# - FINAL RESEARCH ARTICLE -

# MY AUTOETHNOGRAPHIC JOURNEY IN ATTEMPTING THE INTEGRATION OF THE DUAL SMALL BUSINESS ECONOMIES: SOUTH AFRICA

By


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## ABSTRACT

The duality of the South African economy affects the lives of many people. I was one of them and now I seek to fight for the integration and cooperation of the small businesses within the informal and formal sectors in South Africa. This research study sought to find out if I can make the world a better place by intervening in the informal sector. This qualitative research study makes use of autoethnography as a research design. This is a study of my lived experience taking place over one year. The theoretical element of the Master's degree coursework took place in the first six months and the practical aspect took place in the second half of the year. An interactive focus group of five individuals and three semi-structured interviews were used as secondary data collection methods. Self-observation was the primary data collection method.



## KEYWORDS

Responsible leadership, Informal sector, Formal sector, Changemaker, Autoethnography, Transformative learning, South Africa


## 1 INTRODUCTION

Have you ever been told that the only way to make lots of money is to start your own business? I grew up in a small community that thrived on small businesses. My mother ran several businesses from home when I was growing up. She would sell anything she could get her hands on; many families did the same. The economy of Zimbabwe was unreliable, so many people operated in the informal economy which helped them to survive. There was a disconnect between the overall economy and the one we operated in. Our brand of a free market was very different from the one that was set by the government.

In my undergraduate years, I started my own small cleaning service business. My business failed to reach what I had envisioned for it because, as I experienced it, I lacked the support of the formal economy. My goal was to expand into the formal economy, but I found myself being blocked by a lot of red tape. I found challenges in trying to operate both in the informal and formal sectors. This led to me working with the Small Business Institute after I graduated from university. I was looking for ways for informal small businesses to do business with formal big businesses.

Since then, I wanted to understand the relationship between the informal and formal sectors in South Africa. These two economies run alongside each other, and this is detrimental to the country. Why do the informal business chambers prefer to work outside the bounds of the formal sector? Or is it that they are somehow being kept out? Understanding the relationship between the formal and informal sectors will help me to understand where I can perhaps, in the future, contribute to the overall social welfare of our country.

Making this tension the topic of my autoethnographic research has been an amazing journey. I have come to understand that my tension is not unique and that many in South Africa experience the same things. I learnt that so many people in the informal sector look to the formal sector as the place of opportunities. However, they lack the skills to access the formal sector. I have also learnt that access to the formal economy depends on who you are and where you grew up; such factors matter. My thinking has evolved as I have learnt that broader social issues play a big part in contributing to this tension that I have been experiencing.

This study is firstly important to me because through it, I was able to understand how the issues I faced in starting my business connected to the broader social justice issue of living in a country with two economies. This study will help other students as they relate to my journey which will provide them with an understanding of the broader issues. This study will also help fellow academics whose studies focus on the two economies in South Africa: my journey might provide them with new insights and possible areas for further studies.

## 1.1 LITERATURE REVIEW OVERVIEW

To begin this journey, there must an understanding of how the world currently is. Neo-liberalism has changed the way an individual is viewed within society. In a neo-liberal society, the assumption is that due to how the market functions, all an individual has to do to be successful is work hard. It is an idealistic view of the world that assumes that everyone is playing on the same level (Springer, Birch & MacLeavy, 2016). The question it fails to ask is if there are enough responsible leaders in the world to allow such a system to work. Amid this rampant neo-liberal capitalism, there has been growing interest in the study of leaders' responsibilities and their ethics. Responsible leadership is about how those in charge use their influence and how that influence should be used to make the world a better place (Marques, Reis & Gomes, 2018).

The world is constantly evolving, there are always new lessons to be learnt and what works today will not necessarily work tomorrow When I look at myself in this world, I realise the importance of moving with the times. Autoethnography allows me to be able to give my perspective of the world, to make sense of it in my way. In a world where we are all connected, this type of research is valid because it is relatable and could even allow someone halfway across the world to connect to it. As a consumer, I am a stakeholder. I am affected by the work done by both the informal and formal sectors; it is something none of us can run away from. I am a part of an ecosystem that functions with or without my participation. I would rather be an active participant.

In a neo-liberalist society, the belief is that an individual can work hard and make it. The assumption is that any individual has the potential to grow into a more prominent market player, but that is not the reality we live in. The informal sector exists specifically because of the gap between the rich and the poor. Growing up we are told, "life is not fair" and that is true; life is not fair. We have a lot of irresponsible leaders who only care for themselves, who seek to use their access to the markets for their gain. I find the study of Responsible Leadership so important because it focuses on the actions that result in the best outcome. It is a type of reflective study that asks, not what the leaders can do for the people, but rather what the leaders can do for themselves to make themselves better for the people. Whether I like it or not, I am a part of the system and I believe that with enough knowledge and experience, I truly will be able to enact some form of change that changes the world. The literature review section served to begin this process of expanding my knowledge.

## 1.2 THE STATEMENT OF MY PROBLEM

After I left university, I went through a period of emptiness in trying to find a job. Due to my experiences of trying to put my business together, I was scared to start another one. I felt discouraged and was not sure if I was going to be able to make a difference anywhere. All I wanted was to be able to make an impact on a large scale and provide solutions for a lot of people, but I had no idea of how I was going to do this. However, when I began to work in the small business sector, I found out how. I have an idea that I want to be able to have the informal and formal sectors work together. These are two separate economies in one country that deprive the citizens of benefitting from it. South Africa has a struggling economy and yet has a huge informal sector that does not pay taxes. I want to help to change this, I want to help to foster a better relationship between the two sectors by engaging in the business chambers in the formal and informal sectors. I feel that at this stage of my life, this can be my contribution to making the world we live in a better place.

Addressing the problem that I set for myself is also academically relevant because it is an investigation into an area that is usually looked at from the top but is now being looked at from the bottom. By this, I mean that the two economies are looked at from a national perspective, but this investigation focuses on the individual perspective. With many individuals still being excluded from the economy, this study while coming from my own experiences might also speak for many. It is important to understand why the informal sector remains informal. Is it by choice or are they being barred from entering the formal market? Other students and academics might find this journey useful.

## 1.3 MY PURPOSE

The purpose of my autoethnographic journey was to investigate if I could make this world a better place through fighting for the integration and cooperation of the informal and formal sectors in South Africa. Firstly, I proposed to understand the way that I am situated in the world. I am a young, upcoming professional who views the world through a very optimistic lens, everything to me seems black and white. This study was important to me because it allowed me to see the world and more specifically South Africa through a realistic lens. It is easy to talk about what the government is doing wrong but gaining an understanding of the environment they work in was crucial. As a young professional it was also important that I seek out information that would help me to form an opinion based on fact rather than opinion.

By forming this opinion or understanding, I aimed to use my position to make the world a better place. In the modern world, my youth is a commodity that can be leveraged to make the world a better place. My opinion is highly regarded and I want to be sure that when I speak, I speak from a position of knowledge and facts that will benefit humanity. The third connected sub-purpose of my study was to then see how I would have evolved throughout this process. All reflections and self-observations would show me how I have evolved over the year.

## 1.4 MY RESEARCH QUESTIONS

Derived from the purpose of my research, my main research question was formulated as follows:

**Can I make the world a better place?**

The overarching research question is organically subdivided into three sub-questions that correspond to the three sub-purposes of my research. These are:

1. What does the world consist of? (People – Social Justice)
   The two main purposes of this sub-question were to find out:
   1. How do I currently fit into this world?
   2. What are my social and environmental impacts personally and professionally?

2. Can I make it better? (Ecosystems – Environmental justice)
   This question required me to find out:
   1. What do I want to do to (versus can) make the world better (in my personal or professional context)?
   2. Where will I focus my efforts and why?

The issue of and how I understand the notions of social and environmental justice with the related notion of incommensurability and how this impacts my burden of proof is looked at in both sub-questions 1 and 2.

3. What type of impact have I had?

   During and post the fieldwork I planned to ask myself:

   1. Is the world better off? (Discharging the burden of proof)
   2. What have I learnt about myself, and the impact that I had, versus can/want to have?
   3. How has my understanding of the way that I fit, versus want to fit into this world in a personal and/or professional context evolved?

## 1.5 POSSIBLE CONTRIBUTIONS

In my view, the contribution of this study lies in the understanding of the social justice issues concerning the relationship between the formal and informal small business sectors. Understanding this will help future researchers to comprehend the workings of the informal sector and also why there exist these two systems in one country, working against each other. The second contribution lies in the furthering of efforts to bring the formal and informal sectors into closer alignment. The third contribution is to the businesses in the informal sector, they would receive a voice for their grievances and hopefully, through this process, interventions can take place to address their issues. The fourth contribution is to academia, specifically the way autoethnography sheds new light on social justice issues and opens new avenues for further study.

## 1.6 OVERVIEW AND STRUCTURE OF ARTICLE

This article has four sections that provide an overview of the literature that I found and used to guide my study. Also includes the methods I used to gather my data and how I analysed it. There is a section for my findings, and I also discuss these findings, then end my article by providing a conclusion to my study.

Each section within this article was written using different autoethnographic styles. The literature review was written as though I was a supervisor, and I was having a conversation with a 2022 MPhil student. It contains two main sections. The first describes my general understanding of how the world currently is and the second addresses literature related to the issue of my practical work.

The methodology section is written as if I have been invited to present my autoethnography methods chapter to the class of 2022 MPhil in Responsible Leadership. Content is presented in first-person narration as well as the narration of slides and answering questions from colleagues. The findings and discussion section are written in the first-person narrative and a story is provided that illustrates my most important finding.

# 2 LITERATURE REVIEW

In keeping with my autoethnographic research design, I write this literature review as if I am supervising a Master's student in Responsible Leadership, and am now having a conversation with him to explain how I conducted my literature review when I did my Master's research report in an autoethnographic style.

I am scheduled to meet Jack, my student at 10 am and so while I have some time, I decide it best to go over some of my notes and how I hope my meeting today will go. I think it will be best if I explain my literature review in two sections: the first section will be about how it assisted me to understand how I fit into the world and the second section will be about the literature that helped me to prepare for my practical work. I am quite excited about this conversation.

## 2.1 THE MEETING

As Jack enters my office and we exchange pleasantries, I am reminded of the responsibility I have to share my truth with him and ensure that he benefits fully from our conversation. Let us catch up on my conversation with Jack.

### 2.1.1 My place in the world

*Jack: "Sir, thank you for your time. One of the things that I first wanted to understand was what your understanding of the world was like before you started the literature review?"*

*Me: "That's a good question, I came from a poor background and watched my parents in various ways and means lift us out of that to where we are today. Not many families I grew up with managed to leave like we did, many are still in those situations. Before my literature review, I viewed myself as someone responsible for the upliftment of others. I fit into the world as a changemaker, someone to make a difference. I also understood the world to be a place with heroes and villains, with greed and corruption, a place that's not open to change. I also felt like an outsider to the world because where most of the people I knew would be chasing after money and fame, I was more focused on changing a narrative, which felt like a difficult task because I had no political or monetary muscle to be able to do that so I felt like I fit in as an outsider."*

*Jack: "Do you still hold this understanding now or did it change and what was important in building your current understanding?"*

*Me: "I, of course, still believe myself to be a changemaker but I have expanded on my understanding of the world I fit into. The first building block for the expansion was the understanding of the phenomenon of neo-liberalism and the hegemony it had held over world policies in the last few decades[1]. You see, understanding that neo-liberalism, a concept advocating for an open market, free of government intervention[2], led the development of globalisation and gave reasons as to why the inequality gap is widening. The second building block of my understanding was to grasp the shift away from neo-liberalism towards a focus on sustainable development. The world is changing, the status quo is being challenged meaning that there is a move away from purely focusing on economic development to also emphasising social and environmental development[3]. The third block was learning through the literature to connect these shifts to the rise of responsible leadership and the push towards a focus on the stakeholder theory. This is*

[1] (Guardino, 2018)
[2] (Springer *et al.*, 2016)
[3] (Basera, 2016)

*where the corporate world recognises anyone who can be affected by their affections as a stakeholder[4]. From these blocks, I understood that the world is changing, it used to be about just the economy but now it's also including the environment and social welfare."*

My mind is racing after that question because I begin to think about how, with the way my understanding of the world changed, it also changed what kind of impact I wanted to have. For me, in both my professional and personal life, I wanted to have a social impact to provide some form of resolution that balances the scales of inequality. In asking myself if I could make the world better, I was disheartened because it did not seem possible. With an economy-centric world, it seemed impossible to be able to convince people to change without adding the "what is the monetary benefit of this?" to it. However, with where the world is going, where social and environmental justice is being popularised, it seems that this is the moment. In a professional context, focusing efforts targeting both the public and private sector is the way to go. Oh my, I think Jack is asking something, let me get out of my own head.

*Jack: "Sir, you mentioned responsible leadership, are you saying this is the type of leadership to take us into the future?"*

*Me: "Well it certainly fits the bill of where the world is going doesn't it? It's this concept of leadership advocating for mutually beneficial relationships that are connected by a common purpose[5]. This means for someone like me, if I am trying to make the world a better place and I can find relationships with those in power where our common purpose is to make the world a better place, then ideally this should happen. Within this context of leadership, we are more likely to achieve our goals, well that's the hope. Responsible leadership calls on stakeholders to hold those in power accountable even for global issues as well[6]. One of the biggest ways that companies have an impact on the world is through their Corporate Social Responsibility (CSR) initiatives. There need to be responsible leaders who can assess themselves and the world for what it is and what it will be[7]."*

*Jack: "Sir this is really helpful wow, and so who are your two favourite authors and why?"*

[4] (Blakeley et al., 2014)
[5] (Blakeley *et al.*, 2014)
[6] (Esty et al., 2018)
[7] (Pless et al., 2009)

*Me: "My two favourite authors are Subhabrata Banerjee and Carlos Lopes. Professor Banerjee is a thought leader in the areas of Corporate Social Responsibility and sustainability. What made me fall in love with his writings is that he recognised that some neo-liberalistic principles had no place within the corporate world. Social welfare couldn't be the responsibility of the private sector because that's not their primary objective[8]. He is my favourite because his writings make clear his position on advocating for a better discourse than neo-liberalism. The second author Dr Carlos Lopes is an economist from Guinea-Bissau, and what drew me to him was the fact that he spoke about the effects that the rise of neo-liberalism had on Africa's development in the 1980s and 90s. Dr Lopes spoke about The Washington Consensus effectively forcing all countries across the world to develop neo-liberalistic principles which hindered the development of African countries who wanted to try another way[9]."*

### 2.1.2 Informal sector literature

*Jack: "Sir, in class yesterday you mentioned that you were focused on the informal sector, how would you describe your understanding of the literature?"*

*Me: "The literature into the informal sector taught me about the shift from race to class as the basis for inequality in South Africa. From this single change, we can begin to unravel the entire market system in the country. This is a country where access to formal jobs is very difficult, not everyone has an equal chance of getting employed. This has created an underclass in society, this underclass is then mostly absorbed by the informal sector[10]. This isn't necessarily a good thing because the informal sector is largely missing from economic and political discourse. No economic activity is generated by the government for the informal sector and businesses within this sector generally receive no assistance[11]. It is also made difficult for people within the informal sector to move to the formal sector due to barriers such as lack of access to finance and skills shortages[12]. The informal sector does get the short end of the stick."*

[8] (Banerjee, 2008)
[9] (Lopes, 2012)
[10] (Callebert, 2014)
[11] (Fourie, 2018)
[12] (Burger et al., 2019)

The informal sector always gets my mind racing, many recognise the potential that this sector has to impact lives on a large scale, but not enough attention is being given to it. As I have thought about how to make the world a better place through this "forgotten" sector in policy, I have often come up short on solutions. Impactful changes being made to this sector require long-term plans, this is not a quick fix, it requires multiple departments and organisations working together towards a common solution. Efforts need to be focused on bringing about this cohesion towards building the informal sector and the people in it. I love this discussion, oh man I hope I haven't missed the next question.

*Jack: "Sir, I am learning so much from you right now, but I wanted to know what was fundamental in shaping your understanding of the informal sector?"*

*Me: "That's another good question, well I had three building blocks to my understanding. I thought about it in terms of the environment I currently operate in, how do we define this sector and who operates in it. So, the first building block was looking into the duality of the South African economy. The hope in 2003 when President Mbeki first mentioned the existence of this duality, was that it would be formally introduced into policy discourse[13] and connect the two economies. The second building block was looking at defining this sector. This is a sector that absorbs anyone left out from the formal economy, a sector that has to mobilise itself to find representation[14]. This is a sector that is a world of its own with its own systems. The third building block was Small and Medium-sized Enterprises (SMEs) that operate in this sector. In South Africa, about 50% of new formal SMEs fail[15] and due to poorly defined policies and failures in globalisation, there was a rise in informal SMEs. They operate in a poorly defined legal and regulatory framework, hence the troubles you find within the informal sector are not so easy to fix because there are no laws that protect or punish."*

*Jack: "That's so great and so sir who were your two favourite authors in this field and why?"*

[13] (Callebert, 2014)
[14] (Laframboise, 2019)
[15] (Sitharam et al., 2016)

*Me: "The first is Frederick Fourie from the University of Free State whose focus on the informal sector drew my attention. In his book on the informal sector, he covered all the basis for why it has to be included in formal policymaking looked at from various disciplines. The second is G G Alcock, whose book "Kasinomics" was one of the reasons why I developed a passion for the informal sector. He shed so much light on how this sector, despite the challenges, was thriving for some and had lessons that even the formal could learn. These two authors greatly influenced my understanding of this sector.*

*Jack: "Sir, I am excited to go home and review all that you have said, my final question is, if you had to do it again what would you do differently?"*

*Me: "Honestly, nothing. I think I got a pretty comprehensive view of what I set out to achieve. The information I found in the literature, I got to use in the field as well which I think is the most important factor to note, it would have been pointless to have extra information that sounds good but isn't relevant to this specific study this year."*

After our conversation, Jack leaves my office. I would like to think that he learnt something from the way I did things and can hopefully use it as a blueprint for his own studies.

# 3 METHODOLOGY

Wow, I cannot believe that today I get to talk to the MPhil class of 2022. As I enter the class watching these bright minds about to be educated by study, I am ready and excited to get started. I set my laptop and the first slide appears on the projector (see Figure 3-1). I start my presentation.

**Figure 1: Presentation slide 1**


*Welcome to today's presentation on navigating autoethnographic research. I will be taking you through the methodology I used for my research study last year. Our main research question was "How can I make the world a better place?". I decided to answer this by trying to impact the formal and informal sectors. Firstly, my research design (refer to Figure 3-2).*

## 3.1 RESEARCH DESIGN

*I used qualitative research in my study because it helped me to understand my journey in a humanistic and interpretive approach[16]. I could not have used quantitative research because it focuses more on capturing the phenomenon and presenting it as data reflecting the experience of reality[17]. I used an autoethnographic research design because it helped me to understand my personal experience in intervening in the informal sector[18]. This was a longitudinal study because it was self-observation taking place over one year[19].*

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16 (Jackson et al., 2007)
17 (Goertzen, 2017)
18 (Ellis et al., 2011)
19 (Caruana et al., 2015)

**Figure 2: Presentation slide 2**


*I could not have used more generic qualitative research methods like a case study because it required that the researcher not influence the phenomenon being studied[20]. I would not have been able to answer my research questions using this method. No other research method would have allowed me to influence the variables of my study while reflecting and observing the journey.*

*One of the priorities that guided my study was to use autoethnography to make sense of the world around me. I knew that starting a business was something that a lot of people wanted to do and through this research, I could provide insight for others to make sense of similar experiences[21]. Autoethnography was the ideal design for my study because, through it, I could contribute to the body of knowledge on the duality of the South African economy from a bottom-up approach. I did this by highlighting the challenges that people within the informal sector face and dealing with assumptions about people within this sector.*

*My study was an analytic autoethnography meaning that the research data and theories were gathered and used systematically. Being analytic meant that it also embraced components of evocative autoethnographies which aim to evoke emotions and responses from the reader as they read the story[22]. My study embraced the Complete Member Researcher (CMR) method where I took both an active participant and observer role in my*

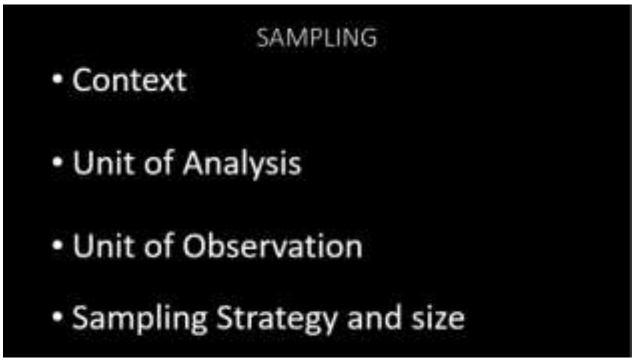
[20] (Myers, 2013)
[21] (Adams et al., 2015)
[22] (O'Neil, 2018)

*research[23]. This allowed me to get a proper understanding of the informal sector while simultaneously making an impact and getting accurate data for my study.*

## 3.2 SAMPLING

*The next section of my research that I am going to talk about is my sampling method (see Figure 3-3). So, the context of my research was my lived experience over one year. The first six months were dedicated to coursework, building a foundation for the study. In that time, I identified my tension which was my struggle with starting my own business and identified the duality of the South African economy as my issue to intervene in. The second half of the year was used for my practical work where I went out into the world and worked with a small business chamber in Orange Farm as part of my intervention, all to answer the question "How can I make the world a better place?"*

**Figure 3: Presentation slide 3**




*My unit of analysis was myself and my own transformational journey. The unit of observation came from data that I gathered from observing myself. The primary source of data came from my notebooks and journal entries that I collected along the journey. The secondary sources of data were the interactive focus groups that assisted me to learn more about my journey through conversations with others, as well as three interviews that I conducted at the end of my practical work.*

*Next, I will talk about my sampling strategy. Sampling in my study was used for deep exploration as I sought to get a deeper understanding of myself and the influence I could*

[23] (O'Neil, 2018)

*have on the world. There are two methods that I used in my study to sample data about my journey from sources other than myself. The first was the use of interactive focus groups with a sample size of five people. Secondly, I used purposive sampling to help me to identify three people to interview in my study based on a set of criteria[24]. These three people assisted me in gathering my triangulation data. As this study was directed at me, it meant that I was in the best position to select my sample because I could select the people who could help me to answer my research questions. This next slide shows you a summary of my sampling design (see Figure 3-4).*

**Figure 4: Presentation slide 4**

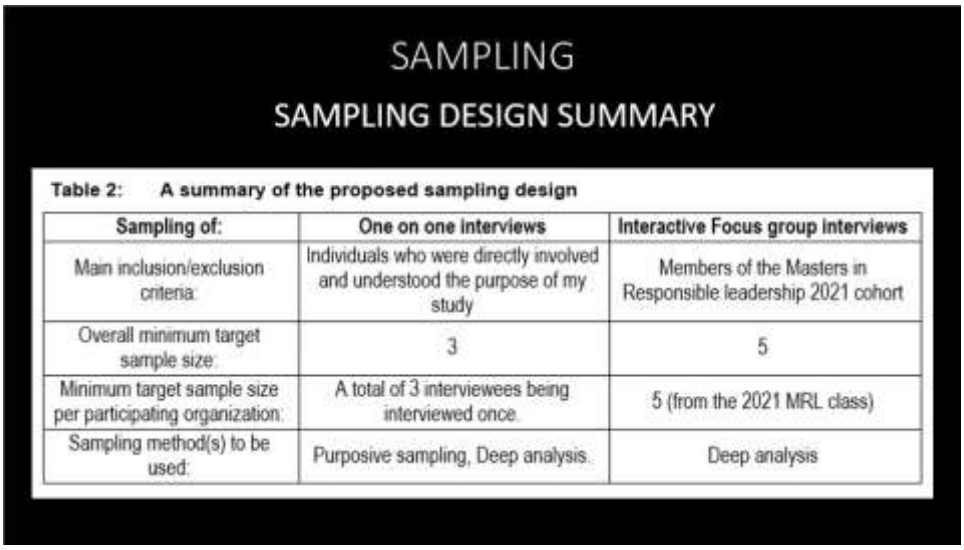



**Table 2: A summary of the proposed sampling design**

| Sampling of: | One on one interviews | Interactive Focus group interviews |
|---|---|---|
| Main inclusion/exclusion criteria: | Individuals who were directly involved and understood the purpose of my study | Members of the Masters in Responsible leadership 2021 cohort |
| Overall minimum target sample size: | 3 | 5 |
| Minimum target sample size per participating organization: | A total of 3 interviewees being interviewed once. | 5 (from the 2021 MRL class) |
| Sampling method(s) to be used: | Purposive sampling, Deep analysis. | Deep analysis |

## 3.3 DATA COLLECTION

*The next section I dealt with was data collection (see Figure 3-5). I used internal and external data. Internal data was made up of my thoughts, feelings and observations. I collected these through notebooks, snapshots and other sources such as informal conversations and photos. My external data was collected from Interactive Focus Groups (IFA) and three individual interviews. The purpose of the IFAs was to help me to make sense of my journey by learning from others who were going through a similar journey. The meetings for these groups took place on Blackboard Collaborate on Clickup, six times throughout the year.*

[24] (Lapan et al., 2012)

**Figure 5: Presentation slide 5**


*The purpose of the individual interviews was to serve as a triangulation of the self-observational data from the practicals. These interviews served as a way to get data on how well or badly I had managed to implement my strategy[25]. Three interviews were conducted over Zoom and I transcribed them using an application called Otter.ai. Each interview lasted roughly 45 minutes to an hour. Each session was audio-recorded with permission from the participant. The discussion guide (see Appendix B) was followed to the letter when conducting the interviews.*

## 3.4 DATA ANALYSIS

*This section will be looking at how I analysed my data (see Figure 3-6). I conducted a thematic analysis of the data I had collected. I sorted my data by identifying, organising and reporting on the themes that I found in my data[26]. The first step in analysing my data was creating an index with all my sources of data in Microsoft Excel. I also ensured that my interviews and relevant focus group meetings were transcribed. The second step was demarcating blocks of relevant text and giving it keywords and also relating these blocks to the research questions. In the text, I would identify possible themes, number and name them. All this was captured and refined in Excel.*

[25] (Creswell, 2012)
[26] (Braun et al., 2012)

**Figure 6: Presentation slide 6**


*Once all my data had been captured, I then began to look for common themes and would code them, I used Microsoft Excel to do. This then allowed me to tell the story of my data clearly and concisely. I would introduce the main theme, discuss my findings using the relevant quotes and link this to my research questions.*

## 3.5 TRUSTWORTHINESS AND ETHICS

*After the conclusion of my presentation, as I make my way to my car, a member of the audience who was listening in runs after me to ask me about the trustworthiness and ethics of my study. This is what I had to say.*

*Me: "The four aspects of trustworthiness guided my study. To ensure credibility, I used notebooks, snapshots and triangulation interviews to properly confirm my analysis of my journey. To ensure dependability, I documented every process that I used to gather and analyse my data and I also kept track of the feedback that I received from my supervisor. To ensure confirmability, I had the assistance of my supervisor in checking my sources and I made use of the triangulation interviews to avoid bias[27]. To ensure transferability, I provided details about my evolution and development throughout the year of my study to ensure that others would be able to feel a connection to my study and relate to it.*

*In terms of the ethics of my study, I received ethical clearance from the Research Ethics Committee at the University of Pretoria. Each participant read and signed the informed*

[27] (Korstjens et al., 2018)

*consent form (Appendix C). Assurances of confidentiality and anonymity were provided and none of their names was used in the presentation of my final data. This is how I dealt with this."*

*I leave satisfied with the way that the day turned out.*

# 4 FINDINGS AND DISCUSSION

## 4.1 INTRODUCTION

This year, we were tasked with the responsibility of asking pertinent questions about ourselves and the kind of impact we can make as individuals. At the beginning of this year, I had no idea how I was going to be able to complete the tasks ahead and answer the research questions. Through the assistance of my supervisor and the course coordinators, a plan emerged and was executed. This chapter aims to answer the research questions and discuss them. This will be done by first discussing the practical work and what is involved. The second part will look at the findings and discuss the data that I gathered. The third part will be a discussion with the course coordinator addressing the criticisms of autoethnography.

## 4.2 PRACTICAL WORK

When I finished my undergraduate degree in 2018, I knew I wanted to pursue my Master's but I was not sure of the area that I wanted to focus on. So, I took time off from school to go into the working world to figure out what I was passionate about and wanted to learn more about. It was towards the end of 2019, that I began working for a company that wanted to create an application that was going to give the informal sector a face online. It was during that time that I learnt more about the informal sector and how it was a rich sector that was so often ignored by the government.

The selection of the course I would pursue my Master's degree in was carefully chosen with the idea that my practical work would involve in a large capacity learning more about the informal sector. What I did not know however was that I would end up in a position where rather than having the informal sector be the focus, I would be the focus. I never expected my central focus to be on me, and the informal sector would be the medium I would be using to try to find out if I can make the world a better place.

### 4.2.1 Objectives

I set out various objectives for my practical work as to what I believed would be the best way to fully maximise my time conducting it in a manner that would assist me in reaching the overarching objectives of my research. The first objective I had was to assist in the registration of as many informal companies as I could. I strongly believed that by explaining the benefits of being formalised, I could help to bridge the opportunity gap experienced by those in the informal sector. My second objective was to get access to formal sector chambers and discuss the possibilities of collaboration with the informal sector organisations and they can then work together. My third objective was to learn as much as I could about the sector and contribute to the body of knowledge possibly assisting in giving a clearer picture of the sector.

### 4.2.2 8 week overview

The practical aspect of my studies took place over eight weeks starting on the 15th of July umtil the 15th of September 2021. During the first week, I had set up a meeting with the executives of the Small Business Institute (SBI) which included the General Manager, the Director of Sectoral Co-ordination and the Chief Executive Officer (CEO) of the SBI. I had a prior relationship with the Director of Sectoral Coordination, Hettienne and she assisted in setting up the meeting. The purpose of this initial meeting was for me to introduce myself and tell them more about my study, what I wanted and how they could help. From this initial meeting, the CEO was immediately on board and I received a list of the informal chambers that they had in their database. I began direct contact with the chambers to find out which of them would be interested in participating in my study.

These were chambers located across the country and my initial plan after receiving this list was to get in touch with at least five chambers across the country and work with them virtually. In the second week, I had received responses to my inquiry with the chambers and had set up meetings with them. The point of these meetings was to firstly introduce myself and my study, then gather information about the chamber and the area it works in. The meetings were set for the third week, so my second week was spent gathering as much data online as I could about the various chambers that had responded.

In the third week, four meetings took place each resulting in various lessons and reflections and I thought it would be good to work with them. However, after consultation with my supervisor, we spoke about how one was enough especially since the focus was more on me rather than the work I wanted to do. We concluded that it would thus be better to just focus on one chamber that can get to know me well. Therefore, from the four chambers that I had spoken to, I chose to work with the Orange Farm Chamber of Small Business located in the township of Orange Farm in the Gauteng Province. The reason I chose to work with them is that they had done a significant amount of work in their community to promote small businesses and assist with the formalisation and education of business.

The fourth week was a quiet one, as I had scheduled a meeting with the Vice President (VP) of the chamber for the following week since they were unavailable that week. During this week, I spent time reflecting on the previous weeks as well as my original objectives on what changed and where my research could take me next. During the fifth week, I had a meeting with the VP and we spoke at length about the status of the chamber and the plans that they had for the chamber and how I could assist them in achieving some of their objectives. It was during this week that I also travelled to Orange Farm to attend in-person a meeting that the chamber was having with its members and other government officials. This meeting was on how they could advocate for the improvement of the infrastructure within Orange Farm to allow small businesses to grow and develop. This was quite an eye-opening meeting as I got to interact with the members of the chamber in-person and note the problems in-person.

During the sixth week of the practicals, I assisted the VP in preparing presentations for a feedback meeting at The Centre for Development and Enterprise (CDE). This meeting was regarding a study being conducted with the CDE with various chambers across the country on the needs of small businesses and the impact of the COVID-19 pandemic. It was also during this week that I prepared a COVID-19 Awareness document for them, detailing the rollout of the vaccines as well.

In the seventh week, I worked on assisting the chamber to consolidate the data for a survey that was done on the struggles that small businesses face in dealing with regulatory hurdles. It was then during the eighth week that I scheduled meetings with the SBI executives to discuss my findings and recommendations on what the sector needed in terms of various forms of support. I would also discuss these findings with the chamber. I then conducted my triangulation interviews.

#### 4.2.3 Conclusion

Regarding the success of meeting my objectives over the eight weeks, I would say that as the practical work went on, my objectives evolved. What I had initially set out to do, I found out had mostly been done and I went back to the drawing board and came up with new objectives which by the end of the eight weeks I had achieved. The overall objective of my research was to be able to answer the question “Can I make the world a better place?”. At the end of my practicals, I was able to answer this question which made them a success.

### 4.3 FINDINGS AND DISCUSSION

As I analysed my data, several significant themes emerged, which I now proceed to discuss.

#### 4.3.1 Theme One. Confusion regarding the contribution I am making towards social justice

The first theme that I extracted from the analysis of my data is that of “Confusion” and the sub-themes of powerlessness and fogginess regarding the focus of the study. The first place I noticed this theme was at the beginning of the year after the first few classes and the discussions on what this year entailed.

> *“I have no idea what I have signed up for this year, I am confused about the part where Pieter keeps saying I am the focus of the study and not whatever issue I will focus on. Surely, I am not hearing right and clearly don’t yet understand what autoethnography is all about. I will give it time” (150:10).*

I started my Master's degree because I was ready to explore and learn more about the informal sector. I had always wanted for this year to be more than just about getting a qualification or writing a great academic paper, I wanted to be impactful (27:6). The confusion in the objectives of this study also became very apparent as I was doing my practical work. As I worked with a business chamber in the Orange Farm, they highlighted to me pertinent issues that needed addressing, issues that I was passionate about addressing but could not focus on because my study was not about addressing all the issues, but rather finding one to intervene in. This intervention, though just providing assistance, would still just be more focused on me rather than the issue itself. I felt like I was sent to go and use people and organisations for the sake of this qualification (73:12).

#### *4.3.1.1 Link to literature*

Some of the criticisms of autoethnography found in literature began to make sense, especially where this type of study is criticised for being more of an emotional and therapeutic exercise than an actual scientific study (301:19). I do understand that autoethnography is designed to be a tool that will tell people's stories through the experiences of the researcher (300:19). However, I was confused on how it can be impactful when it takes away focus from the issues. If I was to present this article to the government, of what benefit would it be for them to read about my experience with only 1 200 words about the issue I tried to intervene in? This is why I was confused about who this study is focused on (27:6).

#### *4.3.1.2 Link to triangulation interviews*

The theme of confusion also shone through in my triangulation interviews. In my first interview when I asked the interviewee what they thought I was trying to achieve with my study, they mentioned that they thought I was trying to better understand the informal sector outside of what is said about it in literature (200:1). The second interviewee also mentioned the same thing, adding that I was trying to confirm the challenges within the informal sector from an on-the-ground perspective (214:2). Indeed, this is what I was trying to do but throughout that process, I highlighted in my notes that I was very confused about whether I was doing it right. I approached it the way I would with a traditional research method and the only difference was that I actively participated in the building of solutions (165:10).

#### *4.3.1.3 Link to research questions*

This theme of confusion I also found in trying to answer the research questions. Regarding research question 1 which looked at what the world consists of, I experienced the sub-theme of powerlessness in trying to understand my place in the world and where I fit into it. I realised that I had been framing my worldview to fit into a narrative I created. When I visited Orange Farm and got to see first-hand the people, the challenges that they have and the way that they are addressing them, I realised that I was wrong (53:8). On the contrary, I was not as powerless as I thought I was in being able to have an impact. When I arrived at Orange Farm, I realised that they were already addressing the challenges that I thought they had and were working on other solutions. To then make an impact, I could assist them in their solutions and help them to achieve their goals (90:14). This helped me to answer research question 2 because I realised that I could make the world better by focusing my efforts on joining efforts that are already underway.

### **4.3.2 <u>Theme Two. Developing into a responsible leader is a journey</u>**

The second theme I picked up from the analysis of my data was that developing into a responsible leader is a journey. I noted something at the beginning of the year when I was reflecting on what being a leader meant to me.

> *"I understand what it means to be a leader because I have been in leadership positions before. I had to make tough choices but the interesting thing about it is that it was always in controlled spaces. By that, I mean someone else had done this before, there was a guideline I could follow that would help me when I was stuck. I wonder what this year is going to teach me because this is new and more about me than just using an established format."*

I have always believed that being a leader means leading a team. I had to learn that it sometimes means leading yourself. Hence, a sub-theme of this theme is on fighting feelings of isolation. The first confrontation of this theme was of course due to the pandemic and being in lockdown and doing online classes away from everyone. Then there was also feeling like it is hard to ask for help from classmates because you do not really know them that well and cannot judge what their intentions are with helping you (170:10). When you are alone, it is easy for feelings of imposter syndrome to grip you and they did that to me. However, when I started interacting more with my classmates and started seeing that my feelings were not just being experienced by me (62:8), things started getting better.

At the very beginning of the year, when I heard that the study would be about me, I also thought that maybe it was about developing my leadership skills right throughout the year. I had thought I was going to walk away from this a better leader. Halfway through the year, I was feeling very discouraged and could not see how anything I was doing then was helping to achieve that. I felt very off pace, and thought that maybe I was doing something wrong (74:12). Little did I know that trusting the process would help.

#### *4.3.2.1 Link to literature*

In the development of being a good leader, it was important to see that to be a responsible leader, I had to ensure that I would establish a relationship with the stakeholders. This relationship was based on being mutually beneficial and having a common purpose connecting us (295:19). In choosing to partner up with the SBI, it was important for me to highlight to them that we had the same objectives and thus, their coming on board with my project would be beneficial to both parties (185:10).

#### *4.3.2.2 Link to triangulation interviews*

In my development as a leader, I received positive feedback from my interviews. One thing that I had realised midway through the practicals was that I was dealing with people who knew way more than I did. It became important to me that rather than try to impose myself on them, I take a step back and learn from them such that my ideas may also come from a place of having the right perspective (209:1). My development is summed up well by the following quote from one of my interviews.

*"… a lot of people that are at your level of, you know, busy with your Master's, they come with arrogance when they come to the community such as Orange Farm. They start using these big words and you can tell they are arrogant. I don't think this interaction I've shared with you, in the time that I've known you for, would have been this smooth if you were arrogant because maybe I would have checked out at some point, but instead, I am still eager you know, to interact and see actually where does this leave me? So, yeah, you are very humble, I'm gonna say that again, you are very humble and I enjoyed being a part of this and participating in this" (234:3).*

I see this as a great summation of how well my leadership developed. It was great to see that I had been well-received and that tweaking aspects of my personality to suit the environment would open up the experience for me to grow.

#### *4.3.2.3 Link to research question 3*

I believe that I did make an impact in the informal sector, of course, it was mentioned to me that it would have been much better if I had expanded my study beyond the scope I did it in (221:2). My biggest lessons came, of course, from my interactions within the sector and the humility I showed to be able to get the study done and have people listen to me. The impact I thought I would have and what I ended up doing, were completely different. However, this was a good thing because I thought I would impact them. However, I was the one who was impacted. My understanding of how I fit into the world also evolved, in the beginning, I was quite conflicted about how as a leader, I could fit into the world but in the end, I realised that I was not alone. There are people already doing great work, I just have to be a part of them and do my part.

### 4.3.3 Theme Three. Frustration…Making an impact towards social justice is frustratingly slow and complicated

The third theme that arose from my data analysis was that of "Frustration". Within this main theme was the sub-theme of anxiety over the future. It was especially prevalent when it came to the practicals, I noted this in a snapshot.

*"I feel like some of my biggest worries when it came to the practicals are showing now. The thing is I have always liked having a clear picture of what I am doing or what I am going to do but with this process, even with the methodology from the final research and all, I still feel like I am just keeping my head above water. I also feel frustrated at how our research is structured, in terms of it being about us and not the issue we are looking at. I mean when I have had meetings, I heard things that others need to know about, but yet my final report will probably only slightly show that" (37:7).*

The research questions became a point of frustration because yes, I wanted to be able to answer the question of whether or not I can make the world a better place but with so little time to properly hone in on these issues, it was frustrating. Add on the confusion I had been experiencing in trying to understand how I can focus on an issue without focusing on the issue but myself. It was frustrating trying to think beyond this year as well, because I wanted to understand how I would utilise what I learn here.

#### *4.3.3.1 Link to literature*

A key point of frustration that I picked up in my data was at trying to determine who it was that I was representing as I went about my practicals. Trying to determine who the stakeholders that would be affected by my study were and what role they would play in my decision making was particularly frustrating (340:18). Firstly, I had to consider myself as the main stakeholder within the project since it was for development that I was doing this. However, that left a lot of room to possibly consider this being a very selfish process of using others to fulfil my purposes. This is what literature speaks against especially when it comes to the stakeholder theory. Though I am not an organisation it was still important for me to be able to manage the interests of the different stakeholders in my project (388:17).

#### *4.3.3.2 Link to triangulation interviews*

In my triangulation interviews, I received feedback on who the interviewees thought I was trying to represent and why. The first respondent said they thought I was trying to represent the organisations and institutions that would assist and help the informal sector to grow (201:1). The second respondent said they thought I was not representing anyone and that it was more of me just trying to verify the information I already had regarding the informal sector (216:2). They mentioned that they did not think I was advocating or working for any stakeholder (217:2). The third respondent thought that I was representing the university and that this research was being done so that it could be sent to people who could use it and help the sector in some way (231:2).

As I listened to these responses, my frustration honestly grew because I knew that the reason why the answers were so disjointed was that even I was confused about who my stakeholders were and who I was representing. So, it did make it a bit more challenging to try to use this information to answer the research questions because I kept getting caught up in the little details of everything.

#### *4.3.3.3 Link to research questions*

I believe this year's task of confronting ourselves in the world we currently live in was difficult indeed and of course, there really would be feelings of frustration. In reflecting on research question 2, I had this to say:

> *"So, this question of can I make it better is interesting to me because in as much as we all wish for a world where smiles and giggles will result in a better tomorrow, it's just not practical. For those in power and control, things are perfectly fine the way they are and I simply do not think that we will get anywhere by trying to caress them into giving up their profitable way of life. So, this year I believe we are settling for the simplest way of doing things since we are not out to stir the pots that seriously, but rather to just do what we can within our means of control. Can I make the world better? I believe so, but this will take more than what we are required to do this year" (33:6).*

When looking at research question 3 and the type of impact I had, I think the world is not better because I did this study. It was not comprehensive enough to make such an impact on the world. I did learn more about myself in this process and my understanding of how I fit into the world evolved. However, I would have wanted to make a bigger impact but I did not have the time to do so.

## 4.4 DISCUSSION WITH THE COURSE COORDINATOR

A lot of the criticism against AE relates to the fact that researchers do not necessarily do rigorous data collection and analysis, but they are also criticised for not making use of theory in their research. I would like for you to make sure that you address this concern regarding a lack of theory in your article. To do this, we will refer to Boyd (2005), who, in his “white privilege” article, describes the five dimensions of transformative learning (of Mezirow (2005)) as follows:
“First, the individual recognizes that a different perspective might provide new insight in solving a problem. Second, the individual becomes aware of the sources, context, and consequences of the former perspective. Third, the individual engages in critical reflection on the existing assumptions. Fourth, the individual validates the new perspective or belief by testing it through action and dialogue. Finally, he or she changes behaviour or worldview on the basis of the transformed perspective.”
I do not wish for you to address all five of these dimensions in your article, but rather a simplified version of it as follows:

**Question 1:** In the past year, what are the most important things you’ve learnt about yourself and the world you live in?

I learnt that I am not the only one who wants to see a better tomorrow. There are so many people in the world who have made it their life mission to create a better world. At the beginning of the year, I felt so much frustration because the world’s problems can be so overwhelming. You begin to wonder if it’s even worth pursuing to fight for this world because there is so much corruption both morally and financially. The picture that is painted is that if you want to make it in this world, you have to be willing to do things that aren’t right. With the poverty levels increasing yearly, when one gets the opportunity to escape even if it is at the expense of others, you have to do it.

I have learnt that the way the world currently works is not friendly to the poor, it needs money. Even to be able to effect proper change, you need money. All the problems seem to begin and end at one central point, which is the need for money. As I went about my practical work, a constant theme was the lack of finances and financial resources for the communities to be able to build themselves up. I was unable to assist with this financial need and it made me feel very powerless. That is another thing I have learnt, that for most of the problems, I am currently powerless to solve them.

However, to counter the powerlessness, I learnt that the strength comes from working with individuals that despite these feelings, still manage to make some form of impact. These people who do not have all the money in the world but keep fighting to make things happen inspired me. In this respect, I learnt the importance of hope and having people's stories be told. When I felt down, I could draw strength from those who had possibly been in the same shoes before. For the world I live in, I have learnt that despite the corruption, there is still some good in it.

**Question 2:** How does your answer to question 1 either help or inhibit you in your quest to make the world a better place?

My answer helps because it shows that despite the challenges, there is hope to make the world a better place. The analogy which I feel works best to assist in explaining this is that of David and Goliath. It would seem almost impossible that a young man with little to no war experience could fight a very experienced soldier and win. However, despite the insurmountable odds, David won. So, the world currently is beyond messed up. The greed, the corruption, the violence are at an all-time high and it seems only logical to concede defeat but for me, I will not do that.

In my quest to make the world a better place, I will lean on the people who have managed to make a difference despite the odds. Some many great men and women have walked and are walking this planet making a difference. Now it might not always be like it is in the movies where one act changes the world, but these small acts are adding up in the greater scheme of life. I believe that the acts of my life will also add to this change and though I might not be able to change everything, I believe that eventually the good will outweigh the bad.

**Question 3:** How would you implement what you've learnt in any similar future endeavours?

I have gone through a lot this year. I had a very clear and cut vision of how the world could be made a better place. I thought it would be easy enough if I found the right channels to get my plan out but then the reality on the ground taught me differently. One of the ways I saw best to approach the issue of trying to make the world a better place is to humble yourself. Taking the position of being a learner from those who live on the ground rather than a “know it all”.

I will be making use of that lesson in future endeavours because I was able to build relations that allowed the people I interacted with to open up to me and even when I suggested changes, they were more open to the changes. By showing them that I was there to understand them and not bark out instructions, it allowed for an open flow of communication. So, that is what I will be making use of in the future. I was quite scared about that process of trying to convince people that my study is relevant, but I also learnt that when you pursue something you are passionate about, you do not have to convince others.

Passion is also a key factor I will be considering in my future endeavours. Were there easier topics to consider for this year? Yes, there were but I was not passionate about them. When I chose something dear to me, it was also easy for the people around me to pick up that I was not just talking about something to pass the time, but I was genuinely interested. I will be making sure in my future endeavours that I go after things I am passionate about as well. There are many issues in the world, but it is only the issues that I have a heart and passion for that I will tackle and aim to influence.

## 4.5 CONCLUSION

When tasked with such a huge personal responsibility to answer the question of whether or not I can make this world a better place, many feelings went into it. This, of course, is the point of an autoethnographic study; it is meant and designed to be a transformative process that changes us inwardly and tells the story of our experiences. The practical aspect of the year was short but it did provide a lot of lessons, providing a better context for what responsible leadership entails. I had set out a plan on what I wanted to do during this time and though it did not play out like that, I do not believe that it was a failure. I think that this year was a success because the experience brought about lessons I could not have found anywhere else.

Even in my thematic analysis, I realised that my themes of confusion, developing as a leader and frustration also showed the reality of what a leader goes through. Life is not a movie, unfortunately, we do not always only experience positive feelings. Even from the bad, there are lessons that we can learn and take with us into future experiences.

# 5 CONCLUSION

## 5.1 STORY TO EMPHASISE MOST IMPORTANT FINDING

This section will begin with a short story to assist in the articulation of my findings. In one of the communities in Soweto, the residents and local business owners once invited government officials to come and discuss with them their infrastructural needs. They all stood with one voice, asking for the local stadium to be redeveloped to include other facilities that the community could use. It happened just as the community had asked. Later, they would again stand with one voice and ask for the development of their local clinic and again, it happened. Due to the community buy-in, these projects did not take time and work would be finished within the proposed schedule.

## 5.2 SUMMARY OF FINDINGS

The purpose of my study was to study myself as I attempted to make the world a better place by intervening in the formal and informal sectors of South Africa in order to integrate them. To do this, I sought to answer some formulated research questions. The first question was ‘What does the world consist of?’ Regarding this question, I discovered that I am part of a complicated world that requires me to step up intentionally and ensure that I become the change I want to see in the world. The second research question was ‘Can I make the world a better place in terms of social justice?’ For this question, I discovered that yes, I can make it better but it requires an in-depth understanding of the problem. This helps in both my personal and professional capacity. By focusing my efforts on the informal sector, I discovered that I could make a difference.

The third question was ‘What type of impact did I have and do I understand my contribution better?' I believe that the impact I had does not mean that the world became better off. I became better but the world, not so much. I learnt and developed my leadership abilities and how to interact with others. My understanding of how I could contribute also evolved. The contribution I could make was specifically towards the education and skills development of small businesses coming from the informal sector.

## 5.3 THEORETICAL IMPLICATIONS

My study’s findings do corroborate what existing academic knowledge says about the informal sector when it comes to the impact of the duality of the economy on the less-privileged. The informal sector does indeed have linear growth and is unable to self-generate growth and development (Callebert, 2014). Communities such as Orange Farm do not in part get to benefit from a lot of state-funded projects, which hinders their ability to grow. South Africa has truly failed to create developmental welfarism (Swilling, Musango & Wakeford, 2016), which is a system that would assist these communities in addressing the growing gap of inequality.

I was wrong, however, that little has been done since President Mbeki’s speech in 2003. In my study, I found out that within the Department of Small Business Development, there were programmes created for the benefit of the informal sector. However, this does not mean that they have been effective; there have been issues with the execution of these programmes. Even though the effectiveness of these programmes can be questioned, it does not rule out the effort of the government to try to address issues in the informal sector.

To contribute academically, my study highlighted that the definition of the informal sector is not uniform. To be an informal business is usually defined as being an unregistered business. However, I have since learnt that even those who registered formally can still be informal in their operations. I believe that there is a need for a redefinition of these two sectors to assist future researchers in their studies. The study also contributes to autoethnographic methodology by proving that indeed this is a sense-making and reflective process. My experience in this year shaped a new way of thinking towards the issues of social justice and this was done successfully.

## 5.4 MANAGERIAL RECOMMENDATIONS

This study offered insight into the experiences of organisations working on the ground with the informal sector. From this study, the following recommendations could assist in growing the sector:

- Understanding the community to be assisted

Each community's informal sector operates within different social and economic conditions. It is first important to understand these conditions before commencing with a certain solution. A site-visit to meet the people to be assisted will provide great context and allow for the solutions to be personalised.

- Small business education

Significant investment needs to be made into the education of informal business owners on what it means to own a business. Though most were already registered formally, they still did not have a real understanding of what that meant and they do require assistance in that regard.

## 5.5 LIMITATIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

Some areas could be researched more in the future and I will discuss them here as well as the limitations in my study.

- Expand the study area and time of study

Due to time constraints within my study, I could not take a look at more than one area, and this greatly limited my findings because I had nothing to compare them to. So, by expanding the study area to at least three or four areas and increasing the period in which the research should be done, it can allow a comprehensive study to take place.

- Area for future research: Does the world want to be better?

I believe that this is a crucial area for future more comprehensive research because it allows for the investigation of making the world a better place. The answer to this question would allow future researchers to be able to conduct their research having addressed a crucial internal conflict on what the world is like.

# 6 LIST OF REFERENCES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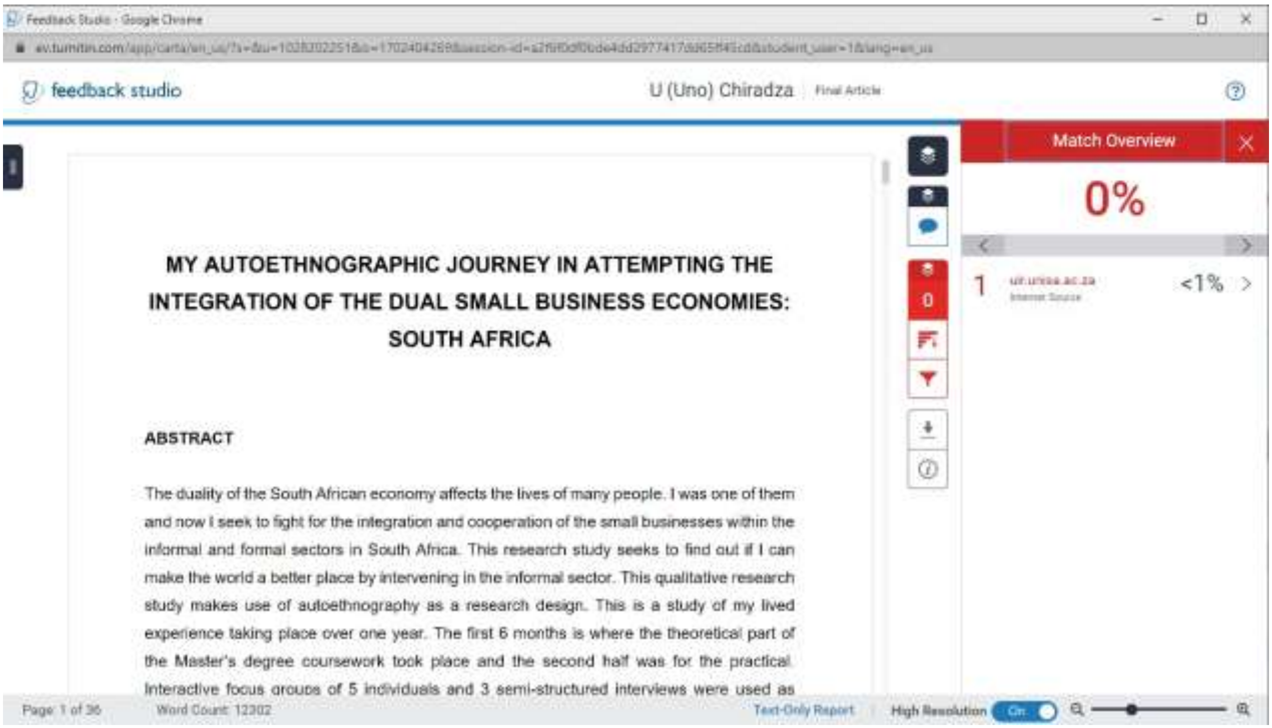
# APPENDIX A

**- Turnitin Originality Report -**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MY AUTOETHNOGRAPHIC JOURNEY IN ATTEMPTING THE INTEGRATION OF THE DUAL SMALL BUSINESS ECONOMIES: SOUTH AFRICA
ABSTRACT
The duality of the South African economy affects the lives of many people. I was one of them and now I seek to fight for the integration and cooperation of the small businesses within the informal and formal sectors in South Africa. This research study seeks to find out if I can make the world a better place by intervening in the informal sector. This qualitative research study makes use of autoethnography as a research design. This is a study of my lived experience taking place over one year. The first 6 months is where the theoretical part of the Master's degree coursework took place and the second half was for the practical. Interactive focus groups of 5 individuals and 3 semi-structured interviews were used as
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# APPENDIX B

**- Certificate from language editor -**

This certificate serves to confirm that

Ruvimbo Musiyarira
MAdmin (Public Administration and Policy), University of Pretoria
Editing Principles and Practices, University of Pretoria (cum laude)
Freelance Editor
rpcmusiyarira@gmail.com

Judiciously edited a master's article titled

MY AUTOETHNOGRAPHIC JOURNEY IN ATTEMPTING THE INTEGRATION OF THE DUAL SMALL BUSINESS ECONOMIES: SOUTH AFRICA

Issued to

Unoshamisa Chiradza

On this day

19 November 2021

# APPENDIX C

**- Informed consent form and discussion guide -**

The figures below are the informed consent forms that were signed prior to the interviews being conducted.

**Figure 7: Informed consent form 1**

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and Management Sciences

Letter of Introduction and Informed Consent

**Dept. of Business Management**

*My autoethnographic journey in attempting the integration of the dual small business economies: South Africa*

Research conducted by:
*Mr Unoshamisa Chiradza*
*Student nr: 14176565*
*Cell: 062 144 3018*

Dear Participant

You are invited to participate in an academic research study conducted by *Unoshamisa Chiradza*, Masters student from the Department of Business Management at the University of Pretoria.
*The purpose of the study is to integrate the formal and informal economies of South Africa.*

Please note the following:

- This is an anonymous study survey as your name will not appear on the interview schedule. The answers you give will be treated as strictly confidential as you cannot be identified in person based on the answers you give.
- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please note that the interview will recorded to allow transcription of the information at a later stage.
- The transcription will be sent to you after the interview to give you an opportunity to correct any errors that might have occurred during the transcription process.
- The interview will took place online and will take no more than 45 minutes of your time. Please be as honest as honest
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 45 minutes of your time
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my study leader, *Mr Pieter Conradie, cell: 012 420 5929*, email: pieter.conradie@up.ac.za if you have any questions or comments regarding the study.
- Please note, the interview will be administered after my interactions with you (your organisation) regarding the informal sectors. This request if for the interview after our interactions.

In research of this nature the study leader may wish to contact respondents to verify the authenticity of data gathered by the researcher. It is understood that any personal contact details that you may provide will be used only for this purpose, and will not compromise your anonymity or the confidentiality of your participation.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

Hettienne v Alb-Moorman
**Participant's signature:**

15/09/21
**Date:**

**Figure 8: Informed consent form 2**

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and Management Sciences

**Letter of Introduction and Informed Consent**

**Dept. of Business Management**

*My autoethnographic journey in attempting the integration of the dual small business economies: South Africa*


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- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my study leader, *Mr Pieter Conradie, cell: 012 420 5929*, email: *pieter.conradie@up.ac.za* if you have any questions or comments regarding the study.
- Please note, the interview will be administered after my interactions with you (your organisation) regarding the informal sectors. This request if for the interview after our interactions.

In research of this nature the study leader may wish to contact respondents to verify the authenticity of data gathered by the researcher. It is understood that any personal contact details that you may provide will be used only for this purpose, and will not compromise your anonymity or the confidentiality of your participation.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

15-09-21

Participant's signature: Date:

**Figure 9: Informed consent form 3**

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Economic and Management Sciences

**Letter of Introduction and Informed Consent**

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- Your participation in this study is very important to us. You may, however, choose not to participate and you may also stop participating at any time without any negative consequences.
- Please note that the interview will recorded to allow transcription of the information at a later stage.
- The transcription will be sent to you after the interview to give you an opportunity to correct any errors that might have occurred during the transcription process.
- The interview will took place online and will take no more than 45 minutes of your time. Please be as honest as honest
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 45 minutes of your time
- The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.
- Please contact my study leader, *Mr Pieter Conradie, cell: 012 420 5929*, email: pieter.conradie@up.ac.za if you have any questions or comments regarding the study.
- Please note, the interview will be administered after my interactions with you (your organisation) regarding the informal sectors. This request if for the interview after our interactions.

In research of this nature the study leader may wish to contact respondents to verify the authenticity of data gathered by the researcher. It is understood that any personal contact details that you may provide will be used only for this purpose, and will not compromise your anonymity or the confidentiality of your participation.

Please sign the form to indicate that:

- You have read and understand the information provided above.
- You give your consent to participate in the study on a voluntary basis.

13 September 2021

**Participant's signature:**

**Date:**

Table 1 below provides an overview of the interview questions derived from the research questions.

**Table 1: The interview questions related to each research question**

| Research questions | Interview questions |
|---|---|
| Can I make it better (what do I want to do practically)? | 1. What do you think I was trying to achieve with my involvement in the informal sector?<br>2. Which stakeholder groups do you believe I was trying to represent in my interactions in the informal sector? For each stakeholder group, please motivate.<br>3. Please describe how effective you think I was in representing the interest of informal businesses in my interaction in the informal sector.<br>4. Any other relevant comments related to the way that I represented informal businesses? Any advice on what I could have done to be more effective? |
| What type of an impact have I had (world better? understand self? my place in the world?). | 5. Can you please describe how you experienced me in our interactions?<br>6. In what way do you a) agree/disagree with my summation, and b), anything important you think I failed to emphasise?<br>7. Any advice on what skills I could focus on to be more effective in the way that I advance my cause in this environment? |

The discussion guide

**INTRODUCTION**

Thank you for your time and willingness to participate in my study. My name is Unoshamisa Chiradza but you can call me Uno and I am a Master's student in Responsible leadership at the University of Pretoria. I am trying to understand whether I can make the world place by understanding the informal sector and encouraging its participation in the formal sector. I want to understand the challenges the businesses in the informal sector have gone through and help them become more formalised.

I have recruited you for my study because I believe I can learn a lot from how you experienced me as I went through this study. This interview will last about an hour, is that alright with you? I would like to encourage that we have an honest discussion, there are no right and wrong answers and would appreciate any compliments or criticisms you might have. I am here to learn from you.

Please note that all the information that you provide to me will be treated as confidential. You do not have to answer any questions that you are uncomfortable with. You also have the right to stop the interview at any time with no consequences to you.

May I please record this interview so that I can listen to the conversation again and analyse it later? Please note that this recording is also confidential. It will not be made available to anyone else.

Would you please read and sign the informed consent form to verify that you understand the nature and purpose of this interview?

**MAIN QUESTIONS**

1. Can I make it better (what do I want to do practically)?

1.1 What do you think I was trying to achieve with my involvement in the informal sector?

1.2 Which stakeholder groups do you believe I was trying to represent in my interactions in the informal sector? For each stakeholder group, please motivate

1.3 Please describe how effective you think I was in representing the interest of informal businesses in my interaction in the informal sector.

1.4 Any other relevant comments related to the way that I represented informal businesses? Any advice on what I could have done to be more effective?

2. What type of an impact have I had (world better? understand self? my place in the world?).

2.1 Can you please describe how you experienced me in our interactions?

I will tell the interviewee that I have realised, through the course of the year (and the practical) that certain aspects of my personality and the way that I interact with people are more effective than others. I will name one or two positives, as well as one or two challenges and then proceed to ask the following question.

2.2 In what way do you a) agree/disagree with my summation, and b), anything important you think I failed to emphasise?

2.3 Any advice on what skills I could focus on to be more effective in the way that I advance my cause in this environment?

**CONCLUSION**

Thank you for meeting with me today, I appreciate your time. I have learned so much from our time and you have been very helpful. I will make sure to send you a copy of this report as soon as I am done compiling the data. How would you prefer I send it to you? If there is anything else you'd like to or any other questions you might have, please do not hesitate to get in touch with me.

# APPENDIX D

**- Literature review chapter -**

# 2 LITERATURE REVIEW

The use of autoethnography as a method of study especially in the context of the world we currently live in is important. It's no longer just enough to use the traditional methods to investigate pertinent issues but society must be viewed from the lens of those living in it (Cook, 2014). The world is constantly growing and developing, there are always new and interesting ways to look at things. This is why Thomas Kuhn's concept of paradigms has been important (Orman, 2016). It helps us to look at these societal developments in a constructive manner. This literature review aims to explain the world we live in by investigating neoliberalism as hegemony and the effects of this paradigm. The theory of responsible leadership and its counterparts, corporate social responsibility and stakeholder theory will then be investigated. Afterwards, literature on the informal economy of South Africa will be looked at. Afterwards, literature expanding understanding of the informal sector will be investigated. Specifically looking at themes of the dual economy and Small and Medium Business Enterprises (SMEs). A look at how this study contributes to autoethnography will conclude this section. Autoethnography will be investigated as a method and theory as well as a transformative learning mechanism.

## 2.1 THE WORLD WE LIVE IN – A SURVEY OF RELEVANT ACADEMIC LITERATURE

### 2.1.1 Neoliberalism

Neoliberalism is a concept with different meanings. It can be understood across different conceptual categories such as politics, finance, gender, race, citizenship, etc. At a foundational level, Neoliberalism generally refers to political, social and economic conditions within a civilisation that promote an open and free market, revising the role of government and individual freedom. There is an agreement amongst the scholars that Neoliberalism extends competitive markets into all the areas of life (Springer et al., 2016). According to Navarro, this ideology suggests that to release the enormous potential of capitalism on society there must be the reduction of government interventions in economic and social matters as well as the deregulated market system (Navarro, 2007). Neoliberalism has its hand in everything in modern-day societies, but all of it has begun from this notion of reducing the role of government, a free economy and individual freedoms.

The rise of Neoliberalism in the 1970s and 80s overlapped with developments in globalization. These developments included the shift of fixed to floating currencies in the international monetary system, technological advancements in telecommunication and integration of international financial markets. Due to these changes, Neoliberalism became more than just a political and ideological tool for economic change but turned into a driving force for globalization. This concept is a factor in promoting economic growth and providing an efficient framework for a transnationally open free market by those who support it. Those who are against Neoliberalism, accuse it of justifying capitalist oppression, blinding the rich and poor to deepening inequalities. Through its promotion of a “free individual”, it makes light of the circumstances the world currently finds itself in (Cerny, 2008).

The principles of Neoliberalism have political hegemony and this has been the case over the last few decades (Bettache et al., 2019). This will be discussed further in this paper but neoliberalism has been viewed to be an ideology that seeks to subject societal affairs to a capitalist market. This is found through privatisation and trade liberalisation, with the state playing the role of creating an enabling environment. Effectively, the doctrine of neoliberalism advocates for a minimalist state with economic efficiency (Kumi et al., 2014).

### 2.1.2 Hegemony

In the last few decades, it has been argued by academics and policymakers that neoliberalism and its free-market policies have become hegemonic. In developing countries, the neoliberal economic agenda is what reflects this new political-economic discourse (Guardino, 2018). Neoliberalism has been at the forefront of political and economic discourse since the days of Margaret Thatcher and Ronald Reagan. It was used as the standard of operation in the International Monetary Fund (IMF) as well as the World Bank amongst other institutions. It was through such institutions that its policies spread because they would set the rules that countries had to adhere to receive any assistance. These rules were set against the backdrop of reconstructing the state around neoliberal models. The argument supporting these neoliberalist principles is that the state is run by political individuals who are prone to manipulation and seek to satisfy their self-interests. Through the deregulation of the market and allowing corporates to run the show, it will result in a higher success rate as they seek to maximise efficiency and effectiveness (Kumi et al., 2014).

Neoliberals have the belief that natural resources will be better utilized if the market operates freely without restraints from the government (Kumi et al., 2014). However, Sam Adelman argues that we are presented with a conundrum when we believe that growth whether economically or socially is the best way to solve the world's problems. The conundrum is whether it will be possible to achieve ecological sustainability using a method that seeks unrestricted access to the environment. Resources such as minerals, coal, oil and various others are finite and the question becomes whether neoliberal principles will be able to use these wisely enough for them to still exist in 50 years. It can also be argued that this view of growth as the only sustainable way to lead the development of the world, goes against non-capitalist economic activities. Neoliberal economies as a means for policy has been described as a smokescreen for the rich to accumulate wealth through privatisation and appropriating from the poor and the environment (Adelman, 2018). Politicians are accused of being self-serving and only interested in furthering their agenda but can the same not be said for neoliberals?

Time and time again, it is proven that economic success does not equal a better world (Jones, 2016). It is assumed that the private sector is best suited to the task of taking over the social welfare of society because they are driven by economic interests. However, it is important to remember that the private sector is made up of many corporations and the greater question is how will they take care of local communities? Will they sit in a room somewhere and divide the communities among them, so that when the citizens need help, they know to which corporation they belong and should complain? What happens if a company decides to relocate, to another region, will there be a system in place to have another company take over from them? What about the non-profitable regions? Who will operate there? What guarantee is there that these corporations will use their powers to act in the interests of society? These questions when brought to the forefront of the fight against neoliberal hegemony bring a sense that there might still be room for a new discourse to arise, one that benefits everyone and not a few individuals (Banerjee, 2012).

The political economy of today is based on a return of capital and investment and not social justice. Social responsibility cannot be conceptualised as social capital because it wouldn’t work within the current framework of the political discourse. Furthermore, social capital is not universally good, it is often generated by one group to be used against another or for a purpose that does not serve everybody. Examples of this could be the use of social capital by gangsters and terror groups to further their agendas (Banerjee, 2012).

In the year 2000, the Dow Jones launched a survey that asked Fortune 500 companies to define what a sustainable corporation is. It was defined as one that increases shareholder value through the integration of economic, environmental and social growth opportunities into its strategies (Banerjee, 2008). It is interesting to note how firstly, the notion of social responsibility was manipulated into meaning corporate responsibility. Secondly, it is 21 years since this survey was conducted but could we say such views have now changed. The switch to corporate responsibility helped the world to realize the impact of neoliberal hegemony. The ideology of neoliberals is to look at the world through the power in privatisation to allow unregulated access to markets such that the corporates might prosper. What becomes evident however is that this is all being done to further the goals of the private sector and not the general public. The loyalties of the private sector would belong to them, they would have a corporate responsibility to do what is right for their respective companies (Banerjee, 2008).

### 2.1.3 The Necessary Paradigm Shift

Thomas Kuhn is one of the most important philosophers of the 20th century. His Structure of Scientific Revolutions book brought about the sociology of science, a new academic discipline. Within this discipline, Kuhn introduced the concept of paradigms and paradigm shifts. A paradigm can be defined as a theoretical orientation that is founded on a specific epistemology and research methodology. It provides insight into a specific scientific community at a specific time in history. Paradigms also direct the type of research inquiries that are created from the theoretical orientation of the time. It also provides the foundational basis from which the results will be evaluated (Orman, 2016).

Neoliberalism came into effect when the Keynesian theory failed to prevent the stagflation of the 70s (Cerny, 2008). The Keynesian theory advocated for government intervention in the market through policies that would provide price stability and moderate economic activity (Jahan et al., 2014). Neoliberalism also marked the end of development economics which had guided the policies of the developed countries. In the 80s and 90s, the development of the Neoliberal hegemony was being felt even in developing African countries. African countries wanted to industrialize to increase local production and decrease imports and raise the standard of living for their citizens. They also suffered from unfair trade agreements that resulted in them losing more than they were gaining. However, the adoption of Neoliberalism principles was being judged to be the best method of development for both developed and developing countries, this ignored how implementation took place in discriminatory and often unfair ways (Lopes, 2012).

According to Kuhn's theory of paradigm shifts, the only way in which change occurs is based on two conditions. The first is when there are several issues for which the current paradigm fails to answer. The second is when there is an alternative theory that can answer for the rising issues in the world (Laybourn-Langton et al., 2018). Let's take a look at this within the rise of sustainable development as a potential shift away from neoliberalism. In 2015 the Sustainable Development Goals (SDGs) were adopted by all member states of the United Nations (UN). They were a step further from the Millennium Development Goals (Eisenmenger et al., 2020). This took place on the back of discourse shifting towards development due to concerns of balancing economic growth, social development and the protection of the environment over the past few decades (Kumi et al., 2014).

To achieve the SDGs there is a need for a paradigm shift that ensures these goals are achieved in a transformative way rather than a way that leaves things the way they are (Gore, 2015). Developing countries have depended on free-market mechanisms such as privatisation and market deregulation to provide solutions for their socio-economic development. However, these neoliberal principles run counter to the environment's sustainable development needs to advance. Within the neoliberal paradigm, there has been an over-emphasis on its ability to reduce poverty by focusing on economic growth. Yet the contrary has taken place, the poverty gap has increased with the neoliberal principles benefiting the few at the expense of many (Kumi et al., 2014)

Sustainable development is coined to be the paradigm shift with a vision for the future because it is more concerned with social and environmental development. This is a change from the current which is concerned with economic growth at the expense of social and environmental development (Basera, 2016). The expansion of neoliberal principles however threatens the progress that needs to be made towards sustainable development as the main paradigm (Kumi et al., 2014). According to the criteria necessary for a complete paradigm shift, the world is currently moving towards a necessary shift however the current neoliberal paradigm is still secure. Questions around its principles and how they work are increasingly being asked however it still hasn't reached the level required for a complete overhaul of Neoliberalism towards a more sustainable development paradigm.

### 2.1.4 Example of a paradigm in crisis

Neoliberalism has been presented as the great hero of our time, a way to uplift society and possibly solve some of the major problems in our various countries. It is seen in the manner in which governments are portrayed to be weak and inadequate to better the lives of their societies. In South Africa, we can see this, through how the State-Owned Enterprises have been handled particularly Eskom and how the calls for these SOEs to be privatised grow louder. The private sector is made to be the hero we all need, who will do what the government cannot and provide efficiency and effectiveness. This is a part of the ideology of Neoliberalism but now let us take a look at it from a real-world wide problem, the widening gap between the rich and the poor.

A key principle of neoliberal policies is the focus on economic growth through market deregulation. This has placed the values of the economy's development over the promotion of social justice or the protection of the environment (Kumi et al., 2014). Through the neoliberalistic practices, there have been vast transfers of wealth to the rich, making them even richer. Neoliberalism has managed to redistribute wealth among the rich rather than generate it for the rest of society (Harvey, 2007). It has been reported that the concentration of wealth has been growing, this is proven by the fact that the richest 8 billionaires have the same amount of wealth between them as the poorest half of the world population (Oxfam, 2017). Neoliberalism has been proving to further exacerbate the problem of wealth disparity rather than solve it.

A lot of people especially those in Mexico and sub-Saharan Africa continue to live below the poverty line and they usually depend on agriculture for their livelihoods. In theory privatisation and the liberation of trade is supposed to create employment and provide income for the poor. However, in practice, the results of this are less than encouraging as more often than not it leads to only a few members of society benefitting while the rest lose more than they gain (Kumi et al., 2014). Neoliberalism is also centred around the idea of treating the poor as free agents who can escape poverty through the growth of the market (Katz, 2013). This view is problematic because it treats them as being equal to the rest of society. It promotes the view that if you make better financial decisions, you can make it out of poverty (Feldman, 2019).

Neoliberalism has also managed to downplay the need for a welfare state which was a strategy to try and assist the poor (Schram, 2015). A welfare state Is where the government actively and deliberately seeks to modify the play of market forces in three ways. The first is providing a minimum income for the less poor families despite what happens in the market, the second is by allowing society to receive benefits for things such as old age and unemployment, The third is ensuring that the poor can still receive good social services, the government essentially covers a gap for the poor that they can’t cover themselves (Briggs, 2006). Neoliberalists however argue that a welfare system is counterproductive for the state as it harms economic growth it is extra costs for the state and threatens individual freedom. They argued that it causes laziness and a dependence on the state (Feldman, 2019).

So, as more and more people fall below the poverty line, neoliberalism takes a stance that all they need to do is make better financial decisions and they will rise again. However, in reality, what we see in South Africa especially is that as people fall into poverty they start operating in the informal sector for survival. The gap between the formal and informal sector then widens because all policies and incentives are directed at those who can afford to make use of them. The rest of society is then left to fend for itself. Neoliberalism works under the delusion of everyone being on the same level and having the same opportunities however this isn't true. It is also doing nothing to address this growing problem, which might also contribute to the need for a paradigm shift perhaps towards sustainable development.

### 2.1.5 Responsible Leadership

In a world where there is increasing talks of corporate responsibility to society, there is a need for more responsible leaders to be at the front line of the discussion (Schinzel, 2018). Responsible leadership is rooted in stakeholder theory and was established on the basis that the corporate world has a larger responsibility to the broader stakeholders than normal leadership theory. These stakeholders are considered to be anyone who can be affected by the actions of the organisation whether in the present or the future (Blakeley et al., 2014).

Responsible leadership has been defined as a mutually beneficial, principle-driven relationship between leaders and stakeholders who are intertwined by a common purpose. It is through this purpose that a commitment to achieving sustainable development and responsible change occurs. Due to globalization, we are also in need of globally responsible leaders who can think beyond their borders and possess a global mindset. At this level these responsible leaders would operate for the benefit of the world, using their skills and leveraging networks to bring about social justice, good governance on a global scale (Blakeley et al., 2014).

More and more business leaders are being held accountable for their actions or non-actions by a variety of stakeholders. There is more that is being expected from business leaders, these expectations go beyond just sticking to the rules or complying with regulations. Corporations do have a lot of power in the modern world and it is why stakeholders expect to have their leaders take an active role in addressing the world's problems. We have already seen an example of this, with regards to having business leaders take a more active role in addressing climate action (Esty et al., 2018). There does need to be a responsible approach to how these business leaders tackle these world problems. A deep understanding of the complex social issues, a responsible mindset and the ability to engage meaningfully with various stakeholders are just some of the qualities needed to tackle these problems (Pless et al., 2009).

Socially responsible leadership is defined as a process using collaboration and values to bring about positive social change (Dugan et al., 2010). This is a concept that could assist business leaders to be more socially minded. In developing a responsible global leadership, we need individuals who understand that it is not about doing the “right” thing or simply being ethical. It is about recognizing the relevance of the choices that are made in society and doing it in the most humane manner possible (Pless et al., 2009). A process also described in responsible leadership literature is the act of balancing results, power and organizational health. Successful utilization of responsible leadership in a business would see them balance profit with ethical behaviour. There is also a balance of power between the individuals in charge and their stakeholders. Organizational health is ensured by balancing the financial health of people and the environment they work in (MacTaggart et al., 2018).

### 2.1.6 Corporate Social Responsibility

The study of CSR by focusing on the corporations would produce limited results and serve only the corporations themselves. It needs to be studied within the larger political and social economy. It was mentioned earlier that neoliberalist principles currently dominate political discourse. Within this framework handing over the social welfare of society to corporations would be bad because it is not their core activity (Banerjee, 2008). To properly execute the objectives of CSR, responsible leaders are needed who are reflectively moral and have a responsible mindset. In a neoliberal world, these are the kinds of leaders that will be able to critically assess themselves and their actions in the context of the world as it is and will be (Pless et al., 2009). The study of the triple bottom line of sustainability remains important in this pursuit of achieving CSR objectives and understanding the environment as well. The creation of economic, social and environmental value requires a mindset understanding society and the politics at play. This is crucial in broadening CSR studies (Pless et al., 2012).

### 2.1.7 From Shareholders to Stakeholders

Stakeholders can be defined as internal or external groups that are affected by or have the ability to influence a business to pursue its objectives (Jones et al., 2017). These groups are seen to be important and should have a say in the decision-making process of the organization. The organization is responsible for balancing their claims and ensuring they do well to manage their stakeholders. It is also important for stakeholder engagement to take place such that assumptions are not made about what the stakeholders want (Richter et al., 2017). Stakeholder interests should be treated as ends in themselves. They are not simply a means to profit, that falls under the shareholder theory, stakeholders do not always have a link, whether positive or negative, to the profit bottom line (Smith, 2003).

It has been argued that the main goal of CSR activities is not on the stakeholders of the projects but rather it exists to give social legitimacy and enables self-serving conduct by the organization (Zueva-Owens, 2020). The solution offered to this problem is to provide a more restrictive concept of stakeholders that will have a stronger impact on the organization. These stakeholders who can influence the operations of an organization can direct the interests of the marginalized stakeholder groups. A major development that's also needed would be for the corporation to shift from being the one that interacts with stakeholders, to it becoming a stakeholder itself (Banerjee, 2014).

## 2.2 THE INFORMAL SECTOR IN SOUTH AFRICA

### 2.2.1 Dual Economies

When the ANC took power in the first democratic elections in 1994, there were high expectations for the country, expectations of a more equal South Africa. Years later, however, these expectations have been crushed by the high unemployment rate and labour that pays little and is mostly by chance (Clarke et al., 2016). It is important to note that there has been a change in the basis upon which we find inequality.

This change is a shift from race to class, this is the new foundation of disadvantage. In South Africa, one of the biggest challenges many faces is access to formal jobs. The job market in South Africa is uneven, most do not have equal opportunities to get employed or make an income. This creates an underclass in South African society. The exclusion of this underclass classifies them as the underprivileged of society. Being unemployed in South Africa and being part of the 40% unemployment rate puts one in a disadvantaged position (Callebert, 2014).

In 2003, President Thabo Mbeki recognised the presence of two economies in South Africa. These are the formal and informal economies. The informal economy was described as being underdeveloped, contributing very little to the GDP and having the majority of the citizens. It was also said to be disconnected from the formal economy and unable to self-generate growth and development. This speech was President Mbeki introducing the dual economies into policy discourse (Callebert, 2014). With this speech, the President highlighted the marginalized poor and with this the possibility that they would not benefit from the formal economy, no matter how rapid the growth might be. This is what the disconnect of the formal and informal economies results in (Temple, 2005).

The aim of policy development in the context of dual economies would be to achieve two things, increase productivity while simultaneously lifting people out of poverty. The discussion would then shift to asking critical questions about which kind of policies would be best suited to promote the growth of the labour market while also raising the incomes of the poor (Turok, 2015). These difficult questions were usually dealt with, within a development economics model however, the influence of the so-called Washington Consensus changed this. The new focus on a dominant one-sector model left questions like this being excluded from discussions. This was a failure to recognize that a one size fits all model never works (Temple, 2005).

South Africa has failed to develop as expected because the negotiated settlement with the apartheid government that took place between 1990 and 1994 left the power systems of the apartheid regime in place. The agreement was then to include black elites in these structures but the economic power structures were left as they were. The goal of the new government was to stimulate economic growth and address inequalities. To do this, neoliberal ideologies were adopted and social grants were also introduced to address popular unrest. This non-developmental welfare system saw grants rise from R3 million in 2000/2001 to an estimated R16 million in 2011/2012. So, instead of focusing on building state institutions to create developmental welfarism, there was a race agenda where it was only about putting black officials where there was previously white officials (Swilling et al., 2016).

The above strategy managed to stabilize the middle-class base but it did so at the expense of the poor and natural resources. Coupling this method with corruption, further set back development in South Africa (Swilling et al., 2016). This information on the history of South Africa was to show that the marginalized have always been excluded from national policies. President Mbeki addressing the informal economy in 2003, was a step in the right direction but little has been done since then to fix the disconnect between the formal and informal economies.

### 2.2.2 Informal Sector

Neoliberalism has changed the way an individual is viewed within society. In a Neo-liberal society, the assumption is that due to how the market functions, all an individual has to do to be successful is work hard. It is an idealistic view of the world that assumes that everyone is playing on the same level (Springer et al., 2016). This concept is a factor in promoting economic growth and providing an efficient framework for a transnationally open free market by those who support it. Those who are against Neoliberalism, accuse it of justifying capitalist oppression, blinding the rich and poor to deepening inequalities. Through its promotion of a "free individual", it makes light of the circumstances the world currently finds itself in (Cerny, 2008). One of these circumstances is the presence of the informal sector.

The informal sector which caters to the livelihoods, work and income for millions of workers and business owners have largely been missing from economic analysis and policy discourse both in South Africa and internationally. To achieve inclusive growth, governments need to enable and stimulate the economic activity of the informal sector rather than wait for the formal sector to absorb the poor and unemployed. There has been an evolving position of the informal sector in major strategic policy documents. It was part and parcel of the RDP and GEAR as well as AsgiSA, this was in line with President Thabo Mbeki's view on the importance of the informal sector. However, the New Growth Path (NGP), did not reference it at all. This may have been linked to the influence of labour union perspectives which are formal-sector based in economic policy-making. This is also seen in how even though the NDP includes the informal sector and projected it to generate two million jobs by 2030, no attention was given to the policy options to boost the sector (Fourie, 2018).

There exists also barriers to entering the formal sector, more notably lack of access to capital and finance as well as skills shortages. It has also been found that new informal businesses struggle to survive for a meaningful period. Whereas the formal sector business can find assistance, there is nothing like that for informal businesses (Burger et al., 2019). Informal businesses suffer from a lack of representation within government. It has become important for informal businesses to mobilise themselves and speak with one voice about their grievances (Laframboise, 2019). Trade unions normally represent the interests of the workforce but they face many challenges when it comes to the informal workforce. These challenges are of the gender composition and segmentation of the workforce (Bonner et al., 2011). There is a lack of research into informal associations that represent the people within the informal sector, but we do see that formal organisations struggle to represent the informal sector.

### 2.2.3 Small Businesses

Critical to a country's success is a strong small and medium enterprises (SMEs) sector. This sector contributes to the economy and the Gross Domestic Product (GDP). It can reduce unemployment and poverty levels through the promotion of entrepreneurship. South Africa has a very low growth rate of SMEs and it is estimated that an average of 50% of new SMEs fails. Various factors affect SMEs in South Africa such as business competency, technological capabilities, access to finance, competition, globalization and crime and corruption (Sitharam et al., 2016).

The above can be defined to fall under SMEs, but failures in globalization and poorly defined neo-liberal policies have contributed to the growth of informal SMEs. These informal SMEs operate in a poorly defined legal and regulatory framework. Regulations are believed to be a necessary evil meant to provide stable conditions for different actors to operate under (Higgs et al., 2019). The reason why globalization plays a factor in the informal sector is that due to operating under worldwide conditions this also comes with certain regulations that need to be adhered to. There are also national and local regulations to consider and worse off areas that are not regulated, all of this can be bad for the informal sector and its workers. Sector-specific regulations are required to promote the informal SMEs and their employment component (Matsongoni et al., 2018).

## 2.3 CONTRIBUTION TO AUTOETHNOGRAPHY (AE)

### 2.3.1 AE as Method and Theory

This process has been defined as the ability of the researcher to creatively narrate their experiences, engaging the reader in a way that speaks the truth so that there is no need for further explanation (Boyd, 2008). Autoethnography is also a systematic approach to gathering, examining and interpreting data about the researcher, the culture, the environment and maybe others as well (O'Neil, 2018). In the process, autoethnography provides marginalized individuals with a chance to tell their own stories. They can do this because they tell the researcher how they experience him and not the other way around (Duncan, 2004).

This form of study is not without its criticisms. There was pushback against it from the more traditional research scientists as they sought to contain autoethnography to set standards and criteria. It is often condemned for being not scientific and analytical enough, and not having enough theory. It is believed to be more emotional and more for therapeutic purposes than a scientific study of high esteem. It's also criticized for its lack of substance in fieldwork, as it takes away focus from "others" and makes it about self. There is also the accusations placed on this form of study that it is biased due to the personal nature of it all (Ellis et al., 2011). What is evident is that these criticisms seem to want to take autoethnography outside of its purpose. It was not designed to fit in a box, nor to conform to being either a science or an art. Rather as a form of study it aims to disrupt how research is viewed (Wall, 2008).

### 2.3.2 AE as a Transformative Learning Mechanism

Autoethnography can also be used as a transformative learning process. Transformative learning is a process of mindfully changing one's perspective or behaviour through a continued reflective process (Mezirow, 1997). There are five dimensions to transformative learning. To begin with, the individual recognizes that there might be a different way of looking at things or solving a problem. The second is when the individual finds or is given information, that provides more context to the first dimension. The third dimension takes place when the individual critically reflects on his/her existing assumptions. In the fourth dimension, the individual validates this new perspective and goes out to test and verify it. Finally, the individual accepts this new transformed perspective and changes his/her behaviour accordingly (Boyd, 2008).

Transformative learning is inclusive of critical reflection of self and participation in dialogues that provide new perspectives. More importantly, to effectively participate, the researcher must engage in actions to gain this perspective shift. This does not only cause a cognitive change but an emotional one as well (O’Neil, 2018).

### 2.3.3 Contribution

So, what is Autoethnography? What is this concept and approach that is going to help us make sense of the world? Autoethnography is an evolving qualitative research method that looks to the experiences of the researcher to understand societal phenomena. This form of study gives a voice to the researcher and makes room for non-traditional forms of inquiry (Wall, 2006). Looking at the world of the informal and formal small business sectors, autoethnography allows for the study of the researcher’s journey as he/she observes and interacts with these phenomena. It encourages the researcher to intervene as part of the study to alter the courses of actions and study the effects of these actions on both the researcher and field of study (Ellis et al., 2011).

This study isn’t about small businesses, it is about the researcher operating with small businesses to answer a specific question for the researcher. This question is whether the researcher can make the world a better place This process can be both analytical, theoretical and emotional. Autoethnography can represent both the sciences and the arts in a manner that studies the world to make it a better place (Ellis et al., 2011). This research study contributes to autoethnography in that, it can bring legitimacy to this research method. By reflecting the views of the researcher’s engagement with various stakeholders, it can highlight the social phenomena of the informal sector and shed light on them.

Interactions with the formal and informal sector will provide a great platform to reflect on what one individual is capable of doing. This is then a great platform to launch further research on what could be done on a national level. This would highlight the ability of autoethnography to use its reflective nature to be a springboard for further research.

## 2.4 MY AUTOETHNOGRAPHIC INSIGHTS AFTER THE LIT REVIEW

In my draft proposal, I mentioned my hope in having a more optimistic attitude towards my ability to change the world. However, I think I have become even more pessimistic. I still do see myself as being part of something bigger than myself when it comes to wanting to change the world. I have begun to develop a problem with the word “I” because this problem I have identified from my tension, is not just a local problem, it’s a global problem. When looking at the literature that spoke of Neoliberalism and its effect on the widening gap between the rich and the poor, I realised that many turn to informal businesses out of a need to survive. I have begun to think about whether my study includes these individuals or not.

From the beginning of the year, my thinking was centred around those who have always wanted to start their businesses, so in addressing this challenge I thought I would be engaging with willing participants who want to grow from this sector. I had never considered the individuals who are only in the sector as a means to an end. Individuals who are actively looking for a job because even though they start a business, it's temporary. So, I have had to think about how I will address or represent those individuals in my study.

I find myself in the position of trying to be as inclusive as possible, that is the best way to address issues, right? This is a very difficult task because I believe that as soon as you start thinking for everyone you end up addressing no one. Unlike the stakeholder theory, I haven’t found it quite as easy to group the different aspects of my study. It’s been difficult to understand who I should prioritize more, myself and my development or the people that I hope to represent in my study. At this point, I am beginning to understand the threat of becoming narcissistic that autoethnographic studies pose.

On reflecting on the overarching research question of “How can I make the world a better place?” Like I mentioned, I am starting to think it should be more of a team effort than an individual pursuit. Addressing the various issues that I mention in my literature review, cannot be done by one person. The more you read about the state of the world the more hopeless it seems, but I'd imagine that with two or three heads, you can keep each other afloat. Even when the world pushes back on the change you want to instil you can motivate each other. I have begun to doubt that I will be able to say I can make the world a better place, but I sincerely hope that as I put what I have learnt from literature into practice. This perspective can change.

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# APPENDIX E

**- Methodology chapter -**

# 3 METHODOLOGY

## 3.1 RESEARCH DESIGN

South Africa is a country that is plagued with an issue of inequality. The stark duality between formal and informal economies keep citizens divided into opposite ends of a socio-economic spectrum. Our main research question for this year has been how can I, as the researcher make the world a better place. I will have to also understand what the world currently consists of and how I fit into it. During my study, I have to try to find out if I can make a better world and analyse the type of impact I would have made.

I have decided to try to make the world a better place by influencing the informal sector to work with the formal sector. The issue of a dual economy is a very big problem that has excluded many from participating in the formal economy. This is a problem for both the government and the citizens and one that needs a solution. Given the nature of my research, a qualitative approach seems better suited, and within this approach, an autoethnographic research design seems best, as I will explain below.

I will be using qualitative research in this study as it is best suited to assist me in understanding my journey in this study in a humanistic and interpretive approach (Jackson et al., 2007). It wouldn’t have been possible to use quantitative research for this study because quantitative research focuses more on capturing a phenomenon and presenting it as data reflecting the experience of reality (Goertzen, 2017). The journey I have undertaken to answer the research questions cannot be quantified. My journey requires subjectivity - something that quantitative research frowns upon.

I will make use of the autoethnographic research design because it will help me to understand my personal experience in intervening in the informal sector (Ellis et al., 2011). It is also best suited to assist me to answer the research questions. Through self-reflection and an exploration of my personal experiences, I will be able to answer the question of whether I can make the world a better place. This is a longitudinal study that will entail self-observation over one year (Caruana et al., 2015).

### 3.1.1 Priorities of Autoethnography

This type of research is distinguishable by 6 priorities that guide the way that the research is done (Adams et al., 2015). These 6 ways are discussed below.

The first priority is the foregrounding of personal experiences. Within autoethnography, researchers are focused and guided by their past experiences, their feelings. They ask themselves critical questions surrounding their own lives. As discussed earlier, subjectivity is encouraged because it is used in the design of the research (Adams et al., 2015). For me, I experienced the tension of having started my own business but failing to establish it due to the bureaucracies of the formal sector. This experience and also having worked within the small business industry and seeing the challenges they face, influenced me to seek a deeper understanding of the formal and informal sectors. I am personally invested in the research and want it to be academically rigorous hence the use of autoethnography.

The second way is sense-making. Through the use of autoethnography, the researcher can share how he/she makes sense of the world around them. This insight allows for others to use the researcher’s experience to make sense of similar experiences (Adams et al., 2015). For me, the prospect of starting a business has always been a personal dream but it's also one that is promoted by most speakers. They tell everyone that starting is the only way to true financial freedom. Entrepreneurship is sold around this context of being the solution to everyone’s financial problems. So, the idea of starting a business and running it successfully is one I have always had. No one however ever addresses the challenges around the environment that your business operates in

It seemed to me, that informal businesses can only afford to be formal once they reach a certain stage, but the opportunities for that stage can only come if the business is already formal. That is meant to be confusing because that relationship between the two sectors is confusing. You only need to look as far as the 2020/2021 Covid pandemic and how government came to the rescue of formal business with relief packages but the informal ones were left to dry, to realise that something is wrong with this system. Does it not stand to reason then that we should find a way to better define this relationship, to find out more about businesses operating in both sectors? Whenever the president refers to the “economy”, who exactly is he referring to? The exclusion of many from the formal sector also means this “economy” the president refers to is not an accurate representation of South African society. This is the frame of mind I have had in trying to make sense of the world.

The third way is reflexivity which is a tool that Autoethnographers use to analyse their privilege and to find where they stand within culture and scholarship (Adams et al., 2015). I want to be a responsible leader, to make a contribution and lead but reflexivity is important. When I analyse my tension, I also realise that for me starting a business was a personal choice, one I didn’t have to make. Many who operate within the informal sector do it out of necessity, they need to feed their family members and themselves. However, for me, I have a very supportive family who has at every turn always provided for me when I couldn’t do it myself. How many others within this sector can say the same? I am coming from a privileged position compared to many who operate within the informal sector. I have resources at my disposal that I could have used to make my business work, had I been serious, how many others could say that. In pursuing this research, I have to realise that I am coming into this sector with an outsider perspective. In as much as I hope to influence it, there is a greater chance it will influence me.

The fourth way is insider knowledge. This research method uniquely places researchers in a position to offer insights that would otherwise be unnoticed by researchers using other methods. This type of research that integrates the researcher within the practices of the phenomenon being studied can challenge commonly held assumptions from within (Adams et al., 2015). By going into the heart of the informal sector and understanding it from within will not only challenge the public-held assumptions but those I have as well. I want to immerse myself in the life world of the informal traders and trading organizations and observe what this does to me, coming, as I am, from a background where I know the potential of the formal sector.

The fifth way is to critique culture. Through Autoethnographers aim to critique cultural norms by using their personal experiences to offer accounts of these norms. These accounts offer an understanding that challenges the reader to think about these norms in a more unique and complicated way (Adams et al., 2015). This research will aim to challenge how the informal sector is viewed, to represent it in a way that challenges these pre-held assumptions. Many thrive within the informal sector and others have found ways to work with the formal sector. The relationship the informal sector has with the government must also be challenged as we aim towards a more transformative South Africa.

The sixth way is to seek engagements Autoethnography is about relationships and participation in a process of engaging with others as the study progresses and the researcher develops new insights into a phenomenon. These relationships assist in shaping a new meaning to the phenomenon, changing assumptions and thinking as the study goes on. It’s a process of working together to shape this new way of thinking (Adams et al., 2015). For my study, through the engagement of classmates, we have begun the process of challenging each other’s assumptions about our work and working together to shape the way we do things. The aim of creating relationships with people within the informal and formal sector will be to enable both the participants and myself to challenge our experiences into what could shape future assumptions.

### 3.1.2 Importance of Autoethnography

It is also important for us to discuss why autoethnography is important for this specific study. The four fundamental reasons are discussed below.

The first reason why autoethnography is important is that it contributes to the body of research on the duality of the South African economy and what this means for both the public and government. There is a lack of literature on the effect the informal sector has on the economy of South Africa. Broad assumptions are constantly made about it and it makes it even more important to understand it from a grassroots level. I am seeking to change the world by intervening in this issue and this is something that others might have tried to do as well but without the proper research into the sector so this will help them.

The second contribution it makes is to the transformative learning theory. This theory argues that everyone has a way of looking at the world and that this is influenced by their experiences, culture and education (Mezirow, 1997). What my study seeks to do then is to expand my consciousness by having me question my own beliefs and assumptions to form new perspectives. As this begins with me, this transformative process will then extend to others I come in contact with as well.

The second reason is that this study embraces my vulnerability by taking my personal experiences and using them as a foundation from which I and the participants of my study can grow. The process of looking into changing the world is a challenge that results in many emotions, for me it would be specifically hopelessness. I am being forced into a process of embracing this hopelessness to channel it into being a part of the solution without giving up on the world. I as the researcher am forced to trust the process even if I do not know where it will lead me yet in terms of self-knowledge.

The third reason why autoethnography is important is that it is going to represent the voices of those that work in these sectors in a way that is respectful and practical to their work. Most studies done on the dual economies are broad and usually aim to cover everyone at once but within this study, it is more specific to a specified group's experiences. This study allows for the participants to talk back to the assumptions made about them in the media and even previous research.

The fourth reason to use this method is that it makes this work more accessible to a wider audience. It becomes a story that a reader can read that offers knowledge in an easy-to-read manner and relatable manner. The academic language of most studies is boring to the general public and thus through autoethnography, we can create engaging content that can be read and understood by anyone.

### 3.1.3 Characteristics of Autoethnography

This study will be an analytic autoethnography as opposed to being an evocative autoethnography. Being analytic means that the research data is gathered in a systematic way and theories are also used systematically. Analytic autoethnography embraces components of evocative autoethnographies which aim to evoke emotions or responses from the reader as they read the story of the researcher. Through this systematic approach to analysing data, we can answer criticisms against the use of autoethnographies. O'Neil

(2018) identifies 5 characteristics of analytical autoethnographies that will be used in this research study. These are discussed below.

The first characteristic is embracing the complete member researcher (CMR) method, where I will be both an active participant and observer within the study (O'Neil, 2018). Observation is the process of collecting data through open-ended questions that promote engagement and allow researchers to observe people in their comfortable states. By being a participant-observer, I will be taking part in the activities of those in the informal sector to get a proper understanding of what it is they do and observe them. I will aim to be an insider so that they are more comfortable talking to me and I can get more accurate data for my research (Creswell, 2012).

The second is the use of analytic reflexivity, where the researcher constantly jots down his/her experiences as the study goes on in reflective journals. This is used to show the growth process the researcher has gone through as the study has progressed (O'Neil, 2018). This is a very important data collection tool, as this will be used to then summarize the experience of this study when it is ending. A very important tool in showing how the researcher has developed throughout the year.

The third is the visibility of the researcher within his/her text, which means the researcher inserts him/herself into the text as an integral part of the narrative and understanding of the phenomenon (O'Neil, 2018). This speaks to the use of the first-person narrative. This study is a collection of data on my story and experiences, that needs to come across in the final draft because it is the only way others will be able to relate to it.

The fourth is the use of external data sources in the research beyond just the researcher. This means the researcher includes data not just on how he/she observed themselves but how others also observed the researcher (O'Neil, 2018). My research has to also show the perspective of how others experienced me, from the way I understood their issues to the way I interacted with them. Whatever summaries I may have about myself must be compared against how others received me.

The fifth is the overall commitment to the analysis of theory. This study will make use of the transformative learning theory to help the researcher interpret his experience in the study, this is what makes it a step further from being just a study that evokes emotions (O'Neil, 2018). This study is not just about showing my thoughts alone on this issue of the topic of duality, however, it should also be supported by theory to considered as valid research and not just an opinion piece.

### 3.1.4 Conclusion

This research seeks to answer the question, "How can I make the world a better place?" I want to understand my world and how I, as the researcher fit into it. I will also ask myself how I can make it better practically with some sort of intervention. At the end of my research, I will then look at what kind of impact I have had, whether the world is better and how do I now understand my place in that world. For this research to work, the method best suited to assist in the completion of this research is to do an Autoethnographic study.

More generic qualitative research methods would not work in such a study. The use of case studies would not work because a case study is used to investigate the context within which a phenomenon exists. The researcher using the case study method has no influence on or over the phenomenon and the various variables involved (Myers, 2013). From this definition of the case study, we can already see that it will not be able to help us answer the research questions. The research question requires for me to be the subject of the study influencing the variables around me, however, this is exactly what the case study method discourages.

What we are looking for from the research methods to be employed in this case study is influence over variables, the study of the researcher within a phenomenon that the researcher influences. We also want the ability to reflect on this journey and observe the participants in a participatory manner. No other research method does this except for autoethnography. It is a research method that embraces the vulnerability of the researcher, viewing it as a tool of strength towards the research rather than a weakness. It gives a voice to those who are buried under the broadness of other methods. It seeks to understand people within their work and provide insights that can sometimes be missed by other methods.

This research is a study of my experiences in trying to change the world by intervening in the issue of the dual economies in South Africa. There is a systematic exclusion that takes place within the formal economy that has forced many to operate around it.

## 3.2 SAMPLING

### 3.2.1 Context and units of analysis of the study

The context of the study is my lived experience over one year. The first 6 months of the year will involve the theoretical part where coursework will assist in building a foundation for the study. This first half involves the reflections of my past experiences to identify the tension that leads to a broader social issue. The tension I identified was my struggles in trying to start my own business and I then identified the duality of the South African economy as my issue to intervene in.

The second half of the year will then be used for my practical work, where I will go out into the world and try to intervene within the informal and formal sectors. I will seek to understand this issue better and then propose a solution that I actively assist the participants with. After this, I will then write up this practical part, gathering all data for analysis and reflecting further on it. This is all in a bid to answer the question, “How can I make the world a better place?”.

The reason for doing the study this way is that it is more meaningful and allows for people to be able to relate to my experiences. We want to make these studies more accessible to the general public and for people to relate to these studies. As a civilisation, we go through many similar experiences but not everyone can articulate them in a manner that changes the assumptions people have or provides new insights and perspectives into an issue. Our hope with this study is to provide new meaning to shared experiences through the study of the researcher’s own experiences.

This study is also valuable because it contributes to the growing body of literature around understanding the informal sector. This will help to paint a clearer picture of the South African economy and its various players. This study also contributes to the transformative learning theory which encourages the questioning of my assumptions and builds a new worldview.

#### 3.2.1.1 Unit of Analysis vs Unit of Observation

The unit of analysis is defined as what the study is all about. My study is about myself and my transformational journey. The unit of observation in my study requires me to find out where I will be gathering this data to study myself (Sedgwick, 2014). I will be getting my data from self-observation data. Table 2 below outlines how the unit of analysis and the unit of observation will work for my study and how they relate to each research question. The primary source of data will come from my notebooks, journal entries and any artefacts that I collect along the journey. The secondary sources of data will be the interactive focus groups that will assist me to learn more about my journey through conversations with others. The second secondary source of data will be the 3 interviews at the end of my practical work.

**Table 2: A summary of the Unit of Analysis and Unit of Observation**

| **Research Questions** | | **Unit of analysis** | **Unit of observation** | **How would this be done for sub-question 1** | **How would this be done for sub-question 2 and 3** |
|---|---|---|---|---|---|
| **Main Question** | Can I make the world a better place? | The self | Observe self | The primary source of self-observation is internal sources (notebook, journal entries etc.) | The secondary source of self-observation is external sources (interactive focus groups ("hereafter IAF") Indirect - learn about own journey through others; interviews - triangulation.) |
| **Sub question 1** | 1.What does the world consist of (and how do I fit into it)? | | | | |
| **Sub question 2** | 2. Can I make it better (what do I want to do practically)? | | | | |
| **Sub question 3** | 3. What type of an impact have I had (world better? understand self? my place in the world?) | | | | |
| **Sampling** | | | | **Sampling not relevant on this level** | **Sampling occurs at this level where IAF and interviews conducted on participants** |

### 3.2.2 Sampling methods

This next section looks at the sampling methods that will be used in this study. Sampling is the selection of relevant sources from which to extract data necessary to address the objectives of the study (Gentles et al., 2015). There is a difference between sampling in qualitative research and doing it in quantitative research Within quantitative research sampling is done using systematic sampling strategies that will allow them to generalize the data. Essentially the data collected from one place could be extended to the broader population. Qualitative research sampling is more focused on offering meanings, explanations and insight on the objectives of the research study (Lapan et al., 2012).

In discussing the sampling strategy below, my focus will be showing the interaction of myself within the formal and informal sectors to bridge the gap between them. I do not seek control of the variables but rather aim to understand and influence them towards a change that will ultimately help me answer my research questions. Sampling in this study will be used for deep exploration as I seek to get a deeper understanding of myself and the influence I can have on the world. There are two methods that I will use in my study, the first is the use of interactive focus groups with a sample of 5 people. Secondly, I will use purposive sampling to help me identify the 3 people to interview in my study based on a set of criteria (Lapan et al., 2012). These three people will assist me in gathering my triangulation data. As this study is directed at me, it means that I am in the best position to select my sample because I can select the people in the best position to help me answer my research questions. After meeting the specific requirements to be relevant to this study this sample will be able to help my development and understanding of the formal and informal sectors (Creswell, 2012).

There are of course advantages and disadvantages to using these methods. The disadvantage of the purposive sampling method is that there could be criticism against me of using my own bias to select the sample. However, this is necessary for this study since I am researching myself. The second disadvantage is that using my own bias affects the transferability of the ability to generalize the results of the research (Creswell, 2012). This is addressed however by the fact that within autoethnography, telling my story, allows for others to find relatability of it to their own lives. The disadvantage of using interactive focus groups is that the data you receive could be tainted by outside influences such as peer pressure. So, it might not be accurate (Freitas et al., 2021).

The advantages of this purposive sampling are first that, it is resource-efficient because since I use my judgement in determining the sample, I don't need to have a big sample to meet my objectives. The second advantage is that there is a depth of knowledge within the sample due to the selection of people who are directly related to helping me answer the question of whether I can make the world a better place or not (Creswell, 2012). The advantage of the interactive focus groups is that it is comprehensive and allows for discussions with a wider scope. Issues and themes related to the study are discussed in detail and this allows for more data (Freitas et al., 2021).

These 2 sampling methods will now be discussed further below.

#### 3.2.2.1 Sampling for interactive focus groups

The inclusion criteria that the participants must comply with to be a part of my study is that they must be members of the 2021 Masters in Responsible leadership cohort. This inclusion criterion is relevant to the study because not everyone is going to understand what my study is about or what the autoethnographic journey has been like over this year. Those that fall outside of the criteria will not understand my work and what I am specifically looking for in this process of developing over the year. Only those who understand the study can be productive in this process hence the need for these specific inclusion criteria.

In implementing this study, it needs to be understood that there are 15 eligible people for the interactive focus group. We all could have been in one focus group, however, the nature of our study requires us as the participants to be vulnerable to each other and get personal with each other. This usually works better in smaller groups, hence the course coordinators divided the class into 3 focus groups with 5 people in each group. This was done alphabetically and wasn't the choice of the people as to which group, they join. This was good for the study because it maintained maximum variability within the study. Due to the way the groups were chosen there are different personalities and backgrounds within the group.

#### 3.2.2.2 Sampling for one-on-one interviews

The inclusion criteria for the individuals to be included in the one-on-one interviews is that they must understand the purpose of my project and they must know me as well. They are also required to have been involved in the project in some way. This inclusion criterion is relevant to the study because I need to interview people that will give me a balanced view of how they experienced me. This is only possible if the people to be interviewed were very much involved within the project.

To implement this process, I need to get to know the people who will be participating in the study. There will be many who may be eligible and so it’s important to get to know them and see who will be the best people to interview. To do this I will be asking myself what the purpose of the sample is, and it is not about them telling me about the issue. Rather it is focused on them telling me about myself and how they experienced me. In aiming to get a balanced view it is important to not just talk to people who liked me but those who also didn’t like me and those who had middle rapport with me. This is what will get the balanced view.

### 3.2.3 Sample size

The interactive focus groups will have a sample size of 5 people. As stated earlier there are 15 within the group but further divided to create a more intimate and personal space for the participants. Having a sample size of 5 it will allow for the group to go deeper in their discussions without fear of privacy issues, there must be confidentiality within these spaces. The one-on-one interviews will have a sample size of 3 people. This sample size was selected based on the logical argument that 3 people will be able to help me triangulate my views. I will have come up with a summary of my experience through self-observation. These interviews will assist in either corroborating or disproving what I thought about my experience. There are no references to the academic literature on the sample size of these interviews because it doesn’t exist yet.

### 3.2.4 Summary Table

Table 3 below provides a summary of my proposed sampling design, outlining the ways that everything will be done.

**Table 3: A summary of the proposed sampling design**

| Sampling of: | One on one interviews | Interactive Focus group interviews |
|---|---|---|
| Main inclusion/exclusion criteria: | Individuals who were directly involved and understood the purpose of my study | Members of the Masters in Responsible leadership 2021 cohort |
| Overall minimum target sample size: | 3 | 5 |
| Minimum target sample size per participating organization: | A total of 3 interviewees being interviewed once. | 5 (from the 2021 MRL class) |
| Sampling method(s) to be used: | Purposive sampling, Deep analysis. | Deep analysis |

## 3.3 DATA COLLECTION

There are many methods that qualitative researchers use for their research. For this study, we are going to have two different types of data, internal and external data. For the internal data, there isn't a sampling strategy required, it is only for the external data that a strategy is required. It is important to have internal data because it will assist me to answer the research questions on how I fit into this world and whether I can make the world a better place. External data will assist me in answering the question of what kind of impact I would have had after my practicals.

### 3.3.1 Internal data

This is internal self-observation data made up of my thoughts, feelings, and observations. Various strategies will be used in my study to collect this kind of data and these are discussed below.

#### 3.3.1.1 Notebooks

The purpose of these notebooks is to assist me in keeping a record of everything that happens throughout the year. This will contain everything, that I have observed in my surroundings and my conversations. It is the first step in the evidence chain and this means that it is the first place I look for data in my snapshot discussions and as well my final proposal. Notebook entries assist in providing an outlook of the way I have been developing (Anderson, 2012). This method overlaps with the informal conversations I will be having when I collect external data. This is because I will make notes on those conversations in my notebook. I want to use notebooks because they are providing a foundation from which I will be able to answer the main research questions and sub-questions. The use of notebooks as a data collection tool isn't meant to specifically answer the questions but does so indirectly.

The data is essentially a written record of me observing myself and it is anything relevant to my journey. It's a combination of conversations, events that have either taken place this year or in the past, and also my thoughts and feelings on issues around the world as they unfold (Anderson, 2012). The structure of the notebook is writing down anything that others and myself either do or say that is interesting. It's a place that I will also write my thoughts and feelings into as the year progresses. It acts as a recorder of everything around me. It will be used to refine ideas or to point out inner conflicts and most importantly highlight significant moments of my evolution.

It will be captured in a WhatsApp group containing just myself and kept safe by being backed up regularly on google drive or exporting it to my email. The implementation of this method will be through constantly taking notes throughout the year whenever something relevant happens. This method started from the very first class.

There are advantages and disadvantages to this method, and these are discussed below. The advantage of using notebooks is that taking notes allows us to highlight assumptions as conversations and events take place. These would have gone unnoticed without writing it down. The second advantage is that writing down things as they happen promotes design thinking and captures the creative process of the inner dialogue. The third advantage is that this process helps make clear inner conflicts and how to resolve them. The fourth advantage is that the notebooks provide critical information of pivotal turning points in the evolution of how things are understood (Duncan, 2004).

The disadvantages of notebooks are that it requires me to disclose my inner thoughts and feelings and confront some ethical questions. If I don't do that, if I don't disclose this information then it puts the whole process at risk of not working. The second disadvantage is that the threat of losing focus and getting distracted from the notes that help with the study. The other disadvantage of notebooks especially the way we are doing them is that the record can get lost if there is a crash with the storage system being used.

#### 3.3.1.2 Snapshot

The purpose of snapshots is to collect data showing how I think and how my thinking has developed over time. These are also required one pagers to be submitted to the course coordinator by a certain deadline. It is used to keep a record of my private and personal thoughts as I go through my evolution (Chang, 2016). This methodical process helps me to ensure that I can track the progress that I have made throughout the year and also identify the pivotal moments of change in the year. Snapshots also include reflections and insights to be used in the topic statement, draft statement and final proposal. The purpose of these deliverables is to lay out the foundation of the study and show how it will be completed.

Snapshots are important because they help me answer the main research question of how I can make this world a better place? It does this by helping me see how my thinking has evolved as I try to answer this question. It is also crucial to helping me gain insight into the sub-questions. The advantage of this method is that it allows me to track my progress methodically. I can keep track of my growth and as well identify any new developments in my study. The disadvantage of this method is that it is difficult to separate subjective feelings and objective facts. Everything becomes one and it can make it easy to fall into a state of self-absorption (Chang, 2016). Another disadvantage is that snapshots work best when you reflect on events and not report on them, so just reporting on the events nullifies the point of the snapshots.

The data is structured periodically and is a critical reflection of all the experiences I have had throughout the year. These written snapshots form a collection of the change and analysis of my thinking and behaviour. The way it is structured is through a thematic analysis where I look for common themes within my data. Using the themes, I will then write up the snapshot, I will mention events that took place within the themes. This writing is based on a reflection of the themes in my data and not just a comment on it.

The snapshots are captured electronically and submitted on ClickUp. It is implemented through the writing of 6 snapshots at consistent intervals throughout the year. Three very important snapshots are structured to be submitted at pivotal times in the year.

#### 3.3.1.3 Other sources of internal data

There are other sources of data that include photos, artefacts, documents, informal conversations and any other relevant data. For my study, I will be using my reflections on informal conversations as a very big data source. This is because I have met so many people who come from many different backgrounds and experiences and by engaging with them I have learnt so much about myself and the way I think. So, for me, this is a big source of data. This is necessary because the people around me shape my worldview and it will be helping answer the sub-question of how I fit into the world and what the world currently consists of. I believe that we can read about the way things are, but nothing beats lived experiences.

Reflecting on these conversations are also useful in helping me determine whether it is possible to make the world a better place. I know many people working with different organisations to try and help people and by having discussions I can gain insight into whether they are making progress or truly there is no hope for this world. The advantages of this method are firstly getting a real-world perspective from people. It’s the critical insight that can shape my thinking. Secondly, it is an advantage in that these different backgrounds mean getting a more varied source of data, not everyone in my circles thinks the same and this will help in providing different perspectives.

The disadvantages of this method are the dangers of a lack of objectivity from the people I talk to. Due to feeling the way people see things might not be the way they are so trusting someone's account or interpretation of events might not serve as a good perspective to listen to. The data is very much unstructured, only taken note of when a conversation of interest is had. The conversation topic can also vary, depending on what has been happening either in the world or within the space the conversation is being had. So, It is all very unstructured to properly gain rich insight. It is captured in notebooks and written down as and when it takes place. It is implemented in everyday conversations and discussed further there,

### 3.3.2 External data sources

External data refers to the focus groups that will take place throughout the study and interviews that will take place at the end of the practicals. These are discussed more below.

#### 3.3.2.1 Interactive Focus Groups (IFA)

The purpose of the interactive focus groups is to help make sense of my journey by learning from others who are going through a similar journey. They are also crucial to providing support and also receiving it. This journey is a personal one but no man is an island, and these focus groups help in this journey. These are defined as interactive because it is not just about looking from the outside in but rather it's a participatory group where everyone within the group contributes to the discussions at hand (Creswell, 2012).

These groups also assist in answering all the research questions except the sub-question on the type of impact I would have had as a result of my intervention. In these discussions, we talk about the world and what it currently consists of as well as the ability of our various interventions to have a positive impact. We also discuss the practicality of our work and the worries and fears we have around them as well as what we are excited about. Not only are these groups for discussions but it is also a chance to reach out for help and receive extra assistance.

The advantages of this method are that you can participate in a process that allows you to voice opinions and thoughts you might not be able to express elsewhere. In these groups, we can express whatever frustrations or feelings we are going through in a safe environment. The disadvantages of this method are that they only work well when everyone completely opens up to the discussions and shares their thoughts, if this doesn't happen and they only half share or not at all then the whole process doesn't work as well.
The data from these groups are used to collaborate on topics of shared interest. The discussions of these groups are set by the participants and relate to any matter that is deemed necessary for discussion. The type of data you get from these discussions is on similar experiences, and the commonalities and differences between everyone are noted. It is structured according to what the group wants to talk about, as we set our agenda. This agenda is related to the researchers' journey. These discussions are recorded and captured electronically. This data will be transcribed and then thematically coded. Five focus groups are held consistently throughout the year on crucial dates.

#### 3.3.2.2 Individual interviews

The purpose of these individual interviews is a triangulation of the self-observational data from the practicals. These interviews serve as a way to get data on how well or how badly I managed to implement my strategy (Creswell, 2012). They also serve as a tool to contradict or conflict with my own experiences, however, this does produce rich insights that I can use to deepen my understanding (Adams et al., 2015). These interviews will serve as a reflection on sub-question 2 which asks if I can make the world better? In the interviews, I will be able to see whether what I wanted to practice was enough to make the world better. The interviews will also help me answer the third sub-questions on what kind of impact I have had and whether the world is better off after my intervention as well as how I understood the assignment.

The advantage of this method is that it is suited for this study as we are only interviewing a sample of three people and can ask open-ended questions making room for follow-ups to statements made. Within this form of interviewing, also allows for the participants to be more comfortable in expressing their true opinions on the issue at the end. The disadvantages of this method are that it requires me as the interviewer to be well prepared for the feedback I receive whether positive or negative, I have to be professional. Secondly, I have to be very well prepared for the interviews and it is also a bit time-consuming in terms of condensing all the information I receive and analysing it against my analysis (Adams et al., 2015).

Semi-structured interviews will be used to gather data on how the participants of my study experienced me. It is structured as three open-ended questions asked to people linked to the study. These questions are linked to the research questions specifically sub-question 2 and 3 as discussed above. These interviews will be recorded and then transcribed electronically. It will be implemented with a total of three interviews to be done straight after the practical work. In this next section, I will be discussing my design strategy as well as my Pre-testing Strategy.

#### 3.3.2.3 Interview Design Strategy

Introduction

In this section, I will cover introducing myself to the participants and the course that I am studying as well as the university. I will explain the purpose of my study and briefly explain what autoethnography is and how it works. It is not a popular research method so most people won't know it, I have to explain it. I will then explain the purpose of my research by talking about the research questions and how I have planned to answer them and what this interview is for. I will ensure that I discuss the length of the interview with the participants and also provide assurances of confidentiality as well as anonymity in their participation if they so wish. I will ask for permission to record the interview and remind the participant that this is not compulsory and at any point, if they are uncomfortable, we can end the interview or change the line of questioning. Will also mention the need for honesty and that they should feel free to criticize or provide answers that I might not like.

Strategy to develop questions

For this study, the research questions will not be used as the interview questions but rather they will guide the design of the questions. The interview questions will be used to answer and reach a conclusion of the research questions. Due to the nature of our research, all the interview questions should help me answer questions about my evolution and they should only be relevant to that.

In designing my interview questions, I will also make sure that they are only a few open-ended questions which will allow for more listening to what the interviewee has to say. Through this, I can seek more inquiry into what would have been said rather than focus on just asking the next question. Due to also wanting to ensure that the interview is not too long, it is best to have short rich questions than long questions that will not help me when I analyse the answers.

I will aim to start with asking questions to break the ice and make the participant more comfortable, however, I will not ask intrusive questions. After breaking the ice my questions will be designed to have the interviewee tell their own story about me without being restricted to just yes or no questions. I will also use prompts and probes to clarify each main question. This will be used to get the interviewee to expand on the answer they would have given or give another perspective, all this to get rich data from the interview. The structure of this interview is meant to be more of a conversation rather than a formal discussion.

Conclusion

At the end of the interview, I will thank the interviewee for their time and then go through the key points they brought and making sure that I heard them correctly. This is also a chance to receive clarity on any points that I might have misunderstood or misheard during the interview. After this, I will then wrap up the interview and also ask if it is okay to follow up via email or any means of communication they prefer if I have any further questions or need any further clarification.

#### 3.3.2.4 Interview Pre-test Strategy

The purpose of a pre-test strategy is to prepare me for the interview by ensuring that the people I am going to interview will be able to understand and interpret the questions correctly. It is also for me to ensure that these questions will be sufficient to answer the research questions. I can also use this opportunity to try and identify any potential issues that should be included in the discussion guide. This is a pilot interview to help prepare for the main one.

The pre-testing will take place in three phases and these three phases are discussed below.

Phase 1: Critical self-observation

In this phase, I will be doing a self-evaluation of my discussion guide. I have included in my introduction an explanation of my study in an easy-to-understand way and have also included the length of the interview. I have put in a reminder that the interview is voluntary and that it is confidential and the identity of the participant will be protected. I can also confirm that all the questions to be asked are necessary to answer the overall research questions.

The questions are open-ended and the first questions are easy to answer to break the ice. There are no questions that require a "Yes" or "No", all of them encourage the participant to explain further. There are no terms in the questions that will require further explanation. All the questions are clear and precise and also special care has been taken to ensure that the discussion can always be guided back to the main purpose of the study. There are no questions making assumptions about the participant and the interview has a wrap-up question.

Phase 2: Evaluation by Supervisor

My supervisor inspected my discussion guide and he was happy with it.

Phase 3: Pre-test Interview with a suitable participant

In my pre-test interview, there will only be one person who is interviewed. I will be using a surrogate participant, this is someone who is not from the pool of my main study but is well versed in the area I want to deal with. They will also have very similar characteristics to the participants from the main study.

The interviews are necessary because they form part of a triangulation strategy. Triangulation is the use of interviews to collect data about a phenomenon to corroborate or amend the insights gained from my internal data source. It is about confirming findings and adding a different perspective to the phenomenon under investigation. So, it about validating data and ensuring the trustworthiness of a study's findings (Carter et al., 2014).

## 3.4 TRUSTWORTHINESS

In this section, I will be taking a look at the different ways to ascertain the trustworthiness of my autoethnographic journey. There are many criticisms of autoethnography and the validity of the data that is collected and analysed. I will be discussing four focus areas and the strategy for each area to ensure that the data can be verified and trusted.

### 3.4.1 Credibility

Within the autoethnographic journey questions surrounding the reliability of the data refer to the credibility of the researcher. It then requires me to ask questions like how accurately am I observing myself and is it possible that I could be doing this observation inaccurately? In my study, my data is valid when it has the appearance of being true or real and the way readers experience it is more lifelike (Ellis et al., 2011). There are two strategies that I will be making use of in my study to ensure its credibility.

The first strategy is the use of notebooks and snapshots to record my evolution throughout the year. I cannot depend on my memory as I write an analysis of the year because it could fail me and I write incorrect things. However, by trusting the proven methodical process of writing down notes as they happen, I will be able to ensure the accuracy of my account of events. The odds of writing data that is inaccurate is then greatly reduced (Korstjens et al., 2018).

The second strategy I will be using is the triangulation interviews as a way to confirm the validity of my analysis of my journey. At the end of my practical work, I will interview three people who would have been a part of the study, I will look for someone with who I had a good rapport, a bad rapport with and a middle rapport. These three individuals will then provide me with an honest assessment of how they viewed me and how they experienced me. This ensures that the data is more credible as it will contain an external analysis and not just my own (Korstjens et al., 2018).

### 3.4.2 Dependability

Dependability looks at how if someone else would do a study similar to mine, would they be able to get similar results. This is always possible in quantitative research, however when looked at in autoethnography, due to the subjective nature of the study. In autoethnography, the results definitely wouldn't be the same, because even if the study is done in a similar environment with similar participants, the fact that the person doing it isn't me would automatically mean that they would have a different experience of the journey. However, they are more likely to meet some of the same broad outcomes that I would have reached. They might also have a similar transformative experience as I have (Korstjens et al., 2018).

Two strategies can be used to ensure that I have a dependable design. The first is that I need to ensure that I document every process and procedure that I use to gather and analyse data. This will ensure that if someone wants to conduct a similar study to mine, they can simply follow the audit trail I would have left of how I did what I did and the pivotal moments in my journey. The second strategy is to keep a record of the feedback I would have received from my supervisor as the study has developed throughout the year, this feedback would show the flaws and shortages I would have encountered and the decisions I took to evolve the study into being more reliable (Korstjens et al., 2018).

### 3.4.3 Confirmability

Confirmability is used as an accurate means from which we can verify that an objective reflection of the phenomenon being studied has been achieved. As well as that the analysis of the interpretations of the participant's views is unbiased and only accurately reflects the participants' perspectives and not the researcher (Given, 2008). However, in autoethnography, since I am the phenomenon under study is it possible for me to biased against myself? This is possible if I interpret my data incorrectly and provide a wrong analysis of my data (Korstjens et al., 2018).

There are two strategies to avoid the above. The first is a critical review of all sources of data by taking it to my supervisor and they would then highlight the different ways I would systematically have misread my data. So, this process of allowing an external independent analysis of my data, is how I avoid being biased against myself. The second strategy is the use of triangulation interviews, as mentioned above. They also assist in ensuring that I avoid bias by having someone else tell me how a different story about myself (Korstjens et al., 2018).

### 3.4.4 Transferability

Transferability is a process that allows the sample of a study to be representative of the whole population. It looks at the ability of a study to be applicable across different environments with the same context being applied (Given, 2008). For an autoethnographic study, the aim is to have the insights that I have made in my study be transferable to other people who read my study. It needs to be a study they relate to and understand, that is how I can ensure that it is transferable (Korstjens et al., 2018).

To make sure my study is transferable I need to ensure that I have provided a very thick description of my evolution and development throughout the year. This has to talk about my colleagues in the Masters of Responsible leadership class, the way I experienced things and this must be in as much detail as possible. The end goal is for the people who read my study, to feel a connection to my study and be able to relate to my study. This is how my study would be transferable (Korstjens et al., 2018).

## 3.5 ETHICS

I have already received ethical clearance for my study, I went through the process of filling out the application with my supervisor and the course coordinator. This was a very great experience because it helped me to refine my study and assisted me to horn in on the practical aspect of this year. My first ethical clearance was very broad, however, the question I was required to answer during a review of this first draft helped me see where my study was and what I had to do. Eventually, my ethical clearance was accepted and I can carry on with the practical aspect of my study.

One of the most important things to take note of as an Autoethnographer is relational ethics. This is a process where I recognize the importance of mutual respect and connectedness between myself and the people that are participating in my study. By acknowledging relational ethics, I can recognize the interpersonal bonds that are created in my interaction with others. One way of showing relational ethics is using the friendship method. This is where I treat the relationship I have with my participants as if it were a friendship. I address conflicts, maintain the relationship and nurture the relationship to ensure that the other person feels accommodated and heard. Within this method, the relationship goes beyond the study Through this method I can show respect and do justice to the participants of my study (Adams et al., 2015)

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# APPENDIX F

**- Table with quotations -**

Table 4 shows the Codes used in the findings and discussions section with the relevant source of the data and the extracted text used.

**Table 4: Codes for Quotations**

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
|---|---|---|---|---|
| 150:10 | Notebook | confusion_AE_FocusOfStudy | 150_confusion_AE_FocusOfStudy | "I have no idea what I have signed up for this year, I am confused about the part where Pieter keeps saying I am the focus of the study and not whatever issue I will focus on. Surely, I am not hearing right and clearly don't yet understand what autoethnography is all about. I will give it time." |
| 27:6 | Snapshot | AE_FocusOfStudy | 27_AE_FocusOfStudy | "So, with the work that we are doing here, who is it really for, where will it go, and whose responsibility is it to get it there? I don't want to do all this work for it just to be shelved somewhere as a record that I did my Master's degree, I want it to go beyond just an academic paper." |
| 73:12 | Focus Group | confusion_FocusOfStudy | 73_FocusOfStudy | "... it's very worrying for the organisation that I'm going to be doing my practical with you know, because the informal sector, there is very little research into it and so they were obviously like you know what we very much want you to do this but we want to use your research afterwards and now trying to formulate exactly how I'm going to do this how this entire focus is on me as opposed to the actual issue, its like so you made me choose this issue. You made me go into this place that's actually a problem, I'm not actually talking about the issue I'm talking about me. This entire fifty-page document is going to be about Uno's experience, not the actual problem." |

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
|---|---|---|---|---|
| 301:19 | Final Proposal | AE_Criticisms | 250_AE_Criticisms | "It is believed to be more emotional and more for therapeutic purposes than a scientific study of high esteem. It's also criticized for its lack of substance in fieldwork, as it takes away focus from "others" and makes it about self. There is also the accusations placed on this form of study that it is biased due to the personal nature of it all" |
| 300:19 | Final Proposal | AE_definitions | 250_AE_definitions | "autoethnography provides marginalized individuals with a chance to tell their own stories. They can do this because they tell the researcher how they experience him and not the other way around" |
| 200:1 | Interview | study_purpose | 200_study_purpose | "I think you were trying to understand the informal sector, according to what is available outside, since Thabo Mbeki announced this sector. And I think that just the way that this sector is being blurred and not visible out there. For you, it was crucial to understand. And that is why I think you started this study. " |
| 214:2 | Interview | study_purpose | 214_study_purpose | "What I think you were trying to actually achieve was to really see and get a full understanding of the informal sector. And by, maybe the general knowledge that you always had that there are struggles or challenges, but you needed to actually know what are they exactly, you know" |
| 165:10 | Notebook | confusion_practicals Focus | 165_confusion_pra cticalsFocus | "I have been doing the practical work for about four weeks now and I am very confused about whether I am doing the right thing or not. I asking myself if I am presenting this type of study in the manner it should be presented? I worry that I might not be doing it justice with |

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
| --- | --- | --- | --- | --- |
| | | | | the way I have been going about it. Its very frustrating." |
| 53:8 | Snapshot | self_reflections_evolution | 53_self_reflections_evolution | "As I was in Orange Farm at the end of August, I made a note in my journal about how much more complex the world was than I thought. So, at the beginning of the year, in March I noted in my notebook how I thought the informal sector seemed like a great place to start because all they needed was to be a part of the formal sector and everything would be okay. I simplified the world to fit my narrative and I have found myself to have been completely wrong." |
| 90:14 | Focus Group | practicalsFocus_adapting | 90_practicalFocus_adjusting | "One of the things that my supervisor had advised because, you know when I went into my project, I had something that I wanted to do. I get there and then I discovered that they had already done it, like everyone has done it. That the whole solution I was coming with has been done like it isn't even a solution and it just part of life now. So, one of the things that he had advised me that rather than obviously now coming up with the solution rather try to assist in what they already doing. So, just kind of make suggestions on what they already doing. Make a presentation to them on what you think they could do better" |

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
|---|---|---|---|---|
| 155:10 | Notebook | leadership_reflections | 155_leadership_reflections | “I understand what it means to be a leader because I have been in leadership positions before. I had to make tough choices but the interesting thing about it is that it was always in controlled spaces. By that I mean someone else had done this before, there was a guideline I could follow that would help me when I was stuck. I wonder what this year is going to teach me because this is new and more about me than just using an established format.” |
| 170:10 | Notebook | isolated_reflections | 170_isolated_reflections | "This pandemic really has me feeling alone these days, even in the course I sometimes feel alone because I do struggle with asking people for help now worse off its people you cant see, what if they don’t want to help, what if they are annoyed you asked, what if they only pretending to care but this is some sort of competition to see who is the best and i am set up to fail on purpose??? When you cant see people in person its hard to judge where their intentions lie" |
| 62:8 | Snapshot | isolated_reflections | 62_isolated_reflections | "I think that throughout my previous snapshots, I felt quite isolated and when you isolate yourself it never brings anything good. However, as I have interacted with others and seen that I am not alone, that has provided the platform for hope to be launched in my heart that tomorrow can be better." |

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
| --- | --- | --- | --- | --- |
| 74:12 | Focus Group | academic_year_feelings | 74_academic_year_feelings | "I think you know what when they said it's about you I thought maybe they meant we are trying to develop your leadership skills right throughout the year so at the end of the year you're going to feel like maybe you're a better leader or something. But I fail to see how this is developing me into a responsible leader. I mean if you guys read my snapshots and stuff, half the things I'm talking about apparently have nothing to do with like their definition of what responsible leadership is. Like I am very far off the pace." |
| 295:19 | Final Proposal | leadership_defined | 295_leadership_defined | "Responsible leadership has been defined as a mutually beneficial, principle-driven relationship between leaders and stakeholders who are intertwined by a common purpose. It is through this purpose that a commitment to achieving sustainable development and responsible change occurs." |
| 185:10 | Notebook | Leadership_reflections | 185_leadership_reflections | "I just had a meeting with the SBI executives to discuss my project and ask them for access to their database. They were very interested and immediately jumped on board because it is in an area that they also would like to learn" |
| 196:10 | Notebook | leadership_FocusAreas | 196_leadership_FocusAreas | "As I was speaking to Zanele, I noticed a car stopping and the driver trying to flirt with school kids and I asked Zanele if that was a common occurrence and she said it was. Some kids end up saying yes to the advances, she mentioned that besides the business challenges there are a lot of social challenges that need to be addressed as well. To many people |

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
|---|---|---|---|---|
| | | | | addicted to alcohol and drugs because they have no jobs. High crime rates as well because people are just trying to survive" |
| 296:19 | Final Proposal | socially_leadership_defined | 296_socially_leadership_defined | "Socially responsible leadership is defined as a process using collaboration and values to bring about positive social change" |
| 209:1 | Interview | lessons_about_self | 209_lessons_about_self | "I had to even change the way I interact with them, to actually be like no I need to come in with the perspective of I'm here to learn. I'm not here to to barge in on my ideas. And so I felt like to me that was a really positive thing that came out of that experience to say rather than you know be this person that just pushes in, and comes in with all these big ideas and leaves. I come into learn to to literally watch them and act with them as effectively as I can." |
| 234:3 | Interview | lessons_about_self | 234_lessons_about_self | "….cause a lot of people that are at your level of, you know, busy with your masters, they come with arrogance when they come to the community such as Orange Farm. They start using these big words and you can tell they are arrogant. I don't think this interaction I've shared with you, in the time that I've known you for, would have been this smooth, if you were arrogant because maybe I would have checked out at some point, but instead I am still eager you know to interact and see actually where does this leave me. So, yeah, you are very humble, I'm gonna say that again you |

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
|---|---|---|---|---|
| | | | | are very humble and I really enjoyed being a part of this and participating in this" |
| 221:2 | Interview | Study_furtherEffort | 221_study_furtherEffort | "I would have wanted to maybe to, to stretch to that level and get their own point of view as stakeholders as to why there's this continuation of challenges, particularly in townships, where informal sector has operated most you know, why aren't they looking at that, and if they were, or they are looking at improving them. Why isn't it, showing any results. What is it that they are doing, or they are not doing." |
| 224:2 | Interview | lessons_about_self | 224_lessons_about_self | "I felt like you you've done justice to whatever you are trying to find, and also with the findings that you also, you know, presented to me. That was great. And yeah, I agree." |
| 37:7 | Snapshot | academic_year_frustrations | 37_academic_year_frustrations | I feel like some of my biggest worries when it came to the practicals are showing now. The thing is I have always liked having a clear picture of what I am doing or going to do but with this process even with the methodology from the final research and all I still feel like I am just keeping my head above water. I also feel frustrated at how our research is structured, in terms of it being about us and not the issue we are looking at. I mean when I have had meetings, I heard things that others need to know about |

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
|---|---|---|---|---|
| | | | | but yet my final report will probably only slightly show that. |
| 340:18 | Draft Statement | stakeholders_practical | 340_stakeholders_practical | Stakeholders can be defined as internal or external groups that are affected by or have the ability to influence a business to complete its objectives. These groups are seen to be important and should have a say in the decision-making process of the organization. |
| 388:17 | Topic Statement | stakeholders_practical | 388_stakeholders_practical | This theory speaks to how important it is for an organization manage these different relationships and ensure they manage the interests of the stakeholders |
| 201:1 | Interview | academic_year_frustrations | 201_academic_year_frustrations | the stakeholder groups that you tried to represent was organizations, and institutions that was supposed to assist and help this sector grow. |
| 216:2 | Interview | efforts_focus | 216_efforts_focus | "I wasn't really sure that you're falling under any sector stakeholder or you're trying to represent any with my own thinking I was just thinking that you just get to verify some of the challenges that you generally heard about regarding informal settlement," |
| 217:2 | Interview | efforts_focus | 217_efforts_focus | "I was not really thinking that you are advocating or working for any stakeholder for that matter." |

| Reference Number | Data Source | Master Code | Final Code | Extracted Text |
|---|---|---|---|---|
| 231:3 | Interview | Study_furtherEffort | 231_Study_further Effort | "relevant information would be to see a change now, you know, to then see, you know you have identified all these things, and we have identified what the solutions are what to be done, you know, I mean, if there could be a change that would be nice. So if you, if you as, obviously you have access to the right channels to try and solve some of the issues such as access to internet, which is the major one, you know, so, yeah, if you do have access to such information. It would be nice to see change, you know, or maybe progress from what we discussed, or maybe something happening, some implementation of some program of some sort." |
| 33:6 | Snapshot | world_systems_violence | 33_world_systems_violence | "So, this question of can I make it better is interesting to me because in as much as we all wish for a world where smiles and giggles will result in a better tomorrow it's just not practical. For those in power and control, things are perfectly fine the way they are and I simply do not think that we will get anywhere by trying to caress them into giving up their profitable way of life. So, this year I believe we are settling for the simplest way of doing things since we are not out to stir the pots that seriously but rather just do what we can within our means of control. Can I make the world better? I believe so but this will take more than what we are required to do this year." |

# APPENDIX G

## - Technical care checklist-

Check the final version of your final research article against the evaluation criteria listed below and sign the declaration on the last page to indicate that you have completed the technical care check. **You will be penalised with a deduction of -2 for each technical care error listed below that you have overlooked in your document.**

| TECHNICAL CARE | ✓ or ✗ |
|---|---|
| **1. Cover (title) page** | ✓ |
| Is the layout of and information supplied on the cover/title page correct? Check the layout of the cover/title page against the examples available on clickUP. | ✓ |
| The block of text on the cover page should be positioned so that the assignment title is more or less in the middle of the page (from top to bottom) and the date of submission is on the very last line of the page. | ✓ |
| Use <u>single</u> line spacing on the whole cover/title page. | ✓ |
| The cover/title page should **not** have a page number. | ✓ |
| **2. Evaluation form** | |
| Have you included and, if necessary changed, the evaluation form required for the specific assignment? | ✓ |
| Check that you have added the following to the evaluation form:<br>• The correct course name and course code<br>• Your title, initials, surname and student number<br>• The evaluation criteria and mark weights that apply to the assignment | ✓ |
| **3. Declaration regarding plagiarism** | |
| Have you completed and <u>signed</u> the declaration regarding plagiarism? | ✓ |
| Have you used <u>single</u> line spacing in the declaration regarding plagiarism? | ✓ |
| The declaration regarding plagiarism should **not** have a page number. | ✓ |
| **4. Table of contents, list of figures and list of tables** | |
| Update the Table of Contents, List of Figures and List of Tables to include all the headings and figure/table captions in the document. | ✓ |
| Are all entries in the Table of Contents, including references to appendices, complete with the correct page numbers? | ✓ |
| The List of Figures and List of Tables should appear on a separate page after the Table of Contents. | ✓ |
| Are the entries in the List of Figures and the List of Tables complete with the correct page numbers? | ✓ |
| The pages containing the Table of Contents, List of Figures and List of Tables should be numbered in Roman numerals: i, ii, iii, iv starting at i. | ✓ |
| **5. Page margins** | |
| Are the left and right margins of the whole document set to 2 cm? | ✓ |
| Are the top and bottom margins of the whole document set to 2.54 cm? | ✓ |
| Is the paper size set to A4 in MS Word?<br>Is the paper size on your printer correctly set to A4 and not to Letter? | ✓ |

| TECHNICAL CARE | ✓ or ✗ |
|---|---|
| **6. Body text** | |
| **6.1 Assignment title** | |
| The assignment title should be typed on the cover page and at the top of the first page of the main body following directly after the Table of Contents (i.e., page 1 with the heading INTRODUCTION).<br>Check the following:<br>• The titles on the cover page and on p. 1 should have the exact same wording.<br>• Both titles should be typed in bold, UPPER CASE and should be centred horizontally (from left to right) on the page.<br>• There should be no full stop at the end of the title.<br>• The title on the cover page should have single line spacing and the title on p. 1 should have 1.5 line spacing.<br>• Leave a single blank line open after the title on p. 1 and before the first heading on this page. | ✓ |
| **6.2 Page numbering** | |
| The pages containing the cover page, evaluation form and declaration regarding plagiarism should <u>not</u> be numbered. | ✓ |
| The pages containing the Table of Contents, List of Tables and List of Figures should be numbered with Roman numerals (i, ii, and iii) starting at i. | ✓ |
| All the pages in the main body of the assignment and in the appendices should be numbered with Arabic numerals (1, 2, 3, etc.) starting at 1. | ✓ |
| Page numbers in the main body of an assignment be typed in Arial, 10 pt. font; should appear in the bottom margin; should be centred horizontally (from left to right) on the page; and should be between hyphens as is the case in this document. | ✓ |
| **6.3 Headings** | |
| Are all headings formatted and numbered correctly?<br>• First-level headings should be in **bold**, UPPER CASE, 14 pt. font.<br>• Second-level headings should be in **bold**, UPPER CASE, 12 pt. font.<br>• Third-level headings should be in **bold**, sentence case, 12 point font and the words of the heading (not the heading number) should be <u>underlined</u>.<br>• All headings, except the heading for the ABSTRACT, should be numbered.<br>• No heading numbers should be indented away from the left-hand page margin.<br>• All headings should be justified.<br>• No heading should have a full stop at the end.<br>• Avoid colons, semi-colons and hyphens in the wording of headings. | ✓ |
| Leave a blank line open <u>before and after</u> all headings.<br>However, when one heading follows directly after another (with no body text in-between), there should <u>not</u> be a blank line open between the consecutive headings. Leave a blank line open before the first and after the last heading. | ✓ |
| Are all the headings concise, but still clearly descriptive of the content of their respective sub-sections? (Avoid headings longer than two lines as well as single word or very brief headings) | ✓ |
| Do not start each major section of an assignment (i.e., each section with a first level heading) on a separate page. Each major section of an assignment should follow directly after the preceding one on the same page. | ✓ |

| TECHNICAL CARE | ✓ or ✗ |
|---|---|
| Are there any instances where headings appear on their own at the bottom of a page (i.e., with no body text following directly after the heading)? Move such headings to the top of the next page. | ✓ |
| Do the wording and numbering of headings in the text correspond with the heading wording and numbering in the Table of Contents? | ✓ |
| **6.4 Text and paragraph formatting** | |
| Have you consistently used Arial, 12 pt. font for the body text of your document? | ✓ |
| Have you consistently used 1.5 line spacing in the main body of the document, <u>except inside tables</u>? Use <u>single</u> line spacing inside all tables. | ✓ |
| Justify all the paragraphs in the body text (excluding paragraphs in tables) and in the list of references using the icon in the "Paragraph" group of the "Home" tab in MS Word. | ✓ |
| Do all the sentences in a paragraph follow one directly after the other?<br>Each new sentence inside a paragraph should not start on a new line. In other words, there should be no hard line breaks inside paragraphs. | ✓ |
| Check that all paragraphs end in a full stop or other appropriate punctuation mark. | ✓ |
| Leave a <u>single</u> blank line open between all paragraphs by pressing the Enter key twice at the end of a paragraph. | ✓ |
| **6.5 Tables and figures** | |
| Have you included a sentence or paragraph before each table/figure to introduce the table/figure to the reader?<br>The introductory sentence/paragraph should contain a specific cross-reference to the table/figure (e.g., As is shown in Figure 1 below …)<br>All cross-references to tables/figures should start with a capital letter (e.g., Different definitions of the construct locus of control are summarised in **T**able 2 on p. 18.) | ✓ |
| Have all tables and figures been supplied with correct captions (located <u>**above**</u> each table or figure)? | ✓ |
| Are the wording of all the table/figure captions concise, but still clearly descriptive of the specific table/figure? (Avoid captions longer than two lines as well as single word or very brief captions.) | ✓ |
| Do the wording of the figure/table captions listed in the List of Figures and List of Tables correspond a 100% with the corresponding captions used in the text? | ✓ |
| Check that all table/figure captions are formatted correctly:<br>• Use the "Caption" style in the Styles window of the Home tab in MS Word to format all captions.<br>• All table/figure captions should be typed in **bold**, Arial, 10 pt. font.<br>• Leave a blank line open before a table/figure caption.<br>• Use sentence case for the wording of all table/figure captions.<br>• A table/figure caption should not end in a colon, semi-colon, comma or full stop.<br>• Do not leave a blank line open between a caption and the table/figure, but add a 4 pt. paragraph spacing after the caption to prevent a squashed-in look. | ✓ |

| TECHNICAL CARE | ✓ or ✗ |
|---|---|
| Are all tables and figures numbered correctly?<br>Tables and figures should be numbered independently and sequentially starting from 1. Do not include section/chapter numbers in the numbering of tables/figures. The numbers of tables/figures in appendices should continue sequentially from the numbers used in the main document. | ✓ |
| Where necessary, have all tables and figures been supplied with correct source references situated **below** the table or figure?<br>The source references should be formatted as follows:<br>The source reference **below** a table/figure should be in 10 pt. font with a 4 pt. paragraph spacing before the reference to separate it from the table/figure.<br>Use the "Table/Figure source ref" style in the Styles window of the Home tab in MS Word to format the source reference.<br>The word "Source:" should be underlined, but not the colon.<br>Use the same format for the references as you would in an in-text citation where the authors are listed as part of the sentence.<br>Multiple sources are separated by semi-colons.<br>The source reference should end with a full stop.<br>Where necessary, use the words "Adapted from" to indicate that the table/figure was changed from the original source.<br>It is not necessary to add a source reference to a table/figure based on information that you have generated yourself (e.g., a table/figure based on analyses of your own data). | ✓ |
| Have all tables/figures been formatted correctly based on the following requirements?<br>Tables and figures:<br>• A table/figure may not overlap with or extend into the left or right page margins, but should fit between the specified margins.<br>Figures:<br>There should preferably be borders around all figures.<br>It is best to draw figures in MS PowerPoint and to then insert the PowerPoint slide into your Word document. This will allow you to draw neater figures than if you used the "Drawing Canvas" in MS Word.<br>Figures/graphs/diagrams copied from PDF files often do not have a clear resolution and should rather be redrawn in PowerPoint and then inserted into MS Word.<br>Tables:<br>Use **single** line spacing inside tables.<br>The column headings in the first row of a table should preferably be typed in bold and should be centred vertically (from top to bottom) and horizontally (from left to right) in their respective cells.<br>The contents of a table may be printed in a smaller font size (e.g., 11 pt or 10 pt), but the same font size should preferably be used consistently in all tables.<br>If a table breaks across one or more pages, the header row (i.e., the row containing the column headings) should be repeated at the top of each page.<br>All textual (non-numeric) entries in table cells should either consistently be left-aligned or justified. Numeric entries may be centred or right-aligned. | ✓ |
| **6.6 Bulleted / numbered lists** | |

| TECHNICAL CARE | ✓ or ✗ |
|---|---|
| Do all the bulleted lists in the document comply with the requirements outlined in Section 15 of these guidelines?<br>• Use the "List Bullet" style in the Styles window of the Home tab to format all bulleted lists.<br>• There should not be a blank line open after the stem sentence (ending in a colon) and before the first bulleted point in a bullet list.<br>• Bulleted points should not be indented away from the left-hand page margin.<br>• Add a 4 pt. paragraph spacing before all bulleted points to prevent a squashed-in look.<br>• Do not place a bulleted list inside a paragraph. Leave a single blank line open after the last bullet point and any subsequent body text.<br>• Numbered lists should have the same basic format as bulleted lists. Use the "List: Numbered" style to format numbered lists. | ✓ |
| **6.7 Spelling, grammar, punctuation and sentence construction** | |
| Have you checked the whole document for spelling and grammatical errors using the "Spelling and Grammar" function in MS Word? | ✓ |
| Have you, as far as possible, used an impersonal, objective and formal writing style with as few self-references to "I", "we" or to "the researcher" as possible. | ✓ |
| There should be no contractions (e.g., do**n't**, won't, shouldn't) in the document. Write contracted words out in full. | ✓ |
| Have you used abbreviations correctly? See Section 9.2 above for guidelines in this regard. | ✓ |
| There should be no instances of etc. or et cetera in the document. | ✓ |
| All foreign words, including the abbreviation *et al.*, should be typed in italics. | ✓ |
| Have you consistently used only one method of emphasising (*italics*, or **bold** or underlining) throughout the assignment? | ✓ |
| Have you consistently rounded off all numeric values in the assignment to two (2) decimals? | ✓ |
| Have you used numbers correctly based on the requirements outlined in Section 14 of these guidelines?<br>No sentences should start with numbers written in numeric format. Re-write such numbers in words (e.g., Twenty-two percent of the respondents …) | ✓ |
| Are the sentences in your assignment not perhaps too long? Sentences running over three lines are often too long and are usually difficult to read. | ✓ |
| Have you made any "sweeping" or unsubstantiated statements in your writing, such as "there is no literature available on this topic" or "this research will contribute to the body of knowledge"? | ✓ |
| Are all factual statements in your document supported by appropriate in-text citations? | ✓ |
| Are all direct quotations enclosed in quotation marks and supported by an in-text citation?<br>Check that all direct quotations have quotation marks at both the start and the end of the quotation.<br>All direct quotations should be supported by an appropriate in-text citation. | ✓ |

| TECHNICAL CARE | ✓ or ✗ |
| --- | --- |
| Check that you have used ellipses correctly in direct quotations:<br>• An ellipsis consists of three full stops (…) only.<br>• If an ellipsis follows directly after or before a quotation mark, there should be no space between the quotation mark and the ellipsis.<br>• There should, however, be one space open after the ellipsis and before the first word at the start of a direct quotation. Similarly, there should be one space open after the last word and before the ellipsis at the end of a direct quotation.<br>• If an ellipsis occurs in the middle of a sentence, one should leave a single space open before and after the ellipsis. | ✓ |
| Check the following in your cross-references to sections, tables figures and/or appendices:<br>• When referring to a numbered table, figure or section or to a specific appendix, the words Table, Figure, Section or Appendix always starts with a capital letter (e.g., The questionnaire is included as Appendix A.)<br>• Include page numbers in the cross-reference. For example: “As is shown in Figure 1 (p. 12) …” or “Various definitions of the construct alienation are summarised in Table 3 (p. 11).<br>• Use p. to refer to a single page and pp. to refer to a page range. A page range should be indicated as pp. 3-6 with no blank spaces before/after the hyphen. | ✓ |
| **7. Referencing** | |
| **7.1 In-text references (citations)** | |
| Are all the sources listed in in-text references (citations) included in the list of references (and *vice versa*)? | ✓ |
| Have you included page numbers in all in-text references to sources where page numbers appear in the original source you consulted? This is also applies when you are citing an article as a whole. | ✓ |
| Check your in-text citations for the following frequent errors:<br>• There should be no space open after the colon and before the page numbers in in-text citations.<br>• Have you used the abbreviation *et al*. correctly? See Section 8.1.2 on p. 27 of the referencing guidelines.<br>• The abbreviation *et al*. should always be typed in italics and should end in a full stop.<br>• When multiple sources are cited, the sources should be listed in the same order in which they appear in the list of references. See Section 6.2.3 on p. 19 of the referencing guidelines. | ✓ |
| **7.2 List of references** | |
| Convert all EndNote fields in the final version of your document to plain text before submitting the document for evaluation. | ✓ |
| The list of references should be placed on a separate page after the main body of the document and before any appendices. | ✓ |
| The heading “**LIST OF REFERENCES**” or “**REFERENCES**” should be formatted as a first-level heading and should be numbered. | ✓ |
| Leave a blank line open after the heading “**LIST OF REFERENCES**” and before the first entry in the list of references. | ✓ |
| Use 1.5 line spacing in the list of references. | ✓ |

| TECHNICAL CARE | ✓ or ✗ |
|---|---|
| The entries in the list of references should be sorted alphabetically based on the surname of the first author of each source. Entries in the list of references should <u>not</u> be numbered or bulleted. | ✓ |
| All the entries in the List of References should be justified. | ✓ |
| Each entry in the List of References should have a full stop at the end. | ✓ |
| Leave blank lines open between the entries in the list of references. | ✓ |
| Removed all active hyperlinks from entries in the List of References. | ✓ |
| Wrap all hyperlinks in the List of References to remove blank spaces. See the instructions on p. 28 of the referencing guidelines. | ✓ |
| Have you checked the entries in the list of references against the general requirements outlined in Section 5.1 and 6 of the document "Referencing in academic documents"? | ✓ |
| Have you checked each entry in the list of references against the specific requirements that apply to that source type as are outlined in Section 8 of the document "Referencing in academic documents"? | ✓ |
| Check all the entries in the list of references for the following frequent errors:<br>• The names of journals (e.g., *Journal of Management,*) should be typed in *italics* and should be followed by a comma.<br>• The titles of journal articles, books and the titles of all other sources should be in <u>sentence case</u>.<br>• When citing a journal article, give the volume, issue number and the full page range in the required format. For example: 12(2):23-45. | ✓ |
| **8. Appendices (Where applicable)** | |
| Do all the appendices have appropriate descriptive titles? | ✓ |
| Are the pages of all the appendices numbered sequentially up to the last page? | ✓ |
| Have all the appendices been tagged / "flagged" in the prescribed manner to facilitate cross-referencing? See Section 16 above. | ✓ |
| Where required, have you included a CD/DVD with an electronic copy of your document in the prescribed manner? | ✓ |
| Are all the appendices included in the Table of Contents with their correct page numbers? | ✓ |
| **9. General technical care** | |
| Have you removed all instructions in blue and all warning messages in red from the document without deleting any of the section breaks? | ✓ |
| Have all pages printed correctly? Check for missing pages, duplicate pages, blank pages and for pages that are skew. | ✓ |

I hereby certify that I have checked my assignment against the requirements outlined in this checklist:

UChiradza

Signature