rational effort by Europe and the United States to repair the widespread damage caused by the war by rebuilding infrastructure and giving the economy a boost (Agunga, 1996:139; Waisbord, 2001:2; Marshall foundation 2009; History, 2003). The plan was aimed at reducing hunger and homelessness, and ensuring the employment of 270 million people spread over 17 nations in the west of Europe. These counties included West Germany, the United Kingdom, Austria, Belgium, the Netherlands, Denmark, France, Iceland, Poland, Greece, Italy, Ireland, Luxembourg, Norway, Portugal, Switzerland and Turkey. However, not all were enthusiastic about the Marshall Plan and the Soviet Union refused to participate in this programme, as they saw the plan as an attempt to interfere with the internal affairs of different countries. This caused both Poland and Czechoslovakia to be prevented from taking part in this development programme (Foner & Garraty, 1991).

Europe received over $13 million for the implementation of this programme over a period of four years. These funds were not used to feed the hungry or to build schools, but were used mainly as direct grants or loans (Foner & Garraty, 1991). George C. Marshall, the architect and the advocate of the plan received a Nobel Peace prize for his role. The Marshall Plan was so successful in Europe that other developing regions, such as Africa, Asia and Arabia, were encouraged to adopt Western ideas and innovations in order to narrow the gap between developed and developing countries (Agunga, 1996:139; Mefalopulos & Grenna, 2004:25; Chitnis, 2005a:232; Madikiza & Bornman, 2007; Zapf, 2004: 3-4; OECD, 2013).

The money awarded in terms of the Marshall Plan stimulated the revival of European trade, helping to increase income, production and trade between different countries. The modernisation paradigm developed during a period in which Western countries believed it to be important to bring newly dependent countries into the sphere of capitalism. As countries moved out of colonialism, they entered a stage of development in which the same phases and routes were taken as those that were used by the Western states. Western countries were regarded as the model for change. These prosperous countries helped developing countries to improve (Madikiza & Bornman, 2007:12-13). The aim was for developing countries to follow the example of the prosperous countries in order to achieve progress, economic growth and material development on their own, and to bring about increased levels of productivity, industrialisation, higher levels of literacy and education, and lastly, a longer life expectancy (Ayee, 1993:29; Servaes 1995:40; Mefalopulos & Grenna, 2004:26; Zapf, 2004:2).

In light of the above, the modernisation paradigm can be described as the process through which individuals undergo a change from their traditional lifestyle to a more complex one, characterised by technological benefits and fast changing lifestyles. Modernisation was regarded as a vehicle for development and social change, as well as for economic growth (Agunga, 1999:139; Madikiza & Bornman, 2007:3).

Against this background, Agunga (1999:141) describes the main assumptions of the modernisation paradigm as follows:

- A global economy: The paradigm assumed good technological changes, economic planning and central-directed development bureaucracies for agriculture, education and health. The aim of the paradigm was for developing countries to catch up with industrialised countries (Servaes, 1995:40; Crabtree, 1998:183).
- The demonstration effect: People can be persuaded to change or adapt their lifestyle, either through observations or media indoctrination. A developing country factory worker can be persuaded to follow the American lifestyle by demonstrating the positive effect this choice will have on his/her lifestyle. The media can be used to make a television advertisement of an American factory worker coming home to a steak meal, thus encouraging and promoting the American lifestyle (Noble, 2006:2).
- An ethical imperative: Developed countries had a responsibility to assist developing countries in the process of development. They had to ‘teach’

developing countries how to develop by convincing them to adopt their lifestyles and by dictating to them what to do. This process was seen as an inevitable, systematic, linear process. An economic interdependency between developing countries and developed countries were formed, developing countries needed the help of developed countries. It was necessary for developed countries to determine the problems and shortcomings of developing countries in order to ensure economic growth (Waisbord, 2001:3; White, 1994:54; Lerner, 1958:54; Giddens & Pierson, 1998:15).

Out of the above mentioned discussion one can see that the modernisation paradigm had a strong economic perspective. Development was seen as developing and growing the economical structure of Europe. By developing this structure trade between different countries, including the US could take place. Therefore US also benefited from the Marshall plan. Section 2.2.1.2, as well as section 2.2.2.1 will provide more arguments on why a economic perspective alone is not suitable in participatory communication for social change.

2.2.1.1 The role of communication

During the period from 1948 to the 1960s, deliberate messages of information were created and sent to the masses by leaders/authorities to shift the attitudes, thoughts and behaviour of individuals from traditional to modern thoughts, views and beliefs. Mass media, a one-way communication medium, was a vehicle with which ideas were transported from the West to developing countries in order to speed up the process of modernisation. Mass media was often seen as a bridge to the world as it exposed individuals to new people, ideas and attitudes (Melkote & Steeves, 2001; Waisbord, 2001:3-6; Mefalopulos & Grenna, 2004:27; Bakke & Subedi, 2008:72).

When the ERP (European Recovery Program) was implemented in a devastated Europe, extensive communication was needed to persuade not only European communities, but also the American tax payers. The Americans needed to be convinced that this financial engagement made sense and that their tax money was well spent, while the Europeans needed to be convinced of the benefits and the advantages of adopting the Marshall Plan (Noble, 2006:112; Schroder, 2006).

The media campaign needed ‘products’/elements that the confounded war-struck communities of Europe wanted to pursue. Prosperity, freedom and peace in a new and better Europe were main themes that were communicated during this campaign. The new, better and abundant American way of life, was used as examples to convince Europeans of this plan (Noble, 2006:18; Schroder, 2006).

The campaign portrayed distinct views of American culture and an idealised life of mass production, modern mechanisms and abundance. According to Noble (2006:17, 62) ‘Americanicanisation’ was the main message that was communicated. Adopting the American way of life and practises was said to establish higher productivity, and could bring American abundance. An example of such a message is a ten minute film that portrayed an American factory worker leaving the factory to come home to a nice steak feast (Noble, 2006:12).

Crabtree (1998:184) is of the opinion that mass media was used to communicate with disadvantaged groups within communities. Important information concerning development projects was sent to these groups through the mass media. Mass media can be divided into two levels, namely a macro level and a micro level. Mass media on a macro level includes newspapers, hard news and entertainment, where mass media on a micro level includes marketing campaigns and propaganda. Both these levels of communication were viewed as rein forcers of economic growth and development. It was believed that mass media had a strong influence on individuals and that it made them more willing to undergo change. Messages were informative, interesting, entertaining and sometimes humorous (Melkote & Steeves, 2001:206; Bakke & Subedi, 2008:71, Melkote; Saunders & Goddard, 2002:2).

According to McQuil (1983:9-13) and Clayton (2012) the European Recovery Program, which was informally known as the Marshall Plan media campaign had four main mediums that were used to communicate with communities:

a) Films / Cinema

Films and cinema was one of the biggest and most valuable mediums that were used in the media campaign. Over 300 films were made between 1948 and 1954. These films were highly deferential towards leading figures and authority, and had clear messages of what needed to be communicated in order for social change to take place. The themes of the films did vary, but they had the same subliminal message. All of the films first took a look at post-war Europe, before discussing the great achievement and triumph that followed the Marshall plan. During this time, messages were communicated to as why the Marshall Plan and social change were honourable and just (Noble, 2006:12; Schroder, 2006).

Examples of the films shown were *ERP in Action* and *Marshall Plan at Work*. Other examples include a film on the millionth ton of supplies that was delivered to the Greek harbour on Christmas day and a film on the passing of the pasteurisation law in France. The films promoted different areas of a European's life that included a view at Economics issues, agriculture and defence. The films were also used to motivate and to improve productivity within the industry (Noble, 2006:62; Schroder, 2006).

The British Broadcasting Corporation (BBC) had the monopoly on broadcasting these films and was supervised by the Americans (Noble, 2006:15; Clayton, 2012).

b) Print

Numerous articles, editorials and press releases regarding the Marshall plan and its triumphs were printed in newspapers. Special Marshall Plan publications such as information booklets, leaflets, posters and factsheets, were printed to communicate and motivate social change (Schroder, 2006).

c) Radio

This medium was used to present communities with the opportunity to listen to speeches on the topic, and to receive interesting and valuable up-to-date information on the development and the changes to this plan (Schroder, 2006).

d) Theatre and exhibitions

Other ways of communication included moving puppet shows, a parade in the Netherlands and a travelling exhibition that reached over 6 million people (Noble, 2006:15,110; Marshall foundation, 2009).

From the preceding it becomes clear that communication in the form of mass media played an important role in informing people and placing the modernisation paradigm in a favourable light. Against this background, Melkote and Steeves (2001:206) believe that communication can be viewed from four perspectives:

a) The communication effect approach: Communication has a direct effect on the target audience. Communication messages can change people's way of thinking and have an effect on the decisions they make. These communication actions can be either positive or negative. Messages should be clear and have a specific goal.

b) The mass media and modernisation paradigm: Mass media can be used to urge on modernisation. Mass media communicates with large groups of people, and as this is their main form of information, it can be used to inform them and to promote a new lifestyle.

c) The diffusion of innovation: The diffusion of ideas and innovations will cause modernisation. Promoting a modern and better lifestyle will urge communities to adopt new ideas and innovations and to make these their own.

d) Social marketing: Social marketing will shift values, attitudes and behavioural patterns from traditional to modern.

The mass media campaign used to motivate and shift ideas regarding the Marshall Plan constitutes one of the largest mass media/propaganda campaigns that have ever taken place during peacetime (Schroder, 2006; Anon, 2013a).

2.2.1.2 Criticism against the modernisation paradigm

Experts and communities, especially those from Latin America, started criticising the modernisation paradigm in the early 1960s. These communities saw that developing countries were not showing the growth and improvement that the paradigm promised. Modernisation lost credibility when income and power inequity, unemployment, a growth in the gap between classes and the failure to address basic needs, as well as global power imbalance, started to surface (Servaes, 1995:41, Melkote & Steeves, 2007:210).

Gunder Frank offered a threefold criticism of the modernisation paradigm. He argued that the paradigm was not sustainable, the theoretical foundation was inadequate and the paradigm was not able to create development in communities in developing countries. He argued that one cannot develop a development programme if the basic needs of a community have not been thoroughly evaluated. The development offered by the Marshall Plan was not focused on satisfying the basic needs of communities. Economic growth was the single target of the paradigm, which neglected the development of the individual (Servaes, 1995:41; Malan, 1998:51; Rogers, 2004:98;, Frank, 1967:27).

Western countries neglected to evaluate the developing countries' social structures, cultures, values or their internal struggles, and did not understand their true needs. The paradigm failed to consider poor communities as their main focus was on a poverty reduction scheme. The programme failed to take different cultures and classes into account. It in fact destroyed cultures by forcing them to adopt the American way of life. This means that it ignored the way in which messages are formed and conveyed to different cultures. Social change and the acceptance of new traditions will not occur if a country undermines or destroys the current values and traditions (Servaes & Malikhao, 2008:163, 169; Matunhu, 2011:66; Nyamnjoh, 2005).

Communication was furthermore considered purely as one-directional. Communities could not be part of the implementation and planning of projects, and true needs could not be addressed. This lack of mutual communication is the main reason for the failure of the modernisation paradigm. As the different cultures and social classes were not recognised, the communication message was not adapted for different groups to understand. The message was formed in a one-size-fits-all manner in terms of the medium and the message. The relationship between the developed world and the poor regions was also misleading. The true relationship and goals were not communicated to the different communities. Social change was oversimplified, and this created problems as soon as people started adapting this new way of life (Matunhu, 2011:66)

2.2.2 Other approaches that gave rise to the participatory approach

The financial support offered by the United States of America to help rebuild Europe gave rise to the Marshall Plan and the modernisation paradigm. The failure of this rational economic model motivated the search for a more person-centred development model. Modernisation resulted in underdevelopment and gave rise to other development approaches that tried to explain the lack of development.

2.2.2.1 The dependency approach (1960-1970)

The questions raised regarding the cause of underdevelopment during the modernisation period, caused distrust and rebellion towards the approach. This led to the development of the dependency approach. According to Servaes (1995:41), there are two dependency theory approaches, namely neo-Marxism/structuralism and the United Nations Economic Commission for Latin America (here after reffered to as ECLA).

The modernisation paradigm saw capitalism as a force of creation, causing economic growth and progress. Marxism not only alienated the masses, but also severely criticised the capitalist systems. The theory was further expanded by incorporating different traditions such as psychoanalysis, Weberian sociology or anarchism, creating Neo-Marxism. This wide ranging term strives to add a wider and better understanding of social inequality, with a main focus on status and power (Anon, 2013c). Along with Marx, the dependency theorists like Prebisch and Frank, saw capitalism as the ruin of developing countries. They believed that developing countries are underdeveloped due to activities of the developed counties.

Frank (1967:28) argues that the cause of underdevelopment was due to the exploitation of developing countries, which includes the concept of a metropolis-satellite system. The poorer countries (satellites) were used to feed the wealthier countries (metropolis). The metropolis needs to remain wealthy and feeds on satellites' resources, rendering the satellites unable to be independent. This created a monopoly control of trade, as well as a very unequal exchange between metropolis and satellites.

Rual Prebisch, the ECLA director, was concerned that the development that took place in developed areas did not take place in less developed and poor areas (Ferraro, 1996; Madikiza & Bornman, 2007:24). Developing countries wanted to be free from political, economic and cultural dominance and to be independent from developed countries. This could be done by de-linking themselves from the market, by allowing them to develop and by not merely distributing their resources.

Such liberation can only take place through identifying problems, instead of just providing information to communities (Servaes, 1995:41; Waisbord, 2001:16; Mefalopulos, 2005:249). At this point Latin American countries started to produce their own products with the aim of establishing their independence from developed countries (Agunga, 1996:146).

2.2.2.1.1 The role of communication

The above discussion reveals that developing countries believed that developed countries misused them. Developing counties started to reject the Americanisation that was communicated to them through mass media. Mass media was seen as an important medium to inform, educate and entertain different communities. Communication was regarded as both a one-directional and two-directional process, with the core value of forming alliances between developing countries and creating autonomy (Mefalopulos & Grenna, 2004:26-27).

The media came under the supervision of the state, since communities believed that the state will represent their best interests. This control of the media unfortunately didn't guarantee that communication will be more horizontal. The media was not interested in promoting social and cultural objectives, and mainly focussed on entertainment and trivial information. Only a small percentage of the programmes that were broadcasted focussed on development (Waisbord, 2001:16; Mefalopulos & Grenna, 2004:26; Servaes 1983:13).

Information flow was mainly from the Western media and developing countries started to depend on these media products, especially the television programs. Cultural imperialism arose due to the media not addressing the needs of local communities, but promoting the lifestyles of developed countries. An American lifestyle, including American goods and products, was the main focus, and communication aimed at persuading communities to adopt this better way of life (Madikiza & Bornman, 2007:25; Freire, 1985:73).

This caused developing countries to develop a dependency on communication and mass media products from the developed countries. The media systems dependency theory, developed by Sandra Ball-Rokeach and Melvin de Fleur, describes the powerful effect that communication can have on communities and the choices they have to make. When individuals or communities are dependent on the media, the more important the media will be to them. The reason why the media gains importance in this situation is based on the fact that it will be the main source of information for these individuals or communities which can lead to media dependency. Media dependency could possibily have greater influence and power over these individuals or communities and, as such, it may be much easier to manipulate them (Communication capstone, 2001).

This media dependency and cultural imperialism lead to development of the New World Information and Communication Order (NWICO). The NWICO was created in the 1970s and posed a new role for communication to create new economic order in underdeveloped nations, emphasising the need for governments to have more control over media structures and business interests (Agunga, 1996:147; De Melo, 1991:207; Waisbord, 2001:16). The order aimed to bring about social change by means of the equal distribution of power positions. The goal was to reduce the power of developed countries so that developing countries could utilise their own resources in order to bring about development (Agunga, 1996:146; Waisbord, 2001:16).

2.2.2.1.2 Criticism against the dependency approach

The focus of the dependency approach was to address the underdevelopment that was caused by the modernisation paradigm, rather than to develop communities (Agunga 1996:146). Although the approach defined the problems that developing countries faced and tried to address this, no sustainable solutions to problems such as underdevelopment could be found (Servaes, 1995:42; Mefalopulos & Grenna, 2004:26). The internal problems that developing countries faced also had to be taken into account, such as internal conflict, poor infrastructure, a lack of social capital and so forth. These had a considerable effect on development. The dependency approach was not only criticised for its inability to find sustainable solutions, but also for its inability to identify and address internal obstacles in developing countries (Servaes, 1995:42; Waisbord, 2001:16).

Communication was one-way, and communities did not have the opportunity to identify their true needs, nor to give their opinion of developing programmes. Without the contribution of the communities and an effort to identify needs, such communities would not learn to be independent (White, 1994:25). The media was still controlled by Western countries that forced communities to adapt an American lifestyle (Madikiza & Bornman, 2007:15,18). As time passed, developing countries started to rebel against the manner in which development was forced on them. A need arose within the developing community to function in an independent way in areas such as economics, politics and culture.

The approach's failure can also be described from the perspective of the inability of developing countries to break away from developed countries because of their weak economic positions. Developing countries did not have the capital or infrastructure to ensure an independent existence. Furthermore, developing countries depended on developed countries with regard to technology, products and services. This gave rise to developing countries' increasing need for independence (Servaes, 1995:42; Agunga, 1999:150).

The economic interdependency between the metropolis and satellites caused satellites to feed the needs of the metropolis, leaving them unable to produce products for themselves. Theorists argue that this caused underdevelopment and a dependency on the developed countries. The growing independency of developing countries and the interdependency between nations around the world influenced the dependency approach and made it difficult to support (Servaes, 1999:57).

The dependency theory did not take social and cultural diversity into account. Haddad and Spivey (1992:226) believe that dependency could only be overcome by a new approach that would not deny communities' cultural and political differences, but that takes these issues into account during the development process (Waisbord, 2001:16; Ward, 1990; Shen & Williamson, 1997:198; Servaes, 1983:13). This created a need for an approach that focuses on cultural identity and multi-dimensionality.

2.2.2.2. The basic needs approach (1970-1980)

During the 1970s and 1980s there was urgency for an approach that does not only focus on economic growth, but also on addressing the needs of communities. Previous approaches failed because they neglected these needs and forced developing programmes on communities.

As all individuals are different, the needs of one individual will therefore differ from another individual. Different suburbs and different communities also have diverse needs and will change depending of the seasons or activities within these communities (Maslow, 2000; Lagenhoven 2001:52; Agunga, 1996:151; Coetzee, 2001:9). However the basic needs of all individuals are the same.

Maslow (2000) categorised these needs into different levels/ catagories. The first level refers to crutial needs that individuals need in order to survive. When these needs are gratified new needs tend to be created, such as a better house or a bigger income. Acording to Maslow (2000) people are motivated to achieve certain needs. When the lowest level of physiological needs are satisfied, indifiduals move to the next level and ultimatly reach the highest level of self-actualisation. In addition to this, Keeton (1983:283) argues that if the individual is deprived of certain basic resources, it will result in underdevelopment, which in turn will have an effect on economic growth.

Maslow (2002) divided these needs into different levels:

Level 1: **Physiological / Basic need**	Food; water; housing, air clothing
Level 2: **Safety needs**	Personal security; financial security; health and well-being; safety net against accidents/illness and their adverse impacts; employment
Level 3: **Love and belonging**	Friendship; intimacy; family
Level 4: **Esteem**	Self-esteem; confidance; achevement; respect by others
Level 5: **Self-actualisation**	Expressing creativity; quest for spiritual enlightenment, pursuit of knowledge; the desire to give to society

The basic needs approach acknowledges that economic growth is important for communities to have a better living standard. It focuses on different facets of development. The main goal of the basic needs approach is to gratify the basic needs of poor communities within a short period of time. Shortcomings of the modernisation and dependency approaches were addressed by focusing on poverty, unemployment and satisfying the basic needs of people. Political participation and the development of public services were also encouraged to address some of the basic needs of the communities (Melkote, 1991:179; Agunga, 1996:154; Ghai *et al*., 1980:78).

The basic needs approach can be seen as motivation for individuals not only to determine their own needs, but also to reach different levels of the hierarchy, to improve their standards of living, focusing on both economic and social fields (Melkote, 1991:229; Waisbord, 2001:2; Keeton, 1984:288). Furthermore, the approach focuses on the different facets of development by encouraging political participation and the improvement of public services so that the basic needs of communities and especially underdeveloped communities can be met. During the process, it is crucial that the underdeveloped community is consulted and involved in identifying basic needs (Langenhoven, 2001:56).

2.2.2.2.1 The role of communication

The basic needs approach focuses on improving the living standards of underdeveloped communities by satisfying their basic needs. Needs are investigated by visiting underdeveloped communities. During dialogical conversation, the community is given the opportunity to communicate and to give input regarding what their needs are. Communication is more two-directional in nature and follows the bottom-up structure so that the development agent can be informed of the needs of the community (Servaes, 1996:40).

The communication that takes place in this approach is a mixture of interactive, converging and dialogic communication. The parties that are involved in the communication are the government and the developing community. During communication both parties have the opportunity to enter into dialogue with one another and neither of the parties is in a dominant position (Langenhoven, 2001:58).

Dialogue requires participation from the different parties and is also a learning process through which both parties communicate their needs. During the communication process mutual empathy is formed due to a better understanding of the background of the individuals and community. Communication brings each individual's social, political and cultural framework into relation with the necessary knowledge of the social systems that the community has in place in order to address his or her needs (Rahim, 1994:135).

From the above-mentioned one can see that having a communication platform where needs can be communicated and where there is an opportunity to address them is just as important as communication itself.

2.2.2.2.2 Criticism against the approach

The basic needs approach failed to explain why the previous approaches were unsuccessful. Although the approach could address events that lead to underdevelopment and poverty, the approach could not succeed in alleviating poverty (Langenhoven, 2001:60). This was the same case with the dependency approach, developing countries were simply not in a financially strong enough position to meet all the needs of their communities.

The basic needs approach encouraged communities to communicate their needs to the development agent, but did not take different cultures and beliefs into account. Furthermore, the different cultural perspectives on health, education and housing programmes were ignored (Agunga, 1996:156; Langenhoven, 2001:60).

The biggest criticism levelled against this approach is that although communities were given the opportunity to identify their needs, it was still the government that decided what the best solutions were. Agunga (1996:157) argues that the basic needs approach was another attempt by the West to take control of developing countries. No development takes place in underdeveloped communities (White, 1994:24; Agunga, 1996:158; Waisbord, 2001:17).

This created the need for a new perspective that focuses on people's perceptions and that is sensitive to cultural identity as well as multidimensionality (Mefalopulos & Grenna, 2004:26). Consequently the participatory approach was born.

2.2.3 The participatory approach (1980 – present)

Before 1980, development focused on bringing about social change (Agunga, 1999:138; Waisbord, 2001:2). After the Second World War several different meanings for development took shape. It was clear that the modernisation paradigm was not successful, and from this a need arose for a more person-centred approach that took cultural identity into account. This marked the start of the participatory approach.

Participatory communication for social change may be defined as mutual communication between parties with a view to a positive change of circumstance. It is a process of negotiating and exchanging different meanings. During the process the message and individuals are bound within their cultural domain and reality to convey a particular message and to understand it. The communities understand the message and know what steps to follow to solve their problem. The outcome of participatory communication for social change is more opportunities, brought about by involving the community in the decision-making process. Participatory communication for social change also edifies individuals, communities and different cultures and improves spiritual, social and other circumstances. One-way communication as a means of persuading people is rejected and two-way communication between parties is encouraged. This is considered the core of the participatory approach (Melkote, 1991:270; Nair & White, 1993:54; O'Sullivan *et al.,* 1994:50; Malan, 1998:52; De Marchi *et al.*, 2001).

Two-way communication and the participation of the community play an important role during development projects. It is important to ensure that the basic needs of entrepreneurs are identified and satisfied. The focus does not only fall on material needs, but also on non-material and intangible aspects. The participatory approach portrays development as a process through which entrepreneurs are supported in the development of their new ventures (Agunga, 1996:158; Malan, 1998:52; Moemeka, 1999:7).

Although the participatory approach is already three decades in the making, no consensus has been reached on exactly what the nature of participatory communication is. Researchers are still investigating the approach in order to improve it and make communication more effective (Yoon, 2004).

What is still unclear is how this normative approach should be applied in practice. Uphoff (1985:370) emphasises this point by distinguishing between four levels of participation, namely:

- participation in implementation;
- participation in evaluation;
- participation in benefits; and
- participation in the decision-making process.

All four levels have a particular characteristic in common: community participation. It is easy to attain participation during the implementation and evaluation stages, but one can only truly talk of participation if there is participation in the decision-making process. Participation in the decision-making process gives people control over their lives as well as their environment. People participate in discussions, they make suggestions and plan activities that they want to do together as a community. If they have a degree of control and can act independently, they will probably also be more positive about the project. Although it is the ideal to have participation during each phase, this seldom happens in practice (Yoon, 2004).

In connection with this, Servaes (1995:66) provides a few guidelines on how to establish participatory communication in a project:

- Actual problems must be identified through participatory communication;
- Encourage the involvement/participation of the community and community organisations;
- Develop projects according to the needs of the community; and
- Non-material needs such as social equality and democracy must be taken into account during the planning phase.

There is no single definition of the participatory approach to communication for social change. Instead we can speak of key concepts in the definition and explanation of the participatory approach. These key concepts will be discussed in depth in the following paragraphs.

2.2.3.1 The role of communication

Communication plays an important role within the development context. It is important for agents of development to listen to the needs of the communities they serve and to act according to these needs in order to satisfy them. The goal of communication, according to Waisbord (2001:18), is to establish and stimulate an understanding between parties rather than simply conveying information. Communities should be encouraged to participate in projects instead of having new traditions, beliefs and modern lifestyles forced onto them.

Since developing communities are to a large extent still not familiar with new technologies, they regard the mass media and technology as foreign and do not pay much attention to it. Developing communities prefer an interpersonal approach to the mass media or technology (Waisbord, 2001:19).

During interpersonal communication, attention can be paid to different cultural identities within the community, leading to cultural sensitivity. This is an important factor that the modernisation paradigm did not take into account (Waisbord, 2001:18; Moemeka, 2000:8).

Cultural identity and sensitivity plays a very important role in the participatory approach to social change. Servaes and Malikhoa (2008) emphasise that the participatory approach complies with the principles of the multiplicity framework. This framework suggests that development agents need to take the unique culture of the group they are working with into account. This cultural knowledge, indigenous knowledge of specific resources and their support in the development project, is crucial for the development project to take place and be successful.

Tomaselli (2003) describes culture as a way of life that has to be protected. Cultural identity focuses on an individual’s feeling of being accepted by a culture or ethnic group.

This feeling arises when an individual belongs to a specific culture and accepts that culture's traditions, language, religion, forefathers and thinking patterns. Cultural identity is a central, dynamic and versatile component of self-concept. Individuals identify with a particular culture which then becomes a part of their way of life (Lustig & Koester, 2005:137-138).

When a cultural identity is formed, it provides individuals in the group with a framework of how other people, groups and cultures behave and what it is that interests them. One can for example identify differences in language, physical contact, space and time within different cultures and communities (Lustig & Koester, 2005:220-225).

Each community assumes a particular culture and thinking pattern, which is what makes them different from one another. Development is not a fixed recipe that different cultures can follow. It is not that simple. The recipe must be adjusted for each project and must be unique in order to fulfil the needs of the specific culture. Considering the needs and inputs of different cultures builds trust. Without trust, no development project can succeed (Servaes, 1995:45). The best possible solution with the most common ground can only be negotiated if individuals' cultural identity is taken into account.

An example is for instance that one difference between African ethics and European ethics is the different conceptions of religion. Ancestors play a very important role in the daily lives of many Africans. Much of African society is rooted in illiterate social structures. South Africa is a culturally diverse country and therefore a sufficient amount of information must be collected about the different cultural groups that will be affected by the launch of a project (Tomaselli, 2003:423). Tomaselli (2003:435) argues further that is difficult to desegregate culture groups into element of conceptuality, historical geography and linguistic components

Projects cannot be blueprinted. If one for example looks at Servaes' theory of diversity, developers are encouraged to take the culture and traditions of all interest groups into account during a development project, ensuring that the project is planned and initiated accordingly.

In-depth knowledge of the target audience's cultural background, traditions, social aspects, economic background and the environment in which the project will be launched must be obtained. Only then can communication messages be formed. Communication can play an instrumental role in building trust between interest groups if a dialogue is used to compare different realities and perceptions. It also plays an important role in problem analysis and finding solutions to problems (Mefalopulos, 2005:254; Watson, 2005:9).

There is a strong emphasis on individualism with concepts such as cultural identity and multidimensionality, which creates a greater need for independence (emphasised by the framework of the theory of diversity). It emphasises the importance of the cultural identity of local communities and the democratisation of participation on all levels. Participation and dialogue by means of two-way communication can lead to socio-cultural change in development (Moemeka, 1999:8).

2.3 ASSUMPTIONS OF THE PARTICIPATORY APPROACH REGARDING DEVELOPMENT COMMUNICATION

The next section broadly focuses on empowerment and communication, the main assumptions of the participatory approach to development communication.

2.3.1 Empowerment leads to independence

Over the past few decades, much emphasis has been placed on empowerment within the development context as a means of addressing unchanged social problems (Langenhoven, 2001:123).

Empowerment can be seen as the process through which power is divided between different individuals or groups so that all parties have more or less the same power. During participation, communities share power and knowledge on a social, economic and political level. The flow of information and communication are key elements to establishing empowerment. Within the development context, this implies that power is delegated so that each individual in the community has some form of power that they can use to help themselves, at the very least. Empowerment requires of individuals to take ownership of the power they receive and to improve their intellectual abilities and individual potential (Langenhoven, 2001:123; Agunga, 1996:184; Waisbord, 2001:3).

Any individual or group has the right and freedom to express their opinion about a situation in which they are involved. Empowerment is when people transform of their own free will and build self-confidence in order to achieve independence. In this way individuals can take control of their lives and achieve their full potential, in the process improving their standard of living (Agunga, 1996:184; Waisbord, 2001:3; Langenhoven, 2001:124; Schultz, 2003:203).

The central concept of Freire's theory of emancipation (liberation of the oppressed) is conscientisation (conscious-making or creating critical consciousness). This refers to the process through which man becomes conscious of the socio-cultural reality that shapes his life. According to the Russian philosopher, literary critic and semiontician, Mikhail Bakhtin the meaning found in any dialogue is unique to both the the sender and the recipient, based upon their personal understanding of the world. This personal understanding can be influenced by their socio-cultural background. Not only does man become aware of his socio-cultural reality but also of what is in his power to transform that reality into something better, and what is not. Conscientisation is seen as the creation of awareness through the transfer of knowledge (Chitnis, 2005a:83; Servaes, 1995:45-46).

Conscientisation implies action and reflection on a situation; people need to reflect on their own lives and the situation they are in. The word "action" implies the process of becoming aware, and "reflection" is the understanding of words and sentences. Both "action" and "reflection" are applicabele to conscientisastion. Conscientisation therefore means to become aware of a specific words, terms or sentences and reflecting on what this words/ sentences means to you and how this affects and can change your life. According to the Baktinian perspectives on communication one can only be actively engaged when one absorbs information – dialogue is critical to becoming more conscious. There is no true learning without acting on situations, and no meaningful acting without reflection on the situation (Roberts, 2010:6). Conscientisation demands that we strive to extend our current understanding of a situation, and that we are willing to question current ways and seek better knowledge of ourselves and the world we live in. It is the process that allows individuals to actively participate in the investigation of their environment and to question the structures that lead to oppression. Empowerment, amongst other things, enables communities to generate an income and overcome oppression (Mies, 1973:1767; Roberts, 2010:8).

Empowerment is not purely centred on economic pursuits, and focuses on improving the quality of life of communities by meeting their material and non-material needs. Through empowerment, individuals are taught particular qualities that enable them to adopt processes of social change as opposed to simply adopting the processes and ideas of Western experts (Malan, 1998:52; Waisbord, 2001:17).

Empowerment fosters independence, since individuals learn how to solve their own problems and function independently from figures of authority. Independence teaches communities to stand up for what they believe in, to take full control of their environment and make decisions regarding situations that influence their lives. Lastly, independence leads to the start of projects, which in turn ensures sustainable progress for the community (Mefalopulos, 2005:256; Cadiz, 2005:156; Chitnis, 2005b:293).

Empowerment comprises two dimensions: the *personal* dimension, which deals with individuals' self-assurance and self-respect and enables them take on new tasks and become actively involved in these activities; and the *group* dimension, which deals with empowering the community by giving individuals access to information and giving them the opportunity to participate in decision-making.

Independence involves not only being able to care for your family in an independent manner, but also being able to act independently in work situations. The decisions made within an organisation can influence progress. Including the local community in the decision-making and planning processes will lead to them making their own decisions and contributing to their own progress. This ensures that everyone enjoys the benefits of the project. In addition to this, it also draws support for projects and leads to people taking the initiative to launch their own projects and empower the community.

Through empowerment, participants can satisfy their basic needs, foster self-respect, choose to realise their human potential and acquire collective thinking habits.

Participatory communication is the foundation of empowerment. The aim is to empower individuals by means of communication, which encourages them to identify needs, ideas and solutions and to realise these solutions. According to Cadiz (2005:150-157), communication for empowerment deals more with listening and facilitating dialogue than speaking. The facilitator has to encourage two-way communication between the relevant parties. Information should not simply be given to interest groups through one-way communication. Individuals should learn together rather than be taught. Here are a few guidelines for communication with a view to empowerment:

- Provide project leaders with information, and communicate with the community using suitable media to which they have access;
- Place local individuals in control of the projects;
- Promote local individuals' communication abilities so that their needs may be made known through dialogue;
- Foster collective learning – members of the community should communicate with one another and share what they have learnt so that they may learn from each other. This ensures a meaningful and informative experience; and
- Divide resources in such a way that the available resources are optimally utilised. This ensures that needs are met.

One can say that communication that takes place from the bottom up increases decision makers' awareness of a particular problem, and trains and empowers the community to act independently by identifying and solving their own problems (Servaes, 2000:191).

2.3.2 Dialogue

The preceding sections presented the argument that communication is central to the process of empowerment. This section emphasises the role that dialogue, as a form of communication, plays in empowerment (Mefalopulos, 2005:251).

Communication is a prominent human need. Each individual has the need to send and receive messages, and to express his or her thoughts (Kamboura, 2008:2). Communication can be described as the symbolic, interpretative, transactional, and conceptual process of sharing a specific message and transferring knowledge or information. It is a process of negotiation during which people from different cultures come into contact and where the meaning of the message is clearly understandable to all of those involved. It is the process of talking and asking questions in order to make new discoveries and understand different worlds (O'Sullivan *et al.,* 1994:50; Waisbord, 2001:18; Lustig & Koester, 2005:9-10; Roberts, 2010:6).

Humans have the capacity to formulate thoughts and to convert these thoughts into symbols. These symbols are then expressed using speech and non-verbal communication. However, communication is more than words, sentences and syntax; it involves all kinds of non-verbal nuances that include paralanguage, kinesics, proxemis, facial expressions and personal appearances. People are bundles of communication signals, both intentional and unintentional (Roberts, 2010:6).

Communication is more than the mere transmission of information, but complete and effective dialogue is the product of multiperson interaction. No communication relationship can be built without dialogue (O'Sullivan *et al.,* 1994:94; Waisbord, 2001:18; Roberts, 2010:9). No community can exist without dialogue between its members. It is important that there is interaction between the members of a community and that they share dialogue, experiences and opinions with one another (Rahim, 1994:120; O' Sullivan *et al*., 1994:49). Face-to-face communication and interaction provides people with the opportunity to express new ideas. Rahim (1994:20) argues that there can be no familiarity without dialogic communication. This implies that there has to be mutual communication with a view to bringing about a positive change of circumstances between all of the involved parties in order for development to take place. Without effective and efficient dialogue, the objectives of the development project cannot be achieved (Mefalopulos, 2005:254).

Kamboura (2008:3) argues that effective communication has a positive influence on the community and the operations of the organisation. When people are in a position to express their frustrations and talk about their problems, plans can be formulated collectively to solve these problems. Effective communication influences productivity and performance and leads to sustainable development (Melkote & Steeves, 2001:252).

According to Shapo (2000) and Maki *et al.* (2009), the following obstacles to effective communication should be considered:

- Climate control: There must be an open climate that encourages people to communicate. They should have the opportunity and medium with which to communicate. All members must have an equal right to communicate.
- Status: The position that an individual holds in a group may influence communication. People on lower levels are not always willing to communicate with managers. Differences in status can impede communication and should be duly considered.
- Communication overload: When there is an overload of information, mistakes can be made, priorities misplaced, and important tasks omitted. Work cannot then be performed properly and delegation takes place. This poses a big risk for organisations.

Communities need effective communication in order to learn. Dialogue focusing on empowement/ education has a clear purpose and focuses on addressing problems, rather than merely giving the answers to these problems. Active participation and dialogue create the opportunity for individuals to identify their needs by making use of indigenous knowledge, among other things (Taylor, 1993:56-57; Rahim, 1994:118, Roberts, 2007:513). Communities become a part of their own development and problem solving process. According to Roberts (2010:9), Mikhail Bakhtin (1895-1975). offers communication terms to provide better insight into the role of communication within empowerment (Roberts, 2010).

- Heteroglossia

Heteroglossia can be defined as the diversity of voices. The powers of these voices are in the centriphil (coexistence) and in the centrifugal (conflicting) force between types of speech. The centriphil force is the binding of words that have the same point of view, this makes communication possible. Contrifugal forces are pull-away forces where creation and expression of new ideas takes place. Each person creates their own glossary complete with their own connotation to words and expressions, unique to that individual. Individual glossaries will differ from one another. However, where those glossaries match with a reasonable degree of accuracy the meaning can be exchanged and dialogue can occur (Littlejohn & Foss: 2008: 208).

- Ideological becoming

When a student and a teacher/mentor interact, they interact in the language of the particular socio-economic background and language. The student must then learn to adapt to the new linguistic paradigm. The student must then incorporate these messages given by the teacher/mentor and transform them into the existing landscape of his linguistic self, ideologically becoming a new person. The student must make the information given by the teacher/mentor personal, understand what has been said to him/her and implement these ideas into action in his/her own live.

- Authoritative discourse vs. Internally persuasive discourse

Authority can undoubtedly be seen as a one-way communicator, orders are given and there is no need for any feedback, no acknowledgement of interference, nor respect for context. Authoritative discourse is prominent in many teaching environments and circumstances. The teacher/mentor is in a position of authority and the student is the audience. The process of incorporating new ideas and concepts into a person's life means that the individual needs to link the information to their own experiences. The internally persuasive voice challenges the authoritative voice and negotiates with the authoritative voice until an understanding that is acceptable to the student is reached. The student must have the chance to ask questions and challenge concepts or ideas they do not understand in order to learn and gain a better understanding of the phenomenon. This can only be established by two-way communication within the learning environment.

- Monologism vs. Dialogism

Monologism can be seen as a tool of the authoritative voice; it silences other voices and takes the stage to become the only voice. It establishes a hierarchy in which those below become merely an audience for the expert. Students may have thoughts triggered by the teacher/mentor, but may feel intimidated and not have the courage to say anything or ask questions. The opposite of monoligism is dialogism. It gives a voice to many and encourages and challenges ideas and expressions. There should be a balance between monologism and dialogism. A teacher/mentor should not be so intimidating that a student is discouraged to ask questions in order to get a better understanding, nor should a teacher/mentor create too many voices and alternatives.

Turning around the authority in the classroom defuses the teacher/mentor as the authoritative person. Students should be allowed to change their own learning and gathering information from each other. This provides the link between authoritarian monologism and internally persuasive dialogism.

Dialogue is one of the most important assumptions of the participatory approach and emphasises that listening is just as important as speaking (Mefalopulos & Grenna, 2004:27). As quoted by Chitnis (2005a:88), Freire argues that no communication can take place without dialogue, and without communication, learning cannot take place. In dialogic participation everyone has an equal right to speak and to be heard, and to have the knowledge that his or her utterances will not be suppressed. This paradigm grants the poor and oppressed the opportunity to be part of the development process through dialogue.

Dialogue can take place through using different mediums. A communication medium is simply how a person sends the message to the receiver. It is critical to realise that the communication medium used to communicate a message is just as important as the message itself. If a wrong medium is chosen for a spesific target audience the message may never get through to the receiver or may be misunderstood. An individual should therefore use a medium appropriate to the group he/she is communicating with. Waisbord (2005:81) is of the opinion that mediums such as drama, community radio and choirs can make a valuable contribution to dialogue within small groups. Messages must be formed in such a way that they appeal to the different communities they are aimed at (Communicationtoolbox, 2013).

Communication platforms are divided into two categories, namely physical meduims and mechanical mediums. A physical medium focuses on face-to-face communication and non-verbal communication. The following meduims are included as physical communication meduims (Derks & Bakker, 2008; Lorette, 2013; Communicationtoolbox, 2013):

- Large meetings (strategic meetings- includes all stakeholders);
- Department meetings (weekly meetings);
- Up close and personal (exclusive meetings with personnel); and
- Video conferences (Skype).

The second type of communication platform is mechanical mediums, which includes all written or electronic channels. This type of communication is fast, cost-effective and a large group of individuals can be reached. These messages can also be archived for later use. Unfortunately because it is a written and cold form of communication, it may be interpreted by the reader based on his or her mental condition. The following meduims are included as mechanical medium (Derks & Bakker, 2008; Lorette, 2013, Communicationtoolbox, 2013):

- E-mail;
- Weekly letters or newsletters;
- News/Billboards;
- Intranet;
- Magazines or papers;
- SMS; and
- Social media.

All this information regarding verbal and non-verbal communication should be considered. A communication channel is just as important as the message and all messages should be adjusted for different interest groups. Effective communication will lead to empowerment.

2.4 CHALLENGES IN IMPLEMENTING THE PARTICIPATORY APPROACH

Although the participatory approach is regarded as the norm for any communication with developing communities, there are some warning signs that should be taken into account when implementing the participatory approach.

2.4.1 The community may be manipulated into thinking that they are participating in the project

The participatory approach can often become manipulating rather than participatory. Participation may be used to manipulate communities into taking part in development projects; it is not easy to foster participatory communication in a project (Bakke & Subedi, 2008:79). The development agent needs to share the development plan with the community, and ensure that different cultural identities aren't accidently forced on the community. The ideas and values involved should be those of the community, so that the development agent does not force different ideas on the community, motivating them to take on these ideas as their own and not the ideas that they came up with (Waisbord, 2001:21). It is important for the development agent to do thorough research on the community where development is required (White, 1994:27; Servaes,2000:88).

It is also important to remember that development communication for social change is not the only guideline to development, because it is not fit for all contexts or timeframes. Development projects should use the participatory approach judiciously and realise that sometimes a method should be used that does not have participation as the main objective. (Waisbord, 2001:22).

2.4.2 The long-term objective

White (1994:19) is of the opinion that the participatory communication process is not the only guideline for development, since it does not provide solutions to problems within all contexts and timeframes. The participatory approach usually forms part of the long-term objective. The process of collecting information, obtaining the opinions of members of the community, building relationships, and finding and implementing solutions to the benefit of the community is often a very time-consuming and slow process.

It is also necessary, when looking at objectives, to take the time of both the community and development agent into account. One should not just assume that the community has nothing better to do with their time than to take part in the development project. They can often use the time more constructively to provide their families with food or shelter. The project should have visible benefits that the community feels will benefit their daily lives and activities (White, 1994:23).

2.4.3 Mobilisation and the facilitators

The facilitator must not be actively involved in the implementation of the project. He or she must only facilitate the process and provide the community with the opportunity to become actively involved in the project. It is important that the community can act independently without the help of the development agent.

Yoon (2004) emphasises that when the facilitator withdraws, it must be a gradual process in order to ensure that the community is in a position to manage the project independently. According to Uphoff (1985:370), conflict may arise in the community if they are mobilised to make their own decisions too soon. Conflict can be caused when the community must plan and execute its own development project, but it has not yet been properly empowered to do so. It is important for the development agent to ensure that the community in question has sufficient skills to make its own decisions and to act independently and that it is empowered with the right skills.

2.5 CONCLUSION

This chapter argued that the modernisation paradigm does not stimulate sustainable development due to the emphasis it places on development as a linear process and the one-way communication associated with this view. The participatory approach is the most suitable approach to follow in order to establish sustainable development.

However, this approach is criticised for its lack of a definition of participatory development communication. With a view to formulating a better definition of participatory communication, the core concepts of the approach were discussed. In this regard independence, empowerment and dialogue were identified as important principles of the participatory approach to communication for social change.

Special emphasis was placed on whether these principles are relevant to the communication between interest groups of the UI.

- Empowerment: Entrepreneurs must learn certain qualities and skills so that they can start their own businesses and be successful. This will not only provide them with an income, but give them independence as well.
- Dialogue forms the foundation of empowerment. Therefore there has to be dialogue between the different interest groups of the UI in order to ensure participation and empowerment.
- The interest groups of the UI differ significantly from one another. It is important to show cultural sensitivity when planning projects or communicating with the members of the different projects. In this way, all interest groups are taken into consideration.

The above-mentioned three arguments form the basis of the empirical study that follows in the next chapter.

CHAPTER 3
RESEARCH DESIGN

3.1 INTRODUCTION

The previous chapter highlighted that participatory communication can be seen as the normative approach to development communication. The researcher identified qualitative research as the most appropriate method to answer the research objectives of this study. The exploratory nature of this method gives the researcher the opportunity to subjectively investigate the different communication paradigms, as well as the stakeholder’s attitudes and perspectives involved in this project. This chapter focuses on the research method that was used to determine the nature of communication within the UI. Data were collected by means of semi-structured interviews, qualitative content analysis and personal observations. To motivate the choice of every research method, the advantages and limitations of each method are highlighted below.

3.2 QUALITATIVE VERSUS QUANTITATIVE RESEARCH APPROACH

In order to answer the research question of a study either one of two research approaches can be used, or a combination of the two approaches could be used. However, it is important to examine the different research approaches by looking at the advantages and disadvantages of each and to look at the particular study and choose the method that is most relevant.

The quantitative research approach makes use of a statistical representation of data. The data is described, analysed and explained in terms of numbers and statistics. The qualitative research approach, on the other hand, comprises an examination and interpretation of observations. In this method numerical data are avoided and the focus instead falls on the interpretation of people's social realities, perceptions and attitudes (Keyton, 2010:58; Bauer *et al*., 2000:7; Babbie & Mouton, 2001:646). Quantitative research procedures are standard and can be used repeatedly. The method is structured and the sampling, research tools and methods that are employed are determined beforehand and are applied extremely rigidly. In contrast to this, qualitative research is more flexible and each investigation is unique, which means that procedures and structure can vary, the information is collected subjectively, after which it is interpreted and described (Steinberg, 2006:107; Keyton, 2010:64; Fouche & Delport, 2006:73; Manson, 1998:4). According to Fouche and Delport (2006:74), qualitative research provides an overall picture of a reality that a quantitative researcher would not be able to gain from his data. The qualitative researcher has the opportunity to study human actions from an insider’s perspective, to determine people's opinions, attitudes and perceptions and to adjust his study accordingly. Qualitative research focuses on all aspects of a specific research topic and thoroughly investigates them in order to gain an understanding of the situation, whereas quantitative research broadly highlights certain tendencies found during the research (Wimmer & Dominick, 1991:139, Fouche & Delport, 2006:74; Babbie & Mouton, 2001:646).

A quantitative researcher is only in contact with stakeholders of the research for a short period of time, no fiduciary relationship is formed between the researcher and the respondent/s (Keyton, 2010:53). In this type of research, the interaction with stakeholders is not as important as the data that is generated. The only way of measuring different properties of a phenomenon is by assigning numbers, not opinions, to the perceived quality of things (Babbie & Mouton, 2001:646). Interaction and qualitative research is synonymous with each other. One of the key elements for success is sensitive interactions with interest groups in their natural environment, to explore their environments and to define the investigation (Bless & Higson-Smith, 1995:45; Manson, 1998:4). It offers the researcher the opportunity to form perspectives on the topic of UI, to determine new ideas and to build a relationship in order to address certain problems (Walliman, 2005:249; Bryman, 1984:76).

3.2.1 The research approach most relevant to the study

The qualitative researcher is primarily interested in describing the actions of respondents in order to understand their social actions, rather than in attempting to generalise to some theoretical population or to explain human behaviour (Babbie & Mouton, 2001:270).

This study is an in-depth exploratory investigation to determine the nature of the communication between the stakeholders of the *bhive* UI, as well as the stakeholders’ perceptions and attitudes towards the Dutch initiative (Mouton & Marais, 1992:45). The study explored the perspectives of members of the project, management and entrepreneurs to understand the scope and context of the problem (Bryman 1984:76; Wimmer & Dominick, 1991:139; Walliman 2005:249). The researcher is subjectively involved in the projects and made both observations and interpretations (Keyton 2010:58).

This approach creates an opportunity to collect information about the role of communication within the project, in order to understand, examine and interpret the general research question. The qualitative research framework is more open and adaptable to possibilities and the researcher can adjust the research as it progresses (Steinberg, 2006:107; Keyton, 2010:64).

Qualitative research uses multiple sources to gather knowledge and information about the stakeholder's environment in order to discover meanings and patterns of relationships. It is interpretive research that takes place within a natural environment where the respondents are in their social and cultural environment, and main the focus falls on the interpretive communication between stakeholders (Struwig & Stead, 2007:11; Du Plooy, 2006:29).

Qualitative research presents the researcher with the opportunity to view the different interactions between stakeholders and their attitude towards the project. By observing these interactions and attitudes the researcher can gain an in-depth understanding and ask follow-up questions or alternative questions to elicit more answers (Keyton, 2010:58; Bryman, 1984:77).

Although qualitative research's validity cannot be proven by statistics, this approach remains the best method for this study due to the fact that valuable information had to be obtained by observing the project and through interviews with the various stakeholders. This information was interpreted by keeping the social context in which it occurs in mind (Wimmer & Dominick, 1991:139; Manson, 1998:4; Du Plooy, 2001:83).

As this study is a case study the results and findings cannot or may not be generalised to other similar projects. This does not, however, mean that the in-depth knowledge gained about the current project cannot add valuable knowledge to other projects or knowledge on development communication.

3.2.1.1 Advantages of qualitative research

- Quality of information

Maree (2010:59) states that the human experience can only be understood if one has experienced it oneself and not as an outsider. The interviews with and observations of the day-to-day activities of the respondents, present the researcher with their views and perceptions of communication within the incubator. This enables the researcher to determine the general attitude towards the project. The information gathered is considered valuable since this kind of content, messages and patterns cannot be revealed through quantitative research.

- Non-verbal communication

Observing the respondents presents the researcher with valuable information. Non-verbal communication such as the manner in which respondents interact with one another, their physical appearance and their body language presents the researcher with certain information that helps in answering the research question (Du Plooy, 2009:33).

- Adaptability

Detailed questions are asked to stakeholders to obtain certain information about the communication that takes place within the project (Du Plooy, 2009:37). The questions asked are more open, and successive questions can be asked to investigate research questions and issues that might not otherwise be considered as problematic. The environment of the stakeholders is clearly understood and the information gathered can be used to improve the degree of participatory communication and focus on the developmental needs of the different stakeholders.

3.2.1.2 Limitations of qualitative research

- Time consuming

This research approach usually demands a long period of time, and when there is social, economic or political change it lengthens the research process. Each interview also takes a certain amount of time due the fact that each response is unique and it takes time to interpret the responses (Du Plooy, 2009:38).

- Process could be expensive

Some of the qualitative research techniques can be costly. Costs that should typically be taken into account include travel costs and telephone costs (Keyton, 2010:63).

- Validity of the research approach

Aspects like manipulation and fear can have an effect on the research. The validity of the research can be proven by data triangulation, where several methods are used. Research consumers show more confidence in findings when different triangulation methods were used and all showed the same results or supported each other (Keyton, 2010:65). It would also be desirable that the stakeholders are questioned when the management team is not present. Some of the stakeholders may feel that they cannot be honest with the researcher if there is management present. Valuable information may be withheld from the researcher if the respondents feel that such information may be detrimental to their circumstances.

According to Lincoln and Guba (1985:991) research should consist of three criteria, namely: relevance, reliability and credibility. All information gathered should support the latter and interpretation should be objective.

Although any qualitative research process has some limitations that the researcher should note, it enables the researcher to understand the in-depth extent to which communication contributes to active participation in the *bhive* UI (Wimmer & Dominick, 1991:139).

Semi-structured interviews, observation and qualitative data analysis were used for this investigation, because it created the opportunity to gather detailed information regarding the perceptions and attitudes of stakeholders towards the *bhive* UI and the communication within this project (Babbie & Mouton, 2007:80; Du Plooy, 2001:83; Wimmer & Dominick, 1991:139).

3.3 RESEARCH METHODS USED IN QUALITATIVE RESEACH

A researcher should follow scientific methods to generate reliable data and produce high quality and valuable research. Research on a phenomenon is not something that can be achieved by scribbling down some ideas and observations. There are numerous scientific methods available that all generate reliable data, each with its own advantages and disadvantages. This section will look at the research methodologies, strategies, designs and data collection methods that were used in order to answer the research question of this study (Swanson & Holton, 2005:360; Denscombe, 2008:238).

3.3.1 Population and sampling

This section presents a description of the sample of research subjects that have been selected to participate in the research. The population of a study can be described as a group of people about whom the researcher wants to draw conclusions. In certain studies it is appropriate to select a population based on the researcher's knowledge of the population, as the researcher in some instances knows which representatives will be most useful for the study and will help to reach the research aims. Since this is the case for this study, the study employed judgement or purposive sampling, which is a non-probability sampling method (Babbie & Mouton, 2007:166).

The *bhive* UI consists of four stakeholders, namely top management, staff, entrepreneurs and businesses in the surrounding area. For the purposes of this study the population consisted only of the first three groups, as this presented the researcher with sufficient information to draw conclusions. The business sector was not approached for this study. The *bhive* business incubator is still in this developing phase, and would like to offer a strong foundation to entrepreneurs before moving on to the business sector.

The population thus consisted of five members from top management, 30 staff members and 6 entrepreneurs (Swanepoel *et al.*, 2011:12, Babbie & Mouton, 2007:164).

3.3.2 Data collection methods

3.3.2.1 Semi-structured interviews

Semi-structured interviews refer to a collection procedure where the researcher asks predetermined questions to respondents in order to gather information about a particular theme. The questions can be adjusted as the respondent answers them to ensure clarity on the specific theme (Babbie & Mouton, 2007:643).

Detailed and follow-up questions are directed to respondents. Not only is the method used to unravel sensitive situations, but it ensures that knowledge is gathered around a specific theme. Wimmer and Dominick (1991:148) argue that attitudes, experiences, perceptions and non-verbal communication during interviews should be taken into account. The body language, pauses, breaks, fiddling of hands and so forth provide the researcher with important information. Interviews for this study were conducted over a period of two months between January 2013 and February 2013, at the *bhive* UI offices, NWU, Vanderbijlpark.

Interviews were conducted with the following members of the *bhive* UI:

- <u>The Dutch (Nuffic) project leader</u>

The *bhive* UI, including the infrastructure and projects, are funded by Nuffic as partner. The concept and the original project plan of the *bhive* incubator was written by both the Dutch and South African project leaders. The project plan was based on the ideas, functions and initiatives of established incubators found in The Netherlands.

This respondent was selected with the aim of establishing how Europeans view South Africa, the South African economy and why they felt the need to create and fund this initiative. It is also important to determine how the project leader sees the *bhive* UI project, as well as what the funders seek to gain from this project.

- <u>The South African project leader</u>

The project leader not only coordinates the project, but also makes all decisions regarding the *bhive* UI.

The South African project leader was interviewed. The aim was to understand why the project was created and what is seen as the main need that this project should address. Communication between the two project leaders was also discussed to determine the regularity, pattern and clarity of communication between them.

- <u>Former *bhive* manager</u>

It was important to interview the former manager of the *bhive*, as he launched the project. He also helped to create a look and feel for the *bhive* and designed a logo. It is important to understand why he left the project and what his experiences were during his time with the project.

- <u>Current *bhive* manager</u>

The current *bhive* manager was interviewed to come to a better insight of what is currently happening within the *bhive*, of the projects running and if they are working towards achieving the goals set in the project plan. The manager's main function is to coordinate the project, the team members and the entrepreneurs and to provide the South African project leader with information about the performance of the *bhive*. It was valuable to see whether his goals and the goals of the two project leaders are in line with each other and with the plan.

The interview touched on the internal and external communication, as he works with both project leaders and needs to communicate to and with the team members and entrepreneurs.

- <u>Members of the *bhive* team</u>

The members of the *bhive* team comprise faculty staff that volunteer their expertise to develop young entrepreneurs. These members present workshops on various topics, as well as training and guidance to entrepreneurs.

The interviews focused on these respondents' perspectives of the project, communication between the manager and the team and empowerment of these members. It is important to ensure that there is frequent communication and that the messages are clear. Team members should have certain skills in order to train young entrepreneurs in an efficient manner.

- The first 5 entrepreneurs

Students had the chance to pitch their business ideas to a panel of judges. The winner of this student business compitition won time, training and infrastructure (internet, telephone, deck space) at the incubator. As the business compitition was only started in 2012, there is only a few entrepreuneurs that qualifies to be included in this this study. The first five members of the *bhive* incubator who completed the business compitition and workshops will be interviewes. The interviews with these respondents focused on determining the young entrepreneurs' needs and whether the incubator addresses these needs. The level of empowerment was also examined.

In light of the above-mentioned the interview schedule for the semi-structured interviews concerning the theoretical premises as set out in chapter two (2) was formulated. The themes of the interview structure is set out in Appendix A.

The themes that were investigated as part of the interviews are autonomy / empowerment, communication, gratification of basic needs, participation of the different members, the differentiation of lifestyles and lastly, the economic perspective of the project.

- Empowerment, gratification of needs and an economic perspective

As one of its goals, the research had to determine if the South African management and staff can function on their own, solve problems and have the necessary skills to run the *bhive* business incubator. In addition, the interviews were employed to determine whether the entrepreneurs can solve problems themselves, have developed the necessary life skills to start their own business and whether they are independent of authorities. The researcher wanted to determine whether the entrepreneurs' actual needs were addressed and whether the project is successful.

- Dialogue and participation by different members

Here the researcher wanted to determine whether members of management, staff and entrepreneurs have an equal opportunity to take part in discussions. Furthermore, the researcher intended to determine if all the stakeholders have an equal right to give their opinions and if these views are heard and considered. By examining dialogue the researcher can determine if there is trust between different stakeholders and whether they feel free to communicate with each other.

- Differentiation of lifestyles

Differentiation of lifestyles was the last theme included as part of the semi-structured interviews. The goal was to see whether all culture groups are considered in the project. It is important to be culturally sensitive to all stakeholders and to respect different traditions, beliefs and values. Messages to stakeholders should be clear and tailored in order to address different cultural needs.

3.3.2.1. a Advantages semi-structured interviews

- Different opinions and experiences are highlighted

The main advantage of this method is the quality of information gathered from the different stakeholders as far as their opinions, values, motivation and experiences are concerned (Wimmer & Dominick, 1991:148). The researcher can get direct feedback regarding perceptions and opinions of the stakeholders and the non-verbal behaviour during interviews can contribute to the quality of information gathered. With Interviews the respondent can feel free to share his or her thoughts, this is not the case with questionairs there is no space to for the respondent to present the researcher with thoughts or perceptions. The interviewer can ask more questions on a certain theme and keep score of these perceptions regarding participation in the project (Wimmer & Dominick, 1991:149).

- Obtaining sensitive and valuable information

People do not always feel comfortable to share their thoughts, concerns or problems with strangers, especially when they are being studied. During semi-structured interviews, the introduction of the interview can put the respondent at ease and fully inform them of the purpose of the study. This gains the respondent's trust. When the person then enters into a personal one-on-one conversation, he or she has the confidence to share reliable and sensitive information (Maree, 2010:87).

- Adaptability

Another advantage of semi-structured interviews is that they are adaptable. Each interview is unique and the interview can be customised as respondents give feedback (Wimmer & Dominick, 1991:149).

3.3.2.1. b. Limitations of Semi-structured interviews

- Time-consuming

One cannot restrict a respondent to a minute per response, which means that the process of interviewing takes much time. The fact that each respondent has a unique answer to a question can sometimes complicate the analysis process. It is time-consuming to analyse each question and this may cause some data to be lost (Wimmer & Dominick, 1991:139).

- Manipulation

The respondent can be misled by the researcher's voice and non-verbal behaviour to give a certain answer or feel that the researcher requires a certain answer. The validity of data can be supported by using a secondary method in order to gather information, like observation of the project (Keyton, 2010:65).

The researcher should note the limitations and determine clear questions in order to answer the research objectives. The researcher should also maintain control of the interview and guide the respondent not to get carried away but to stick to the theme or question at hand.

3.3.2.2 Participant observervation

Participant observation can broadly be described as a qualitative research method where the researcher generates information through observation (Strydom, 2009: 276). The focus is on the everyday and natural actions of the stakeholders.

There are two types of observation. Overt observation is when the community knows that they are being observed. Covert surveillance is where the community is not aware that they are being observed. In this study the attitudes and behaviour patterns of the community were studied in a natural environment.

The researcher had the opportunity to obtain information and views regarding relationships between members of the *bhive*, the nature of communication, reactions on projects, as well as the growth of the project. The researcher had first-hand experience of the problems experienced within the *bhive* and with the different projects. Lastly, the researcher had the opportunity to examine all documentation of the *bhive* and was included in emails and meetings. This strengthened the information gathered during the interviews and helped the researcher to verify the research results (Howell, 1972:24; De Walt *et al*., 1998).

3.3.2.2.a. Advantages of participant observation

- Affordable methods and rich data

The main benefit of the participant observer method is that there are relatively few costs associated with this method. The only expenditure is stationery and a tape recorder. The latter was available to the researcher, which meant that no extra expenses were incurred for the research process. Rich data could be obtained from the natural environment of the stakeholders to contribute to the quality of the information gathered (Wimmer & Dominick, 1991:142).

- Spontaneous interaction

Active participation doesn't make the researcher so obvious and it creates the opportunity to take the stakeholders' realities and experience into account (Maree, 2010:84).

By subjectively being involved with a research topic, the researcher learns how to better understand the respondent's circumstances and background and to show more empathy towards the respondent's habits and behaviours (Wimmer & Dominick, 1991:141; Maree, 2010:84).

Participation provides the opportunity to build a good relationship with stakeholders, to build trust and to take note of respondents' experiences and perceptions by being part of their day-to-day activities (De Vos *et al*., 2005:270).

The observed data can be a major contribution to the assumptions and speculations about the communication habits of members of the *bhive* UI. It allows the researcher to gather first-hand information from the stakeholders' non-verbal behaviour, how they greet each other, communicate with each other during interaction and how different ages and genders are treated (Wimmer & Dominick, 1991:141).

- Observing project changes

Any change can be recorded and can lead to further research or new ideas. This method is an in-depth research process, where primary information can be collected in a natural way, and changes can be investigated and researched over a period of time (Coertze, 1993:69; De Vos *et al*., 2005: 283; Wimmer & Dominick, 1991:142). For the purposes of this study, changes in the management team were observed.

3.3.2.2.b. *Limitations of participant observation*

- Objective observation can get lost

The researcher has an emotional engagement with the stakeholders when entering into participant observer. The degree of engagement between absolute participant and absolute observer is an important factor to take into account when using the method. The researcher must decide in advance on the role he or she will play, as this will influence the entire research process and can cause restrictions (De Vos *et al*., 2005:275; Babbie, 2001:278).

The researcher may not get the full experience of group cohesion if he or she does not experience the group dynamic. This method takes a long time, and the researcher may get subjectively involved and may no longer be able to uncover answers to the fullest of his or her ability (Babbie, 2001:288; Wimmer & Dominick, 1991:142; Maree, 2010:84).

- Influences of attendees

The amount of information that is provided to the stakeholders should be limited. Knowing what the researcher is looking for may influence a respondent's behaviour to some extent. The presence of the researcher already makes the environment unnatural to observe (De Vos *et al*., 2005:275; Wimmer & Dominick, 1991:142). This means that the accuracy is questioned, because the presence of the researcher can change the behaviour of the community and it may therefore not be consistent with how people would normally act. The community may feel threatened by the presence of the researcher as a participant and this may hamper the research process (De Vos *et al*., 2005:285).

The role of the researcher is emphasised by looking at the advantages and limitations of this method. This method focuses on triangulations, together with the other qualitative methods, and participant observation provides valuable information during the research process.

3.4. Qualitative content analysis and coding

Qualitative content analysis is central to the qualitative research method. This research method codes text into explicit categories that are then described by using statistics. This analysis focuses on common characteristics within different mediums to test theoretical issues and to systematically and objectively describe and quantify data. The goal is to provide knowledge and understanding of the phenomenon being studied (Hiesh & Shannon, 2005:1278; Elo & Kyngas, 2007:107).

Hiesh and Shannon (2005:1279) identify three approaches within content analysis. These approaches include conventional, directed and summative content analysis. Conceptional content analysis is used to describe a phenomenon where there is limited or no existing theories or data. Directed content analysis is used to validate or extend already existing theory even though the research or theories in question are limited or incomplete. The last approach, the summative content analysis is used to explore the usage of certain theories; it is the interpretation of content and the discovery of the underlying meanings.

As there are already theories and research available on communication for social change and sustainable projects, a directed content analysis was used during this study to supplement the limited information available on development communication within a UI. During this process the researcher can make different inferences regarding the communication techniques, the effect of communication, as well as the characteristics of communication within the incubator (Holsti, 1969:9).

In order to make sense of the collected data one needs to find concepts and categories for the themes that arise from the date. According to Saladana (2012:264), as well as Babbie and Mouton (2007:383) coding data can be described as an interpretive method that both organises and ascribes meaning to the raw data. It makes the interpretation of data easier and more sufficient. Coding is the process where raw data, collected over a period of time, is transformed into a standardised form suitable for processing and analysis.

For this study open coding as well as axial coding methods were used. Instead of using the conventional method by beginning with a hypothesis, the first step was to collect data by using various methods that included interviews and data analysis.

According to Zhang and Wildemuth (2009:2), there are seven steps to follow when coding data within the qualitative content analysis:

1. Preparation of the data that will be used, all data must be in a written format.
2. Defining the unit of analysis by determining words, sentences and paragraphs as the basics units of text to be classified during analysis.
3. Developing different categories and a coding scheme.

   Codes are grouped into similar concepts to make them more workable. Concepts are formed into categories. After identifying a number of categories, they are refined and differentiated. In Axial coding the relation between categories are elaborated. Axial coding is the process of relating sub-categories to a category (Flick, 2002).
4. Test coding scheme on sample text.
5. Code relevant data.
6. Evaluate the coding consistency.

   It is important for the research to be of high quality. This can be assured by evaluating the credibility, transferability, dependability and confirmability of the research.
7. Draw conclusions of the coded data and write a report.

Qualitative content analysis is a cost effective and safe method to use as the method seldom has any effect on the subject that is being studied. The success of qualitative content analysis depends mainly on the coding of the data, the identification of appropriate patterns and themes and the determination of the relationship between the themes in order to provide an understanding of the phenomenon.

3.5 Viability and validity

Any kind of social research has to meet certain criteria to ensure objectivity, reliability and validity, in short this means validating the quality of the research (Elo & Kugnas, 2007:15; Zhang & Wildemuth, 2009:6).

The criteria consists of four elements namely credibility, transferability, dependability and confirmability (Zhang & Wildemuth, 2009:6; Elo & Kygnas, 2007:112; Babbie & Mouton, 2007:277-278). Each of the elements will be broadly discussed in order to gain a better understanding of each..

- Credibility

The credibility of a study can refer to whether it is a satisfactory representation of the social world that is being studied. It looks at how well the categories cover the data and how believably that data and conclusions are portrayed. Various methods can be adopted by the researcher to ensure the credibility of the study. These methods include the adoption of a well-organised research method, the use of triangulation and implementing steps to ensure the honesty of informants. The resources used should be trustworthy and of high academic standard (Flanagain & Metzer, 2008:1; Sheton, 2004:64).

- Transferability

This element can be defined as to what extent the research findings and hypothesis can be applied to other contexts or respondents. Transferability can be ensured by providing background to the data in order to establish the context of the study, and providing a detailed description of the phenomenon and the questions to allow comparison. Furthermore, transferability can be obtained through purposive sampling, selecting a sample based on the researcher's knowledge of the population in order to seek the maximum range of specific information that can be obtained. The researcher selected three stakeholders that constituted to the study, selecting the population by judgement and seeking specific information to answer the research question (Sheton, 2004:69).

- Dependability

Dependability focuses on the consistency of data collection and the manner in which the researcher accounts for changing conditions within the phenomena. In short, dependability is the extent to which results are consistent over time. The audience must be provided with evidence so that if the study was to be repeated with the same or similar respondents and context, the findings would be similar. The findings of this research should apply to all UI who have to a diversity of nationalities (Sheton, 2004:71; Golafshani, 2003:601). An in-depth methodological description of the research design of the study, will allow other researchers to repeat the study. The researcher should describe what was done in the field to obtain the data and evaluate the effectiveness of the process of data collection.

- Confirmability

Confirmability is the extent to which the characteristics of the data can be confirmed by other researchers, so it pertains to the coherence of the research. In order to establish the dependability and confirmability of research it should be audited. An audit trail should be left to ensure that the auditor can determine if the conclusions, interpretations and recommendations can be traced. The role of triangulations plays is important in establishing confirmability. The researcher should provide an in-depth methodological description of the study and should point out shortcomings. The admission of beliefs and assumptions that can influence the outcome of the study is also important.

3.6 CHALLENGES EXPERIENCED DURING THE COURSE OF THE STUDY

During any study the researcher may encounter challenges and hurdles that have to be overcome. These challenges include changes in the management team or staff of the *bhive*. These members of staff or of the management team might have valuable information that can influence the research outcomes. In addition to this, conducting interviews with the Dutch management was difficult, as they only visit South Africa three times a year.

Another factor to take into consideration is the length of time involved in conducting a study such as this one. Some of the entrepreneurs completed their studies and consequently left the university before the researcher had the opportunity to carry out interviews with them.

3.7 CONCLUSION

This chapter focused on the the qualitative research approach, that was used in this study, in order achieve the research objectives as set out in Section 1.1.5. The discussion offered a clear outline and framework as to how the research and study was planned and how it was executed. This study made use of a qualitative research methods such as semi-structured interviews, qualitative content analysis and participant observer methods to examine the communication habits and perceptions of stakeholders of the *bhive* UI.

Chapter 4 will present the research results and findings of the study.

CHAPTER 4
FINDINGS

4.1 INTRODUCTION

This chapter focuses on this study's main assumption that participatory communication in the context of communication for social change can contribute to successful development within communities. As argued in chapter 2, participatory communication for sustainable development is concerned with empowerment, which leads to self-sufficiency, dialogue and cultural identity. These are basic indicators of the participatory approach (Servaes, 1995:45; Agunga, 1999:138; Melkote & Steeves, 2001:252; Moemeka, 2000:8). If the communication within the *bhive* UI is participatory in nature, the *bhive* UI personnel and entrepreneurs will be inspired to take control of their own lives, because they are empowered to identify problems and recognise solutions to these problems, which lead to independence.

In order to explore the research question, a qualitative research approach was used to collect data, as this method provides an overall picture of the reality that a quantitative researcher would not get from collected data. The qualitative researcher is primarily interested in the description of the actions of respondents in order to understand their social actions. The chosen method provides the different stakeholders with the opportunity to communicate their thoughts, feelings and attitudes towards the project, and gives them the opportunity to present ideas for improvement. This in-depth and rich data could not have been collected if a quantitative research method was used. The collected data was then interpreted in order to determine the extent to which communication between stakeholders of the *bhive* UI is participatory (Babbie & Mouton, 2001:280; Fouche & Delport, 2006:74).

The extent of participatory communication between stakeholders can be explored based on certain premises, such as if the *bhive* UI stakeholders: a) have the opportunity to identify problems within the *bhive* UI and discover solutions for these problems; b) are empowered to solve these problems and to be independent of NUFFIC; c) if all stakeholders have an equal opportunity to voice their concerns and problems and to take part in the decision making and planning of development activities; b) if all stakeholders effectively communicate with each other and ensure that all share the collective goal and focus (Mefalopulos, 2005:251- 256; Cadiz, 2005:150-157; O'Sullivan *et al*., 1994:94; Waisbord, 2001:18; Roberts, 2010:8; Servaes, 2000:191; Kamboura, 2008:3; Servaes, 1995:45; Melkote & Steeves, 2001:252).

4.1 ANALYSING THE DATA

In the light of the above-mentioned section, one can see that rich and in-depth data were collected by means of a qualitative research approach. This valuable information was coded into different themes as laid out in paragraph 3.3.2. These themes include empowerment, dialogue and participation by different members. The themes were compared to the guiding theoretical argument that was developed in Chapter 2.

This argument states that all development projects should be based on participatory communication in the context of communication for social change. Stakeholders should have an equal opportunity to share their knowledge, as opposed to one-directional communication aimed at the persuasion of people. People's right to be involved and to be heard is at the core of participatory development, and is achieved by means of empowerment. Stakeholders are empowered by gaining knowledge about specific matters, by communicating about issues that are of general importance, by making their own decisions and by negotiating power relationships (Mefalopulos & Grenna, 2004:28; Chitnis, 2005a:239; Rahim, 1994:118; Servaes, 1995:43).

As discussed previously, the *bhive* UI was started in 2010 and currently consists of 5 different types of stakeholders. These stakeholders include the Dutch and South African project leaders, the *bhive* UI manager, *bhive* UI personnel/volunteers and the entrepreneurs. During the past three years various reports were created, including a pre-incubation programme and a women's incubation programme. News and magazine articles included information on what the *bhive* UI is and on the launch of the NWU UI. During the past few years the *bhive* UI was visited by the NUFFIC partners on numerous occasions.

One can therefore see that sufficient data were available for collection so as to answer the research question at hand. The analysis of the data is enriched because different qualitative research methods are used to ensure a greater encapsulation of information.

Firstly, an in-depth qualitative research analysis was done. The researcher looked at all the formal documentation available for this project. Formal documentation refers to documents that adhere to standards of correctness and can help the organisation to achieve its goals. This information is archived to help keep record of the organisation's actions and activities over a period of time. These documents included the original project plan, as well as the project planning of the different programmes. This was an important step in the research process as the information contained in some of these documents changed over the course of three years. An example of this is the original name of the incubator: BBEEHIVE was changed to *bhive* Enterprise Development Centre (EDC) in 2012. Even though the name is similar, *bhive* EDC is a more marketing and communication friendly version. The term EDC is also more recognisable to students in South Africa.

Secondly, the researcher looked at the available literature, including articles and research articles available on business and UI around the world. Articles that featured in the student newspaper and in local newspapers regarding the *bhive* UI also received attention.

The information gained from the research served to indicate how the *bhive* UI has grown over the past few years. The content, images and tone of the articles have changed significantly. These changes are important as this information will help to determine if the personnel of the *bhive* UI has been empowered to make their own decisions. It is important that the *bhive* UI should develop into a unique incubator that addresses the needs of the NWU Vaal Triangle entrepreneurs and that adopts a South African culture and course of actions.

The staff and stakeholders of the UI at the NWU Vaal Triangle Campus have no experience or knowledge of how to incubate new businesses or how to empower young entrepreneurs to start their own businesses. It was therefore important for NUFFIC to empower staff to address these needs in order to promote entrepreneurship. During the course of three years different stakeholders and projects linked to NUFFIC came to visit and to empower South African stakeholders. During this period it was considered paramount that the main goal should stay in place and that the needs of South Africa and the NWU entrepreneurs should remain the main priority. The study aimed to take the feelings and experiences of staff and entrepreneurs into account as the UI mainly focuses on addressing these needs and on empowering them. Data were collected by conducting semi-structured interviews with the different stakeholders during the months of May and June 2013, at the North-West University: Vaal Triangle Campus. As discussed in section 3.3.2.1, these interviews allowed for follow-up questions, or to ask questions on issues or documentation that was not clear while doing the qualitative research analysis. The researcher therefore had a second opportunity to address and ask questions, and to ensure that the correct interpretations could be made. These additional questions focused on gaining more detailed information regarding the pre-incubation programme and the activities and goals set out for 2013 and 2014.

The researcher was in the fortunate position to be able to observe the project from 2011. As the liaison to the Faculty of Economic Sciences and IT, the researcher helped with the *bhive* UI communication, marketing and social function and experienced first-hand the problems that occurred. The observations and experiences of the researcher will be discussed later on in this chapter.

4.2.1 Overview of the *bhive* UI

In 2010 a project plan was created by Prof Herman van der Merwe and NUFFIC, to develop entrepreneurship and higher education in Vanderbijlpark, South Africa. Even though this project plan had specific objectives, one being to start an entrepreneurial UI, it contained no specifics regarding the role of the NWU, nor the mission, vision and services of the *bhive* UI.

- *Mission and vision*

The mission and vision of an organisation is important, not only for marketing purposes, but also because it determines the direction of the organisation. It states the purpose and values of the organisation, guiding every aspect of the organisation by describing what needs to be done to accomplish these goals at hand. When the goals and objectives are communicated to a group or team, they serve the purpose of not only motivating the group to achieving them, but also ensure that the group knows in which direction they are heading. If the group does not know the direction of their organisation, the actions of the group will not be cohesive and everybody will perform and undertake activities for own gain and not for the sake of the project. By having knowledge of the goals a clear plan can be formed to achieve the vision and mission of the organisation (Diffen, 2013; Coca-cola, 2013).

The mission and vision of the *bhive* UI was only created early 2013, three years after the project started. This vision and mission was developed by the Faculty Liaison, Jani Jooste, as well as the *bhive* UI manager, Mr Johann Landsberg. The input of the Dutch partners was minimal. The main impetus for creating a mission and vision was mainly for marketing and website purposes.

The *bhive* UI is a unit within the Faculty of Economic Sciences and IT, established with the intention of strengthening the Vaal Triangle Campus of the North-West University's (NWU) ability to produce graduates, including and particularly, female graduates who find employment, including self-employment, in the labour market. In addition, the faculty is working toward re-engineering selected post-graduate academic programmes to enhance the work opportunities of graduates. In order to deliver on this mandate, a business incubator and career development centre was incorporated into the *bhive* UI, with the following specific objectives (NWU, 2013):

- To contribute towards the development of an entrepreneurial culture and increased entrepreneurial activity amongst North-West University students, staff and the Vaal Triangle community;
- To encourage and support female entrepreneurship amongst North-West University students, staff and the Vaal Triangle community; and
- To offer various short courses to individuals or companies that want to improve their work-based competencies on a continuous basis.

4.2.2 The services of the *bhive* UI

The *bhive* UI incubation programme is designed to accelerate the successful development of entrepreneurial companies through an array of business support resources and services, which includes guidance in the development of an idea into a concept and business model generation; business mentoring and coaching; furnished space for pre-incubation clients in a secure environment; shared resources, such as reception and meeting facilities; internet access; access to professional service providers; networking opportunities; and access to business and skills development interventions, such as training in functional business disciplines (NWU, 2013).

4.2.3 The structure of the *bhive* UI

The *bhive* UI is situated on the NWU Vaal Triangle Campus, and is defined as a third-stream income unit. A third-stream income unit refers to an activity that, receives a portion of funding from the university but have to generate more funding, in order to pay their expenses. The *bhive* UI should, however, comply with all the branding, marketing and other rules of the NWU. It is therefore important to understand the structure of the North-West University, and to pay attention to where the *bhive* UI is situated within this structure, as this has an effect on the decision making process.

The structure below illustrates the complexity of the *bhive* UI decision making process and where this unit is situated within the NWU hierarchy.

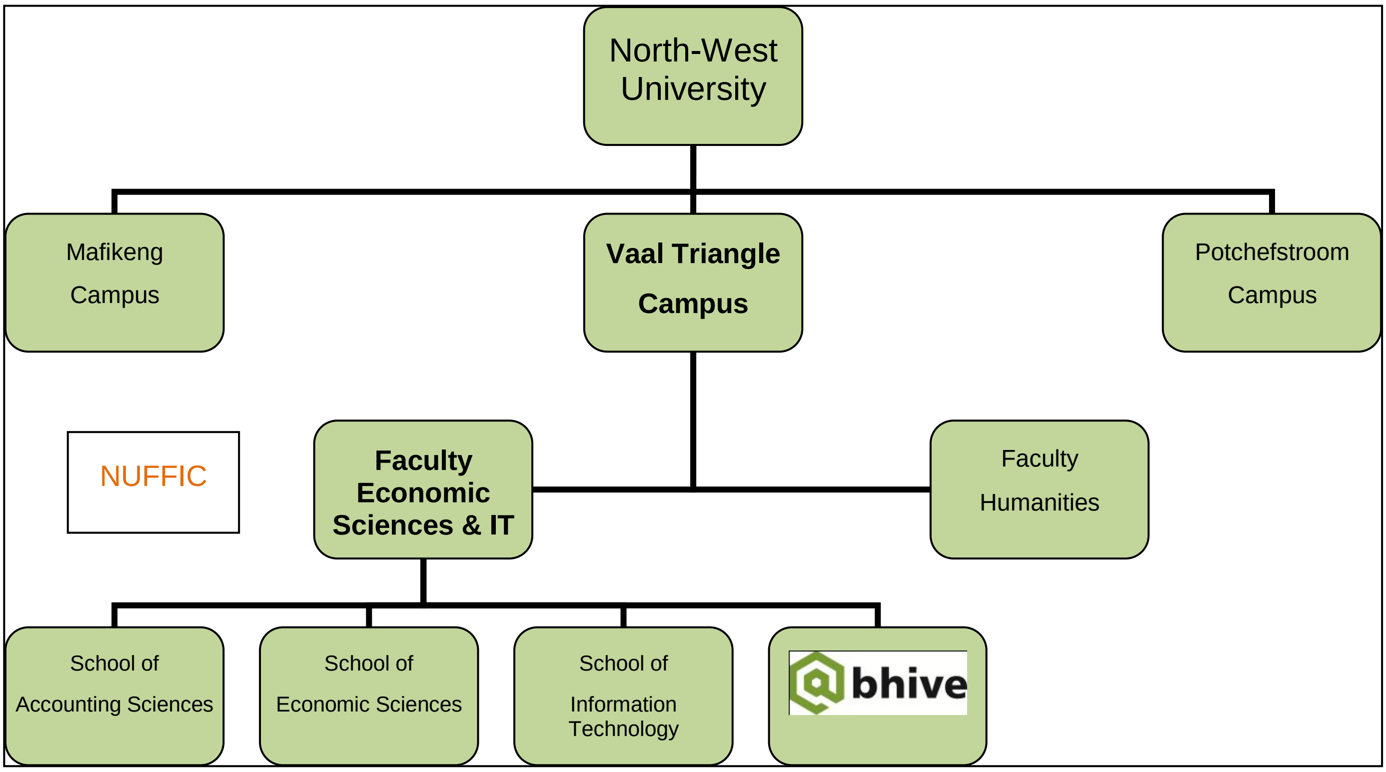

Figure 1: Representation of the *bhive* UI structure and hierarchy

The North-West University is a multi-campus university with campuses in two different provinces, namely the North West Province and Gauteng Province. The Vaal Triangle Campus, the smallest of the three campuses, is situated in Vanderbijlpark. This industrial city is the home to Arcelor-Mittal, VESCOR (the largest comprehensive heavy works in the Southern hemisphere), as well as to the national oil company Sasol.

The Faculty of Economic Sciences and IT is one of two faculties on the campus and represents a powerhouse of academic activities, innovative technologies and ground-breaking research endeavours. The faculty consists of three schools, namely the School of Accounting Sciences; the School of Economic Sciences and the School of Information Technology, making the faculty the first in the world where business and IT are combined.

The *bhive* UI, also known as the Enterprise Development Centre (EDC), is a combined project situated within the faculty and home to young entrepreneurs.

As seen in figure 1, NUFFIC is a third stream funding organisation, and is not part of the hierarchy of the *bhive* UI or faculty. NUFFIC will be described in detail in paragraph 4.3.3

4.3 EMPOWERMENT, GRATIFICATION OF NEEDS & ECONOMIC PERSPECTIVE

This section comments on the basic needs of both the *bhive* UI and the entrepreneurs involved in the project. A further aim is to explore whether the South African management and staff, as well as the entrepreneurs who function on their own, can solve problems and have acquired the necessary skills to run the business incubator or to start their own businesses.

4.3.1 Gratification of needs

Maslow identifies various human needs that individuals and communities have to identify and address in order to survive. Maslow believes individuals are motivated to achieve certain needs, as individuals have motivation systems unrelated to rewards or unconscious desires (Maslow, 2000).

As stated in paragraph 2.3.1, individuals need to identify their needs, take control of their lives and transform out of free will. Empowerment and transformation should not be forced onto them. When one level of needs has been gratified, individuals move on to the next level of the hierarchy. By moving up the hierarchy and identifying new needs, individuals can improve their standard of living thereby, focusing on both economic and social fields (McLeod, 2007; Seth, 2013).

When one applies this principle to a business, there are also various elements or needs that play a critical role in the survival of a business. These needs include a business strategy, stream of revenue, relations, computers, stationary, work space etc. The *bhive* UI needs to identify the needs of both the staff and the entrepreneurs so as to succeed (Agunga, 1996:184; Waisbord, 2001:3; Langenhoven 2001:52; Coetzee, 2001:9; Melkote, 1991:229; Keeton, 1984:288).

4.3.1.1 Needs within the bhive UI

It is important to identify the needs of the team that works for/in the *bhive* UI. The identification of these needs will help to improve the incubator as it will enable stakeholders to address these needs. This section will focus on the needs of staff and volunteers within the *bhive* UI.

As mentioned earlier in this chapter, the personnel of the University and the *bhive* UI have no experience or knowledge regarding business incubation. There is a great need to gain knowledge and expertise with regard to incubation and other elements needed to train young and upcoming entrepreneurs to create successful businesses.

One can surmise that different kinds of training are needed for the empowerment of young entrepreneurs. This training includes: Training in business incubation, business development, bookkeeping, marketing and communication, registration and other legal elements when starting an organisation.

Empowering staff members during different phases of incubation is important, and to do so a responsible and loyal team is needed. Currently there are 2 to 4 volunteers who help at the *bhive* UI. As assisting in the *bhive* UI is not their main responsibility, it is difficult to ensure proper communication with and training of these volunteers. It is also difficult to ensure the quality of guidance and to develop a programme necessary for the empowerment of young entrepreneurs. The need to appoint permanent staff members who can assist with the development and empowerment of young entrepreneurs is developing fast.

This knowledge and experience will be lost if it is not put to use to train young entrepreneurs. The students on the NWU Vaal Triangle Campus and some of the staff have no idea what the *bhive* UI is or what services it provides. There is a great need for a marketing campaign to introduce the *bhive* UI. One of the staff members of the *bhive* UI stated the following:

'My biggest dream is to enter the bhive UI and there is a hive of activity and creativity. Everyone should know about the bhive UI, share the passion and help with the development - in either being trained or helping entrepreneurs.'

A marketing plan/campaign should include marketing documentation such as websites and brochures to promote the *bhive*. Currently the *bhive* UI has a website which provides basic information. A more elaborate website with event dates, a picture gallery and success stories will be a great addition. The *bhive* UI has no brochures or pamphlets that can be handed out to prospective entrepreneurs.

The paragraphs above identified three needs that staff within the *bhive* UI have revealed. More staff should get involved with this project. Both new and existing staff should be trained and a marketing and awareness campaign to market the *bhive* UI to new clients will aid greatly in its development.

4.3.1.2 The needs of the entrepreneurs

This section explores the needs of the existing entrepreneurs of the *bhive* UI. Although a business incubation programme has been defined, it has not yet been put into place (refer to section 1.2.2). It should be noted that the participants have no prior knowledge on starting their own businesses. During the interviews it emerged that the true needs of the entrepreneurs have not yet been identified. The *bhive* UI team also has no idea if the current entrepreneurial start-up programme is successful or not. Currently the training focuses on business model generation and the key steps necessary to start a business. A business model/plan has no fixed content: the content and format of any business plan is determined by the goals and the audience for that specific business plan. Such a plan is the summary of preliminary plans and represents all aspects of the business planning process, for example deciding on a vision and strategy alongside sub-plans to cover marketing, finance, operations, human resources and, finally, a legal plan.

Research is needed to determine whether this training meets the needs of the entrepreneurs and what needs should be further addressed. The needs of the entrepreneurs can only be met if they are known and only then can development start to take place.

The business competition started in 2012 as an initiative to motivate students to start new businesses. The business competition was planned as the project continued; there was no formal plan or documentation for this project when it started. However, this situation changed in 2013 when a full plan was developed prior to the competition. This plan was based on the experience of 2012.

The entrepreneurs who participated in the first business competition felt that some of the training they had previously received was not well-organised or relevant. It took place on short notice, and interfered with their class timetables. It should be taken into account that the students/entrepreneurs who participated in this business competition form part of Generation Y. This generation wants information fast, it should be accessible anywhere and the information should be presented in an interesting manner (Baggallay, 2013). A need was therefore identified for the development of a database on to which all information could be loaded. This includes items such as a plan with dates of training, information on the training taking place, interesting *You Tube* videos and other websites they can visit that will assist them in the development of their own business plan. This website will therefore present them with the opportunity to revisit lectures and to help them to find more information on the subjects at hand.

Even though the business competition empowered the entrepreneurs to develop a business plan for their businesses, such a plan is not enough to start a new business. The goal of the entrepreneurs who entered into the first business competition was to start their own business and to make profit.

The creation of a business plan does not provide enough information or guidance to the entrepreneur regarding what is to be done next. One of the finalists of the business competition described his experience after the business competition with the following statement:

‘I was very excited about the business competition. I had this great idea, I formed a business plan, and then…. Nothing.’

Questions this entrepreneur had on entering the next phase after developing a business plan included:

- Information on how and where to register the business, the cost and all the legal information needed for registering a business;
- Information on business finance and guidance regarding the best investments; and
- Information and guidance on how to set up and how to implement a ‘marketing/ promotional strategy for the specific target audience.

The above-mentioned information provided insight into the needs of the entrepreneurs when it comes to helping them and empowering them to start their own businesses. A well-formalised business incubation programme should be generated and implemented. This programme should provide students with knowledge and empowering opportunities, as well as to provide guidance to entrepreneurs until they have a successful business. The entrepreneurs should feel they are being supported and not left on their own.

4.3.1.3 The basic needs hierarchy of the bhive UI

The basic needs of the *bhive* UI was identified during semi-structured interviews and qualitative research analyses: These basic needs are:

a) a devoted and competent team

b) a well-developed entrepreneurial development and start-up programme

c) a well-planned marketing and awareness campaign

These needs should be prioritised according to Maslow’s hierarchy of needs. It is important to meet the basic needs before moving to the next level. The following diagram indicates these needs and the order in which they should be addressed (Maslow, 2000; Seth, 2013).

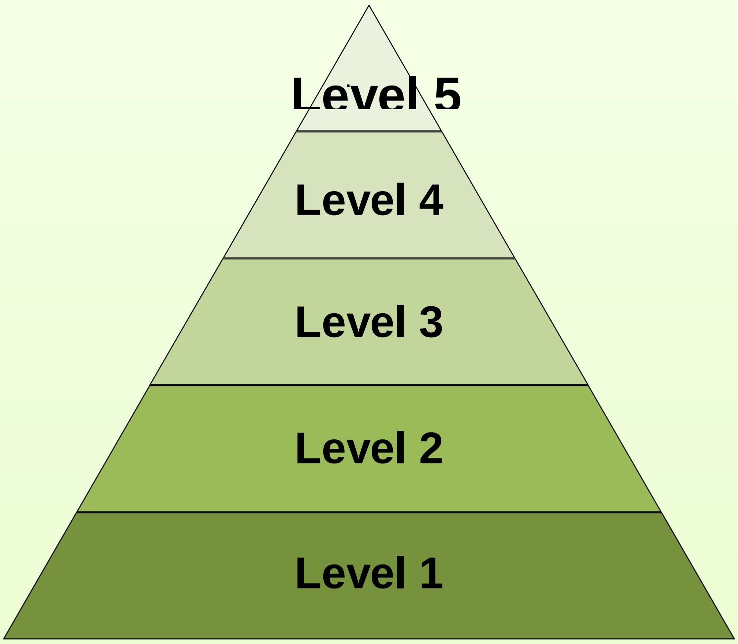

Figure 2: Maslow's basic and corporate needs hierarchy (Maslow, 2000; Seth, 2013).

Level of needs	Human Needs	Corporate needs
Level 5: Self actualisation	Creativity, personal growth, problem solving, acceptance of facts, lack of prejudice	Passion, corporate social investment, social citizenship
Level 4: Esteem	Self- esteem, confidence, achievement, success, respect by/of others, responsibility	Personal recognition & promotion, well-known and respected brand, media relations
Level 3: Emotional	Relationships, friendship, family & affection	Corporate culture, respect, good reputation, employee relations, investors, good teamwork
Level 2: Safety	Security of body, of empowerment, of resources, of family, of health, of property, freedom of fear & stability.	Improving performance, efficiency, competency, proper planning, getting clients, safe working conditions
Level 1: Physiological	Food, water, shelter, air	Product & service, goals, devoted team, decent working environment, regularity compliance

The *bhive* UI has numerous elements in place on the level of physiological needs as stipulated out in the diagram. The elements listed below were identified through observation and the creation of basic marketing items as well as the website (where the researcher was involved in (see section 4.2.1).

- A clear mission and vision has been identified that presents the *bhive* UI with the goals and objectives that have to be met.
- The *bhive* UI complies with the legal regulations as stipulated by the NWU for third-stream income units.
- The *bhive* UI has a new and attractive building where its offices are situated. This work area was built in 2011 for the incubation of new businesses.
- The environment is clean, colourful and has good ventilation and stimulates creativity.
- The *bhive* UI team has had their first strategic planning session in 2013 to develop all the dates and plans for 2014 to ensure that everything runs smoothly.

The following elements still need attention before the *bhive* will be able to move to the second level, namely safety needs:

- Devoted team: More devoted members are needed to work in the incubator to empower young entrepreneurs; and
- Service: A new and more detailed business start-up programme should be identified.

The personnel of the *bhive* UI receive few to no enquiries from prospective students wanting to join the pre-incubation programme or other activities of the *bhive* UI. This could be due to the fact that the public does not know about the *bhive* UI and its ventures. More entrepreneurs should enter the business competition and start new businesses. An awareness campaign should be implemented in this phase to attract more clients.

As described in paragraph 2.2.3, two-way communication and the participation of the different stakeholders play an important role during development projects. It is important for stakeholders to become aware of their socio-cultural reality that shapes their lives. They should also realise that it is in their power to transform their reality into something better. Conscientisation leads to the identification of the basic needs of stakeholders. The identification of these needs will create a better opportunity to satisfy these needs, due to the fact that the programme can be adapted to address the curtail needs first and then moving up the hierarchy to satisfy other needs. The focus does not only fall on material needs, but also on non-material and intangible needs. One can therefore conclude that, as stated in paragraph 2.2.3, the participatory approach portrays development as a process through which entrepreneurs are supported in the development of their new ventures (Agunga, 1996:158; Malan, 1998:52; Moemeka, 1999:7).

4.3.2 Empowerment

Empowerment means to equip people with knowledge and abilities, and to provide them with the right tools to address their needs and to be successful (Anon, 2013b). Empowerment gives stakeholders the opportunity to meet their needs and to take control of their lives. Empowerment was described as the process through which power is shared between various individuals to ensure that all individuals possess some form of power that might mean that they can at least help themselves (see paragraph 2.2.1). Empowerment is not the only the transfer of knowledge and to make it one's own, but also the discovery of ventures, expertise and use of the knowledge that was gained.

Empowerment plays a very important role within the *bhive* UI as different stakeholders are taught and guided to start and manage their own business. Empowerment is a necessary part of development towards being successful. Without business knowledge and the various facets of a new business that a new business entails, the chances for success and survival new business are slim (Mefalopulos, 2005:256; Cadiz, 2005:156; Chitnis, 2005b:293). Empowerment leads to independence. It is therefore important for the *bhive* stakeholders to be empowered so as to become independent from the Dutch partners.

4.3.2.1 Empowerment of the bhive UI team

Neither the *bhive* UI nor anybody within the University has the necessary experience to set up and operate an incubator. There is also little experience, expertise or capacity within the University to forge links with the labour market. As argued in paragraph 2.3.1, empowerment can be seen as the process through which power is divided between different individuals or groups so that all parties have more or less the same power. This is the case with the partnership between the Dutch and South Africa. The Dutch brought to the Faculty their knowledge and expertise on a) the conceptualisation of a capable incubator concept for the Faculty Economic Sciences and IT, b) setting up an incubator and c) the development of organisational, administrative and professional competencies for the incubator, and d) the identification of viable approaches to the establishment of collaboration agreements between the *bhive* UI and local businesses.

Over the course of four years (2010 to 2013) the Faculty has been visited by numerous Dutch partners of NUFFIC to guide the stakeholders to reach these goals. The Dutch contributed the structures, protocols and rules they use for business incubation. They provided training as well as national and international exposure, and expertise. As discussed previously, the flow of information and communication are key elements for empowerment. Empowerment requires individuals to take ownership of the power they receive and to improve their intellectual abilities and individual potential (Mefalopulos, 2005). The following methods were identified as the main means of empowering the *bhive* UI personnel. They have to take ownership from this training and have to go on to empower and train entrepreneurs:

a) Training seminars and workshops

   Each of the partners of NUFFIC who visited the *bhive* UI provided unique skills, knowledge and views that helped the *bhive* UI to grow. The seminars and workshops consisted of various topics that were important for the incubation process.

   Example 1: Code 06 training

   This training took place early in 2011. The training focused on concept and business development. During the training *bhive* UI personnel were taught how to take a business idea, create a concept and generate a business plan.

Example 2: Business game and BMG training

This training took place in middle 2012. The training focused on the creation of a game to stimulate students in a creative manner to understand the steps needed to create a business. The BMG training focused on different selling and service skills, as well as management and financial skills.

b) Assistances from the Dutch partners

Different teams that are affiliated with NUFFIC visited the incubator and assisted the *bhive* UI personnel with administrative and implementation issues. Visitors sat down with members of the *bhive* UI and addressed some of the accruing needs (please refer to paragraph 4.3.1.3) and revisited structures as well as protocols to adapt them to the current situation.

During these visits, fervent debates took place as the Dutch partners could not grasp the major culture differences amongst the South African students and the challenges these students face.

The most prominent issue that arose was the quality of the ideas formed by South African entrepreneurs. As one of the respondents pointed out:

> *'The ideas of the Dutch are more high-tech ideas, where our entrepreneurs are low-tech, opening spaza shops that type of thing. These South African ideas are not earth-shattering or sustainable ideas.'*

The ideas with which the young South African entrepreneurs enter the business competition are mediocre ideas, for example opening spaza shops. There are two possible reasons for this: One reason is there might be a need for more spaza shops. The second reason is that these entrepreneurs might have seen members of the community open spaza shops and the success of these shops, so they consider this as an easy route to make money.

This lack of variation in ideas frustrated the Dutch partners as they are not used to this way of thinking. Their students come up with innovative and technology-driven ideas.

The thinking patterns between the Dutch and South Africans differ. This difference constitutes the next barrier. This barrier becomes evident when looking at the entrepreneurs' dedication and motivation with regard to the pre-incubation programme and the business competition. Most UIs in the West are mainly run by students. *YESdelft*! is an example of such an UI run by students. These students get a year off and devote their time and energy to student activities, incubation exercises and getting money for their ideas. However, this is not the case in South Africa. In the beginning the students are enthusiastic, but after a few weeks they drop out of the *bhive* UI project. Only a few students make it to the end.

Another challenge is the difference in the way the two cultures form an event time line suitable for both the Dutch and the South Africans. Scheduling workshops and training was very challenging due to the fact that the Southern and Eastern holiday dates and lengths differ greatly. South Africa celebrates our long holiday over December while in Netherlands their long holiday falls in June. The partners of NUFFIC are used to organising training sessions two weeks prior to the event, with an overwhelming response from the Dutch entrepreneurs. The South African entrepreneurs need a bigger call to action and organising training within two weeks will not produce a large outcome. This could also be ascribed to the fact that not all students on campus know about the *bhive* UI or its services. A longer and more extensive marketing campaign is needed to activate the students.

c) Networking opportunities

A number of selected delegates had the opportunity to visit the Netherlands and experience first-hand the differences between the two cultures. During these visits to the Netherlands delegates had the opportunity to discover different ways of business incubation, new and vibrant ideas of the use of technology in the classroom and innovative ways of teaching and learning.

As mentioned above, the NUFFIC partners went to great lengths to assist their South African partners to learn the different steps involved in the creation of an incubator and incubation. The knowledge was provided, but the practical experience remains lacking. The following statement was the reaction of a respondent when a question was asked regarding communication between the Dutch and South Africans:

> '*Knowledge is a wonderful treasure, but practice the key to opening that treasure. It was wonderful to listen to all the stories told by the Dutch, but at some point we need to get our hands dirty and should put all the training into action.'*

Personnel of the *bhive* UI felt that there was not always enough time to practice the skills they have learned. It is important to master skills learned before teaching young entrepreneurs these skills. It is hard to motivate entrepreneurs to mimic these skills and actions if the advisor/teacher is not even sure of these skills. Several respondents also mentioned that some of the training was unnecessary, cramped in and rushed.

4.3.2.2 Empowerment of the entrepreneurs

In paragraph 2.2.3 empowerment was divided into two dimensions: a *personal* dimension, which deals with individuals' self-assurance and self-respect, and enables individuals to take on new tasks and to become actively involved in activities; and a *group* dimension, which deals with the empowerment of the community by giving individuals access to information and providing them the opportunity to participate in decision-making.

During the first academic semester of 2012, a student business competition was developed. This competition focused on both the personal and the group dimension of empowerment. The goal of this competition was for students to enter their business ideas into the competition and for them to learn how to create business plans out of these ideas in order to create their own businesses. One can therefore argue that furnishing entrepreneurs with self-assurance enables them to believe in their business ideas, and gives them the necessary motivation and confidence to pursue this idea. By mastering the necessary skills to make their idea successful the possibility arises to become independent from the *bhive* UI. By creating work opportunities for themselves and the community, the generation of an income will make a positive and powerful contribution to their living standards and the economy.

An incubator has the benefit of not only assisting new entrepreneurs in forming their business ideas, but also providing help with infrastructure and resources to start the business as set out by the entrepreneur's business plan. The first prize of the business competition was one year's free space within the incubator, providing the young entrepreneur with infrastructure, resources and training to develop his/her business plan into a business. The business competition had different training phases that had to be completed. Both the *bhive* UI personnel as well as the Dutch partners helped and mentored these students until they made their final business pitch.

The figure below illustrates the pre-incubation process of the *bhive* UI.

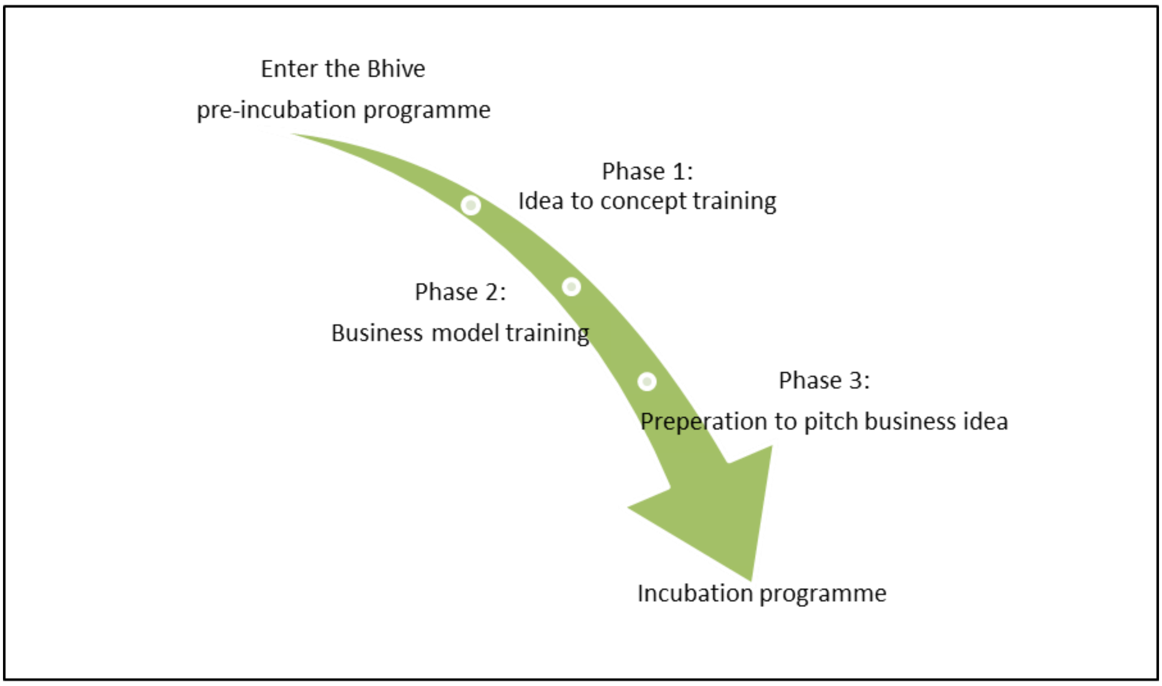

Figure 3: The pre-incubation process of the *bhive* UI

Figure 3 illustrates the process of the pre-incubation programme. The entrepreneur gains entrance to the *bhive* UI either by entering the student business competition or by asking for assistance with his or her business ideas. The first phase focuses on concept generation. This training is similar to the code 06 training that personnel received. The entrepreneurs are trained to develop his/her idea into a concept, and to create a vision, mission and objectives for the idea. The second phase trains entrepreneurs to construct a business model and to write a business plan. The last phase, phase three, focuses on equipping the entrepreneurs with appropriate communication skills so that they will be able to do a business pitch. After completing the pitch the entrepreneurs move to the incubation programme.

During the first semester business competition of 2013, the *YESdelft*! young entrepreneurs from the Delft UI in the Netherlands came to visit the *bhive* UI. The *YESdelft*! entrepreneurs exchanged experiences, hardships and lessons learned with the business competition entrepreneurs. These Dutch entrepreneurs also spent time with the contestants to discuss their business ideas and to provide the contestants with new insights and ideas.

> *'These sessions with YESdelft! were really good, it taught me that we should work more closely with the management team, and ask questions.'*

The training and mentoring sessions from *YESdelft*! were valuable to the young South African entrepreneurs. *YESdelft*! had the same problems that the young entrepreneurs of South Africa faced. The *YESdelft*! team motivated them and gave them advice on how to go forward. It was also helpful for the South African entrepreneurs to see what the young Dutch entrepreneurs did and that is also within their ability to build these dreams and businesses.

Early in September 2013, a strategic meeting was organised to change the pre-incubation programme. Alterations to the business competition and other pre-incubation activities were needed. These alterations will help to meet the needs of the South Africa entrepreneurs.

4.3.3 Economic perspective

After World War II ended in 1945, Europe was in desperate need of financial assistance in order to restore the devastation the war caused to Europe. America assisted Europe and the Economic Recovery plan (ERP) was established (Melkote, 1991:60; Crabtree, 1998:183; Mefalopulos & Genna, 2004:24; Chitnis, 2005b:232). As argued previously (refer to section 2.2.1) economic growth, industrialisation and westernisation was seen as the necessary means to bring an end to poverty, and developing countries had to convert to the ideas, technologies and innovations of developed countries (Melkote, 1991:60; Crabtree, 1998:183; Mefalopulos & Genna, 2004:24; Chitnis, 2005b:232). Developing states had to simulate the industrialised model of developed states (Agunga, 1999:40,145; Nules, 2003:71).

For many years most African countries, including South Africa, have been regarded as developing countries. Since 1945, developed countries assist developing countries to establish stronger economic systems. NUFFIC is a Dutch funded development programme aimed at the development of higher education in developing countries. NUFFIC is assisting developing countries, like South Africa, to develop their higher education system and programmes, and indirectly influencing the economic system. It is important to understand the financial influence that the Dutch partners have and how this may influence the project. These financial influences can change the main goal of the project from developing communities to a profit motive.

The main goal of the financial assistance of the Dutch is to support and help the development of higher education in South Africa. Not only does it create a good impression to the world that the Dutch are aiding South Africa, but they are also stimulating their own economic growth. NUFFIC presented South Africa with both financial and networking opportunities. These networking stakeholders selected by NUFFIC are being empowered and are earning a salary while helping South Africa to grow, therefore channelling the money allocated to South Africa back to their own economic system. Several of the NWU team members visited the Netherlands, and in doing so a good amount of money is also placed back into tourism from South Africa, stimulating the economic growth once again.

There is a financial influence that should be taken into account. The Dutch do benefit greatly from funding South African projects.

4.3.3.1 The bhive UI economic perspective

The main goal of the *bhive* UI is to be change agents and to help young entrepreneurs to create sustainable business. The main goal is not to make a profit from these activities. NUFFIC announced early in 2013 that it no longer sees South Africa as a developing country and will not be funding any new projects (NICHE, 2013). When the project ends in 2014 the *bhive* UI will need new funding partners to help develop the project further. It is important for the *bhive* UI to get sponsorships or to create a sustainable revenue system so as to continue with entrepreneurial activities and to sustain itself.

When talking about NUFFIC and their role within the *bhive* UI one statement came to light:

> *'NUFFIC is a watchdog over the money that the Netherlands gave us, we are watched in everything we do.'*

The NUFFIC representatives see to it that everything goes according to the project plan and that no money is misallocated or tampered with. The fact that respondents see NUFFIC as stewards is not always a good thing, as individuals can be afraid to voice their needs and can this can affect the relationship between the stakeholders. A second possibility that might happen is that actions and decisions can be made surreptitiously, excluding the NUFFIC. This can have an influence on both the project plan and the decision making process.

When looking at the *bhive* UI from an economic perspective, two processes are taking place. The first process entails efforts into establishing an economic system and stimulating this system by putting existing funding into it and empowering individuals. The second process entails promoting and empowering individuals and communities and, in so doing, stimulating the economy.

This section identified both the needs of the different stakeholders that are already being met, and the needs that still have to be met. Attention was also paid to the processes that have been implemented to empower stakeholders to take control of their lives and to become independent. Lastly, the section examined the effect of economic influences on the project. The next section will look at communication and dialogue, as communication is the most important element of empowerment (Cadiz, 2005:150-157).

4.4 DIALOGUE AND PARTICIPATION BY DIFFERENT MEMBERS

The focus of this section is to explore whether members of *bhive* UI management, personnel and entrepreneurs have an equal opportunity to take part in discussions and decision making. By examining dialogue the researcher can also determine if there is trust between the different stakeholders, whether they feel free to communicate with each other and whether the communication is effective.

4.4.1 Dialogue and participation

Dialogue can be considered as the ideal interview situation between equal participants, where the needs and problems of the project can be discussed and resolved (O' Sullivan *et al*., 1994:50; Waisbord, 2001:18; Lustig & Koester, 2005:9-10, Roberts, 2010:8). Section 2.3.2 describes the great influence effective communication has on a project. It is crucial for stakeholders to engage in communication with each other and to understand the messages exchanged to reach the goal. By examining the dialogue between stakeholders, the researcher can determine if there is trust between the stakeholders and if they feel free to communicate with each other. Different communication mediums should be utilised to ensure all the stakeholders have the opportunity to voice their ideas and concerns.

Dialogue is also the foundation of empowerment (see paragraph 2.3.2). Communication within the participatory paradigm states that individuals should communicate with each other and participate in the projects. Development projects should not be forced onto individuals and these projects should address the basic needs of individuals (Servaes & Malikhao, 2008:163, 169; Matunhu, 2011:66; Nyamnjoh, 2005). There must therefore be dialogue between different stakeholder to ensure that participation and empowerment take place within the development project.

4.4.1.1 Communication structure

It came to light earlier in this chapter (see section 4.2) that the *bhive* UI is a fairly new unit. This has the implication that there are only three permanent staff members who can dedicate their time to all the projects of the unit. The rest of the staff members who work in the *bhive* UI are voluntary faculty staff members who assist with projects. The shortage of staff members and the use of voluntary staff members influences the communication structure of the *bhive* UI tremendously. Staff members of the *bhive* UI have no specific task or job descriptions, but deal with tasks and projects as they arise. There is no responsible person who takes the lead on crucial tasks such as the marketing of the unit, updating and maintaining the website, dedicating time to social media or undertaking research to develop the incubator. The following statement was made when a question was asked on specific tasks and responsibilities of *bhive* UI personnel:

> *'We all do a little bit of everything and it usually blow up in our faces. We do not have enough time to do certain tasks at hand, we sometimes do double work, and other times nobody takes lead - then we have to do it on number 99 creating stress and havoc.'*

As argued in paragraph 2.2.3, the lack of effective and efficient dialogue means that the objectives of the development project cannot be achieved. Effective communication influences productivity and performance and leads to sustainable development (Servaes, 1995:45; Melkote & Steeves, 2001:252; Mefalopulos, 2005:254).

During the qualitative data collection it became apparent that there is no effective communication structure with in the *bhive* UI. Currently the *bhive* UI has a combination of two communication structures, namely a circle and a line communication structure. Looking at the circle communication structure, communication goes back and forth between the Executive Dean of the Faculty, the *bhive* UI manager and the NUFFIC partners. The second structure, the line communication structure, communication is sent from the *bhive* UI manager to the *bhive* UI team, and then to the entrepreneurs within the *bhive* UI (Bokdia & Guwahtai, 2013).

The combination of these two communication structures means that the speed of communication is slow and the accuracy of the messages is fairly poor. Communication is also restricted to certain members of the group. The restriction of information has an influence on the accomplishment of the goals and objectives of the *bhive* UI. As the voluntary personnel are not involved throughout, more effort should be invested into communication to ensure they are up to date and have the big picture in mind. The following statement was a response made on communication within the *bhive* UI:

> *'We talk to each other, over each other, forgetting to include someone in a conversation, or including someone that's not part of the conversation. It's confusing to say the least.'*

The absence of a definitive communication structure confuses stakeholders and complicates the communication process, as trust between members cannot be formed. As stated in section 2.3.2, communication is more than mere transmission of information. Efficient and effective dialogue is the product of multi-person interaction. No communication relationship can be created without dialogue. Without a relationship no trust can be built (*O'*Sullivan *et al.,* 1994:94; Waisbord, 2001:18; Roberts, 2010). The absence of a communication structure causes a diversity of voices. Messages are sent back and forth, which creates the opportunity for *bhive* UI personnel to generate their own or new ideas, in an attempt to fill the gaps where all the information was not provided.

As discussed in section 2.2.3, in communication a diversity of voices is called Heteroglossia. Heteroglossia consists out of two different forces, namely a binding force and a centrifugal force. The binding force is called centriphil and creates coexistence. Binding of words means that everyone has the same information, point of view and goals. This is not the case with the *bhive* UI as not everyone has the same information available to obtain the goal at hand. The second force, centrifugal, causes conflict between the voices and pulls the coexistence apart. If words and ideas are torn into different directions new ideas and expressions can be formed that are not in line with the project plans or goals. The constant creation of new ideas causes the *bhive* UI not to meet the real objectives of the project and to meet needs that are not true needs. The *bhive* UI should pay attention to quiet the differentiation of voices and to create a centriphil, binding words and ideas together to achieve the goals.

4.4.1.2 Communication structure of the bhive UI

It is important to understand how the daily communication cycle works within the *bhive* UI. The researcher found the system difficult to explain and therefore drew a schematic representation to illustrate the complexity of the communication structure.

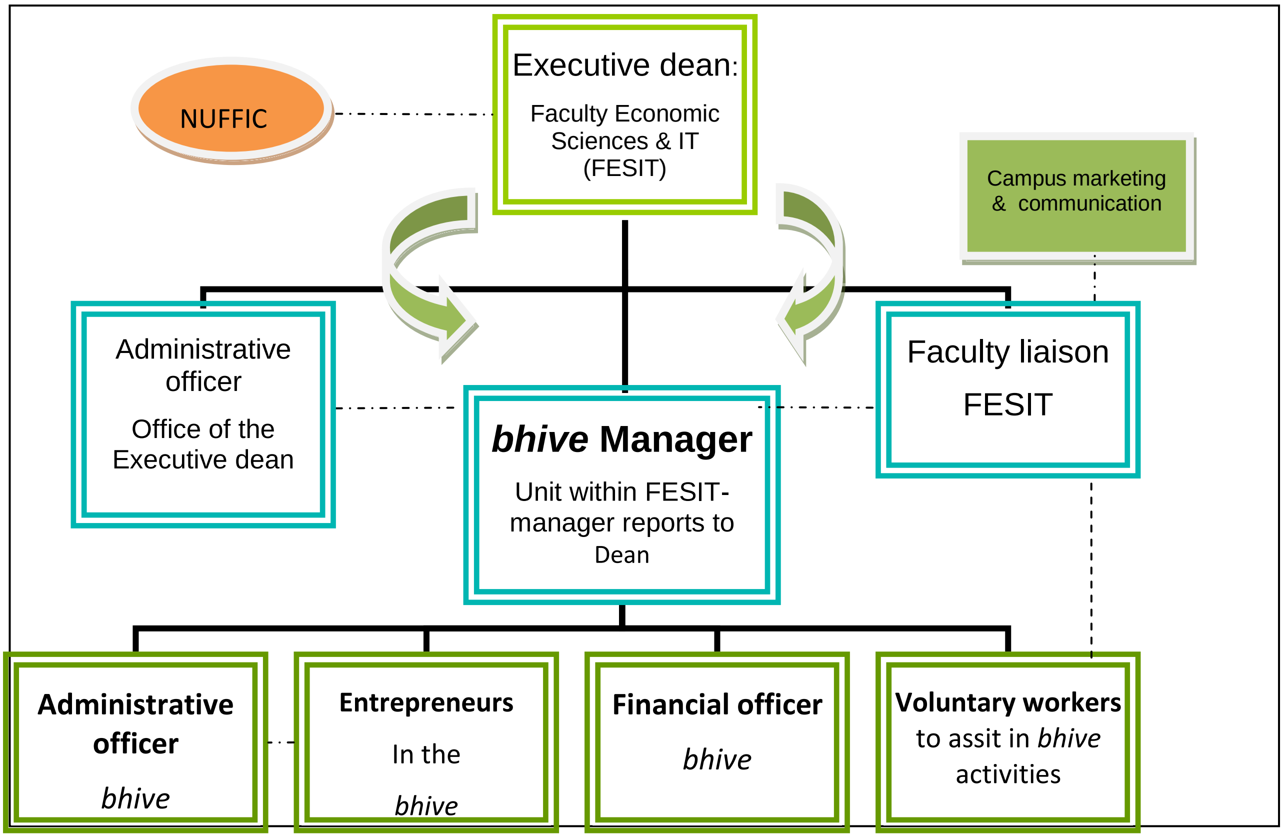

Figure 4 Representation of the *bhive* UI communication structure

Looking at Figure 4 one can see that the daily communication system of the *bhive* UI is confusing, not logical and difficult to follow. This complicates the communication system and flow of communication within the *bhive* UI. Looking at the schematic representation one can see both the line and circle communication structures. This structure formed over the past couple of years.

When looking at the top part of the schematic representation one can see that the office of the dean consists of four role players namely the dean himself, the administrative officer to the dean, the faculty liaison and the *bhive* UI manager.

Both the administrative officer and the faculty liaison play important roles within the faculty.

- The administrative officer to the dean

The administrative officer to the executive dean handles all administrative and financial tasks within the dean's office. She therefore assists the *bhive* UI in crucial activities to ensure that they meet their objectives.

- The faculty liaison

The Faculty liaison is responsible for the co-ordination of all activities and units within the faculty, and is in charge of marketing and communication within the faculty.

Figure 4 shows that the executive dean of the Faculty and the *bhive* UI manager engage in communication on a frequent basis. They make all decisions that do not have an influence on the project plan or the NUFFIC funding, which excludes the Dutch partners.

When decisions that have an influence on the funding from NUFFIC have to be made, or money has to be reallocated, both the dean and the *bhive* UI manager engage with NUFFIC. This is where the circle communication structure is formed.

After decisions has been made by the top management, the *bhive* UI manager delegates' tasks to either the *bhive* UI personnel/voluntary workers or to the dean's team. This depends on the priority of the assignment at hand and also the type of action needed to complete the task.

Some of the tasks are delegated to the faculty liaison, because the faculty liaison has more experience in communication and marketing, than the *bhive* UI personnel and can therefore create an effective marketing communication plan for the team. However, it is a problem when the faculty liaison is ill or other activities need urgent attention. In such a case no *bhive* UI staff member can take over, which creates a time barrier and additional stress to members within the *bhive* UI. Numerous communication processes can occur within the liaisons office. The faculty liaison engages with and entrusts certain tasks to the *bhive* UI personnel so that they can assist her with certain elements of projects/tasks. The faculty liaison then creates a marketing and communication plan that is consistent with the NWU Vaal marketing and communication regulations. The faculty liaison liaises here with Campus Marketing and Communication and with external suppliers to help with the task at hand. The communication process can cause confusion regarding who is responsible for what and complicates the communication structure.

If the task is not delegated to the faculty liaison it is delegated to the to the *bhive* UI administrative officer. The administrative officer will then communicate with *bhive* UI personnel/ volunteers, these volunteers will then communicate with the entrepreneurs/other volunteers/programme facilitators and then communicate back to the administrative officer, if necessary. This creates a broken telephone effect, with crucial information lost in the process (forming a line communication structure).

The entrepreneurs who participate in the entrepreneurial incubation programme receive information either directly from the *bhive* UI manager, from the *bhive* UI administrative officer or via emails. The problem with more than one person who responds to the questions of the students is that the questions they ask cannot always be answered. They form misconceptions regarding the business competition and the prizes that are to be won. It should be noted that if the messages are not consistent, the entrepreneurs will lose faith and trust in the *bhive* UI. The following statement was made by a respondent, when a question was asked about the communication between *bhive* UI and NUFFIC:

'I don't think communication is a problem, I think the problem is people hear what they want to hear and not what is said. They read what they want to read not what the message truly says.'

Keeping this opinion of one stakeholder in mind, it is important to create a structure where everyone has the opportunity to voice their thoughts. It is also important for everyone to be involved in the activities of the *bhive* UI and to know what is going on. During the strategic planning in 2013, the team tried to simplify and improve the present communication structure.

Each staff member and voluntary worker currently involved with the *bhive* UI was presented with a specific task/project and a goal to achieve. The projects and tasks identified as crucial activities were:

- Student business competition

(Please refer to section 4.3.2.2*)*

- Enterprising women

This project is similar to the student business competition. This project focuses mainly on empowering female entrepreneurs.

- *bhive*'s den

Similar to the student business competition, this project mainly focuses on existing businesses and entrepreneurs struggling in the beginning phase of their business. This project is based on the hit television series Dragon's den.

- Marketing and communication

This includes promotional items, internal and external communication, updating and maintaining the website as well as social media.

- Administrative tasks

There are various administrative tasks one being to organise the venues, food and beverage and other necessities' for networking opportunities, training and social functions. Another task is updating and maintaining the web, social media and brochures.

By presenting each stakeholder with a task to complete, everyone will know who is responsible for the various tasks, making the flow of information and communication easier and more sufficient. One will also be able to measure the success of the *bhive* UI and it makes the communication process easier.

4.4.1.3 Communication mediums

As discussed in section 2.3.2, there are different communication mediums used for different audience groups and different communication messages. The flow of information is important, since it is important to ensure that all members have the necessary information. The following section will describe the communication mediums used to communicate with:

- Emails

The main medium of communication between the stakeholders is sending emails. Email is a highly effective communication tool within organisations (Derks & Bakker, 2008; Lorette, 2013). Sending simple messages to personnel is inexpensive, fast, easy and convenient. It makes long distance communication easier and, if the email is saved, it can function as proof of a message sent or received, and is easily accessible to remind the recipient of pertinent information.

Email should not, however, replace all face-to-face communication and other forms of communication. It can hinder social interaction and may cause less relationship building to occur, which can result in a lack of trust (refer to section 2.3.2). Emails can be seen as a cold, impersonal medium, and there is a bigger chance for misunderstandings to occur. The reason for this is that the sender thinks (s)he has sent a clear message but the receiver does not interpret the message in the way the sender intended. The recipient cannot read the sender's tone and expression, and therefore is left to interpretation. The receiver reads what he wants to read and not what the actual message of the email is (Derks & Bakker, 2008; Lorette, 2013). This mirrors the view a respondent expressed in that the problem is not related to the communication, but with how the receiver interprets the message.

Email is used as the main method of communication by the *bhive* stakeholders. Unfortunately there is no centralised database in place where stakeholders can upload general files and documents, for all stakeholders to use. This documentation includes a schedule, letterheads, activity planning, activity goals etc. The lack of such a system causes that some of the documentation does not reach stakeholders or that the newest version of documentation is not available to all.

It is important for all documentation to be circulated to all of the members involved. This prevents the duplication of documentation that may confuse stakeholders and waste time. The *bhive* team acknowledged this gap and decided to use email for urgent communication. All documentation is placed on a cloud, called Google drive, to ensure that all stakeholders have access to all documentation. Fortnightly meetings are also schedules to ensure that all stakeholders are on the same page.

- Google drive

Google drive, previously known as Google Docs, is a freeware information cloud. An information cloud is a web-based office suite offered by Google. This web-based office suit enables users to create and edit documents online while collaborating with other users live. All *bhive* UI stakeholders have access to the *bhive* UI Google drive. This provides stakeholders with access to information and data. Important documents, including important schedules, project plans, etc. can be uploaded to the drive. As stated earlier, this cloud also allows you to edit documents and automatically saves it for other users to see and use (Google, 2013). Using Google drive places a responsibility on the stakeholders to be consistent and responsible to update the site on a regular basis, presenting the *bhive* UI with a future challenge.

- Meetings

A second method of communication, in addition to the use of Google drive, is the occurrence of regular meetings between the different stakeholders. Face-to-face communication is one of the most important mediums of communication as without communication no relationships can be built, therefore no trust can be established between stakeholders (O'Sullivan *et al.,* 1994:94; Waisbord, 2001:18; Roberts, 2010). Face-to-face communication and interaction provides people with the opportunity to communicate more effectively. Face-to-face communication gives one the opportunity to view both the verbal and non-verbal communication cues. Body language plays an important role in effective communication. Face-to-face communication eliminates the possibility of misunderstandings. This implies that there has to be mutual communication with a view to bring about a positive change of circumstances between all of the involved parties in order for development to happen. Without effective and efficient dialogue, the objectives of the development project cannot be achieved (Mefalopulos, 2005:254; Rahim, 1994:20).

There are three types of meetings that occur on a regular basis. The first category of meetings includes meetings between the Dutch partners and the South African partners when the Dutch partners visit the project. Discussions include progression of the project, new projects, problems encountered and success stories. If the Dutch deem it necessary, other stakeholders are included in the meetings.

The second category of meetings is between the Executive Dean of the Faculty Economic Sciences and IT and the *bhive* UI manager. These meetings happen every two weeks. During these meetings the Executive Dean is updated on projects and activities within the *bhive* UI. The Executive Dean has an open-door policy which means that problems and issues can always be discussed with him should something happen that needs urgent attention.

The third type of meeting that takes place is meetings between the *bhive* UI manager and the *bhive* UI team. The *bhive* UI manager tries to speak with all the stakeholders at least once a month, but does not always succeed. The meetings between the *bhive* UI team are the most important meetings and should not be neglected. A lack of information has a direct effect on accomplishing the objectives of the project. The team has to know what is expected from them, or what the deadlines of projects are.

Numerous methods of communication are currently used between the stakeholders to ensure effective and efficient communication. These methods have also been altered to address the needs of the personnel of the *bhive* UI.

4.4.1.4 Communication needs

There is a need for communication on both an internal and external level.

- *Internal level:*

Currently the main communication method used is mechanical communication mediums (see paragraph 2.3.2). Physical communication mediums need more attention. Meetings and other face-to-face communication between the *bhive* UI personnel and the manager and the *bhive* UI and the entrepreneurs should be relooked and adapted. Without the *bhive* UI team the activities and projects within the *bhive* UI will not be accomplished. Without entrepreneurs the project will cease to exist. Proper dialogue and communication is therefore crucial within this project

- *External level:*

As discussed in paragraph 2.2.1.1, mass media can be divided into two levels, namely a macro-level and a micro-level. Mass media on a macro-level includes newspapers, hard news and entertainment, whereas mass media on a micro-level includes marketing campaigns and propaganda. Mass media has a strong influence on individuals and makes them more willing to undergo change. Messages should be informative, interesting, entertaining and sometimes humorous (Melkote & Steeves, 2001:252; Bakke & Subedi, 2008:71, Melkote,1991:270; Saunders & Goddard, 2002:2). As identified earlier in paragraph 4.3, there is a big need for an awareness and communication campaign. There is a need to inform individuals about the *bhive* UI. The *bhive* UI team recognised this need as well, and during the strategic planning session in September 2013 a plan was developed to accomplish this goal. This campaign is essential for both the entrepreneurs and the NWU personnel. It should focus on information dissemination, telling people about the *bhive* UI and the services they have. This campaign will help to obtain more volunteers and more entrepreneurs to enter the business competitions. This campaign will have two segments a) information dissemination to all the NWU personnel and; b) information dissemination to the students. These two segments have been divided due to the fact that the message and method of giving this message to the different stakeholders will differ greatly from each other.

a) Personnel information dissemination

   The *bhive* UI team will spend time to provide all personnel on the NWU Vaal campus with information on what the *bhive* UI is, what the goal is, the services they provide and how to get involved in new ventures. This information will be provided by firstly taking the conventional route by communicating during the two monthly Faculty teas, through emails, and *eFundi*. A second route will be followed by providing the personnel with interactive marketing items to create curiosity and spark creativity.

b) Information dissemination to students

   This information will differ slightly from the information given to the NWU personnel. This information will also include basic information like what the *bhive* UI is, the services they provide, but also what they will gain by entering a *bhive* UI pre-incubation programme. The mediums of communication will include social media, you tube videos and campus activities where students can interact with those students who have concluded the pre-incubation programme.

This segment proved that communication plays an important role within the development context. It is important for agents of development to listen to the needs of the communities they serve and to act according to those needs in order to satisfy them. The goal of communication, according to Waisbord (2001:18), is to establish and stimulate an understanding between parties rather than simply conveying information.

4.5 DIFFERENTIATION OF LIFESTYLES

This section described the valuable information that was obtained during the interviews, qualitative research analyses and observation. This segment focuses on the above-mentioned data and the effect this has on the differentiation of lifestyles. This section will mainly focus on the differentiation of ideas and cultures.

4.5.1 Cultural sensitivity

Different cultures within a development project are one of the biggest challenges. In section 2.2.3.1 the argument was formed that cultural identity is a way of life and that it centres on an individual's feeling of being accepted by a culture or ethnic group. The feeling of acceptance arises when an individual belongs to a specific culture and accepts that culture's traditions, language, religion, forefathers and thinking patterns (Tomaselli, 2003:423; Servaes, 1995:45; Mefalopulos, 2005:254; Watson, 2005:9. Cultural identity is a central, dynamic and versatile component of self-concept. Individuals identify with a particular culture, which then becomes a part of their way of life (Lustig & Koester, 2005: 137-138).

4.5.1.1 Diversity: ideas and cultures

It is important to have in-depth knowledge of the target audience's cultural background, traditions, social aspects, economic background and the environment in which the project will be launched. Only then can communication messages be formed. Communication can play an instrumental role in building trust between interest groups if dialogue is used to compare different realities and perceptions. It also plays an important role in problem analysis and finding solutions to problems (Mefalopulos, 2005:254; Watson, 2005:9).

The Faculty of Economic Sciences and IT consists of approximately 100 staff members. Within this group, seven different home languages are spoken. Five of these languages are official South African languages, namely Afrikaans, English, Setswana, Sesotho and Southern Ndebele. The faculty also has personnel from foreign countries and their home languages are Flemish and Dutch. When one looks at the different languages, one can see that this is a multilingual environment and this may be problematic for effective communication. English is a second or third language to some of these individuals, making communication difficult. Not only is language a barrier, but each of these groups has their own culture, traditions and beliefs to be taken into account. The messages formed should therefore be well-thought through in order to minimalise misunderstandings. Apart from the language difference, each culture has its own unique traditions and ways of working.

The following section will focus on the main differences experiences between South Africa and Dutch partners. The differences listed below were experienced by different stakeholders during the course of the project and came to light during the interviews.

- As stated previously South Africa is a multi-ethnic society with individuals of diverse origins, cultures and beliefs. Eleven official languages are spoken and ancestors play an important role in some communities' daily lives (Tomaselli, 2003:423). Communicating to all these communities and individuals and ensuring that the message is clear is a struggle.
- For many years South Africa was seen as a developing country with a shortage in their workforce. It is necessary for individuals to obtain additional training or for individuals to start their own businesses to be able to provide for their families. With this in mind one can see that the thinking patterns vary greatly between the Dutch and the South African entrepreneurs. The Dutch have business ideas that are in their field of study, example of this is a computing business, developing new software etc. Where the business ideas of the South Africans include grocery shops at the taxi rank, salons or car wash initiatives.
- Because developing communities are not familiar with new technologies, they regard the mass media and technology as foreign and do not pay much attention to them. Developing communities prefer an interpersonal approach above the mass media or technology (Waisbord, 2001:19).
- As discussed in section 4.3.1.1, the business ideas of the entrepreneurs differ significantly from each other. The entrepreneurs in the Netherlands tend to have more high-technology and technology-orientated ideas, whereas on the Vaal Campus business ideas include hairdressers or spaza shops; basically any shop that would provide an income.

- Another problem experienced in South Africa is that the students start out the business competition very passionate and enthusiastic, eager to start up a business. As the programme progresses their enthusiasm fades away and they drop out of the programme without completing the pre-incubation programme.
- Another barrier is the scheduling of programmes and activities. In the Southern Hemisphere the academic time-tables differ from those of the Northern Hemisphere. It is therefore very difficult to organise training opportunities that suit both parties.
- As discussed previously in this chapter, another challenge faced is that all programmes and training are organised on short notice. The Dutch partners struggle to understand that most of the personnel who work in the *bhive* UI are voluntary workers, with their own academic efforts as their main goal. The activation of students to participate in activities takes longer than in the Netherlands.
- It became apparent in section 4.3.2 that South Africa experiences a shortage in resources. When one considers the incubators established in the Netherlands, like *YESdelft*!, *BTC Twente* and creative incubators, it is evident that they have big organisational structures. They have personnel and students willing to help, and they have the time to help and have other resources at their disposal. Currently the *bhive* UI lacks resources such as full-time personnel and time to proceed with all the planned activities. The Dutch also established incubation programs and processes that the *bhive* UI still lacks. A programme which combines an academic course and a pre-incubation programme still need to be developed to ensure that when the students graduate they will be able to find employment, even self-employment.

As indicated above, projects cannot be blueprinted. If one for example looks at Servaes' theory of diversity, developers are encouraged to take the culture and traditions of all interest groups into account in the course of a development project to ensure that the project is planned and initiated accordingly (refer to section 2.2.3.1).

4.5.2 Conscientisation

The central concept of Freire's theory of emancipation is Conscientisation. According to Chitnis (2005a:83) and Servaes (1995:45-46) Conscientisation refers to the process by which man becomes aware of the socio-cultural reality that shapes his life and that it is within his power to transform that reality into something better. Conscientisation is seen as the creation of awareness through the transfer of knowledge.(Refer to section 2.3.1).

NUFFIC currently has 11 projects in South Africa. A formal agreement was signed by the South African Minister of Education and Training, Mr Blade Nzimande and the Dutch Minister for Development Cooperation, H.E., Mr Bert Koenders, in May 2009. The latter is an indication that NUFFIC has experience and knowledge about South Africa, their cultures and the basic needs (NICHE, 2013). As discussed in this chapter, both the South African partners within the *bhive* UI and the Dutch partners have the opportunity to broaden their horizon by visiting foreign countries.

Conscientisation demands that we strive to extend our current understanding of a situation, that we are willing to question current ways and seek to increase knowledge of ourselves and the world we live in. That is what happened between the Dutch and South Africa. A better understanding was gained about higher education in South Africa and self-employment, and a country that specialises in entrepreneurship was approached to assist and provide knowledge on how to improve our way of life (Mies, 1973; Roberts, 2007; Roberts, 2010).

4.6 CONCLUSION

This chapter presented a discussion of the data obtained from qualitative research methods. The chapter firstly identified the needs of both the *bhive* UI personnel and the entrepreneurs. Some of these needs have been met during the course of 2013, and other needs still need urgent attention. The three main needs identified were the alterations needed to the entrepreneur incubation programme, more personnel to assist within the *bhive* UI and an awareness campaign to promote the *bhive* UI and the services they offer.

Secondly, the chapter explored dialogue between stakeholders, communication methods and participation of all stakeholders. The study identified a shortage in interpersonal communication. More time should be spent on face-to-face interaction with both the *bhive* UI team and the entrepreneurs.

Lastly, emphasis was placed on the differences in the lifestyles of the Dutch and the South Africans. All development projects should be altered to address the needs of the specific community, since projects cannot be blueprinted.

One could conclude by acknowledge that empowerment and dialogue does take place within the *bhive* UI, but that there is room for improvement. This chapter indicated that participatory communication between the Dutch partners and the *bhive* UI team members are satisfactory, but that this is unfortunately not the case with the entrepreneurs. Research and resources should be implemented in order to determine the true needs of the entrepreneurs and a well-formalised entrepreneurial incubation programme should be developed. If these things fall into place the *bhive* UI will be able to function on its own when the project funding ends in 2014.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

As described in section 2.2.3, participatory communication in the context of communication for social change can be seen as mutual communication between stakeholders with a view to a positive change regarding circumstances. This dissertation explored the nature of communication between the stakeholders of the *bhive* UI.

For development projects to be sustainable and for these projects to truly contribute to the development of communities, communication must be based on the premise of the participatory approach to development communication (Servaes, 1995:45; Malan, 1998:52; Agunga, 1999:138; Melkote & Steeves, 2001:252; Moemeka, 2000:8). According to Rahim (1994:6,120) and Jacobson and Kolluri (1999:268) basic indicators of successful and sustainable development within development projects are empowerment, which leads to self-sufficiency, dialogue and cultural identity.

This chapter comments on the results of the qualitative research method that was reported on in more detail in chapter 4. The chapter continues to specify an answer to the research question and to offer some recommendations on how to improve participatory communication.

5.2 METHODOLOGY AND APPLICATION

This research is an example of a qualitative research approach. This method was chosen due to its explanatory nature. The different research methods (as discussed in section 3.2.1.3) as they were applied to this research can be described as follows:

a) Semi-structured interviews were used as the main method to determine the key stakeholders' opinions and observations about the project, dialogue empowerment and cultural identity.

b) A qualitative content analysis was done of all the documentation of the past two years, 2011 to 2013. This analysis ensured that the information gathered was relevant to the study and helped to evaluate certain themes, patterns and concepts within the study.

c) The participatory-observer as a qualitative research method is a systematic observation process. The researcher collected data by means of observation of the daily way of life, behavioural patterns, perceptions and actions of the stakeholders within the *bhive* UI in a natural way.

d) Thematic (and to a certain extent, axial) data coding was used to determine main themes to examine and explore. These themes included:

- Empowerment, meeting of needs and economic perspective;
- Dialogue and participation; and
- Differentiation of lifestyles.

5.3 RESEARCH FINDINGS

The findings of this study are based on the main and secondary research questions formulated in chapter 1, and will be discussed in the following sections.

5.3.1 Main research question and findings

To what extent is the communication between stakeholders of the bhive university incubator participatory?

As discussed in chapter 1, the participatory communication to social change can be considered as an approach in which everyone has an equal opportunity to share their knowledge, as opposed to one-directional communication aimed at the persuasion of people. Participatory communication for sustainable development is concerned with empowerment, which leads to self-sufficiency, dialogue and cultural identity. The previous mentioned elements are basic indicators of the participatory approach (Nair & White, 1993:54; Rahim, 1994:6,120; Jacobson & Kolluri, 1999:268; Melkote & Steeves, 2001:252).

The research indicated the participatory communication in the context of communication for social change is lacking between the stakeholders within the *bhive* UI. There are factors that should be taken into account and changed in order for the project to comply with the principles of development communication for social change. These factors have been determined by means of a literature review.

The levels of empowerment of the personnel of the *bhive* UI are acceptable and the *bhive* UI will be able to function independently from NUFFIC when the funding ends in 2014. It is important that more time is spent on researching the needs of entrepreneurs and if the current pre-incubation programme is successful of the current pre-incubation programme. Interviews and questionnaires can help to gain an understanding of how the current entrepreneurs experienced the programme, the problems they experienced and their needs that were not addressed during the programme. The entrepreneurs can also be provided with the opportunity to make suggestions on improving the programme. Taking these suggestions and problems into account and alternating the programme will help to address the true needs of the entrepreneurs.

Dialogue is the basis of empowerment, and for this reason the communication needs, including the communication mediums, messages and target audiences, should be determined. There is also a need to simplify the communication system so as to minimalise miscommunication and disputes.

It is also important to realise that there are differences in cultures and lifestyles when one considers the Dutch and the South Africans. Even apart from South Africa and its cultures, the NWU Vaal Triangle Campus has its own course of action, beliefs and culture that has to be respected and preserved. As stated previously (Chapter 4.2 paragraph 9), the NWU Vaal personnel and *bhive* UI manager have no former experience in the management of an UI, nor knowledge about the development of a proper incubation programme. The *bhive* UI personnel can learn valuable lessons from the NUFFIC partners as they are experts in entrepreneurial incubation. Lessons from previous UIs, problems encountered, mistakes made and new technology can be taken into account to alter the incubation programme, process and the *bhive* UI service. Only when the *bhive* UI team is open to suggestions made by both entrepreneurs and the NUFFIC partners can alterations be made that will truly address the needs of young entrepreneurs. NUFFIC can provide guidelines to a successful project, but the success lies in gratifying the needs of the South African entrepreneurs and creating a culture suitable for the NWU Vaal.

5.3.2 Secondary research questions

In addition to the main research question, three secondary research questions were formulated, and these are discussed next.

5.3.2.1 The first secondary research question and findings:

Which principles of the participatory approach to development communication are relevant to the communication between different stakeholders of University incubator?

A literature review was presented in which some of the most important aspects with regard to communication and development communication to social change was discussed. The review also highlighted the most important indicators for development projects to be successful and sustainable. These indicators are as follows:

5.3.2.1 Empowerment, gratification of needs and economic perspective

Section 2.2.1 argued that during the modernisation paradigm development (1945-1960) was not focused on satisfying the basic needs of communities, but economic growth was rather the single target of the paradigm, which resulted in the neglect of the development of the individual (Servaes, 1995:41; Malan, 1998:51; Rogers, 2004). Maslow identifies various human needs that individuals and communities have to identify and address in order to survive. Maslow believes individuals are motivated to meet certain needs, as individuals have motivation systems unrelated to rewards or unconscious desires (Maslow, 2000). Keeton (1983:288) argues further that if an individual is deprived of certain basic resources, this will result in underdevelopment, which in turn will have an effect on economic growth.

Empowerment can be seen as the process by which power is divided between different individuals or groups so that all parties have more or less the same power. During participation, communities share power and knowledge on a social, economic and political level. The flow of information and communication are key elements to establishing empowerment.

Based on this argument one can make the following assumption: If the basic needs of individuals are not identified, they cannot be met, which leaves the individuals underdeveloped (see Section 2.2.2.2). Individuals should be empowered to meet their identified needs, because if they do not learn the skills to address their needs, they will be dependent on other individuals, communities or governments (Maslow, 2000; Langenhoven, 2001:52; Coetzee, 2001:9). When individuals are empowered to meet their needs they will improve their way of living, become independent and this will have a positive effect on economic growth, as well as on development communication for social change (Rahim, 1994:118; Servaes, 1995:43; Fourie & Kloppers, 2009:93).

The main means to empower individuals and communities are to establish and maintain good communication and dialogue.

5.3.2.2 Dialogue and participation

During the era of the modernisation paradigm, communication with disadvantaged groups took place through the mass media. Mass media was seen as one-way communication and communities could not address their needs or be part of the planning or implementation of projects. Furthermore, developing countries unfamiliar with new technology tend to regard it as foreign. They therefore do not pay attention to the messages communicated in mass media form or when new / unfamiliar technology is used (Manhtu, 2011:66; Crabtree, 1998:184; Waisbord, 2001:19).

Communication is a human need. It is just as important to listen to the needs of communities and act accordingly to satisfy these needs, as it is to have the opportunity to voice your needs. Communication is more than mere transmission of information. Complete and effective dialogue is the product of multi-person interaction. No communication relationship can be built without dialogue and no community can exist without dialogue between its members (*O'*Sullivan *et al.,* 1994:94; Waisbord, 2001:18; Roberts, 2010). The goal of communication is to establish and stimulate understanding between parties rather than to merely convey information. Communities should be encouraged to participate in projects instead of having new traditions, beliefs and modern lifestyles forced onto them (Waisbord, 2001:18).

The following assumption can be made based on this argument: Two-way communication within development projects is important. The aim is to empower individuals by means of communication, which encourages them to identify needs, ideas, solutions and the realisation of these solutions. Effective communication is important in a development project. Without effective and efficient dialogue, the objectives of the development project cannot be achieved (Mefalopulos, 2005: 254). Effective communication occurs when the listener clearly understands the messages the sender intended to send. The message should therefore be clear and understandable to all stakeholders, cultures and situations. Effective communication enables us to build trust, to create an environment to express our opinions, desires and fears, and an opportunity to address problems, find solutions and to be creative while doing this (Roberts, 2010:6; 2013. Wetzel, 2002).

5.3.2.3 Differentiation of lifestyles

During interpersonal communication, attention should be paid to different cultural identities within the development project. This is an important factor that the modernisation paradigm did not take into account (Waisbord, 2001; Moemeka, 2000:8). Cultural identity focuses on an individual's feeling of being accepted by a culture or ethnic group. This feeling arises when an individual belongs to a specific culture and embraces that culture's traditions, language, religion, forefathers and thinking patterns. Cultural identity is a central, dynamic and versatile component of self-concept.

Individuals identify with a particular culture, which then becomes a part of their way of life (Lustig & Koester, 2005:137-138).

Cultural identity forms part of the multiplicity framework. This framework suggests that development agents need to take the unique culture of the group with which they are working with into account. This cultural knowledge, indigenous knowledge of specific resources and the support of different cultural groups in the development project is crucial for the development project to take place and be successful.

In light of the above-mentioned framework one can make the following assumption: All stakeholders within the project, no matter what language, beliefs or cultural background, must have the opportunity to voice their needs and opinions (Taylor, 1993:56-57; Rahim, 1994:118; Roberts, 2007). Cultural sensitivity can only exist when the researcher is aware of the community's surroundings and the socio-cultural reality that shapes the community's life (Chitnis, 2005a:83; Servaes, 1995:45-46).

It is clear that each community has a particular culture and adopts a particular thinking pattern, which is what makes them different from one another. Development is not a fixed recipe that different cultures can follow. The recipe must be adjusted for each project and must be unique in order to fulfil the needs of the specific culture. One of the differences between African ethics and European ethics is the conception of religion. In some African religions ancestors play a very important role in the individual's daily life. South Africa is a culturally diverse country and therefore a sufficient amount of information must be collected about the different cultural groups that will be affected by the launch of a project (see Chapter2, section 2.3.1).

5.3.2.4 Summary of findings: secondary research question 1

Development is more than economic growth. Development involves changing the circumstances of communities in a positive way and improving their living standards. Without dialogue the basic needs of individuals cannot be identified. When individuals are empowered to meet their needs they will improve their way of living, become independent and this in turn will have a positive effect on economic growth.

Communication can be regarded as the basis for sharing knowledge and ideas, therefore bringing forth empowerment. Without effective communication the goals of the project cannot be reached. It is also important to recognise and respect different cultural groups within a project.

Each community has a particular culture and thinking pattern and consequently development projects cannot be blueprinted, but should be altered to accommodate different cultural needs and ways of life. Communities become a part of their own development when they are solving their problems and positively changing their community and way of life. The aim is to empower individuals by means of communication, which encourages them to identify needs, ideas and solutions and realising these solutions.

5.3.3 The second secondary research question and findings:

What communication principles are reflected in the project planning of the bhive university incubator?

5.3.3.1 Empowerment, meeting of needs and economic perspective

Chapter 4 identified three main needs that require attention in order for the *bhive* UI to move to the next level and create a sound corporate culture (refer to 4.3.1.3). Maslow believes that individuals are motivated to achieve certain needs since individuals have motivation systems unrelated to rewards or unconscious desires (Maslow, 2000). These needs should be prioritised according to Maslow's hierarchy of needs. It is important to meet the basic needs before moving to the next level.

These needs are:

a) a devoted and competent team;

b) a well-developed entrepreneurial business incubation programme and to reformulate the start-up programme (pre incubation program); and

c) a well-planned marketing and awareness campaign.

Secondly, various methods of empowerment and training were identified and utilised to train and prepare the *bhive* UI personnel with the necessary skills (see chapter 4). The NUFFIC partners were also available during the course of the project to assist and guide the *bhive* UI personnel.

This empowerment and training of personnel included:

a) Training seminars and workshops;

b) assistance from the Dutch partners; and

c) networking opportunities.

The pre-incubation programme for young entrepreneurs consists of the following empowerment and training:

As discussed in 1. 2.2, the entrepreneurs or aspiring entrepreneurs are assisted when they are still in an idea exploration phase or in a very early stage of business development. These entrepreneurs are not yet trading and require assistance with the development or re-design of a business idea, business plan, and business model generation. The entrepreneur is provided with resources and assistance in order to work on a business idea until it becomes a prototype. This phase enables the entrepreneur to clearly define the business idea and objectives, and to form a primary business plan.

Unfortunately the *bhive* UI top management has no idea if the pre-incubation programme is successful; as they do not know what are the true needs of the entrepreneurs (see Section 4.3.1.1). Research is therefore needed to identify the needs of young entrepreneurs.

Within this development project there are two economic perspectives that should be taken into account, as set out in section 4.3.3. The first being that when individuals are empowered to meet their needs they will improve their way of living, become independent and will have a positive effect on economic growth. The second perspective is that the main goal of NUFFIC is to support and help develop South African higher education. Not only is a good impression created to the world that the Dutch is aiding South Africa, but the Dutch are also stimulating their own countries economic growth. NUFFIC presented South Africa with both financial as well as networking opportunities (see Chapter 4, section 3.3).

5.3.3.1.1 Summary of findings:
Empowerment, gratification of needs and economic perspective

During this research the different needs of the *bhive* UI personnel were explored. It became evident that more personnel are needed within the *bhive* UI. It also came to light that the true needs of entrepreneurs have not yet been adequately identified, and attention should be paid to this. These needs should be met before moving to the next level of Maslow's hierarchy. Different empowerment and training opportunities have been implemented to train the different stakeholders within the *bhive* UI so as to meet the needs of the *bhive* UI. A business incubation programme still has to be developed and certain aspects of the pre-incubation programme should be changed in order to meet the needs of the entrepreneurs. Both NUFFIC and South Africa benefit economically from the *bhive* UI. By helping young entrepreneurs to start their own organisations and thereby to make a profit, the living standard is improved which contributes to economic growth.

5.3.3.2 Dialogue and participation

As stated in Section 2. 3.2, communication is a prominent human need; each individual has the need to send and receive messages, and to express his or her thoughts (Kamboura, 2008:2). Participatory communication in the context of communication for social change is defined as mutual communication between parties with a view to a positive change of circumstance. It is a process of negotiation and the exchange of different words, phrases, ideas and meanings. During the process the message and individuals are bound within their cultural domain and reality to convey a particular message and to understand it. The communities understand the message and know which steps to follow to solve their problem. The outcome of participatory communication in the context of communication for social change is more opportunities, brought about by involving the community in the decision-making process.

The communication and dialogue between stakeholders of the *bhive* UI is unstructured (see section 4.4.1.2). This unstructured communication system of the *bhive* UI might have negative implications, such as misunderstandings and conflicts. Even though an attempt to simplify this structure has been made, there is still a need for more and efficient communication between stakeholders, including the entrepreneurs.

Current communication mediums that are used include:

- emails;
- documentation that is loaded onto Google drive; and
- meetings.

Without this regular communication the goals and objectives of the project cannot be reached. It is therefore important that the *bhive* UI stakeholders meet more frequently in order to address problems and find solutions for these problems.

It was also found that more time should be spent on determining the different target audiences and choosing appropriate communication mediums according to target audience and their needs. It is of little use marketing the student business competition in the local newspaper, one reason being that students don't read the local newspaper. The tone of these messages written for the local newspaper will also differ greatly from the tone of that messages that are published in the student newspaper. When an article is written in the local newspaper it is targeted at the greater Vaal region, and when it is written for the student newspaper it is targeted at specifically students. It will therefore be of more value to advertise in the campus/ student newspaper, circulated on campus and on *Facebook.* Social media and interviews on the campus radio station are also a more suitable way of communicating with the students on the NWU Vaal campus. Students access social media by using their *smart phones* or *Ipads*, on a daily basis. The campus radio station (River FM), broadcasts daily and students can listen to different shows and advertisements in the Student Centrum. River FM also has a broadcast radius of approximately 5 kilometres, allowing listeners to tune in from their student communes, gaining important information in a manner more appropriate for them.

It also came to light during the interviews, that a big scale awareness campaign is needed on both an internal and external level. This awareness campaign will decrease the heteroglossia (see section 2.3.2 and section 4.4.1.4) that occurs and will establish a clear definition and understanding of the service that the *bhive* UI offers.

5.3.3.2.1 Summary of findings:
Dialogue and participation

In development communication for social change one-way communication to persuade people is rejected and two-way communication between parties is encouraged (Melkote, 1991:270; Nair & White, 1993:54; O'Sullivan *et al.,* 1994:50; Malan, 1998:52; De Marchi *et al*., 2001). Frequent two-way communication and the participation of the community play an important role during development projects. More attention should be paid to the simplification of the communication structure and the identification and use of the correct communication mediums. Without communication no entrepreneurs or volunteers will know about the project, how to get involved or what is to be gained from their involvement. A full-scale awareness campaign is therefore needed.

5.3.3.3 Differentiation of lifestyles

The research brought showed that there are great differences between the African ethics and European ethics (refer to 2.2.3.1). Approximately 8 main differences were identified in Chapter 4 section 5.1.1 which included the quality of business ideas, the use of technologies, 11 different languages and cultures, timeframes etc.

When reflecting on section 2.2.3.1 it is important to realise that each continent, area and community has its own way of living, cultures and thinking patterns. Development projects are therefore not a one-size-fits-all programme that everyone can follow and which will have the same outcomes everywhere. The development programme should be adjusted for each project, taking that specific community's cultures and ways of thinking into account. By constructing a unique programme the true needs of the specific community can be satisfied.

5.3.3.4 <u>Summary of findings:</u>
<u>Secondary research question 2</u>

As set out in section 2.2.1.2, the modernisation paradigm was unsuccessful because development was conceptualised in terms of economic growth. For development projects to be sustainable and for these projects to truly contribute to the development of communities, communication must be based on the premise of the participatory approach to development communication (Servaes, 1995:45; Agunga, 1999:183; Melkote & Steeves, 2001:252; Moemeka, 2000:8; Waisbord, 2001:2; Melkote, 1991:270; Nair & White, 1993:54). Participatory communication for sustainable development is concerned with empowerment, which leads to self-sufficiency, dialogue and cultural identity.

By examining the project planning and other documentation it became apparent that there are still needs which require gratification, these needs identified include the needs of all the stakeholders involved in the project. People's right to be involved and to be heard is at the core of participatory development and is achieved by means of empowerment. Urgent attention is consequently needed to uncover the basic needs and the business training needs of the entrepreneurs. Without this information the pre-incubation and incubation programme will not be efficient and empowerment will not transpire.

Communication and dialogue can be regarded as the ideal conversation situation which occurs between equal participants, providing the opportunity to discuss and solve the needs and problems of the community (Rahim, 1994:20; Servaes, 1995:39; Bakke & Subedi, 2008:78). An awareness and marketing campaign is therefore needed to address the shortage of volunteers and to obtain more entrepreneurs. The more students and personnel are aware of the *bhive* UI the more they can become involved and thereby contribute more ideas and positive changes.

This section identified that each UI is unique and that the development programmes should be adapted to address the needs of NWU Vaal Triangle Campus personnel and entrepreneurs. By implementing the principles, as set out in the second paragraph of 5.1, a sustainable project will be put into place, which will have a positive effect on development and by implication economic growth.

5.3.4 The third secondary research question and findings:

What are the perceptions of the stakeholders regarding the communication within the bhive university incubator?

In general, all of the stakeholders of the *bhive* UI are enthusiastic, passionate and fond of the project. There are still some problems and factors that need attention. As pointed out by a respondent in section 4.4.1.2, the problem is not so much the communication but with the receiver's interpretation of the message. Keeping this in mind it is important for the *bhive* UI to determine their different mediums of communication as well as the messages they send to different stakeholders and target audiences.

5.3.4.1 Empowerment, meeting of needs and economic perspective

The *bhive* UI incubator was established to make a difference to the Vaal Triangle, and in particular the Vaal Triangle Campus. In a rapidly changing world, one has to empower individuals who are adaptable and can work efficiently under pressure. In light of this argument one sees that there is a need to produce a high-quality student who will find employment, including self-employment. NUFFIC provided the NWU Vaal Campus with funding as well as the expertise from the Dutch who were able to help with the formation of a pre-incubation program. NUFFIC was seen as the watchdogs over the project, which can have a positive and a negative effect on the project.

As stated in section 4.3.3.1, NUFFIC is only consulted when a change in the programme occurs or when an activity will have an influence on the funding. Stakeholders of the *bhive* UI are wary of these watchdogs to such an extent that they exclude them from activities and programs, keeping NUFFIC on a need-to-know basis and in this process robbing the *bhive* UI of valuable input that NUFFIC partners may have provided them. The positive aspect on the other hand is that the *bhive* UI knows they are being monitored, and they work productively with the boundaries of the funds to ensure that it will be easier to find new investors when the NUFFIC funding ends in 2014.

During the course of the NUFFIC funded project a group of the *bhive* UI stakeholders and selected personnel of the Faculty of Economic Sciences and IT had the chance to visit the various Dutch incubators. These visits provided them with an opportunity to see the goal, a clear vision and how an UI should function. The stakeholders and personnel returned positive and full of ideas on how they could contribute towards the project. This motivation and enthusiasm for the project should also be transferred to all the personnel within the Faculty of Economic Sciences and IT. If the personnel can become enthusiastic about the project they might see where they can assist and how they can become part of the project. Another important thing to realise is that lecturers shape the reality of their students. If the lecturers are eager, passionate and enthusiastic about the *bhive* UI, their services and activities, the students will also become involved and passionate about the *bhive* UI.

Whilst the interviews were conducted with the entrepreneurs it came to light that they regard the *bhive* UI as a positive contribution towards entrepreneurship, and can see that this unit will be successful in the long run. However, like in any project some problems were experienced. One problem that was pointed out prominently was the manner in which the training was organised in. The entrepreneurs experienced some of the training sessions and empowerment opportunities as unstructured, organised on very short notice and not really relevant to help them achieve their goals. As stated earlier, research is needed to determine the needs of young entrepreneurs based on the NWU Vaal Campus, and the *bhive* UI should act accordingly. The (pre) incubation programme should be altered to address these needs.

5.3.4.2 Dialogue, participation and differentiation of lifestyles

For the first time in this study the two themes will be combined. The theme of dialogue and the theme of differentiation of lifestyles are being combined into one theme. The reason for this combination is that interpretations of messages will differ because of the differentiation of lifestyles and cultures. An example of such a situation is, the Dutch have a very direct and informal way of communication, which includes direct eye contact. This method of communication may seem rude to South African cultures. It is therefore important to understand the culture and their ways of communication, in order to illuminate miscommunications that might occur. The perceptions on communication and marketing differ greatly between these two countries South Africa has 11 official languages, each with their own culture, tradition and beliefs. Taking these into account one can argue that some conflicts may arise regarding the ways in which communication and marketing is managed.

The Dutch are active social networkers, using *Facebook, Twitter Inc., LinkedIn, Hyves* and *Instagram* and other networking communities. Dutch businesses use social media as part of their marketing campaigns. As discussed in section 2.2.3.1, Waisbord (2001:19) argues that developing communities are not familiar with new technologies, and they may prefer an interpersonal approach above mass media and technology. Even though South Africans make use of social media channels like *Facebook, Twitter INC., You Tube* and *LinkedIn*, we are unable as of yet to use these channels as extensively for marketing purposes like the European countries. Much can be learned from the Dutch regarding social media as a communication medium.

A second thing to take into account is that businesses in the Vaal Triangle do advertise their business on websites; but very few of these businesses currently use social media as a communication tool. Hence it is important to realise that social media as a communication and marketing tool cannot be used alone. It should be used in combination with interpersonal communication and mass media. The *bhive* UI and their services should be advertised in the local and student newspapers, on the NWU website, social media and mass media. The *bhive* UI stakeholders should communicate by means of email, Google drive and meetings. These communication mediums should be effective and convenient to the *bhive* UI. It can be argued that the best of social media and the best of mass media are combined to form a communication and marketing style suitable to the *bhive* UI. These styles will probably change as the *bhive* UI and technology grows. One should take into account what the Dutch teach and bring this knowledge to our country, but this knowledge should be altered and tailored to address our needs (refer to section 2.2.2.2).

The second problem that came to light during the interviews is that more collaborative meetings should take place between stakeholders. An annual personnel meeting should be held to discuss problems, find solutions and discuss new programmes. More meetings should also be held with the entrepreneurs to keep them up to date and informed.

5.4 SUMMARY OF FINDINGS

This research found that within the larger paradigm of Heteroglossia there is room for improvement. This study pointed out the various areas for improvement and constructive criticism was offered based on the Heteroglossia theory available. Currently the *bhive* UI has trained personnel and young entrepreneurs involved in the project. There are still various needs that have to be identified and met. Empowerment is taking place and stakeholders are taught to function independently from the Dutch should the project funding end in 2014.

The *bhive* UI personnel should learn valuable lessons from the Dutch partners as they do have expertise in incubating students. However, these lessons and activities should be altered to address and meet the needs of the NWU Vaal entrepreneurs. Once the needs as set out by the entrepreneurs have been identified, the pre-incubation and business incubation programmes can be adapted. Meeting needs and empowerment to meet the needs of stakeholders will lead to independence and will contribute to the development of the Vaal Triangle Campus.

Currently there are different communication mediums that are used. It is however important that more time should be spent on determining the target audience of the *bhive* UI, the different communication mediums and the messages that are communicated by the *bhive* UI. These messages should be informative so as to ensure that all stakeholders receive and understand the message. Effective communication will result in productivity and success and this, in turn, requires an excellent communication system. More frequent and better communication is needed between the *bhive* UI and the entrepreneurs.

There is a great difference in the lifestyles of the Dutch and the South Africans. Development projects cannot be blueprinted, but we can take the advice and programmes of the Dutch and alter it to meet the needs of the *bhive* UI and their entrepreneurs.

5.5 RECOMMENDATIONS

The following recommendations can be offered based on the findings:

5.5.1 Strategic planning

The participatory approach requires all stakeholders to participate in the decision making process (refer to section 2.2.3). Annual strategic planning session should be held. During these sessions time should be spent to see if the programmes/ activities held by *bhive* UI were successful and if the goals set out were achieved. More time should be spent to determine how the programme/activities can be improved, new goals for the following year should be determined the responsible person for the project should be identified.

5.5.2 Nominate *bhive* UI ambassadors

In section 2.2.3.1 it was argued that the goal of communication can be seen as establishing and stimulating understanding between different parties and not just to convey information. As part of the marketing and communication campaign, the *bhive* UI could nominate key role players to take part in different *bhive* UI activities. These key role players/ champions should include personnel of the Faculty Economic Sciences and IT. These key role players can then motivate other personnel members to also participate in *bhive* UI activities. These ambassadors can be from different cultures and speak different languages; the fact that the ambassadors can be from different cultures will help to ensure that the message of the *bhive* UI and its activities are clearly communicated to all personnel and entrepreneurs within the Faculty of Economic Sciences and IT. If the personnel are informed about the activities and what the activities entail they will more likely participate in the events.

5.5.3 Get everyone on board

In paragraph 2.2.3 it was argued that developing communities prefer an interpersonal approach to mass media or technology (Waisbord, 2001:19). In light of this argument it could be said that regular meetings should be held with stakeholders within the *bhive* UI. These meetings should include interpersonal meetings with the manager and the specific *bhive* UI personnel member. There should also be a collaborative meeting at least once a month, where all *bhive* UI stakeholders get together. Lastly, it is also important for *bhive* UI stakeholders to participate in fun activities like teambuilding. These will not only help the stakeholders get to know each other better, but it will also increase the team spirit and coherence. The stakeholders of the *bhive* UI will be more likely to participate in communication if they know that communication is motivated and that everybody's input is very important.

5.5.4 Communication awareness campaign

More time and attention should be paid to the marketing and communication of the *bhive* UI. Without an efficient marketing communication campaign the *bhive* UI will not expand. As part of the marketing and communication awareness campaign, the *bhive* UI could create a professional video that will visually explain *bhive* UI, their services and their different projects. These videos can also be used on various social media sites.

5.5.5 Communication mediums

In addition to the marketing communication campaign, the *bhive* UI should determine their target audiences and choose communication mediums according to this. The latter will ensure that the correct message is communicated and that the target audience understands the messages, which will motivate them to take action and get involved in the *bhive* UI (refer to section 2.2.3).

5.5.6 Videos, manual and seminars

Due to the fact that there is currently a shortage of personnel within the *bhive* UI, the current volunteers and staff can make lecturing videos. These videos, along with a manual will guide an entrepreneur through the different phases. For example: A accountant can record the process through which the entrepreneur should go in order to register his or her organisation. Not only can the entrepreneur revisit the video should he or she forget anything. The video can be viewed at any time and frequently as wanted. The entrepreneurs isn't limited to the availability of a *bhive* UI staff member to assist the entrepreneur that is facing a problem, causing delays in his/ her pre-incubation programme. The *bhive* UI staff members will however still be available should the video not address all the entrepreneurs questions. To ensure the personal relationship between the entrepreneur and the *bhive* UI does not get lost, seminars and entrepreneurial breakfasts can help. During these functions entrepreneurs will be able to receive guidance, network and interact with other young entrepreneurs.

5.5.7 Coaches/mentors

Another element that could be implemented to ensure that the personal relationship between *bhive* UI and its entrepreneurs is not lost is to appoint a coach or mentor to each entrepreneur. Mentors could be selected from the business commerce; these already successful business men or women can guide the young entrepreneurs in the right direction. This will also help to inspire young entrepreneurs, as they will see that this business man or woman made a success of his or her business. In section 2.2.2, guidelines on how to establish participatory communication in a project were provided by Servaes (1995:66). The mentors can guide the entrepreneurs to identify their true needs. As the entrepreneurs have never had a successful business before, they do not know all the skills that they will need to make the business successful. The mentors could help to guide the entrepreneurs to focus on both material and non-material needs. The mentor can also help the entrepreneur to develop his or her business to address the need of the community; because if the business does not address a need, the business will be of no use and will not be successful.

5.5.8 Creativity

As part of the pre-incubation process the entrepreneurs can attend creativity workshops. These workshops will help to stimulate their ideas to come up with the best possible business ideas and concepts, and how to market these concepts.

5.6 SHORTCOMINGS

There were a few theoretical as well as methodological shortcomings. It was difficult to find documentation for the qualitative research analysis as all the documentation was scattered between numerous stakeholders. Due to the difficulty of finding all the documentation, there may be documentation that was lost over the past couple of years. A file should be created where all the *bhive* UI information, news articles etc. are filed.

Whilst conducting the interviews it was difficult to liaise with the Dutch partners. Not only was time an important factor to consider, but also the medium used to conduct the interviews and obtain data. An interview time and date was difficult to fix as the Dutch partners' diaries and visits to South Africa changed rapidly or were organised on short notice.

The reseacher also experienced difficulty in finding relevant and sufficient information on (pre) incubation programmes and what these programmes entails. It was also a challenge to find sufficient information on business incubation programmes within the South African context.

5.7 FUTURE RESEARCH

Future research into development communication for social change and UI should focus on:

- The pre-incubation and incubation processes of entrepreneurs;
- Documenting the programs and successes of existing university incubators, especially in the South African context; and
- Methods to ensure that more frequent updates of data are possible, thereby ensuring the relevance entrepreneurial incubation in South Africa.

5.8 CONCLUSION

This chapter focused on answering the main and secondary research questions of this study. It can be concluded that a significant portion of the *bhive* UI actions, programmes and activities comply with the guidelines of participatory communication in the context of communication for social change. There are still certain needs that should be met, and some programmes should be alternated to address the needs of the entrepreneurs before the project can be seen as successful and sustainable. The meeting of basic needs, empowerment and independence can be more successfully pursued if the participatory approach is followed with in the *bhive* UI.

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APPENDIX A:

THEMES OF STUDY

A interview schedule was drawn up by adressing matters out of each theme, approriate with the respondents position within the *bhive* UI project.

Theme	**Assumptions**
a) Economic Perspective	• SA as a developed country • SA basic needs • Economical Aid • Profit motive- for Dutch and *bhive* UI
b) Lifestyle	• Is this the lifestyle/ the way we want to adopt? • Increased levels of productivity, education and larger life expectancy (is this what we want? Is this what is currently happening?)
c) Communication	• Persuasion of personnel (‘Americanzation’) • Mediums of communication (micro and Macro level) • Communication between the Dutch and South Africa stakeholders • Communication between *bhive* UI team (internally) and with entrepreneurs • Internal vs external communication (effective? and problems experienced)
d) Basic needs	• What is the basic needs of the *bhive* UI , the team and te entrepreneurs? • Is the basic needs of the *bhive* UI team and entrepreneurs being addressed • Developed countries have a responsibility to assist

	developing countries- what does that mean? • Does this form part of the Economical aid in section a? • Dependency of *bhive* UI, towars the Dutch partners • Dependence of entrepreneurs towards *bhive* UI
e) Conscientisation	• Visiting developed countries • Becoming aware of situation • Visits to both SA and Dutch- suffiecient? Is it effective?
f) Participation	• Participation in plan and implementation • Participating in projects instead of the projects being forced on them • Exit plan?
g) Empowerment	• Empowerment of personnel • Identifying problems, involvement and social equality taken into account • Empowerment of entrepreneurs

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