STUDENT ENTREPRENEURSHIP WEEK SURVEY 2018
# Table of Contents

1. Report Summary
2. Introduction
3. Data Collection Process
4. Survey Responses per day
5. Analysis of Survey Results
   - Demographic Results
   - Entrepreneurial Support at Wits University
   - Student Entrepreneurship Week Experience
   - Improving SEW Going Forward
7. Discussion of Findings
10. Conclusion
22. Recommendations
Report Summary

The Student Entrepreneurship Week (SEW) Survey Report provides valuable insights on participants’ experience of the 2018 SEW. The SEW has been running for two years at the University of the Witwatersrand (Wits) and the current report is a first of its kind.

The SEW survey was administered online and it was completed by 102 out of 418 targeted participants (24% response rate). The information collected was in relation to participants demographics, exposure to entrepreneurial support and overall experience of SEW.

The following are some of the key findings from the survey:

Demographic Profile of Participants
- **Gender:** 60% of participants were male and 40% were female
- **Race:** 96% of the participants were black.
- **Faculty:** The highest percentage of participants were from the Faculty of Commerce, Law & Management.

Entrepreneurial Support at Wits University
- **Support units:** 30% of participants were aware of entrepreneurial support units prior to SEW, this increased to 88% after SEW.
- **Faculty/Department Support:** 18% of participants indicated that their Faculty/Department offered entrepreneurial support or courses.

Overall Experience of SEW
- **Value add:** 85% of participants reported that SEW added value to their knowledge needs.
- **SEW Sessions:** An average of 85% of participants agreed that the SEW sessions were beneficial.

Recommendations to Improve SEW
- **Marketing:** 53% of participants were not satisfied with the marketing of SEW.
- **Entrepreneurship Stalls:** Participants highlighted that stalls were focused on good orientated entrepreneurs and this needs to be revisited going forward.
- **Additional Support:** 76% of participants indicated that they would like to receive more funding support from the university.
Introduction

The Analytics and Institutional Research Unit (AIRU) was tasked with conducting an evaluation survey of the 2018 Student Entrepreneurship Week (SEW) at the University of the Witwatersrand, Johannesburg (Wits).

The SEW is an initiative of Universities South Africa (USAF) which took place from 30 July until 3 August 2018 at Wits University. The overall aim of the initiative was to raise awareness of entrepreneurship as an alternative to employment. In its second year of running, the 2018 SEW at Wits was underpinned by the “4 I’s”: Information, Ideas, Innovation, Implementation and Impact. Through this initiative, Wits hopes to continuously provide opportunities for students to expand their knowledge on entrepreneurship and also to provide a platform for students to network with successful entrepreneurs.

The current report presents an analysis of the results of an online self-administered survey that was sent to 418 participants who attended the 2018 SEW. The survey was aimed at soliciting feedback on the overall experience from participants who attended the 2018 SEW.
Data Collection Process

A survey link was sent to email addresses of the 418 participants who attended SEW.

The incentive to complete the survey was the chance to win a Moleskin Notepad.

A survey invite was sent out on 14 August 2018 to all the participants, the survey was opened for two weeks (deadline to submit was the 24th of August 2018) to allow enough time for participation.

There were 105 responses to the survey, two duplicates were identified using contact numbers thus bringing the sample to 102 participant responses.

The overall response rate of the survey was 24% which is not generalizable to the entire pool of participants who attended SEW at Wits.

The survey collected demographic information related to gender, race, age, faculty affiliation and level of study.
Time to Survey Completion

**Total number of participants who completed the survey per day**

![Graph showing survey completion per day](chart.png)

- **Survey link sent via email**
- **Email reminder sent**

**Notes**

✓ **The highest number of survey responses** were received on the day that the survey email was sent out (14 August 2018).

✓ **Survey responses increased when participants received a reminder email** to complete the survey.

✓ **A high number of surveys** were completed on the 21st of August 2018 when participants received an email indicating that they had been given an extension until the 26th of August to complete the survey.
Analysis of Results

1) Demographic Results

**Distribution of Participants by Gender**

More than half of the participants were male.

**Distribution of African (Black) Participants**

The black population made up the majority of participants at the 2018 SEW.

**Distribution of Participants by Age**

Just over half of the participants were in the age group 20-23 years old.
Analysis of Results

1) Demographic Results continued

Distribution of Participants by Level of Study

Almost three quarter of the participants were undergraduate students. Other includes matric students, short course students & Tshimologong Learnership Candidates.

Distribution of Participants by Faculty (includes both undergraduate and postgraduate students)

CLM faculty was the most represented followed by EBE. The least represented faculty was HS.

Key
- HS: Health Sciences
- HUM: Humanities
- SCI: Science
- EBE: Engineering & Built Environment
- CLM: Commerce, Law & Management

*2% of participants were not affiliated to any faculty
Analysis of Results

2) Entrepreneurial Support at Wits University

Knowledge of entrepreneurial support units prior to SEW

- 70% of participants were not aware of entrepreneurial support units prior to attending SEW.
- 30% were aware.

Knowledge of entrepreneurial support units post SEW

- The majority of participants were aware of Tshimologong followed by Transnet and then The Entrepreneurial Wayz.

- 88% (91 out of 103 participants) of participants are now aware of at least one entrepreneurial support unit at Wits.
Analysis of Results

2) Entrepreneurial Support at Wits University continued

Knowledge of Clubs/Societies/Projects that offer entrepreneurial support

A high 70% of students were not aware of clubs/societies/projects that offer entrepreneurial support units prior to attending SEW.

Knowledge of specific entrepreneurial support Clubs/ Societies/ Projects, n= 29 (participants aware of Clubs/Societies/Projects)

<table>
<thead>
<tr>
<th>Club/Society/Project</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Empower ZA</td>
<td>17%</td>
</tr>
<tr>
<td>The African Women Chartered Accountants</td>
<td>28%</td>
</tr>
<tr>
<td>The Youth Leadership &amp; Entrepreneurship Development Students Chapter</td>
<td>31%</td>
</tr>
<tr>
<td>The Association of Black Securities &amp; investments Professionals</td>
<td>38%</td>
</tr>
<tr>
<td>The Wits Students Business Associations</td>
<td>38%</td>
</tr>
<tr>
<td>The Young African Entrepreneurs Institute</td>
<td>48%</td>
</tr>
</tbody>
</table>

Majority of participants who were aware of clubs/societies/projects were aware of “The Young African Entrepreneurs Institute”
Analysis of Results

2) Entrepreneurial Support at Wits University continued

Participants Faculty/Department offers entrepreneurial support/courses

- More than 80% of participants indicated that there were no entrepreneurial courses/support offered by their faculty/department.

Participants who indicated that there were entrepreneurial courses/support offered in their departments

- The highest number of participants who indicated that there was entrepreneurial courses/support in their faculty/department were from CLM.

Key
- HS: Health Sciences
- HUM: Humanities
- SCI: Science
- EBE: Engineering & Built Environment
- CLM: Commerce, Law & Management
Analysis of Results

3) Overall experience of SEW at Wits

SEW added value to knowledge needs of participants

- Majority of participants, 85%, indicated that SEW added value to their knowledge needs
- 15% of participants did not find that SEW added value to their knowledge needs

Ways in which SEW added value to knowledge needs of participants

- Ideas and support
- Knowledge and skills
- Industry and expert advice
- Library and resources
- Administration and support services
- Mentoring and networking
3) Overall experience of SEW at Wits continued

**Participants’ experiences of SEW sessions**

- **“The super-exponential becomes the new normal”**
  - n = 70
  - 83% Agree, 17% Disagree

- **Fourth Industrial Revolution innovation habit and winning ideas**
  - n = 70
  - 89% Agree, 11% Disagree

- **Entrepreneurship development & business advisory**
  - n = 65
  - 88% Agree, 12% Disagree

\[ n = \text{number of participants who answered the question} \]
Analysis of Results

3) Overall experience of SEW at Wits continued

Participants’ experiences of SEW sessions

“How IP & social media marketing can be used to the advantage of your venture”

n= 69

“How to access funding”

n= 69

“How to understand your customer and develop your business model”

n= 77
Analysis of Results

3) Overall experience of SEW at Wits continued

Participants’ experiences of SEW sessions

“Incubation for student business”

n= 64

- Disagree: 19%
- Agree: 81%

“The era of disruption and the psychology of an aspiring entrepreneur “

n= 66

- Disagree: 14%
- Agree: 86%

“The value of coaching mentorship in Entrepreneurship”

n= 72

- Disagree: 8%
- Agree: 92%

n= number of participants who answered the question
Analysis of Results

3) Overall experience of SEW at Wits continued

Participants experiences of SEW sessions

“Translating your dreams into reality”

n = 75

- 85% Agree
- 15% Disagree

“Trends & Innovation: How to leverage trends to create businesses of tomorrow”

n = 69

- 86% Agree
- 14% Disagree

“What does it mean to be a student entrepreneur?”

n = 69

- 87% Agree
- 13% Disagree

n = number of participants who answered the question
3) Overall experience of SEW at Wits continued

Participants experiences’ of SEW sessions

“What does it take to negotiate and close a deal?”

\[ n = 64 \]

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

\[ n = \text{number of participants who answered the question} \]

Highlights from participants who attended SEW sessions

Sessions with the highest number of attendees

1. “How to understand your customer and develop your business model”

2. “Translating your dreams into reality”


The session on “What does it take to negotiate a deal” had the highest percentage of participants (20%) who indicated that the session was not beneficial.

Generally, participants who attended the SEW sessions agreed that sessions were beneficial for them.

The session on “How IP & social media marketing can be used to the advantage of your venture” had the smallest percentage of participants (7%) who did not find it beneficial.
Analysis of Results

4) Improving SEW going Forward

Advertising of SEW

Just over half of the participants indicated that SEW was poorly advertised

Word cloud on how the advertising of SEW could be improved

Keyword Extraction: How can the advertising of SEW be improved?

Social media | Posters | Email | School Students Council | Event Streaming | Use of Influencers
4) Improving SEW going Forward continued

Selected responses on how SEW advertising can be improved

Must be advertised in lecture rooms and all over the city for other people to learn more

For starters, well in advance and consistently

Banners, social media, involve student societies and the src

Making sure that the venues are known spaces

Maybe an opening Social event or a Networking party before hand

More social media activity and posters on campus. Maybe run a campaign or competition to get students excited about it.

Have maps with locations of the session

SEW Ambassadors/Get youth brands involved such as TRACE UBRAN. For sponsorship and brand affiliation it will cause attraction to the event.

Have a database or entrepreneurship group to share info

Introducing brand ambassadors to promote SEW

It should be advertised on Instagram and Facebook platforms of "Wits Just Kidding".

On-going programs, of a smaller scale so students know the resources the university has available

There should also be app created and e-mails sent to all students like the Jack Ma event,

17
Analysis of Results

4) Improving SEW going Forward continued

Word cloud on how students can benefit from attending SEW

Keyword extraction: What are the benefits of attending SEW?

Entrepreneurship | Ideas | Skills | Benefit | Networking | Knowledge | Opportunity |
Analysis of Results

4) Improving SEW going Forward continued

Selected responses on how students can benefit from attending SEW

- It can also help people who realised their passion to be entrepreneurs but did not study any related subjects as myself.

- They can have an entrepreneurial approach towards their studies instead of studying to get a job, this can also help them to be more creative in coming up with fresh ideas that solve today’s local and global problems.

- Students can benefit greatly, in that, their ideas and entrepreneur ventures can be nurtured and developed through the SEW programme resulting in them incurring limited risk.

- Many of us have good ideas but have no support and information on how to implement, this initiative will help bridge that gap.

- I think it’s really critical in even introducing a novice into the world of business, it’s a great space to create networks, seek out collaborations and mentorship and it introduces one to different aspects of entrepreneurship and the many opportunities that are out there.

- Students can get rid of the general fear of failure which is a result of the high failure rate of start ups in SA. They can be better equipped with skills and resources that will reduce their likelihood of failure.

- Skill development regarding generating a source of income without relying on their qualification.

- Students can have an entrepreneurial approach towards their studies instead of studying to get a job, this can also help them to be more creative in coming up with fresh ideas that solve today’s local and global problems.
Analysis of Results

4) Improving SEW going Forward continued

Selected additional suggestions to improve SEW

- The stalls where mainly focused on good/product selling entrepreneurs and did not seem very accommodating to service rendering entrepreneurial ventures.
- I really struggled to find the venues. The contact numbers you gave out were wrong as the people had to transfer me elsewhere and the directions I was given were wrong and I really wanted to attend the sessions.
- One of the sessions that I attended did not commence as there were not enough students for the speaker to address.
- Based on the Talks I’ve attended, funding is one of the biggest challenges as a start-up. Maybe talks on that topic should be done with a panel of speakers from different funding institutions.
- Workshops for Writing Business plan/Project plans. But real-world application this can be done through having a panel of investors.
- Set the venues for all the speakers close to each other and they must not be at the same time if possible.
- Better time management. Sometimes we would go to venues and find that they were occupied by the previous lectures people, and we even had one session that was cancelled because of the speaker not being available.
- Have as part of the programme a dedicated time for pitching, as in an entire day dedicated to pitching and refining ideas that students attending the event might have.
- Can there be not more than two sessions happening at the same time.
- Can we have more student involvement when it comes to sharing entrepreneurial experiences.
- Advertise earlier and create an anticipation, involve societies and student governing bodies to create anticipation for student.
- Record the talks for students who couldn’t attend & make the recording available online.
- They should give students entrepreneurs an opportunity to also guide and give talks at their sessions.
Analysis of Results

4) Improving SEW going Forward continued

Continuing entrepreneurial support that participants expect from Wits

- Workshops: 55%
- Incubations programs: 49%
- Funding: 76%
- Accredited core skills training: 51%
- Access to markets: 57%
- Acceleration programs: 44%

Additional suggestions to improve SEW
Discussion of Results

The overall response rate for the survey was 24%. A total of 102 participants completed the survey, out of a sample of 418 participants.

The demographics of the respondents were not in line with the general demographics of the student population at Wits University. The data reveal that the majority of the participants were black (96%), this raises a question as to why other population groups were not represented at such an event. The faculty distribution reveals that the Faculty of Health Sciences and Humanities were least represented at the 2018 SEW, while the highest represented faculty was Commerce, Law & Management followed by Engineering & the Built Environment.

Majority of participants were not aware of entrepreneurial support units at the university. The percentage of participants who were aware of entrepreneurial support units increased from 30% before SEW to 88% after SEW. The highest percentage of participants that were aware of an entrepreneurial support unit were aware of Tshimologong (66%) followed by Transnet Matlhafatso Centre (44%).

While SEW is generally targeted at students, it would have been expected that a high percentage of participants would be aware of university clubs and societies that provide entrepreneurial support. However, the results revealed that only 30% of participants were aware of clubs and societies at the university. Of the participants who indicated that they were aware of clubs and societies, almost half (48%) indicated that they were aware of ‘The Young African Entrepreneurs Network’.
Discussion of Results

Driving Wits University to becoming an entrepreneurial university will require incorporating entrepreneurship into the academic curriculum. Results from the survey illustrate that only 18% of participants indicated that their faculty’s or department’s offered entrepreneurial courses or support. Half of these participants were from the Faculty of Commerce, Law & Management. None of the participants from the Faculty of Health Sciences indicated that they had entrepreneurial support or courses in their faculty.

More than 80% of the participants indicated that SEW added to their knowledge needs. Some of the keywords that were highlighted in the Word Cloud as repeatedly appearing in responses included: start, idea, taught, information, funding, resources, learned, available, people, ways, industry and journey.

Participants generally agreed that the SEW sessions were beneficial for them. None of the sessions had more than 20% of participants indicating that they did not benefit from the session. However, it was rather concerning that the session attendance ranged between 63% and 75% of participants.

An alarming 53% of participants indicated that SEW was poorly advertised. When asked how SEW advertising can be improved, the keyword extractor extracted the following keywords; social media, posters, email, school students council, event steaming and the use of influencers. Participants also indicated the need for an opening social event, having SEW ambassadors, running a campaign or competition building up to SEW, advertising in lecture rooms and beginning the advertising process at least two to three months before the actual event.
Discussion of Results

Participants suggested that going forward, SEW needs to consider making the stalls more inclusive of service offering entrepreneurs and not just product orientated entrepreneurs. Several participants highlighted the need for the general logistical issues to be improved. Specific issues highlighted include, improving time management, communicate change in the venues, making the venues close to each other and providing the correct contact details. Participants also expressed that they would appreciate it if sessions would not run simultaneously and if sessions could be live streamed and recorded for those who are unable to attend. In addition to this, participants noted that it would be beneficial to include student entrepreneurs to the organising team of SEW.

With regards to additional support that participants would like to receive from Wits, 76% of participants indicated that they would like funding support. This was followed by 55% who indicated that they would like access to markets and 55% who highlighted the need for workshops.
Conclusion

The results from the SEW survey reveal that there is a knowledge gap with regards to already existing entrepreneurship support units and clubs/societies/projects based within the university. There are also very few academic programmes at Wits university that incorporate entrepreneurship into the curriculum or provide some form of entrepreneurship support. Although findings from the SEW survey indicate that the SEW is a good starting point to providing students with a platform for gaining more insights on entrepreneurship, more will have to be done to ensure that the event has a wider reach. While 53% of participants indicated that the marketing of the event needs to be improved, participants also highlighted the need to livestream and record sessions to accommodate students who might have academic commitments during specific sessions.

The current survey results on the 2018 SEW provide baseline information on student entrepreneurship at Wits University which can be incorporated in the development of an entrepreneurship scorecard. In order to effectively do this, such information will have to be collected on an annual basis and the data collection tool will have to be reviewed and continuously improved to ensure that relevant information can be yielded from it.
Recommendations

Venues need to be clearly communicated and accessible

Introduce a SEW app to communicate programme venue and time changes

Session times must be effectively managed

Opening social event should be organised and well advertised

Enhance social media presence and general advertising

Livestream or record sessions for students unable to attend

Develop strategies to involve faculties that were not well represented at SEW

Provide more platforms for students to learn about funding

Involve academics, SRC, student councils and societies in advertising SEW