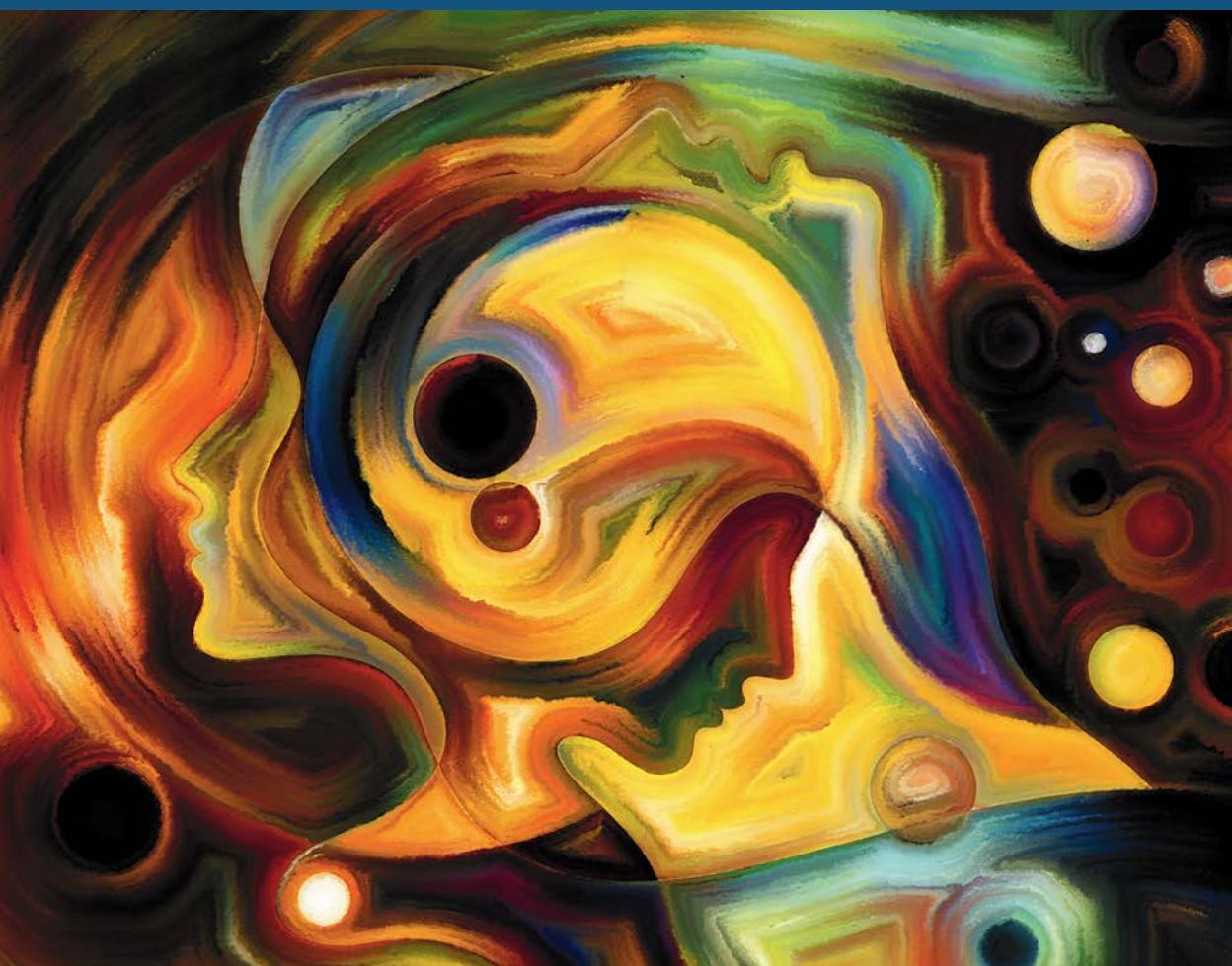


Women's Entrepreneurial Identities

A Typology Based on Insights from Entrepreneurship Programs in Two Different Contexts

Beldina Owalla



Women's Entrepreneurial Identities

Entrepreneurship provides a venue for individuals to (re)define their identities through their activities and vice versa. The overall aim of this dissertation is to *understand women's perceptions of their entrepreneurial identities in two different socio-cultural contexts*. The study is based on in-depth interviews with women entrepreneurs in Sweden and Tanzania, and addresses three research questions. The first research question looks at how women perceived their entrepreneurial identity in relation to their self-identity. The second question analyses the influence of the socio-cultural context on women's perceptions of their entrepreneurial identities, while the third looks at the role of entrepreneurship programs in influencing women's perceptions of their entrepreneurial identities.

My study contributes to the entrepreneurial identity research in the following ways. First, I develop a typology of women's entrepreneurial identities i.e. *solution seeker, self-actualizer, bona fide, missionary, informed* and *transition* categories and propose a conceptual model. Second, the study provides insights on women's perceptions of their entrepreneurial identity in relation to their self-identity, and on their individual agency. Third, the study contributes to our understanding of the impact of contextual factors on women's perceptions of their entrepreneurial identities. In particular, I show how the impact of the social in-group and gender role ideologies varies across the different categories. Fourth, the study contributes to our understanding of the impact of entrepreneurship programs based on the different categories of women's entrepreneurial identities. Lastly, I discuss the implications of the study's findings for educators and policy makers.



Beldina Owalla

completed her PhD at the Department of Management and Organization at the Stockholm School of Economics. Her research interests are in entrepreneurship, micro-finance and SME development. Prior to her PhD studies, she was involved in the financial and operational management of various projects with the United Nations Food and Agriculture Organization.

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To
My Family

Foreword

This volume is the result of a research project carried out at the Department of Management and Organization at the Stockholm School of Economics (SSE).

This volume is submitted as a doctoral thesis at SSE. In keeping with the policies of SSE, the author has been entirely free to conduct and present her research in the manner of her choosing as an expression of her own ideas.

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Director of Research
Stockholm School of Economics

Andreas Werr

Professor and Head of the
Department of Management
and Organization

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Stockholm, October 17, 2017

Beldina Owalla

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Chapter 1

Introduction

Entrepreneurship is a complex social phenomenon that is both dynamic and context dependent¹. It is globally recognized for its economic contributions (Landström & Benner, 2010; Swedberg, 2000:8), despite a lack of consensus on how to define it, or what it entails. The lack of a clear definition has not hindered the growing interest of policy makers to promote an entrepreneurial culture in different parts of the world. Similarly, the focus on women's entrepreneurship has been largely driven by the recognition of women entrepreneurs' contribution to economic growth (Brush, De Bruin & Welter, 2009; Wilson, Kickul & Marlino, 2007). The result of which has been an increase in research and policy initiatives aimed at promoting women's entrepreneurship worldwide.

Initially research on women's entrepreneurship focused on analyzing women entrepreneurs in comparison to their male counterparts². On the one hand, studies indicated that women lacked self-efficacy (Birley, 1989), had a negative self-perception (Verheul & Thurik, 2001), had lower risk taking propensity (Brush, 1992; Sexton & Bowman-Upton, 1990), were less likely to perceive themselves as leaders (Holmquist & Sundin 1988), and

¹ While numerous definitions exist to describe entrepreneurial activity, I define entrepreneurship in the same broad sense as Bowen and Hisrich (1986:394) who indicate that: "...*Entrepreneurship is the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction.*"

² Scholarly research on women entrepreneurs began in the early 1980s, and while I only briefly discuss some of the findings, a more detailed review of the research done in this area can be found in the article by Jennings and Brush (2013).

were reluctant to initiate businesses without substantial social support (Ljunggren & Kolvereid, 1996). On the other hand, studies indicated that women entrepreneurs had a strong sense of independence and self-reliance (Holmquist & Sundin, 1988), reported higher personal efficacy and autonomy scores (Gatewood, Shaver & Gartner, 1995; Sexton & Bowman-Upton, 1990), were as psychologically effective in managing their businesses (Brush & Hisrich, 1991), and perceived themselves as possessing higher entrepreneurial abilities than their male counterparts (Ljunggren & Kolvereid, 1996).

Although the findings of these studies pointed to the heterogeneity of women entrepreneurs as a group, they also continued to portray women entrepreneurs in comparison to their male counterparts, thus limiting our understanding of gender as a social construct that can facilitate or impede entrepreneurial activity (Brush et al., 2009). While such comparisons still continue in current studies, there is an increased focus within the field to understand the contextualized nature of the entrepreneurship phenomenon (Welter, 2011, Zahra, 2007), and specifically the impact that socio-cultural context has on women's entrepreneurship (Brush et al., 2009; Delmar & Holmquist, 2004; De Vita, Mari & Poggessi, 2014; Santos, Roomi & Linan, 2016; Shinnar, Giacomin & Janssen, 2012).

Furthermore, given that perceptions and not objective facts have been shown to be the main drivers of potential entrepreneurs (Krueger, 2007; Radu & Redien-Collot, 2008), there has been an increased focus on understanding women's perceptions of their entrepreneurial abilities (Arenius & Minniti, 2005), and on the feasibility and desirability of opportunities (Dabic, Daim, Bayraktaroglu, Novak & Basic, 2012). Recent studies have indicated that while efforts to promote women's entrepreneurship have been successful in narrowing the gender gap by 6% in 61 economies, differences in perceptions still persist (Kelley, Brush, Greene, Ali & Kew, 2015). While, the percentage of women with positive perceptions about opportunities is comparable to men (40% women versus 45% men), there is a noticeable gender gap with regards to positive perceptions of capabilities (40% women versus 59% men) (Kelley et al., 2015).

Understanding women's perceptions is crucial, as in many societies women go against cultural norms to become entrepreneurs (Kelley, Brush,

Greene, Litovsky, Babson College & Global Entrepreneurship Research Association [GERA], 2013). At the same time, the gendered aspects of entrepreneurship as a research field and a phenomenon (Ahl, 2006; De Vita et al., 2014) has resulted in the construction of entrepreneurship as primarily a manly pursuit (Ahl, 2007; Smith, 2010). The portrayal of the woman entrepreneur as atypical weakens women's social legitimacy (Carter, Marlow & Henry, 2009), and adds to the complexities that arise for women developing an entrepreneurial identity (Bjursell & Melin, 2011). Women entrepreneurs are expected to conform to masculine norms in their roles as entrepreneurs, and feminine norms in their roles as mothers, spouses, daughters in society (Chasserio, Pailot & Poroli, 2014; Garcia & Welter, 2013). As a result, women may be less likely to adopt the social identity of 'entrepreneur' than their male counterparts (Lewis, 2013).

While there has been a recent increase in studies analyzing entrepreneurial identities, further research is still needed on entrepreneurial identities at all units of analysis (e.g. individual, team, organization), and in different organizational and cultural contexts (Leitch & Harrison, 2016). Studies examining entrepreneurial identities in different geographical contexts are equally scarce (Ashe & Treanor, 2011).

This dissertation seeks to add to this limited knowledge by focusing on understanding women's perceptions of their entrepreneurial identities in two different socio-cultural contexts. My study is based on in-depth interviews with women entrepreneurs located in Sweden and Tanzania. It focuses on analyzing how women perceive their entrepreneurial identities in relation to their self-identity, as well as how the socio-cultural context and entrepreneurship programs influence these perceptions. A purposeful selection process was adopted in identifying the women entrepreneurs who form the multiple cases of analysis for this study. First, I focus only on analyzing women entrepreneur's perceptions, as studies suggest that women are generally less likely to perceive of themselves as entrepreneurs (Verheul, Uhlener & Thurik, 2005). Second, the comparison of two different contexts is made to allow for a richer and more contextualized analysis of constructed identities in different normative environments (De Vita et al., 2014;

Tillmar, 2006). Third, I focus on potential³ and practicing⁴ women entrepreneurs that are participating to entrepreneurship programs⁵ in the two contexts, as education is one way of changing perceptions (Kelley et al., 2013), and such programs are part of many initiatives aimed at promoting women's entrepreneurship.

My study makes the following contributions. First, I develop a typology of women's entrepreneurial identities i.e. *solution seeker*, *self-actualizer*, *bona fide*, *missionary*, *informed* and *transition* categories, based on the women's perceptions of their entrepreneurial identities, and propose a conceptual model. Second, the study provides insights on women's perceptions of their entrepreneurial identity in relation to their self-identity, and on their individual agency. Third, the study contributes to our understanding of the impact of contextual factors on women's perceptions of their entrepreneurial identities. In particular, I show how the impact of the social in-group and gender role ideologies varies across the different categories. Fourth, the study contributes to our understanding of the impact of entrepreneurship programs based on the different categories of women's entrepreneurial identities. The implications of the study's findings for educators and policy makers are also discussed.

The research problem, gaps and objectives of the study are discussed next followed by an outline of the thesis structure.

1.1. Research Problem, Gaps and Objectives

In this study, entrepreneurship is viewed as a socially dependent process (Achtenhagen & Welter, 2011) that is influenced by actors at different levels (i.e. micro, meso, and macro). Understanding women's perceptions of their entrepreneurial identities therefore requires an analysis of both the individual and societal factors that could influence these perceptions (Ahl,

³The term potential woman entrepreneur is broadly defined to refer to individuals who show preference for and/or intentions to engage in entrepreneurial activities

⁴The term practicing woman entrepreneur is broadly defined to refer to entrepreneurs who are at different stages of the entrepreneurial process i.e. from initial start-ups to established firms

⁵The term entrepreneurship program is used to refer to both academic and training focused programs (Valerio, Parton & Robb, 2014)

2006; Bird & Brush, 2002; Delmar & Holmquist, 2004; De Vita et al., 2014). Moreover, studies also suggest that entrepreneurial identities are not constructed in isolation, but are affected by the social, cultural and relational contexts (Berglund, Gaddefors & Lindgren, 2016; Ekinsmyth, 2014; Gherardi, 2015). Nevertheless, research on the importance of the socio-cultural contexts for entrepreneurial identities is still limited (Ashe & Treanor, 2016).

In this regard, the overall research objective of this dissertation is to *understand women's perceptions of their entrepreneurial identities in two different socio-cultural contexts*. In order to achieve this objective, the following research questions are addressed by the study.

- **Research Question 1:** How do women perceive their entrepreneurial identity in relation to their self-identity?

First, why should we understand women's perceptions of their entrepreneurial identities in relation to their self-identity? Entrepreneurship provides a venue for individuals to (re)define their identities through their activities and vice versa. However, while individuals are actively involved in forming their identity, this process is also influenced by societal expectations. The identity construction process can be viewed as a combination of self-determination (agency) and determination (structure) imposed by others (Garcia & Welter, 2013; Watson, 2009). Similarly, the 'entrepreneur' identity can be viewed as a reflection of societal expectations of behaviors attached to entrepreneurs as a socially recognized category of actors (Brush & Gale, 2015; Obrecht, 2011).

Traditionally social norms and stereotypes have typically associated the 'woman' identity with feminine traits such as being *nurturing, caring, and dependent* (Carter, Marlow & Bennett, 2012), and even though women have been involved in entrepreneurial activities for a long time (Jennings & Brush, 2013), their activities have not always been recognized as such. The primary research focus on male entrepreneurs resulted in male-dominated entrepreneurial discourses that characterized the 'entrepreneur' identity with masculine traits such as *risk-taker, aggressive, independent and competitive* (Ahl, 2006; Gupta, Goktan & Gunay, 2014).

One consequence has been the portrayal of the 'woman entrepreneur' identity as an anomaly, resulting in weakened social legitimacy (Carter et al., 2009) that affects both potential and practicing women entrepreneurs. Legitimacy in this case, being defined as the general perception that certain actions of an individual are appropriate and desirable (Middleton, 2013). For practicing women entrepreneurs this has meant the need to employ different strategies and discourses in order to gain legitimacy with various stakeholders (Bruni, Gherardi & Poggio, 2004; Essers, Benschop & Doorewaard, 2010). While gaining legitimacy is a typical requirement for nascent ventures (Middleton, 2013), in the case of women entrepreneurs the need to gain social approval is not only tied to their skills and capabilities, but also to their identity as 'women'. Moreover, even when they succeed, women entrepreneurs could still be viewed as exceptional (another anomaly) rather than the norm.

For potential women entrepreneurs, the portrayal of the 'woman entrepreneur' identity could either attract or impede their engagement in entrepreneurial activities. Role identity is a key entrepreneurial perception (Krueger, 2007). If the 'woman entrepreneur' identity is perceived as being appropriate then potential entrepreneurs are more likely to be drawn to entrepreneurial activities.

The portrayal of the 'entrepreneur' as a heroic risk taker interested solely in making profits can create conflicts with potential entrepreneurs' self-identities (Brush & Gale, 2015). Studies argue that women may find it more difficult than their male counterparts to connect their internal self-identity with the external social identity of 'entrepreneur', which the discourse of enterprise offers (Lewis, 2013). Analyzing women's perceptions of their entrepreneurial identities in relation to their self-identity will therefore provide further understanding of the complexities involved in the construction of the 'woman entrepreneur' identity.

- **Research Question 2:** How are women's perceptions of their entrepreneurial identity influenced by their socio-cultural context?

Second, why should we understand the contextual factors influencing women's perceptions of their entrepreneurial identities? Entrepreneurial identities are influenced by

institutional, cultural and historical contexts (Chasserio et al., 2014). Societal influence on identities can also be seen in studies focused on the media's representation of women entrepreneurs. These studies have found that the media portrays women entrepreneurs in traditional gender stereotypes (Achtenhagen & Welter, 2011; Eikhof, Summers & Carter, 2013), presents contradictory representations of women entrepreneurs (Iyer, 2009), and assists in maintaining the entrepreneurial myth as being male (Nicholson & Anderson, 2005). Representation acts as a stereotyping force and contributes to the construction of identities (Avraham & First, 2010). Such portrayals influence women's perceptions of their entrepreneurial identities.

While societal values generally tend to implicitly interpret women entrepreneurship as less desirable (Brush et al. 2009), a society's gender role ideology will determine the level of normative support and legitimacy women entrepreneurs receive (Baughn, Chua & Neupert, 2006). One way of understanding contextual influences is by analyzing two diverse contexts (De Vita et al., 2014; Tillmar, 2006). Moreover, studies highlight the need for further analysis of women entrepreneurs in developing countries contexts (Ahl, 2006; De Vita et al., 2014). Factors affecting women in these contexts, such as the influence of religion (East Asia and Pacific region), social segregation (Middle Eastern region), and lack of societal legitimization (South Asia and Sub-Saharan Africa region), may not be as significant for women entrepreneurs in developed countries (De Vita et al., 2014). A recent study analyzing the perceived contextual factors enabling or constraining small and medium-sized entrepreneurs in urban East Africa⁶, found that compared to men, who were mainly constrained by the institutional context, women were constrained by the institutional, social and spatial contexts (Tillmar, 2016: 117). Further attention is therefore needed in analyzing women's entrepreneurship in different contexts.

The two empirical contexts i.e. Sweden and Tanzania that have been selected for this study provide different socio-cultural and normative environments within which to analyze women's perceptions of their

⁶ The study focused on both the hard and soft dimensions of the institutional (regulations, policies, norms and culture), social (business/industry association networks, networks embedded in norms, households and family roles) and spatial (physical location, geographical space, interpretation of place, role expectations, local community characteristics) contexts in its analysis (Tillmar, 2016:110).

entrepreneurial identities. Sweden is mainly an individualist society with a long history of gender equality policies since 1845 (Statistics Sweden, 2016). However, while gender equality is highly valued on an ideological level, structural hindrances still exist that lead to a segregated labor market (Bjursell & Melin, 2011).

On the other hand, Tanzania can be viewed as primarily a collectivist society, with efforts to ensure gender equality through gender mainstreaming of government policies beginning around the year 2000 (Stevenson & St-Onge, 2005). Similarly in this context, gender role stereotypes have resulted in a segregated labor market. In addition, family and communal responsibilities, as well as different power relations within the cultural environment sometimes act as hindrances to women's participation in entrepreneurial activities (Mori, 2014).

The selected contexts will therefore allow for a richer and more contextualized analysis of the factors influencing women's perceptions regarding their entrepreneurial identities. Moreover, my familiarity with both contexts (having lived in Sweden for more than four years, and having frequently travelled to Tanzania since childhood), as well as my knowledge of both Swedish and Kiswahili, should also be useful in ensuring greater attention to the richness of the contextual data (Alsos, Carter & Ljunggren, 2014; Tillmar, 2011).

- **Research Question 3:** How are women's perceptions of their entrepreneurial identity influenced by entrepreneurship programs?

And lastly, why should we understand the role of entrepreneurship programs in influencing women's perceptions of their entrepreneurial identity? Despite the fragmented and diverse nature of entrepreneurship programs in terms of objectives, contents, and teaching methods (Byrne, Fayolle & Toutain, 2014), they remain the main focus of policy initiatives to promote entrepreneurial activities amongst target groups that normally include women.

One of the goals of entrepreneurship programs is to develop entrepreneurship-related human capital assets (i.e. knowledge and skills, perceptions and attitudes, and intentions) (Martin, McNally & Kay, 2013). Studies suggest that female students require more entrepreneurship education, net-

working opportunities, and tutoring structures, due to lower self-confidence than their male counterparts (Dabic et al., 2012).

Furthermore, research also indicates that entrepreneurial learning goes beyond acquiring a specific skill set, to also developing an entrepreneurial identity (Donnellon, Ollila & Middleton, 2014). The teaching content and methods used by entrepreneurship programs (e.g. guest speakers, case studies, projects, etc.) will therefore influence how individuals perceive the activity and entrepreneurs as a social category (Smith & Woodworth, 2012). Besides, entrepreneurship programs can also be seen as providing a context (place) for influencing the portrayal of the ‘woman entrepreneur’ identity through interactions with fellow participants and tutors. Entrepreneurship programs can therefore play a relevant role in influencing women’s perceptions of their entrepreneurial identities.

1.2. Structure of the Thesis

The thesis has been organized as follows. Chapter 2 includes a discussion of the identity theories and concepts utilized in the study, and presents a conceptual frame. In Chapter 3, I present a review of existing studies on entrepreneurial identities, highlighting what is known and what needs to be known. The overall theoretical frame is also presented. This is followed by a description of the two empirical contexts in Chapter 4. In Chapter 5, the research approach, design, sample selection, and data analysis techniques are discussed. In Chapter 6, the entrepreneurship programs are described, followed by a summary of the women entrepreneurs who form the multiple cases of this study. The empirical findings and analysis are then presented in Chapter 7, and the final Chapter 8 includes the overall discussion, contributions and conclusions of the study.

Chapter 2

Identity Theories and Concepts

This chapter includes a discussion of the identity theories and concepts, which this study draws upon, and that guide its research design and data analysis. I first discuss the relationship between identity, attitudes and intentions, and why I view identity theories as being appropriate for this study. The two main identity theories, i.e. role identity and social identity, which have been developed over the years, are then presented, followed by a discussion of the concepts of identity salience, identity centrality, and identity work. The last section presents a conceptual frame of the study.

2.1. Identity, Attitudes and Intentions

Research indicates that identity has an impact on behavior (Leitch & Harrison, 2016). However, it has also been long argued that intentions, which are derived from attitudes, are the best predictors of behavior (Krueger, Reilly & Carsrud, 2000). There is a robust stream of research on entrepreneurial intentions using the intention-based models in their analysis (Linan & Fayolle, 2015). While various intention models exist, Ajzen's (1991) theory of planned behavior (TPB) has become one of the more popular models in both social psychology and entrepreneurship fields (Linan & Fayolle, 2015). Even though there is now a shift in the focus of current studies to understanding factors impacting the transition between intentions and behavior i.e. the intention-action gap (Nabi, Linan, Fayolle, Krueger & Walmsley, 2017).

According to TPB, the three determinants of intentions are: i) the attitude towards the behavior which depends on how favorable, or not, a person appraises the behavior, ii) the subjective norm, which is the perceived social pressure to perform the behavior, and iii) the degree of perceived behavioral control, which refers to the ease or difficulty involved in performing the behaviour (Ajzen, 1991). Attitudes therefore influence behaviour by their impact on intentions, with both attitudes and intentions being dependent on the situation and the individual (Krueger et al., 2000).

So why do I focus on identity theories instead of intention models? And, how is an individual's identity related to their attitudes and intentions? Identities are defined as the meanings individuals assign to themselves – 'what it means to be who they are' (Burke, 2003). Sparks and Shepherd (1992) argued that a person's sense of identity influenced their behavior independent of their attitude. The authors examined individuals' attitudes towards the consumption of organically produced vegetables and found that identity contributed to the prediction of behavioral intentions independent of attitudes (Sparks & Shepherd, 1992). They concluded that individuals behaved in ways that confirmed their perceived identity regardless of their preference. Similarly in entrepreneurship, studies show that perceptions of the entrepreneur identity as being important to one's identity, can lead to entrepreneurial behavior (Hoang & Gimeno, 2010).

Identity can also be viewed as influencing individuals' attitudes towards behavior, i.e. the perception that a certain course of action is the right one because it reaffirms one's identity. 'This is the right thing to do, because this is who I am'. Identity can therefore be viewed as being distinct from, while at the same time interwoven with, one's attitudes and intentions towards a specific behavior. Entrepreneurship can also be viewed as a process of identity construction with entrepreneurs being driven by their perceived identities to establish ventures (Ireland & Webb, 2007). A focus on understanding entrepreneurial identities, and specifically women's perceptions of their entrepreneurial identities in this study, builds on our understanding regarding entrepreneurs' attitudes and intentions, as well their behavior. Analyzing entrepreneurial identities also provides insights on the meanings associated to entrepreneurial behavior, and contributes to our understanding of the entrepreneurship phenomenon. I therefore view identity theories

and concepts as providing an appropriate theoretical frame for conducting this study.

2.2. Identity Theories and Entrepreneurial Identities

Identity theories comprise three basic aspects: a) the social identity, b) the role identity, and c) the self-identity (also referred to as the self, self-concept or person identity) (Brush & Gale, 2015). Two main schools of thought have developed around the concept of identity, and these have focused on the role identity and social identity theories. One group (Tajfel, Turner, Hogg, and other colleagues) with roots in social psychology developed the social identity theory (Stets & Burke, 2000). Social identity refers to an individual's knowledge that they belong to certain social group or category (e.g. based on age, ethnicity, sex etc.) with some emotion or value being derived from such association (Turner, 1975). The second group (Stryker, Burke, and other colleagues) with roots in sociology developed the role identity theory, which was based on the positions or roles one occupies (e.g. parent, student, lawyer etc.) with meanings and expectations associated with the role and its performance (Stets & Burke, 2000).

The third aspect of self-identity can be viewed as an integrated system combining one's characteristics, values and beliefs, and which evolves over time (Brush & Gale, 2015). The set of identities making up a person's self-identity is unique (Stets & Burke, 2000). It can also be described as an individual's perception of who and what they are (Watson, 2008), with individuals tending to move towards self-identities they aspire to and away from those they fear (Brush & Gale, 2015).

With regard to entrepreneurial identities, we find that a founder's social identity 'this is who I am' impacts their venture through their decisions and subsequent behaviors (Alsos, Clausen, Hyth & Solvoll, 2016; Fauchart & Gruber, 2011; Sieger, Gruber, Fauchart & Zellweger, 2016 etc.). Similarly, different founder role identities 'this is what I do' have been shown to impact behavior (Cardon, Wincent, Singh & Drnovsek, 2009; Dobrev & Barnett, 2005; Lewis, Ho, Harris & Morrison, 2016, etc.). Individuals'

engagement in entrepreneurial activity is therefore driven by the perception of their entrepreneurial identities as a combination of their social and role identities (i.e. this is who I am and this is what I do).

Indeed, Stets and Burke (2000) argue for the combining of the role identity and social identity theories in order to provide a stronger integration of the concepts of the group, the role, and the self. They argue that differences between the two theories are mainly due to their views regarding the basis of each identity i.e. the group versus the role (Stets and Burke, 2000). This argument is strengthened by the fact that people simultaneously occupy roles while belonging to social categories e.g. male student, female professor etc., even though the salience of a particular identity would differ depending on the given context (Brush & Gale, 2015). The entrepreneur role identity reflects the expected behaviors of the socially recognized group of 'entrepreneurs' (Obrecht, 2011).

Similar to the study by Powell and Baker (2014) that combines both theories in its analysis of founders' identities in the textile-industry, I also combine the two theories in analyzing women's perceptions of their entrepreneurial identities. In this study, the woman entrepreneur identity is viewed as both a role identity and social category that is composed of a perceived self-identity (who we characterize ourselves to be) and an ascribed social identity (who others characterize us to be) (Watson, 2009).

Combining the two theories (also referred to as identity theory) can provide a useful lens for carrying out a holistic analysis of the role and social group bases of entrepreneurial identities, as well as the self-identity that provides stability across groups, roles, and situations (Stets & Burke, 2000). This provides for a more nuanced understanding of entrepreneurs' attitudes and their motivations for engaging in entrepreneurial activities. It also allows for a better understanding of women's perceptions regarding their entrepreneurial identities and how these identities are perceived in relation to their self-identity.

2.2.1. Identity Activation: Salience and Centrality

Identities are considered to have no effect until they are activated. Activation refers to the condition in which an identity is actively engaged in self-verification rather than dormant and inactive (Burke, 2003). In social identi-

ty theory, salience indicates the activation of an identity and depends on the interaction between the characteristics of the perceiver (i.e. the readiness of a category to be activated) and the situation fit (i.e. congruence between stored specifications and perceptions of the situation) (Stryker & Burke, 2000). On the other hand, in role identity theory salience is the probability that an identity will be activated in a situation, which depends on the level of commitment to the identity (i.e. the number of people tied through an identity, as well as the relative strength or depth of the ties) (Stryker & Burke, 2000). Social identity focuses on characteristics of the situations in which an identity may be activated, while role identity focuses on the social structure (Stryker & Burke, 2000).

Identities are also viewed as organized in a hierarchy. The hierarchy in which identities are organized is based on identity salience (Stryker & Serpe, 1994) with individuals seeking out opportunities in which to enact highly salient identities (Stryker & Burke, 2000). In addition, identities are also viewed as varying in the degree to which they are conceived as central or peripheral to the self-identity (Stryker & Serpe, 1994). The concept of identity centrality requires an individual to specify which identities are viewed as more or less important, while identity salience permits, but doesn't require such self-consciousness or self-awareness by the individual (Stryker & Serpe, 1994). For example an individual may be committed to their role as a teacher, but may view their role as a parent to be more central to their self-identity. However, Stryker and Serpe (1994) also argue that salience and centrality may operate in equivalent fashion when actors become aware of the salience of given identities i.e. a highly salient identity then becomes a central one.

With regards to entrepreneurial identities, founder role centrality has been shown to impact individuals' decisions to become founders (Hoang & Gimeno, 2010). In addition, those holding their entrepreneurial identity as important to their self-identities experience greater levels of passion, which affects their self-efficacy and behavior (Murnieks, Mosakowski & Cardon, 2014; Yitshaki & Kropp, 2016).

The more important one views one's social or role identity for one's self-identity the greater the influence the identity will have on one's subsequent behavior. Understanding how women perceive their entrepreneurial

identity in relation to their self-identity (i.e. as highly salient/central or peripheral) will allow us to gain further insights on the factors that influence their level of commitment and individual agency.

2.2.2. Concept of Identity Work

Social identity and role identity theories view identities as being formed either through a process of self-categorization (social identity), or identification (identity theory), where the self-identity reflexively names, categorizes, or classifies itself as an object in relation to social categories or classifications (Stets & Burke, 2000). Identities are thus developed in relation to others and form the link between the individual self and the external social structure (Stryker & Burke, 2000). They are a combination of self-determination (individual agency) and determination imposed by others (social structure) (Garcia & Welter, 2013).

Entrepreneurial identities reflect the social, cultural and relational discourses that women entrepreneurs engage in when constructing their identities (Berglund et al., 2016; Bjursell & Melin, 2011, Ekinsmyth, 2014; Gherardi, 2015; Hamilton, 2006 etc.). The construction of entrepreneurship as a manly pursuit (Ahl, 2007; Smith, 2010) and the portrayal of women entrepreneurship as 'the other' (Nilsson, 1997) results in women entrepreneurs being expected to simultaneously conform to the masculine social norms associated with the entrepreneur role, and to the feminine social norms related to womanhood (Chasserio et al., 2014; Garcia & Welter, 2013). However, the levels of conflict experienced by women in their construction of entrepreneurial identities is also influenced by other variables such as their social status, role transitions, location or socio-cultural contexts (Garcia & Welter, 2013; Lewis et al., 2016; Leung, 2011; Pettersson & Cassel, 2014). Analyzing the relationship between the internal and external aspects of women's entrepreneurial identities will therefore be useful in providing insights on how contextual factors influence women's perceptions of their entrepreneurial identities.

The sociological notion of identity work allows for the analytical distinction between individuals' internal self-identities and external social-identities (Sveningsson & Alvesson, 2003; Watson, 2008). Identity work views external social-identities (hyphenated to distinguish from the term

social identity) as discourses that people make reference to in their identity work (Watson, 2008). The self-identity is defined as “*the individual's own notion of who and what they are* and social-identities as *cultural, discursive or institutional notions of who or what any individual may be*” (Watson, 2008:131, emphasis in original text).

Watson (2008) further argues that whenever identity work is done there is an element of simultaneously working on both the external (social-identity) and internal (self-identity) aspects of personal identity. Identity work is conceptualized as follows:

Identity work involves the mutually constitutive processes whereby people strive to shape a relatively coherent and distinctive notation of personal self-identity and struggle to come to terms with and, within limits, to influence the various social-identities which pertain to them in the various milieux in which they live their lives (Watson, 2008:129).

The concept of identity work therefore provides a useful lens for analyzing how societal context captured through cultural social-identities (e.g. through stereotypes of gender roles or the ‘entrepreneur’ identity) influence women’s perceptions regarding their entrepreneurial identities.

2.3. Conceptual Frame

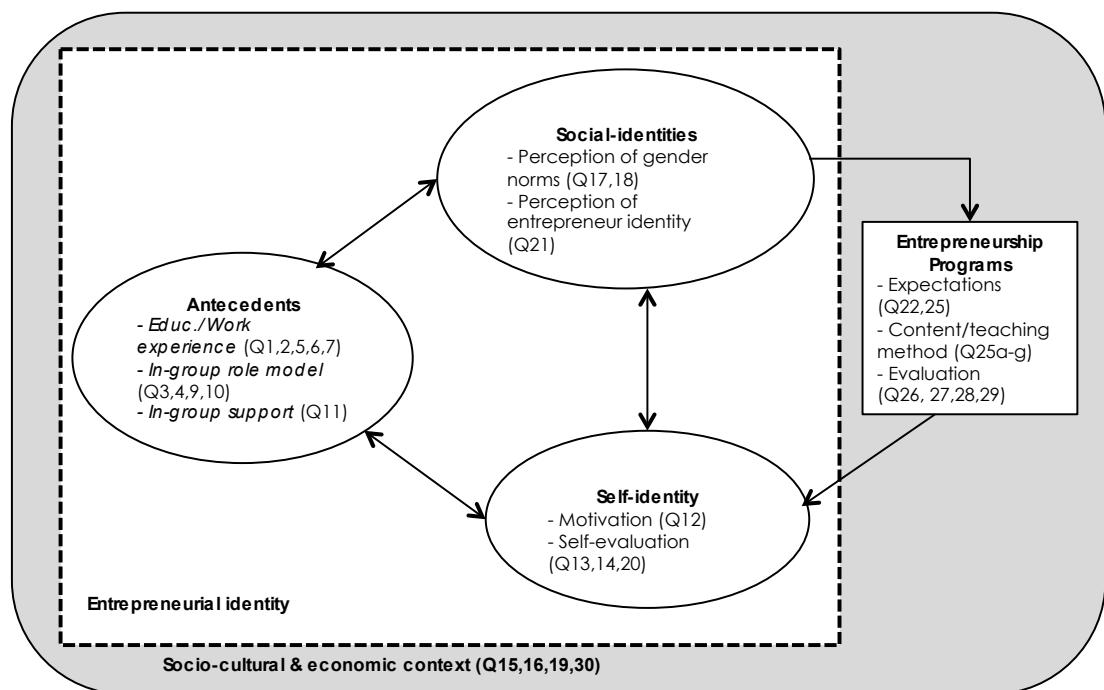
Based on the above discussion, a conceptual frame is proposed to guide the data collection and analysis. The model represents the relationship between the entrepreneur’s internal self-identity and the external factors (antecedents, social structure, entrepreneurship programs) influencing their entrepreneurial identities. The model is presented in Figure 2.1 below.

To gain further insight into women’s perceptions regarding their entrepreneurial identities the study will look at four different components. The first component (related to Research Question 1) involves analyzing the entrepreneur’s internal self-identity. Individuals’ identity orientations are reflected in the meanings they associate with being founders (Fauchart & Gruber, 2011), which are in turn reflected in the identity statements they make. I therefore analyze the statements regarding their motivations for

becoming entrepreneurs, and their self-evaluations. In addition, I also assess whether the entrepreneurial identity is perceived as central or peripheral to their self-identity. The second component (related to Research Question 2) looks at the antecedental factors influencing their perceptions regarding their entrepreneurial identity. This includes analyzing their level of education, previous work experience, the existence of in-group role models, and the perceived support from the in-group. The third component (related to Research Question 2) looks at the influence of the external social structure, by analyzing the women's perceptions of gender norms, as well as the 'entrepreneur' identity. The last component (related to Research Question 3) involves analyzing the influence of entrepreneurship programs by assessing individual's expectations and/or evaluations of the programs.

In addition, the components are viewed as being embedded within the socio-cultural and economic context, and thus influenced by the wider historical, institutional and economic contexts. However, the focus of this study's comparative analysis will be on understanding the influence of the socio-cultural context on women's perceptions of their entrepreneurial identities.

Figure 2.1: Conceptual frame of women's perceptions of their entrepreneurial identities



Note: Related interview guide questions are indicated in brackets

(Source: Author's own illustration)

This chapter presented a discussion of the theories, concepts and conceptual frame guiding this study. The following chapter reviews prior studies that have been carried out on entrepreneurial identities.

Chapter 3

Entrepreneurial Identities

While the concept of identity has been widely researched within the social sciences, it has only received attention in the entrepreneurship field recently (Leitch & Harrison, 2016; Seiger et al., 2016). All the same, there is an ever-growing body of entrepreneurship research that is focused on understanding how identity influences the entrepreneurial process and vice versa (Al-losos et al., 2016; Donnellon et al., 2014; Fauchart & Gruber, 2011; Murnieks et al., 2014). One way of gaining a better understanding of the existing research on entrepreneurial identities is to carry out a review. This allows us to address the current state of knowledge on a specific topic, and to propose directions for future research (Frank & Hatak, 2014). Similarly, in this review, I focus on highlighting what is known, and what still needs to be known about entrepreneurial identities.

The chapter is organized as follows. I first start by describing the selection of relevant articles. This is followed by a discussion of the main findings and themes (i.e. what is known about entrepreneurial identities). The last section presents my reflections on the findings, and proposes a research agenda (i.e. what still needs to be known about entrepreneurial identities).

3.1. Selection of Relevant Studies

To begin with, the key terms ‘entrepreneurship’, ‘entrepreneur’ or ‘entrepreneur*’ AND ‘identity’ were used to search abstracts in highly used databases, namely Scopus, ABI-Inform/ProQuest, EBSCOhost and Science Direct, similar to previous review (Jones, Coviello & Tang 2011; Linan & Fayolle, 2015). This search resulted in an initial total of 577 articles, which was reduced to a total of 541 articles after removing duplicates. In the next step, criteria for the inclusion and exclusion of articles were identified (see Table 3.1 below) and used to determine articles to be included in the review.

Table 3.1: Criteria for selection of publications

Criteria for inclusion
1. Peer-reviewed journal articles that are electronically accessible
2. Empirical or conceptual articles that focused on entrepreneurial identities
3. Articles published in top entrepreneurship and management journals as ranked by ABS Academic Journal Quality Guide 2010
4. Articles from journals focused on women entrepreneurship
Criteria for exclusion
1. Articles that cannot be accessed electronically
2. Book chapters or articles published in edited books, editorials, commentaries or conference proceedings
3. Keywords are only mentioned in the abstract, but articles are not focused on entrepreneurial identities
4. Articles focused on ethnic or national identities, organization/firm identities or professional work identities rather than entrepreneurial identities

In order to ensure scientific quality the review included only electronically accessible articles from peer-reviewed journals (Jones et al., 2011). Book chapters, editorials and conference papers were therefore excluded due to the variability in their review process (Linan & Fayolle, 2015). Furthermore, my review only focused on articles published in top entrepreneurship and

management journals⁷, as ranked by ABS Academic Journal Quality Guide 2010, as these articles generally receive more weight and focus in the academic circle than articles published in lower ranked journals. The selected articles therefore provide a good overview of the influential research in the field with regards to entrepreneurial identities. Furthermore, given my interest in understanding how women perceive their entrepreneurial identities, the review also included articles from journals focused on women's entrepreneurship.

The last step was carrying out a more detailed analysis of the articles in order to identify articles that were actually focused on entrepreneurial identities. This resulted in the exclusion of articles that were not focused on identity (e.g. Gartner, Starr and Bhat (1999) that focused on analyzing new venture success, Fagenson (1993) that focused on the value systems of entrepreneurs versus managers, and Ramachandran and Ramnarayan (1993) that focused on entrepreneurial orientation), or those that were primarily focused on organization/firm identity (e.g. Craig, Dibrell & Davis, 2008; Lichtenstein, Dooley & Lumpkin, 2006; Martens, Jennings & Jennings, 2007; Nilsson, 1997 etc.) At the end of the selection process, I identified a total of 59 articles that were viewed as being relevant for this study. Table A3.1 in the appendix presents a summary of the articles grouped according to their main themes, and highlighting their theoretical base, methods, and key findings.

The main findings are presented in the next section. This includes a discussion of the countries covered by the studies, the definition of entrepreneurial identities, and the key themes identified.

3.2. What is Known About Entrepreneurial Identities?

The final list of 59 articles was published during the period 2004 to 2016 in either the entrepreneurship/management journals (40 articles) or the wom-

⁷ While articles on identities exist in sociology and psychology journals, the selection of articles was restricted to entrepreneurship and management journals as the focus of the review was to understand entrepreneurial identities.

en and gender journals (19 articles). As can be seen in Table 3.2 below, the majority of articles were published in the *Journal of Business Venturing* (9); *International Journal of Gender & Entrepreneurship* (9); *International Small Business Journal* (8); *Entrepreneurship Theory and Practice* (7); *Entrepreneurship and Regional Development* (5) and *Gender, Work & Organization* (5).

Table 3.2: List of publications by journal

Journal	Articles	Year of publication
Entrepreneurship & Management		
<i>Journal of Business Venturing</i>	9	2005(2), 2007, 2008, 2009, 2010, 2013, 2016 (2)
<i>International Small Business Journal</i>	8	2004, 2006, 2009, 2011, 2012, 2013(2), 2015
<i>Entrepreneurship Theory & Practice</i>	7	2005, 2007, 2009, 2011(2), 2013, 2015
<i>Entrepreneurship & Regional Development</i>	5	2012, 2016(4)
<i>Journal of Small Business Management</i>	3	2014, 2015, 2016
<i>Academy of Management Journal</i>	3	2005, 2011, 2014
<i>Academy of Management Review</i>	2	2009, 2011
<i>Academy of Management Learning & Education</i>	1	2012
<i>Journal of Management</i>	1	2014
<i>Small Business Economics</i>	1	2012
Sub Total	40	
Women Entrepreneurship & Gender		
<i>International Journal of Gender & Entrepreneurship</i>	9	2009, 2010, 2011(2), 2013(2), 2014(2), 2016
<i>Gender, Work & Organization</i>	5	2004, 2010, 2012, 2013, 2014
<i>Gender in Management</i>	3	2011, 2014(2)
<i>Gender, Place & Culture</i>	1	2014
<i>Women in Management Review</i>	1	2007
Sub total	19	
Total	59	

3.2.1. Countries Covered by Studies

As studies indicate that social roles and norms that influence individuals' identities are influenced by the institutional, cultural and historical contexts (Chasserio et al., 2014), the review began by identifying the countries covered by the empirical studies. These comprised the majority of articles (78%) with the remaining articles being either conceptual or narrative analyses studies. The review found that majority of studies were single country studies carried out in the UK (11) and USA (9), with only six studies focused on a group of three or more countries as indicated in Table 3.3 below.

Table 3.3: List of countries included in the studies

Country of study	No of studies
Single countries	
UK	11
USA	9
New Zealand	4
Sweden	3
Netherlands	2
Italy	2
Canada	1
Croatia	1
Finland	1
Israel	1
Japan	1
Norway	1
Spain	1
Switzerland	1
Wales	1
Multiple countries	
Cyprus, Greece, Ireland, Italy, Poland, the Netherlands, UK	1
Austria, Liechtenstein, Switzerland, Brazil, Estonia, Germany, Hungary, Italy, Malaysia, Mexico, the Netherlands, Poland, Russia, Singapore, Spain, Australia, Canada, UK, and the US	1

OECD countries (28 excluding Switzerland & France)	1
Sweden, Spain, Slovenia, Germany and Belgium	1
UK, US, Australia	1
USA, China, Taiwan	1
Total	46

The multi-country studies included: a) a six-country study by Dodd and Hynes (2012) focused on understanding the significance of the regional context for shaping entrepreneurship capital in less and more developed European countries; b) a study by Sieger et al. (2016) developing and testing a 15-item scale on founders' social identities (i.e. Darwinian, Communitarian and Missionary identities) in the Alpine region and validating it in thirteen additional countries and regions; c) a study by Falck, Hebllich and Luedemann (2012) focused on OECD countries and seeking to determine whether an individual's socialization had an impact on their entrepreneurial identity; d) a five-country study by Huyghe, Knockaert and Obschonka (2016) exploring the link between passion and entrepreneurial intentions amongst researchers in twenty-four European universities; e) a study by Ekinsmyth (2014) exploring the debate surrounding the mumpreneur phenomenon in different contexts i.e. the US, UK and Australia; and lastly f) a study by Farmer, Yao and Kung-Mcintyre (2011) examining entrepreneurial motivation in three different contexts (i.e. USA, China and Taiwan) from an identity-possible self-perspective.

The studies emphasize the importance of context in influencing the social construction of entrepreneurial identities (Dodd & Hynes, 2012), the perceptions of entrepreneur role attributes (Farmer et al., 2011) and the founder's social identity (Sieger et al., 2016). Context has also been shown to indirectly impact entrepreneurial intentions by moderating the level of peer influence (Falck et al., 2012). They also highlight the need to pay greater attention to understanding how context influences entrepreneurial identities, rather than perceiving context "as a static backdrop to a play in which the plot is known, protagonists cast, and motives understood" (Lewis, 2015). In this regard, the paucity of studies carried out in developing economies and/or mainly collectivistic cultures presents a limitation to our

understanding of entrepreneurial identities and the identity construction process.

3.2.2. Definitions of the Entrepreneur Identity

In order to understand how the entrepreneur identity is perceived, an analysis was made of how entrepreneurial identities are defined in the articles. Articles can be classified into three broad categories based on how authors explicitly or implicitly defined the entrepreneur identity. These definitions are considered relevant, as they tend to influence the methodology and analytical focus of the studies. The studies emphasized different aspects of entrepreneurial identities: a) one set of studies (28%) focused on the internal (individual) aspects looking at the cognitive, perceptual and internalization processes influencing identity construction; b) the second and largest set of studies (60%) focused on the external (societal) aspects looking at the contextual, relational, collective, discursive, and gendered processes of identity construction; and c) the third and smallest set of articles (12%) focused on a combination of both internal and external aspects looking at micro-identities and the negotiated process of identity construction. These categories are presented in Table 3.4 below.

Table 3.4: Definition of entrepreneurial identities used in articles

Focus on internal aspects of identities	
Cognitive – identity as cognitive process that allows individuals to make meaning of what it means to be an entrepreneur and the corresponding appropriate behaviors	Farmer, Yao & Kung-McIntyre (2011); Fauchart & Gruber (2011); Murnieks, Mosakowski & Cardon (2014); Yitshaki & Kropp (2016); Also, Clausen, Hytti & Solvoll (2016); Sieger, Gruber, Fauchart & Zellweger (2016)
Perceptual - identity as based on individual perceptions and beliefs	Verheul, Uhlener & Thurik (2005); Krueger (2007); Falck, Heblitz & Luedemann (2012); Stinchfield, Nelson & Wood (2013); Pfeifer, Sarlija & Zekic Susac (2016)
Internalization - internalization of external behavioral expectations associated with a role into the self concept	Cardon, Wincent, Singh & Drnovsek (2009); Shepherd & Haynie (2009a); Hoang & Gimeno (2010); Cardon, Gregoire, Stevens & Patel (2013); Huyghe, Knockaert & Obschonka (2016)

Focus on external aspects of identities	
Contextual - identity as a social process that is influenced by context	Dobrev & Barnett (2005); Miller & Le Breton-Miller (2011); Dodd & Hynes (2012); Pettersson & Cassel (2014); Lewis, Ho, Harris & Morrison (2016)
Relational - identities as multi-layered and relational, and simultaneously influenced by culture, society, history and economic environment	Cardon, Zietsma, Saparito, Brett & Matherne (2005); Orser, Elliott & Leck (2011); Leung (2011); Essers & Tedmansson (2014); Ekinsmyth (2014); Smith (2014a); Smith (2014b)
Gendered - identity as a social and institutionalized identity that is influenced by masculinity	Ahl (2007); Nadin (2007); Eddleston & Powell (2008); Smith (2010); Smith (2009)
Discursive - identity as a discursive practice that is multiple and fluid (becoming and not being) and that is constructed socially, culturally and in relation to others	Bruni, Gherardi & Poggio (2004); Johansson (2004); Hamilton (2006); Watson (2009); Essers, Benschop & Doorewaard (2010); Bjursell & Melin (2011); Phillips & Knowles (2012); Smith (2013); Hamilton (2014); Deacon, Harris & Worth (2014); Marlow & McAdam (2015); Gherardi (2015); Lewis (2015); Berglund, Gaddefors & Lindgren (2016)
Collective - claims surrounding founders, organization and market opportunities that defines who they are and what they do	Downing (2005); Navis & Glynn (2011); Smith & Woodworth (2012); Kovalainen & Österberg-Högstedt (2013);
Focus on combined aspects of identities	
Negotiated process - identity as a process of negotiation between the individual (agency) and the social (structure)	Garcia & Welter (2013); Duberley & Carrigan (2013); Lewis (2016)
Multiple identities - identity as multiple micro-identities that comprise a self identity and social identities that are cultural, discursive or institutional notions	Shepherd & Haynie (2009b); Anderson & Warren (2011); Mills & Pawson (2012); Lewis (2013); Powell & Baker (2014)

While the categories can be viewed as lying on a spectrum ranging from a focus on internal (cognitive or perceptual) processes on one end, and external (contextual or discursive) processes on the other, most definitions implicitly or explicitly recognize the fact that identity formation does not take place in isolation. Instead, the articles point to the fact that identity construction is a complex, dynamic and multi-faceted process that is influenced by both the individual and the external (i.e. social, cultural, institutional and historical) context. Studies should therefore consider both the

internal (self-identity) and external (social-identities) aspects of identities in their analysis of entrepreneurial identities.

3.2.3. Thematic Analysis of Studies

The thematic analysis of articles is guided by prior studies highlighting factors influencing individuals' decisions to become entrepreneurs, and/or to take part in entrepreneurial activities⁸. Studies show that family and friends play an important part in influencing individuals' decisions to become entrepreneurs through social learning⁹ (Mathias, Williams & Smith, 2015). Family members act as role models (Laspita, Bruegst, Heblsch & Patzelt, 2012; Urbano, Toledano & Ribeiro-Soriano, 2011), and are also an important source of support (Bullough, Renko & Abdelzaher, 2014; Santos et al., 2016) for influencing individuals' future aspirations. The social in-group¹⁰ can also be viewed as having a direct or indirect influence on an individual's prior knowledge and experiences gained through education or work, which have both been identified as impacting individuals' decisions to become entrepreneurs (Mathias et al., 2015). Studies have also shown the role that the family and household context play in the evolution of business creation and growth strategy decisions (Alsos, Carter & Ljunggren, 2014). My analysis therefore focused on *a) identifying antecedent factors influencing entrepreneurial identities*.

At the same time, studies also indicate that normative support from one's in-group is influenced by the overall societal attitudes regarding entrepreneurship and gender role ideologies (Baughn et al., 2006). Studies indicate that social norms and cultural values influence not only entrepreneurial perceptions and intentions (Shinnar et al., 2012), but also the entrepreneurial identity construction process (Chassero et al., 2014). Entrepreneurial identities are intertwined with personal and social identities, which change and evolve over time based on one's experiences and

⁸ In this case a very broad definition of who or what an entrepreneur is (to include founders, entrepreneurs, business owners etc.), and what comprises entrepreneurial activity (whether it is considered innovative and destructive or not) is used.

⁹ Social learning theory (Bandura, 1986) posits that people learn from one other through observation, imitation and modelling.

¹⁰ For the purpose of this study, the social in-group is defined as consisting of family members, immediate relatives, and close friends or peers (Bullough et al., 2014).

interactions (Chasserio et al., 2014). Moreover, Santos et al. (2016) also find that perceptions of the social legitimization of entrepreneurship seem to reinforce only male entrepreneurial intentions, and argue that this may be due to the fact that women do not view entrepreneurship as an acceptable career option. Social institutions can constrain the discourses available to an individual, and create conflicts between one's personal identity (self-identity) and existing social identities (Lewis, 2013). This may be the case for potential women entrepreneurs who may experience a disconnection between their personal identity and the masculine social identity of an entrepreneur (Lewis, 2013). Santos et al. (2016) highlight the need for greater attention to be paid to the social and economic context when analyzing data, echoing the call of previous entrepreneurship studies (Brush et al., 2009; Delmar & Holmquist, 2004; De Vita et al., 2014, Welter, 2011, Zahra, 2007). My analysis therefore focused on *b) identifying external factors (e.g. social norms, culture, economic context etc.) influencing entrepreneurial identities.*

While acknowledging the importance of the external social structures in influencing entrepreneurial identities, the role played by the individual should also be recognized. Bandura (2001) argues that the individual is not merely a conduit for socio-structural influences, but that human agents operate proactively to shape the character of their systems. Management studies also highlight the role of individual agency in constructing self-tailored identities within constraints of well-defined occupation norms (Ibarra & Barbulescu, 2010). Individuals are actively involved in the forming, maintaining and revising of their identities within their external social contexts – a process referred to as identity work (Sveningsson & Alvesson, 2003; Watson, 2008). The individual is both a producer and a product of their social system (Bandura, 2001), and has a role to play in influencing their identity construction. In order to capture this aspect of entrepreneurial identities, my analysis therefore also focused on *c) identifying internal factors (e.g. individual agency) influencing entrepreneurial identities.*

Furthermore, additional themes were identified that did not quite fit within the three areas identified above. This included for example articles focused on the impact of identity on entrepreneurial behavior, on venture legitimacy, or on psychological wellbeing. An overview of the articles classified according to the main themes is presented in Table 3.5 below. The

number of articles under each theme is indicated in brackets, though some studies were classified under more than one theme. A discussion of the different categories follows next.

3.2.3.1. Antecedents to Entrepreneurial Identities

Studies in this category focused on understanding the factors that influence entrepreneurial perceptions and attitudes, and by extension the formation of entrepreneurial identities. The first conceptual study by Krueger (2007) argued for a better understanding of the deep beliefs undergirding entrepreneurial behavior. He proposed that gaining a better understanding of how expert entrepreneurs develop their deep cognitive structures over time would enable educators develop more effective training programs (Krueger, 2007).

The remaining studies pointed to the importance of self-perceptions in influencing one's entrepreneurial aspirations and identification as an entrepreneur. Research indicated that the entrepreneurial self-image is linked to business accomplishments such as founding a business, being a business owner, or running a business beyond the start-up stage (Verheul et al., 2005). The more congruent one's self-perceived attributes are to the generally accepted entrepreneurial attributes, then the higher one's level of entrepreneurial identity aspirations will be (Farmer et al., 2011). Furthermore, in their comparison of working adults in China, USA and Taiwan they also found cultural differences in the perceptions of the entrepreneur role attributes. Studies have also found that self-perceptions are influenced by one's sex, and the level and type of education (Verheul et al., 2005). Specifically, women, graduates, and those with business degrees, tend to be less likely to perceive themselves as entrepreneurs (Verheul et al., 2005). Sieger et al. (2016) also identified age, sex and type of education as antecedents to founders' social identities. In particular, being a business student was positively related to having a Darwinian identity, being a female was positively linked to the Communitarian identity, and age was positively related to the Missionary identity (Sieger et al., 2016).

Identifying with entrepreneurs as a social category has also been shown to have a positive influence on students' identity development. A study by Smith and Woodworth (2012) found that presenting social entrepreneurs as

a social category that students can identify with, exposing them to prototypical members, and enabling their active engagement in social projects, had the greatest potential effect on their entrepreneurial identity development. Active engagement in social activities also enabled individuals to build up identity capital, which could be a resource for carrying out socially entrepreneurial activities in the future (Lewis, 2016).

However, the process of entrepreneurial identification is an ambiguous one. Studies indicated that while some women proactively adapted to their entrepreneurial identities, others were more reactive and simply became entrepreneurs because the family business was there (Bjursell & Melin, 2011). Others found that matriarchs in family businesses rarely embraced the 'entrepreneur' identity, even though they played powerful leadership roles behind the scenes (Hamilton, 2006; Smith, 2014a). Instead, they acted as 'hidden entrepreneurs' who reproduced the male entrepreneur identity, while at the same time challenging patriarchal power (Hamilton, 2006).

The last two studies in this category examined the link between students' identity aspirations and intentions. Pfeifer, Sarlija and Zekic Susac (2016) found that students with higher intentions, self-efficacy, and outcome expectations were likely to have higher entrepreneurial aspirations. In addition, Falck et al (2012) highlight the importance of one's social in-group in influencing intentions. The study found that peers had a positive influence on students' entrepreneurial intentions, even though this influence seemed to be greater in less individualistic countries (Falck et al., 2012).

Table 3.5: Overview of articles classified according to main themes

Antecedents to identity construction	External factors influencing identity construction	Internal factors influencing identity construction	Additional themes
Perceptions (6): Krueger (2007); Farmer, Yao & Kung-McIntyre (2011); Pfeifer, Sarija & Zekic-Susac (2016); Falck, Hebllich & Luedemann (2012); Verheul, Uhlamer & Thurik (2005); Sieger, Gruber, Fauchart & Zellweger (2016)	Immediate context (13): Dodd & Hynes (2012); Berglund, Gaddefors & Lindgren (2016); Pettersson & Cassel (2014); Marlow & McAdam (2015); Nadin (2007); Lewis (2015); Kovalainen & Österberg-Högstedt (2013); Orser, Elliott & Leck (2011); Essers, Benschop & Doorewaard (2010); Essers & Tedmansson (2014); Farmer, Yao & Kung-McIntyre (2011); Falck, Hebllich & Luedemann (2012); Sieger, Gruber, Fauchart & Zellweger (2016)	Individual agency (16): Berglund, Gaddefors & Lindgren (2016); Pettersson & Cassel (2014); Watson (2009); Anderson & Warren (2011); Lewis (2013); Essers, Benschop & Doorewaard (2010); Essers & Tedmansson (2014); Hamillton (2006); Bjursell & Melin (2011); Smith (2014a); Dobrev & Barnett (2005); Hoang & Gimeno (2010); Leung (2011); Lewis, Ho, Harris & Morrison (2016); Duberley & Carrigan (2013); Ekinsmyth & Carrigan (2013); Ekinsmyth (2014)	Impact on behavior (7): Fauchart & Gruber (2011); Miller & Le Breton-Miller (2011); Mills & Pawson (2012); Alsos, Clausen, Hytti & Solvoll (2016); Stinchfield, Neilson & Wood (2013); Powell & Baker (2014); Sieger, Gruber, Fauchart & Zellweger (2016)
Identification (6): Hamilton (2006); Bjursell & Melin (2011); Farmer, Yao & Kung-McIntyre (2011); Verheul, Uhlamer & Thurik (2005); Smith & Woodworth (2012); Lewis (2016)	Social identities (20): Watson (2009); Anderson & Warren (2011); Downing (2005); Lewis (2013); Shepherd & Haynie (2009b); Bruni, Gherardi & Poggio (2004); Ahl (2007); Eddleston & Powell (2008); Smith (2009); Garcia & Welter (2013); Hamilton (2014); Smith (2010); Gherardi (2015); Smith (2013); Phillips & Knowles (2012); Smith (2014b); Leung (2011); Lewis, Ho, Harris & Morrison (2016); Duberley & Carrigan (2013); Ekinsmyth (2014)	Passion (6): Cardon, Zietsma, Saparito, Brett & Matherne (2005); Cardon, Wincent, Singh & Drnovsek (2009); Murnieks, Mosaikowski & Cardon (2014); Cardon, Gregoire, Stevens & Patel (2013); Yitishaki & Kropp (2016); Huyghe, Knockaert & Obschonka (2016)	Other (4): Johansson (2004); Shepherd & Haynie (2009a); Navis & Glynn (2011); Deacon, Harris & Worth (2014)

Note: The number of articles is indicated in brackets, with some articles being classified under more than one theme.

3.2.3.2. External Factors Influencing Entrepreneurial Identities

The studies in this category looked at the influence of context i.e. business, spatial, social and institutional (Welter, 2011) on entrepreneurial identities. Studies analyzing the construction of entrepreneurial identities in rural areas found that entrepreneurs took advantage of rural domesticity, while simultaneously disrupting the status quo (Berglund et al., 2016; Pettersson & Cassel, 2014). The rural context influenced the entrepreneur's identity while they in turn challenged and reframed the dominant structures (Berglund et al., 2016). Regional contexts also influenced the way students constructed their identities by determining the local discourses of entrepreneurial identities available to them (Dodd & Hynes, 2012).

In the work place, social expectations had a role to play in influencing entrepreneurial identities. In the health care sector for example, professional skills and experience were brought to the forefront, while the entrepreneur identity (associated with profit-making) was silenced (Kovalainen & Österberg-Högstedt, 2013). Assuming a feminine identity that is socially associated with being caring and nurturing allowed women entrepreneurs to gain social legitimacy (Nadin, 2007). On the other hand, in the technology sector, women were forced to reproduce masculinized representations of the normative 'technology entrepreneur' in order to gain legitimacy, with business incubators providing additional validity (Marlow & McAdam, 2015).

Looking at the social setting, studies highlight the identity conflicts that can occur between the 'family' and 'business' identities (Shepherd & Haynie, 2009b). The conceptual study argues that individuals develop a family business meta-identity as a systematic way of dealing with these identity conflicts (Shepherd & Haynie, 2009b). However, studies also suggested that some role identities, such as the leader role identity, might be more compatible with the entrepreneur role identity. Two studies indicated that women constructed their leader and entrepreneur role identities synergistically and in a gender neutral and bounded manner (Lewis, 2015; Orser, Elliott & Leck, 2011).

Other studies also highlighted the gendered nature of entrepreneurial identities, with the entrepreneur role identity being portrayed as a masculine

identity. This can be seen in teaching cases (Ahl, 2007), in the Diva¹¹ archetype underpinning how women behaved as entrepreneurs (Smith, 2009), and in narratives that portrayed women as being undone by their identities as entrepreneurs (Phillips & Knowles, 2012). Garcia and Welter (2013) also found that some women business owners perceived dissonance between discourses of womanhood and entrepreneurship, while others did not. Those who identified with societal expectations regarding womanhood tended to experience dissonance compared to those who distanced themselves from these assumptions (Garcia & Welter, 2013). The construction of the 'city trader' identity equally acknowledged the male dominance in shaping entrepreneurial identities (Smith, 2010). It is argued that this archetype of the 'entrepreneur as male' in media and academic research creates a barrier for women constructing a social identity as entrepreneurs (Hamilton, 2014). Though studies equally argue that women entrepreneurs have more entrepreneurial stereotypes available to them (e.g. the business woman, matriarch, diva and pink-ghetto girl¹²), which allows them more options to construct an entrepreneurial identity than their male counterparts (Smith, 2014b).

Studies also suggest that gender and entrepreneurship are enacted as intertwined and situated practices, with individuals constantly sliding between different symbolic spaces (Bruni et al., 2004; Gherardi, 2015). In such situated narratives, work and family are not separated, but are presented as a single life project (Gherardi, 2015). This is reflected in the studies carried out on mumpreneurs. Studies indicate that the motherhood role identity can act as an enabler of entrepreneurial activities, with the mumpreneur identity being reflected in the firm identity and work organization (Duberley & Carrigan, 2013; Leung, 2011). The mumpreneur identity not only provided a solution for those facing role conflicts due to life transitions (Lewis et al., 2016), but also allowed women entrepreneurs to challenge

¹¹ The term Diva is derived from the Italian word meaning "Goddess" or "fine lady" and was originally used to describe a woman of rare, outstanding talent. Although in its purest form the term is generally regarded as a celebrated female opera singer, in modern day language it has expanded to include all outstanding female singers, celebrity film stars and now talented businesswomen (Smith, 2009).

¹² Studies have indicated that the female entrepreneur is associated with "pinkness". The particular study therefore explores whether the misconception that in the "Pink-Ghetto-Myth", women only start businesses in female industries, such as beauty and fashion, holds (Smith, 2014b).

hegemonic discourses in academia, policy and business practices that rate poorly the mother-entrepreneur (Ekinsmyth, 2014).

Lastly, there are studies considering the reality that people simultaneously occupy multiple social positions of privilege and oppression i.e. intersectionality¹³. Using postcolonial feminist theories, two studies carried out on Muslim immigrant entrepreneurs in the Netherlands (Essers et al., 2010; Essers & Tedmanson, 2014) highlighted the complex and contradictory processes of their entrepreneurial identity construction. The coping strategies adopted by the women entrepreneurs helped them to be entrepreneurs while concurrently dealing with the oppression and exclusion often related to gender and ethnicity (Essers et al., 2010).

While the studies in this section highlight the importance of context for entrepreneurial identities, some of them likewise suggest that individuals (through agency) have a part to play in the process. The role of individual agency is discussed in the next section.

3.2.3.3. Internal Factors Influencing Entrepreneurial Identities

The studies in this category provide examples of the internal aspects of entrepreneurial identity construction. Using the concept of identity work, Watson (2009) showed how two cousins in a family business used discursive resources to define 'who they were', and 'who they were not' (Watson, 2009). Other studies also indicated that discursive practices could be used to build an individualized identity (Anderson & Warren, 2011) or to subvert gender boundaries, by bringing together feminine and masculine discourses in the creation of an authentic entrepreneurial identity (Lewis, 2013).

Individual agency (though at times limited) is also reflected in the identity construction of mumpreneurs (Ekinsmyth, 2014; Leung, 2011; Lewis et al., 2016), and of entrepreneurs involved in rural entrepreneurship (Berglund et al., 2016; Pettersson & Cassel, 2014) or in family businesses (Bjursell & Melin, 2011; Hamilton, 2006; Smith, 2014a). The coping strategies adopted by immigrant women entrepreneurs also point to their indi-

¹³ While African-American female scholars had been carrying out intersectional analysis previously, the term was coined by Crenshaw in 1989, and acknowledged the reality that individuals simultaneously occupy multiple social positions - both oppressed and privileged positions - that interact in complex ways (DiAngelo, 2012: 191).

vidual agency. This is seen in the active ‘un-othering’ of themselves from within a Western context, while simultaneously differentiating themselves from Turkish counterparts in order to gain legitimacy (Essers et al., 2010; Essers & Tedmanson, 2014).

Studies also indicated that the level of individual agency could be influenced by the founder’s perception about their self-perceived identity (Fauchart & Gruber, 2011; Stinchfield, Nelson & Wood, 2013), or by their passion for a specific role identity¹⁴ (Cardon, Wincent, Singh & Drnovsek, 2009). One of the factors influencing the founder’s level of passion is how central the entrepreneurial identity is to their self-concept (Cardon, Gregoire, Stevens & Patel, 2013). When the entrepreneur identity is viewed as central to one’s self-concept (i.e. identity centrality), they are likely to experience greater levels of passion and self-efficacy (Murnieks, Mosakowski & Cardon, 2014). Identity centrality is also viewed as facilitating an individual’s transition into the founder role by improving their resistance to negative feedback that may arise from role novelty (i.e. setting up a new venture), and thus allowing them to persist in their start-up activities (Ho-ang & Gimeno, 2010). Moreover, it is not only entrepreneurial passion that has been shown to impact the entrepreneurial process. Studies also found that academics with high scientific passion were more likely to create spin-offs than they were to start-up (Huyghe, Knockaert & Obschonka, 2016).

Lastly, studies also found that passion was interwoven with other micro-identities, and that they reinforced each other (Yitshaki & Kropp, 2016). Passion had an influence on an entrepreneur’s perception of their role identity. Comparing high-tech entrepreneurs (HTEs) and social entrepreneurs (SEs) in Israel, Yitshaki and Kropp (2016) found that for HTEs, passion was linked to a desire to leave a ‘fingerprint’, while for SEs, passion was characterized by a desire to make a mark. The reviewed studies highlight the role of identity centrality and passion in influencing individual agency in entrepreneurs’ identity construction across different contexts.

¹⁴ The authors propose three different role identities i.e. the founder role linked to venture creation, the inventor role linked to opportunity recognition and the developer role linked to venture growth (Cardon et al., 2009).

3.2.3.4. Additional Themes in Entrepreneurial Identities

Another common theme amongst the reviewed studies was that of the link between entrepreneurial identities and behavior or outcomes. A study by Fauchart & Gruber (2011) identified three 'pure' types of founder identities - Darwinians, Communitarians and Missionaries - and showed how the founder's identity influenced their decision-making processes. Specifically the Darwinians were primarily influenced by a profit/wealth accumulation motive, Communitarians by the need to support and be supported by a community, and Missionaries by the need to make a change in society or the environment (Fauchart & Gruber, 2011). Building on this study, Alsos, Clausen, Hytti and Solvoll (2016) found that Darwinian and Missionary founders engaged in causal behavior, while Communitarian founders engaged in effectual behavior. Sieger et al. (2016) also validated the founder social identity scale across a number of countries, and found that a founder's social identity was linked to the type of opportunity exploited, the degree of innovativeness of their products or services, and the type and number of co-founders they had.

Studies also suggested that founders' identities could be linked to the firm's performance. Stinchfield et al. (2013) identified five categories of entrepreneurial perceived identities (art, craft, engineering, bricolage and brokerage), and found that those with engineering and brokerage identities achieved higher levels of firm performance. A second study analyzed three different types of founders, namely lone founders, non-founder (i.e. successive generation) family owners, and family business founders (Miller & Le Breton-Miller, 2011). They found that lone founders exhibited the highest level of entrepreneurial orientation and firm performance, followed by family business founders, and then by non-founder family owners. These results they argued was due to the fact that lone-founders embraced their entrepreneurial identities, while non-founder family owners embraced 'family nurturer' identities, which resulted in lower firm performance (Miller & Le Breton-Miller, 2011).

A third study by Powell and Baker (2014) examined how founders of resource-constrained firms responded to adversity. They found that whether founders exhibited incongruities or congruence amongst their multiple salient identities impacted both their ideological narratives with stakeholders

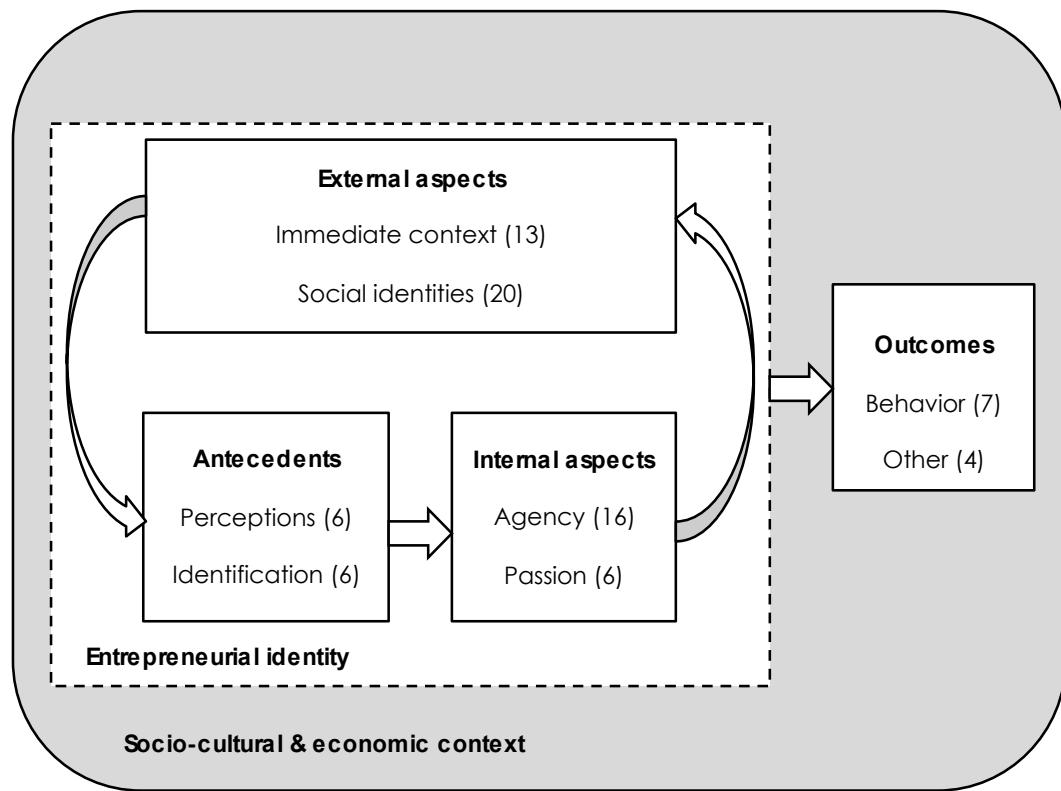
ers, as well as the firm's strategic response (Powell & Baker, 2014). The remaining studies looked at a variety of issues related to entrepreneurial identities not covered by the previous studies. This included a study looking at the impact of identity on one's psychological wellbeing (Shepherd & Haynie, 2009a), and another looking at how identity could be used to gain legitimacy with resource providers (Navis & Glynn, 2011). Having discussed the main findings of the review, in the next section I highlight what we need to know about entrepreneurial identities.

3.3. Reflections on Entrepreneurial Identities

Entrepreneurial identities are constructed through a complex process influenced by a variety of factors. The reviewed studies highlighted some precursors to entrepreneurial identities, the internal and external aspects influencing identities, and the subsequent impact that identities have on behavior and outcomes. The importance of the socio-cultural and economic context on individuals' entrepreneurial identities is also acknowledged. A thematic overview of the reviewed studies is presented in Figure 3.1 below, which also highlights the dynamic and interwoven nature of entrepreneurial identities.

My analysis of the articles was useful in revealing areas that require further attention if we are to gain a better understanding of entrepreneurial identities and the identity construction process.

Figure 3.1: Thematic overview of reviewed studies



Note: The number of articles under each theme is indicated in brackets

(Source: Author's own illustration)

3.3.1. Influence of the Socio-cultural and Economic Context

The importance of the socio-cultural and economic context for entrepreneurial identities is reaffirmed by the reviewed studies. For example culture has been shown to influence social perceptions of founders' social identities (Sieger et al., 2016) and entrepreneur role attributes (Farmer et al., 2011). However, since most of the reviewed studies have been carried out in developed country contexts, there are limits to our understanding of how the institutional, cultural, and historical contexts may influence entrepreneurial identity construction in different settings e.g. transition and developing country contexts. Welter (2011) argues for the importance of context for

understanding not only when, how, and why entrepreneurship happens, but also who becomes involved

As studies have indicated, the contextual factors influencing women's entrepreneurship vary across different contexts. Recurrent themes such as influence of religion (East Asia and Pacific region), social segregation (Middle Eastern region), and lack of societal legitimization (South Asia and Sub-Saharan Africa region) differ from those of women entrepreneurs in developed countries (De Vita et al., 2014). A study by Tillmar (2016:17) also indicates that women entrepreneurs in the East Africa region are constrained by institutional, social and spatial contexts. The importance of given contextual factors for entrepreneurial identity construction should therefore vary across regions.

Minority entrepreneurs have also been shown to leverage their identities in order to succeed outside overarching regulatory institutions (Duane Ireland & Webb, 2007). Further contributions can therefore be made by studies paying greater attention in analyzing how context influences perceptions of entrepreneurial identities (Farmer et al., 2011) and the identity construction process. This calls for additional multi-country studies (currently only six studies of the reviewed studies) that would allow for a comparative analysis of entrepreneurial identities in diverse contexts (De Vita et al., 2014; Tillmar, 2006; Tillmar, 2011).

3.3.2. Antecedents to Entrepreneurial Identities

The reviewed studies found that factors such as age, sex, level and type of education, as well as prior startup experience, had an impact on self-perceptions (Verheul et al., 2005), entrepreneurial aspirations (Farmer et al., 2011) and founders' social identities (Sieger et al., 2016). However, very few studies (e.g. Bjursell & Melin, 2011 and Falck et al., 2012) have examined the role played by one's social in-group in their identity construction. Research suggests that the social in-group plays a crucial role in determining women's entrepreneurial activities in both highly collectivistic and highly individualistic societies (Bullough et al., 2014). The authors carried out interviews with Afghan (collectivistic environment) and American (individualistic environment) female business owners, and found that the social in-group was important for both groups (Bullough et al., 2014).

Apart from providing support, the social in-group has also been shown to influence individuals' entrepreneurial perceptions (Santos et al., 2016) and to act as role models – a critical component for entrepreneurial intentions (Falck & Woessman, 2013; Falck et al., 2012; Laspita et al., 2012) and women's self-efficacy (BarNir, Watson & Hutchins, 2011). Given the close link between intentions and entrepreneurial aspirations (Pfeifer et al., 2016), future studies can contribute to the existing literature by determining the role of the social in-group as an antecedental variable influencing (either directly or indirectly) entrepreneurial identities. Some studies indicate that culture has a moderating effect on the influence of role models (Falck et al., 2012), while others suggest that adequate exposure to role models lessens the effect of cultural norms (De Clercq, Lim & Oh, 2013). Future studies analyzing the importance of the social in-group for entrepreneurial identity construction in different cultural contexts should provide useful insights.

3.3.3. External Aspects of Entrepreneurial Identities

Reviewed studies looking at the external aspects of entrepreneurial identities point to the identity conflicts that may arise from gendered social identities that result in the archetype of the 'entrepreneur as male' (Hamilton, 2014). It is argued that men may find it easier to connect their internal self-identity with the external social identity of the entrepreneur than the discourse of enterprise offers than women would (Lewis, 2013). However, studies also argue that women have more entrepreneurial stereotypes available to them than their male counterparts (Smith, 2014b). I also find that some role identities e.g. the leader role identity (Lewis, 2015) are portrayed as being compatible with the entrepreneur role identity, while others such as the motherhood role identity (Duberley & Carrigan, 2013), act as enablers of entrepreneurial activities. Given the gendered nature of entrepreneurial identity construction, additional studies are needed to analyze how societal ideologies concerning gender roles influence this process.

Gender role ideologies determine the level of normative support women entrepreneurs receive in a society (Baughn et al., 2006), and could also influence women's perception of the entrepreneur identity, and determine whether this identity is viewed as being in conflict with their internal self-identity. The study by Garcia and Welter (2013) found that women who

identify with societal assumptions of gender roles tend to perceive dissonance between womanhood and entrepreneurship. Building on this research, future studies could focus on understanding how and why the identity construction of women entrepreneurs in societies with different levels of gender equality would differ. The reviewed studies also point to the need to better understand how the multiple social positions individuals occupy influences their entrepreneurial identities (Essers et al., 2010; Essers & Tedmanson, 2014; Garcia & Welter, 2013), and this calls for future studies to consider the intersectionality of entrepreneurial identities.

3.3.4. Internal Aspects of Entrepreneurial Identities

With regard to the internal aspects of entrepreneurial identities, passion and identity centrality have been suggested to have an influence on individual agency (Cardon et al., 2013; Murnieks et al., 2014; Hoang & Gimeno, 2010). It has also been indicated that founders' self-perceived social identity (Fauchart & Gruber, 2011), and passion for specific founder role identities (Cardon et al., 2009) influences individual agency. However, studies analyzing the relationship between the entrepreneur's role or social identity and their internal self-identity are still limited (Murnieks & Mosakowski, 2007; Yitshaki & Kropp, 2016). A better understanding of how these micro-identities are related, will offer useful insights on the attitudes, motivations and experiences of entrepreneurs. Powell and Baker (2014) also call for additional research on how the desires for personal authenticity (i.e. fit between who one is perceived to be and the sense of who one really is) influence founders.

It is also not clear how other variables such as type of founder (e.g. nascent versus established, or serial entrepreneurs), or the business sector (e.g. manufacturing, retail, technology, etc.) influences the entrepreneur's perceived identity and individual agency. Studies looking at how entrepreneurial identities and level of passion or agency evolve over time are also absent. Of the articles reviewed, only five (8%) included studies that adopted a longitudinal approach (i.e. Lewis, 2015; Lewis, 2016; Berglund et al., 2016; Lewis et al., 2016; Powell & Baker, 2014) and collected empirical data over multiple years. Future longitudinal studies that are able to capture the

dynamic process of entrepreneurial identity construction would contribute to this limited knowledge.

3.3.5. Entrepreneurial Identities and Outcomes

The reviewed studies have shown how founders' identities have an impact on decision-making, entrepreneurial behavior, strategic responses and firm performance (Alsos et al., 2016; Fauchart & Gruber, 2011; Miller & Le Breton-Miller, 2011; Powell & Baker, 2014; Sieger et al, 2016; Stinchfield et al., 2013). However, studies showing how engaging in entrepreneurial activities influences one's behavior are scarce. The study by Smith and Woodworth (2012) indicated that active engagement by students in entrepreneurship activities has an impact on their entrepreneurial identities (Smith & Woodworth, 2012). Donnellon et al. (2014) argue that students participating in new venture creation programs face challenges that lead them to develop entrepreneurial identities. Future studies examining the role of entrepreneurship programs in influencing entrepreneurial identities would provide useful insights.

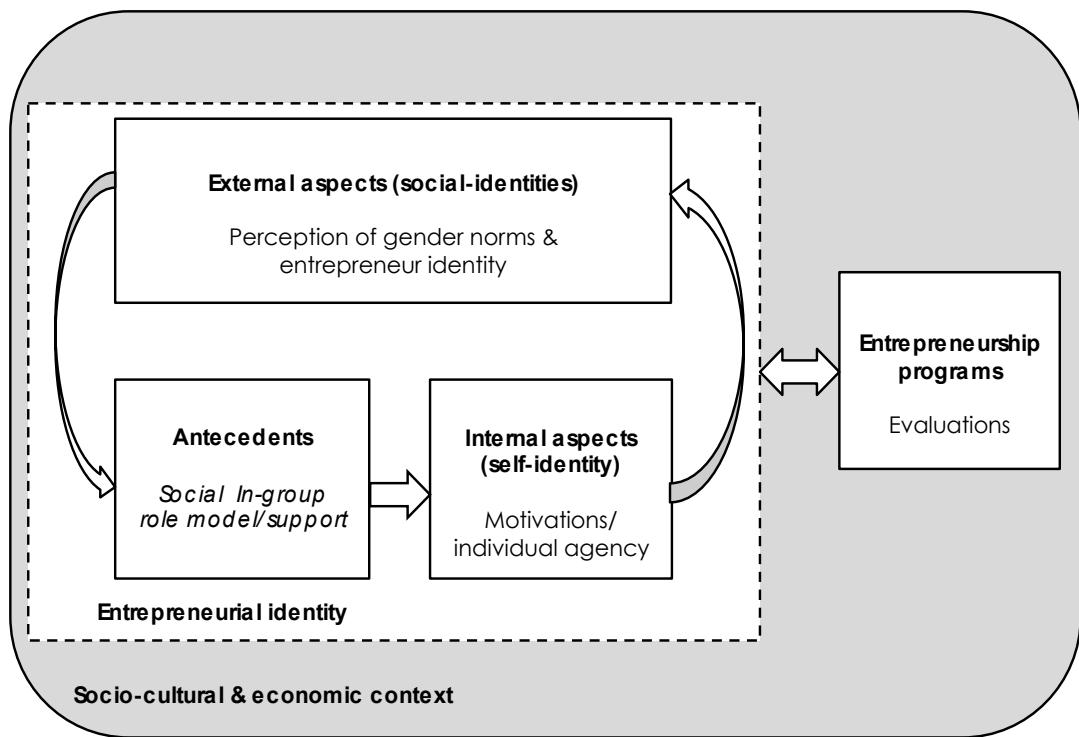
3.3.6. Building on Existing Knowledge

The review of previous research on entrepreneurial identities was useful in providing an overview of the key themes, and identifying areas that have not received adequate consideration. My dissertation seeks to contribute to existing knowledge by addressing the following gaps that have been identified in the reviewed studies:

- *Internal aspects* – this study builds on our understanding of the internal aspects of women's entrepreneurial identities by analyzing a) how women at different stages of the entrepreneurial process perceive their entrepreneurial identities, b) how their entrepreneurial identities are viewed in relation to their self-identities, and c) how these perceptions influence their individual agency. This relates to Research Question 1: *How do women perceive their entrepreneurial identity in relation to their self-identity?*
- *External aspects and antecedents* – this study builds on our understanding of the influence of the socio-cultural context by: a) carrying out a comparative analysis of women's entrepreneurial identities from both a developing and developed country context, b) analyzing the influence of gender role ideologies on women's perceptions of their entrepreneurial identities, and c) determining the role of the social in-group as an antecedental variable influencing women's perception of their entrepreneurial identities. This relates to Research Question 2: *How are women's perceptions of their entrepreneurial identity influenced by their socio-cultural context?*
- *Outcomes* – this study builds on our knowledge of the role of entrepreneurship programs in influencing women's perceptions of their entrepreneurial identities. This relates to Research Question 3: *How are women's perceptions of their entrepreneurial identity influenced by entrepreneurship programs?*

Combining the conceptual frame (Figure 2.1) and the thematic overview of prior studies (Figure 3.1), an overall theoretical framework is developed for this study and is presented in Figure 3.2 below.

Figure 3.2: Overall theoretical framework



(Source: Author's own illustration)

In the next chapter I discuss the two empirical contexts that are the focus of this study.

Chapter 4

Empirical Setting: Sweden & Tanzania

This study focuses on understanding women's perceptions of their entrepreneurial identities in two different socio-cultural contexts, namely Sweden and Tanzania. Contrasting diverse contexts is one way of gaining a better understanding of a specific context (Tillmar, 2016). The selected empirical settings should therefore allow for a richer and more contextualized analysis of women's perceptions of their entrepreneurial identities. The following section provides an overview of the empirical settings, and focuses on the business, formal and informal institutional contexts. The description emphasizes issues that are viewed as specifically affecting women's entrepreneurial activities in the two contexts.

4.1. Business Context

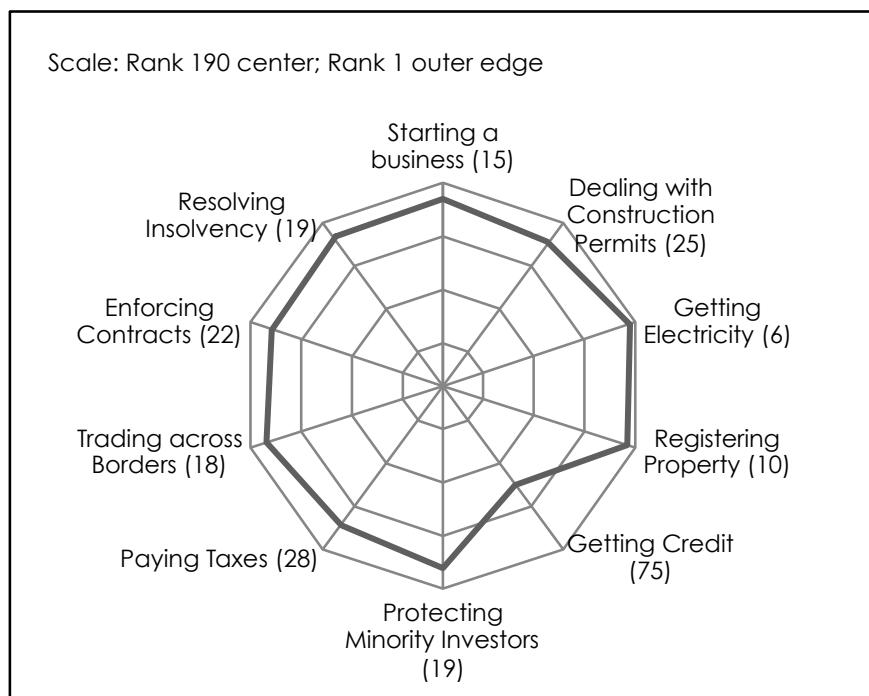
The Swedish economy is tightly integrated with the European Union and is export-dependent. While growth in Sweden's export markets has been mixed due to slow growth in the US and emerging markets, this was expected to improve as the Euro area gained a firmer footing (National Institute of Economic Research [NIER], 2015). Recovery in the OECD countries is expected to boost Swedish exports in 2017 and 2018 (NIER, 2017), with economic prospects remaining positive due to rising employment and healthy domestic activity (NIER, 2015). GDP grew by 1% in 2016 and is expected to grow relatively rapidly in 2017 (NIER, 2017). The expectations in industry are similarly optimistic with many sectors projecting an increase

in demand and employment in the future (Statistics Sweden, 2015). The expected impact on the Swedish economy of economic policy uncertainty abroad (e.g. US policy changes, Brexit etc.) is limited (NIER, 2017).

The *wage employment rate* in 2015 was 78% for women and 83% for men (Statistics Sweden, 2016), which was a slight improvement compared to the rate in 2000 of 76% of women and 81% of men (Statistics Sweden, 2014a). However the labor force is also expected to rise at a similar rate, partly due to incoming immigrants and family members, resulting in an expected unemployment rate of 7.5% in 2016 (NIER, 2015). *The labor market is highly segregated by sex* with only 14% of employed women and 13% of employed men having occupations with an even distribution (Statistics Sweden, 2014a). Only three occupations: chefs and cooks; doctors; and university/higher education teachers, have an equal 40 to 60% sex distribution (Statistics Sweden, 2014a). *The average unemployment rates* amongst persons aged 15-74 was at 7.9% in 2014, comprising 8.2% of men and 7.7% of women (Statistics Sweden, 2014b) which was a negligible decrease from the 8% figure in 2013 (Statistics Sweden, 2014b). The unemployment rate was higher amongst the foreign-born (16.2%) as compared to those born in Sweden (6.3%) (Statistics Sweden, 2013). Unemployment is expected to fall to 6.5% in 2018 with the increase in employment being expected to be seen in the immigrant population (NIER, 2017).

Looking at the general business environment, the World Bank Doing Business Report 2017 indicates that Sweden which is classified as OECD high income is ranked 9 (out of 190). This rank places Sweden below its neighbor Denmark (4), but above Finland (13) and the Regional average (OECD high income) (World Bank, 2017a). Figure 4.1 below shows the different rankings on doing business topics in Sweden

Figure 4.1: Doing business in Sweden rankings



(Source: Adapted from Doing Business Database – World Bank, 2017a)

The doing business report shows that it is relatively easy for individuals to start businesses in Sweden, with access to credit being the lowest ranked (World Bank, 2017a). Reforms in 2011 saw the minimum capital requirement for limited liability companies being reduced, and in 2016 saw business registration made easier (World Bank, 2017a). However, a survey carried out by Tillväxtverket (2014) indicated that some of the major obstacles to growth faced by SMEs are: competition from other firms, lack of a suitable labor force, legislation, regulations and lack of time. Women also experience regional differences in accessing capital (Tillväxtverket, 2012).

Tanzania has also experienced strong economic growth - 7.3% real GDP growth in 2013 up from 6.9% in 2012 – mainly due to the information and communication (18.9%), construction (13.3%) and service (12.2%) sectors (Charle & Dhliwayo, 2015). The continued positive growth in 2014 (7.2%) was largely driven by good performance in the manufacturing, services,

mining and quarrying and agriculture sectors (Charle & Dhliwayo, 2015). This positive economic outlook is expected to continue in 2016 and 2017, with the projected real GDP being at 7.2% – well above the East African region's average growth projection of 6.7% (AfDB, OECD & UNDP; Charle & Dhliwayo, 2015). However, despite Tanzania's strong macro-economic performance, poverty levels remain high (Charle & Dhliwayo, 2015).

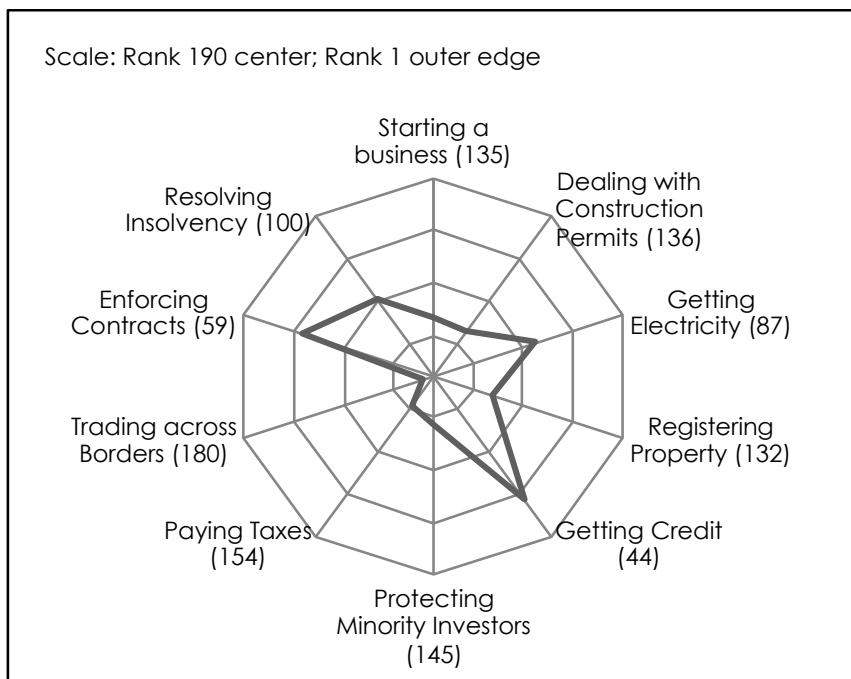
Regular employment levels have slightly improved from 79.8% in 2010 to 80.9% in 2011, while the level of casual employment decreased from 20.2% in 2010 to 19.1% in 2011 (National Bureau of Statistics [NBS], 2013). Employment in the formal sector increased by 15% in 2014, with the private sector employing the majority of both the adult (67%) and the youth (61.1%) populations (NBS, 2015a). *The labor market is also segregated* with women (who account for 35.3% of the total adults employed) being slightly more dominant in the human health and social work activities (4.4%) and accommodation and food service activities (3.9%) (NBS, 2015a). Regional disparities also exist, with Dar-es-Salaam recording the highest rates of women in regular employment (11.2%) followed by Morogoro (3.6%) and Arusha (2.6%) (NBS, 2015a).

Unemployment still remains a major challenge despite the slight decrease in 2014 (10.3% compared to 11.7% in 2006) (NBS, 2015b). Youth unemployment also remains at a higher level (13.7%) than the overall rate, and long-term unemployment has increased to 32.2% in 2014 from 17.9% in 2006 (NBS, 2015b). The situation is expected to worsen due to the limited capacity of the formal economy to absorb the ever-growing labor force (Charle & Dhliwayo, 2015; Stevenson & St-Onge, 2005). Consequently the informal sector composed of micro and small enterprises has gained importance in the economic growth agenda. The sector - primarily composed of women (64%) - absorbs 62.5% of the yearly urban labor force increase (van Oyen & Gedi, 2013).

The World Bank Doing Business Report 2017 ranks Tanzania 132 (out of 190), which is above the Regional average for Sub-Saharan Africa but below its neighbors Kenya (92) and Uganda (115) (World Bank, 2017b). Tanzania embarked on a wide reform program from mid to late 1990s, which included a five-year multi-sectoral Business Environment Strength-

ening for Tanzania (BEST) program, in order to reduce the administrative and regulatory burden of doing business (Omidyar 2013). The 2013 World Bank report on the East African Community indicates that these economies have stronger legal institutions for enforcing contracts, protecting investors, and resolving insolvency, than the broader region of Sub-Saharan Africa (World Bank, 2013). However, entrepreneurs still face weaker legal institutions and more complex and costly regulatory processes than averages in developed economies (World Bank, 2013). Figure 4.2 below shows the different rankings on doing business topics in Tanzania.

Figure 4.2: Doing business in Tanzania rankings



(Source: Adapted from Doing Business Database – World Bank, 2017b)

Despite reforms in Tanzania in 2013 eliminating the need for inspections by health, town or land officers as a pre-requirement for business licenses, doing business is still burdensome (World Bank, 2017b). Some of the major challenges faced by SMEs include: limited formal education/training, weak

business records, lack of office space (especially in urban areas), limited access to finance, high cost of credit, unreliable power supply and lack of adequate infrastructure (van Oyen & Gedi, 2013). Additionally, women have less access to resources such as land and other assets due to cultural barriers (Ministry of Industry & Trade, 2002), which further inhibits their entrepreneurial activities.

4.2. Formal Institutional Context

Formal institutions are political and economy related rules that impact entrepreneurial activities positively or negatively (Welter, 2011). The discussion in this section therefore focuses on policies and initiatives undertaken by the governments in order to promote women entrepreneurship in the two contexts.

The promotion of entrepreneurship has been a constant feature of the European Union employment policy as it is considered to drive innovation, competitiveness, and growth (Canizare & Garcia, 2010). Women entrepreneurship became a top priority in Sweden and the European Union from the beginning of the 1990s (Tillväxtverket, 2009). The Swedish government has implemented several support programs targeted at promoting women entrepreneurship since 1993, through the Swedish Agency for Economic and Regional Growth (NUTEK) (GHK Technopolis, 2008). These have included programs on capacity building, network development, mentorship, training of business service providers, increasing visibility of female role models, and setting up a women's ambassador network (GHK Technopolis, 2008; Tillväxtverket, 2009).

Some initiatives that were focused on women innovators and women entrepreneurs in science and technology include PREFACE (Preparing female students for academic entrepreneurship) run from 2002 to 2005, and the trans-European project run by WiTEC Sweden (Women Association for Women in Science, Engineering and Technology) (GHK Tehnopolis, 2008). In 2007, the government launched the "Promoting Women's Entrepreneurship" program which was implemented by NUTEK and ALMI Invest and run up to 2014 (Regeringskansliet, 2014a). In 2009, the government also commissioned the Swedish Agency for Youth and Civil

Society (MUCF) to distribute about EUR 15 million in government grants for women's organizations (Regeringskansliet, 2014b).

Similarly in Tanzania the government has passed various economic reforms since the mid-1980s when it made a major shift from a government-led to a private sector-led economy (NBS, 2013). In order to deal with the high unemployment rates and the limited capacity of the formal sector to absorb the growing labor force, the government turned to the micro and small enterprise sectors (Stevenson & St-Onge, 2005). More recently, in order to improve the level of industrialization in Tanzania, the government implemented the 2016/17 to 2020/21-development plan (AfDB, OECD & UNDP, 2017). The plan focused on the theme 'Nurturing Industrialization for Economic Transformation and Human Development' puts industrialization and entrepreneurship at the forefront of the development agenda (AfDB, OECD & UNDP, 2017).

Women have been the focus of several government initiatives (Ellis, Blackden, Cutura, MacCulloch & Seebens, 2007; Nkirina, 2010) which have included: the adoption of the Women and Gender Development Policy in 2000 to ensure gender mainstreaming in all government programs; including women-focused initiatives in the Small and Medium Enterprise Development Policy adopted in 2003; incorporating gender equality and empowerment in the National Development Vision 2025; and making amendments to the Constitution in support of women's economic and social well-being (Ellis et al., 2007). A number of associations were also set up such as: the Women Entrepreneurship Development Unit (SIDO-WED) that focused on the food processing sector; the Tanzania Handicraft Association (TANCRAFT); SERO – business women's association involved in leasing and financing; and the Tanzanian Women Chamber of Commerce (TWCC) (van Oyen & Gedi, 2013). The government also set up a Women Development Fund under the Ministry of Community Development and Women Affairs and Children (Ministry of Industry and Trade, 2002).

4.3. Informal Institutional Context

The informal institutional (societal) context that comprises societal attitudes and cultural norms also affects entrepreneurship by influencing attitudes

and perceptions regarding entrepreneurial activities (Robb, Valerio & Parton, 2014; Welter, 2011)

Sweden is internationally ranked as an innovative leader with society placing a high cultural value on innovation (Swedish Institute, 2011). However, research shows that while perceptions of opportunities are high (70% in 2014 compared to 65% in 2010), there is increased media attention (60%) and status of successful entrepreneurship is high (70%), perception of entrepreneurship as a desirable career choice has slightly decreased (52% in 2014 as compared to 56% in 2010) (Braunerhjelm, Holmquist, Larsson, Silver & Thulin, 2015). In addition, perceptions of capabilities have also slightly decreased (35% in 2014 compared to 42% in 2010) and entrepreneurial intentions are still low at 8% (Braunerhjelm et al., 2015).

With regard to gender equality, Sweden is ranked 4 (out of 144) on the Global Gender Gap Index that looks at the level of equal access that men and women have to health, education, economic participations, earning potential and political decision-making (World Economic Forum, 2016). However, even though gender equality is highly valued by society on an ideological level, structural hindrances still exist as evident in the segregated labor market (Bjursell & Melin, 2011). Domains such as technology and innovation are still largely male-dominated and focused on the “gender-neutral” male norm (Pettersson, 2007).

Similarly, the entrepreneurship culture is growing in Sub-Saharan Africa, and a survey of African entrepreneurs carried out by Omidyar in 2013 indicated that: more people view entrepreneurship as a desirable career choice (64% of Tanzanian respondents), and that starting a business has a higher level of respect than being a manager in the corporate world (55% of Tanzanians). In addition, there is increased media visibility of entrepreneurs and failure is becoming more acceptable (63% in Tanzania) (Omidyar, 2013). However, a stereotypical view of success still exists, with business people being celebrated for their wealthy lifestyles rather than their acumen and entrepreneurial flair, leading to “copycat” entrepreneurs and inhibiting innovation (Omidyar, 2013).

Tanzania is ranked 53 (out of 144) countries on the Global Gender Gap Index with the greatest gender parity being seen in the political and economic sectors (World Economic Forum, 2016). While some progress

has been made to close the gender gap in Tanzania, the patriarchal attitudes and gendered institutional structures continue to subordinate women's position in society and create barriers to their participation in entrepreneurial activities (Mori, 2014; Stevenson & St-Onge, 2005).

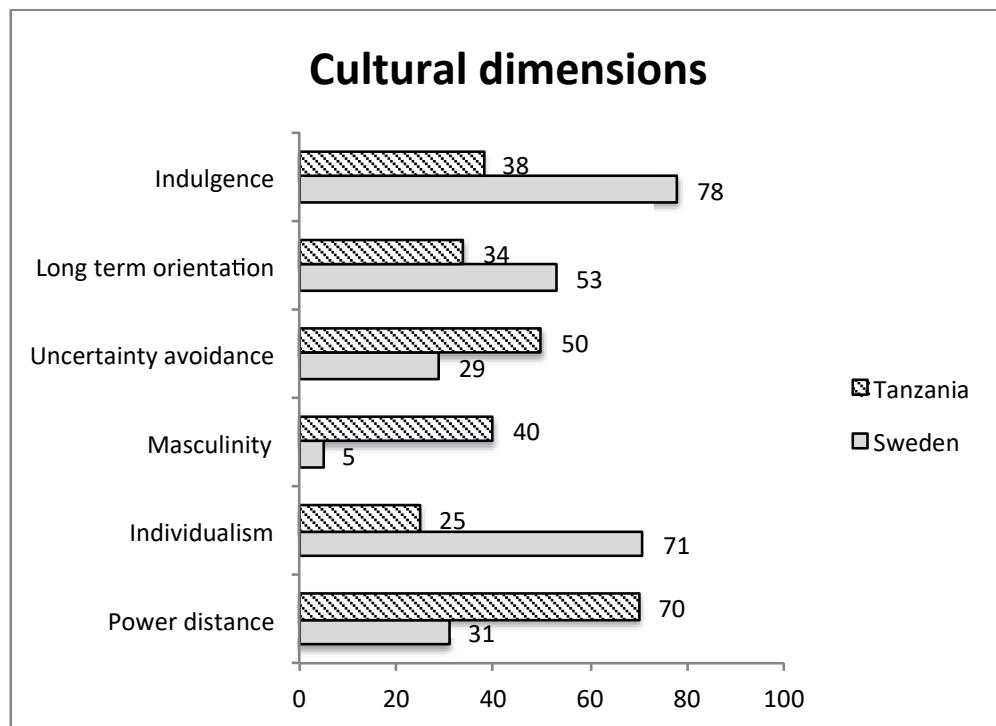
In order to provide an overview of the cultural values in the two countries, a comparison can be made of the two contexts based on Hofstede's cultural framework¹⁵. According to Hofstede's cultural dimensions, Sweden is ranked low on the power distance score meaning independence, equal rights and decentralized power is characteristic of the society (Hofstede, Hofstede & Minkov, 2010). Sweden is also characterized as an individualistic and feminine society with low uncertainty avoidance. This means that life-work balance, consensus, and equality are valued, while deviances from the norm are tolerated (Hofstede et al., 2010). The ranking on long-term orientation indicates no clear preference, but a high ranking on indulgence implies a tendency to enjoy life and have fun (Hofstede et al., 2010).

On the other hand, Tanzania¹⁶ is ranked high on the power distance scale, meaning that society accepts a hierarchical order with unequal distribution of power (Hofstede et al., 2010). It is also characterized by a collectivistic culture with high value being placed on long-term commitment and loyalty to family and relatives. Tanzania is also ranked as a relatively feminine society that values quality of life, and has a mid-range ranking with regard to uncertainty avoidance indicating no clear preference (Hofstede et al., 2010). With regard to long-term orientation ranking, Tanzania is characterized as a normative short-term culture that generally exhibits great respect for traditions and norms, and has a low ranking on indulgence implying a tendency towards restraint and skepticism to change (Hofstede et al., 2010). Figure 4.3 below presents a comparative chart of the different cultural dimensions in Sweden and Tanzania.

¹⁵ Despite the various criticisms regarding the methodology and level of analysis of Hofstede's cultural framework (McSweeney, 2002), the cultural framework was selected to compare the two cultural contexts, as it was difficult to access comparable data on other common frameworks such as World Value Surveys or GLOBE.

¹⁶ The rankings for Tanzania are derived from the surveys of the East African region, with the exception of the two dimensions on long-term orientation and indulgence. The scores were created during an internal project between Geert Hofstede and GTZ in 2000.

Figure 4.3: Cultural dimensions in Sweden and Tanzania



(Source: Adapted from Geert-hofstede.com)

4.4. Reflections on the Empirical Contexts

While economic, social and cultural dissimilarities exist between the two countries, the overall entrepreneurial ecosystems in both contexts present various opportunities for entrepreneurial growth. The employment sectors in both countries are segregated with regards to gender, and this seems to have spilled over to the entrepreneurial scene, resulting in male- and female-dominated sectors. This in turn can be argued to affect prospective entrepreneurs' perceptions regarding future entrepreneurial opportunities and in the selection of appropriate sectors in which to start new ventures. However, these segregated sectors also provide a useful context within which to understand women's entrepreneurial identities by comparing per-

ceptions of women entrepreneurs operating businesses in these different sectors (e.g. technology versus retail sectors).

The active participation of both governments to promote women entrepreneurship as part of their economic agenda is also expected to have a positive effect. This political discourse will have an effect on society's perception of the women entrepreneurship phenomenon, and the level of social legitimacy and normative support women entrepreneurs receive in both contexts. This should in turn positively impact potential entrepreneurs aspiring to engage in entrepreneurial activities. Nonetheless, it has also been argued that political discourses that subordinate women entrepreneurs to the economic agenda can have the inadvertent effect of weakening their social legitimacy (Ahl & Nelson, 2015; Pettersson, 2012).

In the next chapter, I discuss the research design and data analysis techniques utilized in this study.

Chapter 5

Research Design and Methods

This chapter begins with a discussion of the critical realist perspective adopted in this study. This is followed by a description of the case study approach, sampling methods and data collection procedures. The data analysis process is presented next, with the final section focusing on a discussion about the trustworthiness of this study.

5.1. Research Approach

My research approach is based on the critical realist perspective. The development of the critical realist perspective can be traced to the work of two philosophers of science i.e. Rom Harre and Roy Bhaskar (Blundel, 2007). The intention of Bhaskar and other critical realists was to bridge objective ontologies (that assumes a ‘real’ world exists out there and that it is possible to know how things ‘really work’) and subjective ontologies (that assumes that reality is an output of human cognitive processes) (Sarason, Dillard & Dean, 2010). Critical realism therefore offered a middle way for social scientific research by avoiding both reductionist forms of modernism that did not account for interpretive understanding, as well as the problems of incommensurability of postmodernists (Blundel, 2007).

The ontological assumption of the critical realist worldview is objectivist, asserting that the social world consists of real objects that exist independent of our knowledge and concepts (Blundel, 2007). This proposition is based on the fallibility of our knowledge, which is evident through the

experience of getting things wrong or having expectations confounded (Sayer, 2000:2). On the other hand critical realists' epistemological assumptions are similar to interpretivists and postmodernists in that they recognize that the social world cannot be understood in a similar manner to the natural world (Blundel, 2007). Critical realists view social phenomena as intrinsically meaningful:

Critical realism acknowledges that social phenomena are intrinsically meaningful, and hence that meaning is not only externally descriptive of them but constitutive of them (though of course there are usually material constituents too). Meaning has to be understood, it cannot be measured or counted, and hence there is always an interpretive or hermeneutic element in social science (Sayer 2000:17).

However, critical realism differs from interpretivists and social constructionists in that its fundamental aim is to explain (Easton, 2010). The focus is to identify an individual or social process, a mechanism, or a structure at the core of events that can provide a causal description of the likely forces at work (Miles, Huberman & Saldana, 2013).

Critical realism also offers a rational for critical social science as can be shown in the example of gender relations:

... gender relations are generally informed and reproduced through beliefs that gender is natural rather than a product of socialization... Social scientists who reproduce this explanation and uncritically report gender as a product of biological difference would fail to understand gender (Sayer, 2000:18)

One has to acknowledge the dependence of actions on shared meanings, while showing in what respects they may be false (Sayer, 2000:19). Critical realism therefore questions the pre-conditions for social phenomena, which allows for a more nuanced and contextualized analysis that could result in more sophisticated causal explanations (Blundel, 2007). However a limitation of this approach is that the complexity and idiosyncrasy of narrative

data can also result in the crowding out of fundamental mechanisms¹⁷ and relationships (Blundel, 2007).

The critical realist perspective is therefore viewed as useful for this study in which I focus not only on understanding women's perceptions regarding their entrepreneurial identities, but also on the contextual factors influencing their perceptions. With regard to scientific reasoning, the abduction approach is similar to the critical realism method of retrodiction¹⁸ (Easton, 2010). Abductive reasoning is fitting for this study that starts out by reviewing existing literature and theories on entrepreneurial identities, followed by the development of an interview guide for the collection of empirical data. An iterative process is also applied to the analysis of data, which alternates from themes derived from the literature and those arising from the data.

5.2. Case Study Approach

A case study can be defined as:

Empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident (Farquhar, 2012:5).

The selection of the case study approach as a research strategy is generally preferred when "how" and "why" questions are posed, when the researcher has limited control over events, and when analyzing contemporary phenomenon in a real-life context (Yin 1994:6). The objective of this study is to understand women's perceptions of their entrepreneurial identities within a specific socio-cultural context. As entrepreneurship is perceived as a dynamic and context dependent phenomenon, a case study approach is deemed appropriate for conducting this study. The case study approach

¹⁷ Mechanisms refer to the ways that the causal powers (i.e. what an object can do) of an object are exercised. A particular mechanism can produce completely different results at different points in time (Blundel, 2007).

¹⁸ Retrodiction is a mode of inference in which events are explained by identifying mechanisms that are capable of producing them (Easton, 2010).

allows for a deeper analysis of contextual conditions and for a more fine-grained view of the socio-cultural context that may not be possible with other methods e.g. experiments or surveys (Yin, 1994:13; Zahra & Wright, 2011). It also allows the researcher to triangulate data in their analysis in order to analyze the issue from a variety of lenses (Baxter & Jack, 2008), which is also in line with the critical realist approach.

A qualitative multiple case study design is adopted in this study in order to explore how women perceive their entrepreneurial identities and how these perceptions are influenced by the socio-cultural context.

Qualitative data, with their emphasis on people's lived experiences are fundamentally suited for locating the meanings people place on events, process and structures of their lives... (Miles et al., 2013:11).

The main advantages of qualitative research strategies is that it allows the researcher to collect data in close proximity to the situation, thus allowing for the possibility to understand underlying issues that are not immediately apparent (Miles et al., 2013). However, one of the criticisms against this approach is the lack of generalizability of findings beyond the specific situation under analysis (Farquhar, 2012:10). Another critic is the lack of objectivity as the researcher is immersed in the case i.e. reality is not separate from the researcher (Farquhar, 2012:10). The influence of the researcher's personal values and beliefs towards the fieldwork is also unavoidable (Miles et al., 2013). The words we choose to document what we see and hear can never really be 'objective' as they are our interpretations of our experiences (Miles et al., 2013). Furthermore, the audience (including the researcher) influences the stories that interviewees tell, resulting in narratives that are coherent, interesting and personally favorable (Bjursell & Melin, 2011). This calls for greater rigor and reflexivity in data analysis, which can be ensured through a consistent and coherent research design (Farquhar, 2012:10).

5.2.1. Multiple Case Study Design

This study adopts a multiple case study design that allows for the exploration of differences within and between cases in different settings (Baxter & Jack, 2008). In line with the critical realist approach the study integrates dif-

ferent levels of analysis (Blundel, 2007; Mueller, 2013) in order to highlight the contextual factors influencing the women entrepreneur's perceptions of their entrepreneurial identities. The study incorporates the individual level (woman entrepreneur) and the context level (socio-cultural context) in its analysis. The principal unit of analysis is the interaction between the individual entrepreneur and the socio-cultural context.

5.3. Sample Selection

Qualitative samples tend to be purposive rather than random, and involve working with small samples nested in their context (Miles et al., 2013). The women entrepreneurs (who form the multiple cases of this study) can be viewed as being embedded within the two urban cities of Stockholm and Dar-es-Salaam the form the spatial context of this study. A purposeful sampling technique was used to carry out the sample selection at the different levels. The first step included the selection of the two urban cities of Stockholm and Dar-es-Salaam. This selection was necessary given the time and resource constraints involved in conducting this study. The selection also enabled the study to account for regional differences within the two countries. The two urban cities were selected due to their prominence as business and political hubs in both countries. Apart from being the capital, Stockholm is also the cultural, media, and political center of Sweden, and is recognized as one of the hottest start-up capitals in the world. Similarly, Dar-es-Salaam is Tanzania's largest and richest urban city, and while Dodoma has been the official capital since 1974, Dar-es-Salaam remains the principal city for both business and government institutions.

The second step was the selection of entrepreneurship programs located in the two cities, from which the multiple individual cases (i.e. program participants) could be identified. This step included contacting program directors or coordinators¹⁹ to determine whether programs could be included in the study. The selection of programs was also purposefully done to

¹⁹ Contacts were obtained through the assistance of my primary supervisor, an advisory committee professor, as well as through the snowballing technique.

include programs that focused on both potential²⁰ and practicing women entrepreneurs. This sampling technique was found useful for ensuring the selection of a diverse group of program participants in terms of the type of founders e.g. potential versus practicing entrepreneurs, and the stage of ventures e.g. nascent firms versus established firms. The final list of programs from which participants were selected is presented in Table A5.1 in the appendix.

The third step in the selection process included the identification of program participants who would form the multiple cases of the study. This step involved sending emails to program participants (list of contacts were obtained from the different program directors or coordinators), to request whether they would be willing to participate in the study. Interviews were then organized with participants who responded positively to the email requests. In addition, the snowballing technique was also utilized to identify additional practicing women entrepreneurs. This group was composed of women who were alumni of the selected entrepreneurship programs as well as those who had never attended any entrepreneurship courses. The selection process was aimed at ensuring that the final sample would be composed of a diverse group of women entrepreneurs who could provide various perspectives through which to understand women's entrepreneurial identities.

At the end of the selection process, a final sample of 56 women entrepreneurs (29 in Sweden and 27 in Tanzania) was identified. A detailed profile of the women entrepreneurs is presented in Table A5.2 in the appendix.

5.4. Data Collection

The primary source of data for this study was collected through in-depth semi-structured interviews held with the women entrepreneurs in the two contexts. An individual's identity orientation will be reflected in the type of statements they make (Fauchart & Gruber, 2011). In-depth interviews are therefore an appropriate method of gaining a better understanding of

²⁰ As previous studies have shown that context also influences entrepreneur identity aspirations (Farmer et al., 2011), including potential women entrepreneurs in this study can provide insights on factors influencing their entrepreneur identity aspirations.

women's perceptions regarding their entrepreneurial identities (Orhan & Scott, 2001). Additional data on the entrepreneurship programs was collected through interviews with the respective program directors or coordinators.

Two sets of semi-structured interview guides were prepared prior to the interviews. The first interview guide was focused on the interviews with the women entrepreneurs. This guide was initially based on previous studies (Linan & Chen, 2009) and then further modified following pre-study interviews held in Dar-es-Salaam, and initial interviews held in Stockholm. The second interview guide was focused on the interviews with the program directors and was also initially based on previous studies (Robb et al., 2014) before being amended as needed. The two interview guides are presented in Tables A5.3 and A5.4 in the appendix.

5.4.1. Data Triangulation

Case studies rely on multiple sources of data that are converged in a triangulating fashion during the analysis process in order to contribute to the researcher's understanding of the whole phenomenon (Baxter & Jack, 2008). In this study, data triangulation was achieved through analysis of secondary data obtained from a variety of sources. Table 5.1 below gives an overview of the data collected.

Table 5.1: Type of data collected

Focus of analysis	Data sources
National/Regional context	<ul style="list-style-type: none"> - Observations through daily experiences/field visits - Policy documents, national reports, media articles
Entrepreneurship Programs	<ul style="list-style-type: none"> - Interviews held with program directors or coordinators in the two empirical contexts - Program documents, brochures, websites
Individual level	<ul style="list-style-type: none"> - Semi-structured interviews with women entrepre-

	<i>neurs in the two empirical contexts</i> - <i>Publicly available data²¹ e.g. websites, media articles, LinkedIn profiles</i>
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The secondary data was useful for contextualizing the study, and for complementing information obtained through the interviews. While the collected data might not be representative of women entrepreneurs in the different regions of Sweden and Tanzania, this study aims at analytical rather than statistical generalization²².

5.4.2. Interviews with Program Directors/Coordinators

Interviews with the program directors or coordinators of entrepreneurship programs were organized during the period November 2014 to June 2015. The interviews in Dar-es-Salaam were held from 5 to 10 January 2015 (4 interviews), while those in Stockholm were held from 12 November 2014 to 26 March 2015 (6 interviews). An additional interview was also held on 2 June 2015. The schedule of interviews held, duration and mode of data collection is presented in Table A5.5 in the appendix.

The purpose of the interviews was twofold. One was to identify programs that would agree to have their participants contacted and requested to be part of the study. The second was to obtain information on: a) program objectives, b) program design including course content and teaching methods, c) program adaptation to the context, and d) views on women entrepreneurship in general. All the interviews were conducted face-to-face but were not audio-recorded, as the information obtained from this group was viewed as supplementary information that would assist in gaining a better understanding of women's entrepreneurship in their specific socio-cultural context.

²¹ While public data on the Swedish women entrepreneurs was accessible on the Internet, getting public data on the Tanzanian women entrepreneurs was not always possible as only a handful have their information available on the Internet.

²² Analytical generalization aims to link findings to theory, while statistical generalization extends findings to whole populations (Yin, 1994:10).

5.4.3. Interviews with Women Entrepreneurs

The semi-structured interviews were conducted face to face or via Skype/Whatsapp over different rounds during the period January 2015 to July 2016. At the beginning of the study, I conducted pre-study interviews with a group of women entrepreneurs who were members of the Tanzania Women's Chamber of Commerce (TWCC) organization in Tanzania. The interviews were conducted face to face in Dar-es-Salaam in January 2015. The second round of interviews were also conducted face to face (two were conducted via Skype) with women entrepreneurs in Stockholm during the period February to May 2015. This included participants to the SE Women's workshop (organized by the Social Entrepreneurship Forum), alumni of the Stockholm School of Economics (some with startups at the SSE Business Labs), as well as practicing women entrepreneurs identified through snowballing technique.

The third round of interviews were conducted face to face in Stockholm during the period September to November 2015 and comprised of participants of the entrepreneurship programs at the Royal Institute of Technology (KTH) and Karolinska Institutet (KI). The fourth round of interviews consisted of follow-up²³ interviews held in Stockholm during the period September to October 2015, and were also held face to face. The fifth round of interviews was conducted face to face in Dar-es-Salaam in January 2016. This comprised of participants attending training programs at the University of Dar-es-Salaam Business School (UDBS), alumni of these programs, as well as alumni members of the Enablis Entrepreneurial Network. Due to a schedule conflict, one participant was interviewed in November 2015 via Skype. The last two rounds of interviews consisted of follow-up interviews that were held face to face in Stockholm during the period March to May 2016, and via Whatsapp with participants from Dar-es-Salaam in July 2016. Table 5.2 below presents the schedule for the interviews held in the two contexts.

²³ Whenever possible, follow-up interviews were held with participants who during the first round of interviews were in the initial phases of their programs or trainings. The follow-up interviews were held at the middle or end of their programs and were focused on getting feedback on the programs. If applicable information on progress made with the business ideas/ventures was also obtained.

Table 5.2: Schedule of interviews conducted

Stockholm		Dar-es-Salaam	
Type	Period	Type	Period
First round interviews	Feb to May 2015	Pre-study interviews	Jan 2015
First round interviews	Sept to Nov 2015	First round interviews*	Jan 2016
Follow-up interviews	Sept to Oct 2015	Follow-up interviews	July 2016
Follow-up interviews	Mar to May 2016		

Note: *One interview was held in Mid-November 2015 via Skype

The interviews were the main source of data for the study as they enabled me to collect data on the women's perceptions regarding their entrepreneurial identities, as well as on the contextual factors influencing those perceptions. The interviews were conducted in English (Sweden) and in English or Kiswahili²⁴ (Tanzania) and lasted between 30 to 90 minutes. At the beginning of the interviews, participants were assured of confidentiality of information in order to encourage sincerity in their responses. The interview guides consisted of mainly open questions and focused on five different areas: a) personal profile, b) social/cultural context, c) previous experience, d) current experiences and perceptions, e) entrepreneurship education/training. Follow up questions or probes were also used to gain additional information or seek clarification.

To facilitate the data analysis, interviews were audio-recorded (with participants permission) and transcribed verbatim. In the four cases (D001, D003, D004 and D007) in Tanzania where this was not feasible, two people took detailed notes during the interview and compared notes shortly after. However, any quotes used in the study are solely based on the audio-recorded interviews. A description of the interview schedule, duration, and mode of data collection is presented in Table A5.6 in the appendix.

²⁴ Translation of quotes from Kiswahili to English was carried out by the author

5.5. Data Analysis

The data analysis process can be described as comprising three different types of activities that occur concurrently and are iterative in nature i.e. data condensation, data display, and conclusion drawing (Miles et al., 2013). This study followed similar processes in its analysis, and these are discussed below.

5.5.1. Data Condensation

Data condensation includes the process of selecting, focusing, simplifying, abstracting and transforming the data. It is also argued to be a process that begins before the data collection, even without the researcher's full awareness (Miles et al., 2013). In this study, anticipatory data condensation can therefore be seen as beginning with the development of research questions, a conceptual framework, the selection of cases, and decisions about data collection processes. After the data collection phase was completed and verbatim transcripts prepared, the next main activity was the coding process. I used the MaxQDA coding software to carry out the coding of transcripts. This process also included the development of a codebook and the use of analytic memos to capture the coding process (DeCuir-Gunby, Marshall & McCulloch, 2011; Miles et al., 2013). An excerpt of the codebook is presented in Table 5.3 below (a more detailed list of parent codes is presented in Table A5.7 in the appendix).

Table 5.3: Excerpt of codebook

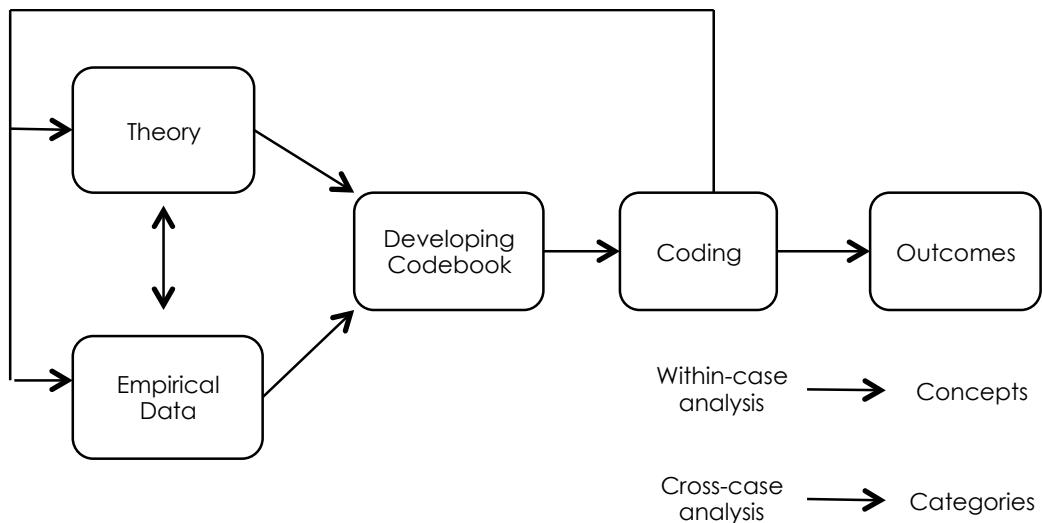
Attribute coding			
Code name	Nickname	Type	Description
Age	AGE	Structural	Founder, age (2015)
Nationality	NATION	Structural	Founder, nationality
Education	EDUC	Structural	Founder, highest level of education

Founder type ²⁵	FOUND_TYPE	Structural	Type of Founder i.e. previous experience, potential, intentional, nascent, new or established
Open (in-vivo) and structural coding			
Code name	Nickname	Type	Description
Entrepreneur, Individual perception	ENTREP_PERCEP	Structural	Code applies when respondent describes their view of who an entrepreneur is or talks of an entrepreneur's personality or traits. Relates to Q21
Program, Evaluation	PROG_EVAL	Structural	Code applies when respondent talks about their evaluation of entrepreneurship programs/trainings. Relates to Q23
Networks	NETWORK	Open	Code applies when respondent is talking about cooperating with others e.g. networks or groups
Mentoring	MENTOR	Open	Code applies when respondent talks about receiving mentorship or coaching from others, or being a mentor to others
Typology of entrepreneur identity	TYPOLOGY	Thematic	Code applies when describing entrepreneurs based on how they perceive their entrepreneurial activity.

The coding process was also carried out in several stages and over several months. This was an iterative coding process that involved moving back and forth between the empirical data and literature, with adjustments being made to the codebook as needed. The process is presented in Figure 5.1 below.

²⁵ Founder types are adapted from the GEM definitions i.e. potential (sees opportunities or not); intentional (has an idea); nascent (has taken steps to start a business, but has not been operational for more than 3 months); new (has run a business from 3 to 42 months); established (has run a business for more than 42 months)

Figure 5.1: Coding process adopted in this study

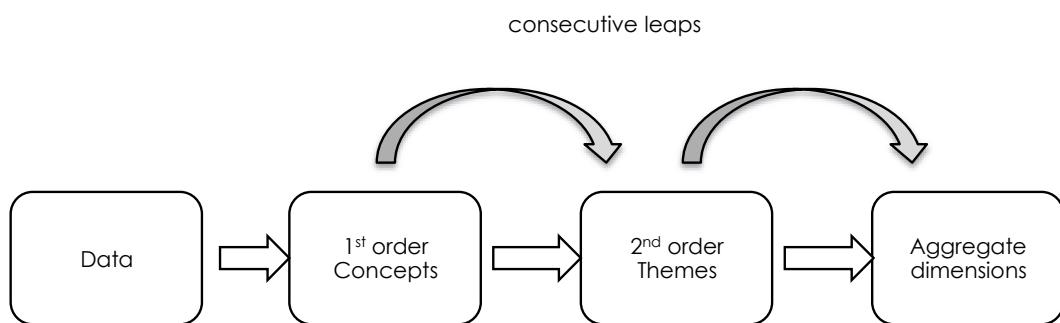


(Source: Adapted and modified from Garcia & Welter, 2013; Mueller, 2013)

The first stage of the coding process started with attribute coding which was carried out to capture the demographic details of interviewees and their firms such as age, marital status, level of education, business sector etc. During the second stage of coding each interview was coded into general topics and themes (structural codes) that were guided by the semi-structured interview guides. In the third stage, open (in-vivo) coding was carried out in order to prioritize the participant's voice (Saldana, 2013). In the fourth stage, second cycle coding was carried out that involved the organization of codes into broader categories and themes. I first focused on coding each woman entrepreneur's interview transcript separately, before comparing codes across the different transcripts in order to identify common themes across the cases.

Progressive coding cycles are useful for highlighting salient features in the data and generating themes and concepts that are helpful for building theory (Miles et al. 2013; Saldana, 2013). The coding process moved from raw data to concepts (first order category) and then moved from concepts to themes/categories before moving on to theoretical insights, as shown in Figure 5.2 below.

Figure 5.2: Progressive coding cycles followed in analyzing data



(Source: Adapted and modified from AOM 2017 PDW presentation²⁶)

Moving from data to theoretical ideas is not a straightforward process, but one that is grounded in abductive reasoning and as part of an ongoing dialectical process (Klag & Langley, 2013)²⁷.

5.5.2. Data Display

The second activity is the display of data through the use of matrices, graphs, charts etc. (Miles et al., 2013). Similar to data condensation this is a continuous process. For this study, I used the MaxQDA software to run queries of the data and to generate different tables in excel. These displays aided in the analysis of common themes or categories. I used the MaxQDA code matrix browser (displays documents by codes), code relations browser (displays code co-occurrence) and document maps as part of the data analysis process.

²⁶ The figure is adapted and modified from a presentation made at the Professional Development Workshop (PDW) on 'Making the Leap: How to Bridge the Gap Between Findings and Theory in Qualitative Research' held on August 4, 2017 at the Academy of Management (AOM) 2017 Annual meeting in Atlanta, Georgia, USA.

²⁷ In their article, Klag and Langley (2013) describe conceptual leaps as comprising four dialectical tensions: a) deliberation (using heuristics) versus serendipity (chance), b) knowing (expertise) versus not knowing (naïveté), c) engagement versus detachment and d) self-expression (subjectivity) versus social connection (embeddedness).

5.5.3. Drawing Conclusions

The third activity involves the interpretation of what things mean, drawing of patterns, explanations and initial conclusions, and as the previous two activities occur throughout the analysis (Miles et. al., 2013). Conclusions also need to be verified, and for this study this included going back and forth between data and the literature, and getting feedback on initial conclusions made from colleagues. In the last section, I address issues concerning the overall quality of the study's findings and conclusions.

5.6. Trustworthiness of the Study

A number of issues can be addressed in order to determine the quality of a study's conclusions. According to Miles et al. (2013), this includes addressing issues of: a) confirmability – ensuring the study is free from unacknowledged researcher bias, b) reliability – determining whether process of study is consistent over time and across researchers and methods, c) credibility – determining whether the findings make sense, and d) transferability – whether the conclusions are generalizable to other contexts. For this particular study, I have addressed these issues as described below:

Confirmability – this was addressed by ensuring that the study's methods and procedures are explained in detail. This was done through the presentation of tables and figures showing the data analysis process. I have also developed a codebook in order to ensure consistency in coding and kept copies of the audio recordings, field notes and spreadsheets created throughout the analysis process. Reflexivity during the data analysis process also acknowledges the influence that I as a researcher have on the narratives told by interviewees (Farquhar, 2012:10).

Reliability – this was addressed by keeping detailed records of the data collection process, and ensuring that interviews are held with multiple participants allowing for cross-case analysis. In addition, as I coded the data on my own, I also sort feedback on initial findings from colleagues and advisory committee.

Credibility – this was addressed by presenting findings at seminars and academic conferences to get feedback from diverse audiences. The use of

verbatim transcripts, as well as data triangulation (media articles, webpages, documents etc.) to complement interview data, further assisted in ensuring the credibility of the study.

Transferability – as the sample selection was purposeful, and focused on analytic generalization, the study's findings cannot be generalizable to the wider population. However, the characteristics of the samples, the settings and processes have been described in detail, in order to allow for comparisons with other samples (Miles et al., 2013).

In the next chapter I present a more detailed description of the entrepreneurship programs, and the women entrepreneurs who form the multiple cases of this study.

Chapter 6

Case Descriptions

A brief history of the entrepreneurship programs in each socio-cultural context is presented first and includes a description of their structure and objectives. This is followed by summary descriptions of the multiple cases (women entrepreneurs) in each context. These brief descriptions focus on the woman entrepreneur's background, motivations for engaging in entrepreneurship (and/or enrolling in entrepreneurship programs), their evaluation of programs attended, as well as their future plans.

6.1. Entrepreneurship Programs in Sweden

The program descriptions are based on data obtained from program brochures, websites, as well as interviews held with the program directors or coordinators. The entrepreneurship programs identified in the Swedish context included two programs, the Royal Institute of Technology (KTH) and Karolinska Institutet (KI), and one workshop organized by Social Entrepreneurship Forum (SE Forum). I also include a description of the Stockholm School of Entrepreneurship (SSES), a joint collaboration between five universities in Stockholm (i.e. KTH, KI, Stockholm School of Economics (SSE), Stockholm University (SU), and the University of Arts, Crafts and Design (Konstfack)) that provides joint academic courses in entrepreneurship. Furthermore, as a group of the women entrepreneurs identified through snowballing technique were alumni of SSE (with some being

located at the SSE Business lab at the time of interview) and SU, a brief description of the programs they attended is also provided.

6.1.1. Royal Institute of Technology (KTH)

The Masters program in Entrepreneurship and Innovation Management is a one-year full-time program (consisting of 60 higher education credits) that is run by the Industrial Economics and Management Department at KTH. The program is designed for students interested in starting and managing innovative projects or new economic endeavors. It runs from late August to early June and accepts approximately twenty-five students annually. Participants are mainly in the 20s to 30s-age bracket, and have a Bachelors degree in engineering, technology, or natural science. More than one third have been female participants. The selection criteria are based on academic performance, recommendations and motivation letters.

The program is practice oriented and strives to engage students by combining theory with a self-defined innovative project. It strives to provide a well-rounded education that can help students realize their career potential. Students have to take mandatory courses in: industrial management, project management (leadership and control), management of technology innovation and creativity, technological and industrial change, advanced industrial marketing, ideation and business model innovation. The last two courses being offered as part of the SSES courses. The teaching methods include seminars, course projects, case studies, teamwork, and guest lecturers (including practicing entrepreneurs).

Two²⁸ potential women entrepreneurs taking part in this program were interviewed at the beginning of the program, with follow up interviews held at the end of their course work.

6.1.2. Karolinska Institutet (KI)

The Master's Program in Bio-entrepreneurship is a two-year course (consisting of 120 higher education credits) aimed at training participants on

²⁸ A request was sent to program participants through a Facebook group page, resulting in a total of six participants (4 male and 2 female) agreeing to take part in the interviews. While interviews were held with all six participants, given the focus of this study, only interviews held with the female participants are included.

how to develop and manage projects and companies in the life science field. Participants are students with background in biomedicine, pharmaceuticals, biotechnology, healthcare or medicine. In 2008 the program was run every second year, but from 2013 it is run annually and accepts approximately 25 participants in each cohort. The group is usually comprised of 50% male and female students, with 60% of them being international (mainly EU citizens). The normal age group is in the 20s and 30s and the criteria for selection is based on diversity, academic background, relevant professional experience and motivation.

A key concept of the program is the application of knowledge. The pedagogical focus is on creativity, group work, and projects for team building. The teaching methods include the use of real-life cases, seminars, case studies and lectures by experienced life-science business leaders. The course content covers: industrial management, project management (leadership and control), behavioral management control, entrepreneurship in the life sciences, development of products in the biomedical industry, market analysis, scientific methods and business development. Students also prepare a degree project in bio-entrepreneurship at the end of the second year. Two of the courses are offered in partnership with KTH and students also choose one elective course from SSES. The program also includes two placements: at the end of the first year (six weeks) and during the second year (12 weeks).

A group of ten potential women entrepreneurs participating to the program were interviewed at the beginning of the program, with follow-up interviews being held with nine of them after they had completed most of their course work.

6.1.3. Social Entrepreneurship Forum (SE Forum)

The Social Entrepreneurship Forum (SE Forum) is a non-profit organization that was founded in 2004. It advocates for responsible business solutions to address local and global challenges and runs a variety of programs and events such as: the SE outreach accelerator (a six-month scaling program for social entrepreneurs from low and middle-income countries), SE social business boot camp (a 10 day course for those with business ideas)

and SE Training of Trainers (training of trainers on how to facilitate social business boot camps).

In 2015 following support from JP Morgan Chase Foundation, SE Forum launched the SE Woman initiative that was focused on women entrepreneurs from Stockholm suburbs (or those working in this region) dealing with the challenges of integration and job creation for immigrants. The program ran over the period January to September 2015, and included participants in the 20s to 40s with a financially sustainable business idea.

The program was run in block sessions held in the evenings, and included seminars, workshops, individual coaching sessions, and networking events. The training focused on both theory and practice with the aim of empowering participants to accelerate their businesses and make a positive impact on society. The teaching content included: carrying out a needs assessment, SWOT analysis, market analysis, elevator pitches, business model canvas and social value propositions. Outside consultants also provided specific advice e.g. legal issues and regulations.

The potential and practicing women entrepreneurs taking part in the training (ten cases) were interviewed at the beginning of the training program, with follow up interviews being held at the end. However, only six were available for the follow up interviews, with one entrepreneur sending her information via email.

6.1.4. Stockholm School of Entrepreneurship (SSES)

The Stockholm School of Entrepreneurship (SSES) is globally recognized as an academic facility in innovation and entrepreneurship. KTH, SSE, and KI jointly founded SSES with the aim of developing an integrated teaching syllabus that could meet the needs of students, faculty and the industry. Following a generous donation from the Erling-Persson Family Foundation in 1998, it was established as an independent organization. A second donation in 2002 enabled Konstfack to join the group, with SU joining in 2009. SSES offers a joint education program that is taught by a dedicated team of approximately 60 faculty and staff members, with more than 200 guest speakers, mentors and coaches being involved every year.

Selection of students for academic courses is based on reserving 20% seats per member university. SSES offers core, context and skills courses at

undergraduate, graduate and PhD level. The core courses follow the stages of venture creation process and include course in: ideation – creating a business idea, business model innovation, execution – running your own company and growth – managing your firm. The skills course offer a variety of skill sets such as negotiations, finance, design thinking etc., while context courses focus on specific areas or industry e.g. entrepreneurship in developing countries. Apart from the courses, SSES also offers several trainings, which include Toolbox Fridays, weekend workshops, international boot camps organized with global partner universities, business plan competitions and startup day events. Participants also have the opportunity to be part of the SSES campus – a pre-incubator program that accepts fellows for a period of three months. The different events organized by SSES therefore enable students to be part of the entrepreneurship ecosystem in Stockholm.

While none of the women entrepreneurs were identified directly through SSES, the majority of the potential women entrepreneurs participating to programs at KI, KTH and SSE have taken elective courses offered at SSES, and/or participated in their trainings and networking events.

6.1.5. Additional Programs (Stockholm School of Economics; Stockholm University)

Some of the practicing women entrepreneurs (six cases) were alumni of SSE. The university places a great value in developing business skills and entrepreneurship, and in addition to its programs, also runs the SSE business lab. The alumni had attended: a) the bachelor in business and economics program - a three year program with specialization in accounting, economics, finance, management or marketing, b) the MSc in international business program - a two year program that is integrated with the CEMS Masters in international management and that is focused on leadership and teamwork in multi-cultural contexts, c) the MSc in business and management program with specialization in marketing and media management (last intake in 2015) – focused in three areas of strategic marketing, brand management and media management, and d) the MSc in general management (last intake in 2014) – combined business with other fields like engineering,

law, medicine, journalism etc. and ensured that participants got an understanding of cores aspects of business through real-life projects.

Four of the six SSE alumni had their businesses incubated at the SSE business lab when I interviewed them. The SSE business lab was started in 2001, as a wholly owned non-profit subsidiary of SSE. It's incubate program provides selected teams (has to include at least one SSE student, alumni or faculty) with free office space for six months, as well as access to its partners who provide expert services in law, accounting, sales and pricing strategy. Teams also receive business coaching during their time at the lab. SSE business lab has generated over 100 active companies since its launch. In addition, one practicing woman entrepreneur was an alumnus of SU, and had attended a bachelor program in human resources. However, she had not attended any entrepreneurship courses or training workshops.

6.2. Description of Multiple Cases - Sweden

The final sample of twenty-nine²⁹ women entrepreneurs in Stockholm was in the age range of 22 to 47 years old. This group was made up of founders at different stages i.e. established (5), new or nascent (13), and potential (11). The women entrepreneurs had started ventures in different sectors, with the most common being in business consultancy and education, followed by retail, food processing, community work and cosmetics. The group was also made up of women from different nationalities (either dual citizens or international students), which is a reflection of the diverse population in Stockholm. A summary description of the multiple cases is presented next³⁰.

²⁹ While the cases run up to Case S030, the total number of cases is 29, as Case S012 is not included in the study. While an initial interview had been scheduled with S012, due to unforeseen personal complications, she was no longer able to participate.

³⁰ Some of the quotes presented in the case descriptions, are repeated again in Chapter 7 when discussing the main findings and analysis.

6.2.1.1. Embedded case: S001

She is a new³¹ co-founder with previous startup experience. Her highest level of education is a bachelor degree in business economics. She also took art studies for a period of three years. Her father is an industrial designer, while her mother works in real estate. Her husband is employed as a website developer. She does not have any family or close relatives who are self-employed.

Her previous employment includes working for a construction company for one and a half years as a manager. She then moved to a foreign construction company, but left after two months. She was then unemployed for a while before working part-time with another maintenance company as administrative support. She also worked as a project manager for a firm that was run by two entrepreneurs. The firm worked on restoring a closed building into a cultural center. While she enjoyed working there initially, she later felt that the owners did not know what they were doing. After working with them for a couple of months, she decided to quit to take care of her youngest child. Before the current venture, she had started her own firm in wedding photography as a hobby.

...Oh, actually I did have my own company way back. I was a wedding photographer. (Laughs) Sorry I'm laughing, but I did not know how to... um...take what is it called...to charge properly... so it was mostly for fun, and it followed me ...taxes and stuff for years after I finished it...

Her current venture is co-founded with a friend (S006). The firm was focused on changing the environment for children in schools through carrying out eco-friendly renovations. However, while they had started working on an elementary school project, they were not officially registered as yet. This would enable her to continue receiving unemployment support until they had their first transaction.

...so I'm going to stay unemployed so that means we can't start an AB because if we do I become an owner and I cannot receive money anymore. So we kind

³¹ As indicated previously, the founders were classified based on GEM definitions i.e. potential, intentional, nascent, new and established founders.

of pushing it as far...like we need to come to the point where we ...where a transaction is coming into the company...that's when we start....

During the follow-up interview, she informed me that unfortunately due to changes in her co-founder's personal circumstances, she (co-founder) could no longer participate in the venture. She was therefore working on the venture alone and had changed the name of the firm, and developed a webpage. She had also registered the firm in order to enter into agreements with the local organizations she was working for. During the summer, she had started working on several new projects, including renovating a lecture room for a public school, and doing the interiors for a cultural festival in Stockholm. The main reason for her venturing into entrepreneurship was to be able to make a difference in society.

And we are like we want to change the environment, for lots of people. We don't want to do it for a family, so they can have a new pool, or they can have a new bathroom...you know...like the shows on TV. We want to make a difference for many people...and especially for children...and if you go to the daycares, and you go to the schools ...it's so depressing...it's incredibly depressing...they haven't changed it since I was in school.... So the thing is...what we see ourselves is like some kind of resource allocators? So we find stuff that is going to be thrown, we find a new place for it, so it will be used again and not...make a small footprint on the planet basically...

Entrepreneurship in this case is viewed as providing a means for the founder to make a social impact in the community. Her decision is influenced by her experience visiting her children's kindergarten. She and S006 had enrolled to the training program because they wanted to understand how to run a business.

...I think that's the focus...understanding the different parts of running a company. Um, and getting help in different areas like selling and help with the company and different types of tools...

In the follow-up interview, she indicated that she was not satisfied with the training as it lacked the proper structure.

...I was hoping to come out of there with like...with support and um, a great toolbox, and already working with our ideas...it was actually what I was going to learn, and I have to say that the seminars that we had together with [facilitator] they have been super...but it was never completed. We never worked it through...it was just like teasers, you know, so I'm disappointed! I was expecting so much more...

While the current focus was on schools, she also saw the firm evolving into different sectors that provided spaces for people in the community e.g. homes for refugees or safe houses.

...Yeah, so basically there's so much to do there as well...and also the homes for children refugees that come to Sweden...that come by themselves...we can apply this on like everything, basically...as long as it goes...as long as the service is for more than five people basically...more than a family...it has to be...it has to have a social purpose....

However, she also expressed the constant doubt that she faced on a daily basis.

...Bright! (laughs) Um...you know what...it's really scary...super scary... Some days I'm just like, "What am I doing? Am I stupid? Do I think that I will actually be able to get wages? Get a salary? And to make money on this?" Or are we actually gonna go bankrupt, divorce, and I'll sit in a one room apartment without my kids...you know...So it's...some days are like that and other day's are like...this is super awesome! What we are doing is like...why did nobody think about this before?...

Since the interviews, the firm has carried out a number of renovation projects e.g. school library, study rooms, refugee homes for children, a museum room etc.

6.2.1.2. Embedded case: S002

She is a nascent entrepreneur with no previous startup experience. Her highest level of education is a master degree in biology. Her father was employed in sales, while her mother worked with a chemical company. Her husband is a professor in architecture.

She has worked in the food industry on food safety and environmental issues for around nine years. After that she began working as a project manager with a government institution for a project dealing with entrepreneurial activities. She has been employed there for seven years.

Her current venture idea is to publish a children's book. At the time of the interview, she had written the book and was in contact with illustrators, a crowd funding company as well as a publisher. Depending on how the crowd funding progressed, she was planning to also set up a platform for other authors to fund books for children that are not represented by the current literature. The platform was to be developed together with three other like-minded individuals. During the follow up interview, she indicated that she had not made much progress finding an illustrator. Furthermore, as she did not get any positive response from the publishers, she had decided to print the book on her own and sell it.

The main reason for starting her venture was to make a social impact both within the publishing industry as well as in society as a whole.

Well, the main reason is to change the book companies? I think the books that are available are very narrow and they don't represent the people living in Sweden, for example, my daughter. And I also believe that what you read will actually affect how you treat people in reality. So I think it's very important that kids read about children looking in different ways. And I hope that if we contribute to a society where afrophobia is not a big issue...one year ago there was a report about afrophobia that was written, and it was quite depressing. Really! So after that I really started to figure out how we can change the situation. One thing is books, then I have another project that I'm working with at work, so that's my main focus at the moment.

Entrepreneurship is viewed as a means by which the founder can make a social impact. The founder's decision to start the venture is partly influenced by her work experience, as well as the desire to change the society her daughter grows up in.

She joined the training program in order to build a network and to find out more about the mentorship program. However, she remained skeptical about the value of attending such trainings as she felt that they focused mainly on set models.

...well I guess I was a bit curious and I also thought that perhaps it might be a good network and I was also curious about the mentorship. Otherwise I can also be a bit...how do you say...scared? ...for these kind of trainings because often you are asked to develop your idea in a specific way, in a specific order... that makes you...at least for me I need to find my own way.

She felt the program lacked structure which made participation drastically reduce. She had only been able to participate to some of the sessions. She also felt that she would have benefitted from having a mentor from the beginning.

...I would have liked to discuss more of my idea and perhaps more, together with someone who can coach me perhaps with how to think different, more practical I think, not in theory.

Currently she has published her book in Swedish and it is available in different bookstores in Stockholm. Later on she translated the book into English and it is now available for purchase from different online platforms.

6.2.1.3. Embedded case: S003

She is an established, serial entrepreneur. Her highest level of education is a college certificate in leadership, organization and social entrepreneurship. Her mother has been working as a social worker, but now works as a technical manager. Her father is a serial entrepreneur, with a main business in real estate. Her uncle is also involved in business. However, she feels that it was her mum who has influenced her the most.

...so I think it's my mum who has impacted me a lot, because she is... in my eyes she is the one who is like...she is the entrepreneur. She does a lot in her work and she has the skills that an entrepreneur has to have...don't give up, think positive, find new ways, talk to people, networking...you know...really build relationships.

Her first business project was developed in high school. It focused on developing reflectors that would help to bring safety to schools in a fun and creative way. Their project was very successful and won the European masters of small businesses award. Immediately after that she was employed by

the organization behind the competitions for a period of three years. Her main task was to work with high school students in [location] to inspire, support and coach them to start ventures. Her business producing reflectors was still running. She also started a consultancy firm that allowed her to be hired as an inspirational speaker. However, she later closed the two firms as she felt they had grown too big and she wanted to move on to other things.

She later started a third firm, together with two friends that focused on marketing. After two years, she left to continue pursuing her studies at the university. She later started her fourth company together with her friend from university in 2011. It focused on training people on leadership, communication and entrepreneurship.

And this company has a lot of different kinds of projects that we...you know...come up with together. And the thing every project has in common is to help people...to help people grow or to help people to get better in a specific area...both local, regional, national, and international...

However, they faced challenges in running the company, and therefore decided to split the firm into two separate entities run by each founder. The decision was made two months prior to the interview and she was still in the process of setting up her firm. The firm's focus remained the same, and allowed her to work as a public speaker as well. The main reason for her venturing into business was due to the success that she experienced with her first project in high school.

...but I think I chose the path just because I tried out to run a business in high school and it went very well...

Entrepreneurship is viewed as a suitable option mainly due to the founder's previous practical and work experience. Her participation in the workshop was due to time availability as well as the desire to get some feedback on her ideas and develop some new networks.

So to answer your question...Time...time opened up. Yeah. Time and courage...And I kind of...I have a huge knowledge about startups, building com-

panies, bringing like from idea to real life...but sometimes it's good to...I have a lot of knowledge, but I think I'm not there for the knowledge...I'm there for the network...network and feedback....

Her plan was to rethink her vision for her new startup. Her goal was not only to focus on the company this time round but also to focus on her own personal goals in order to maintain some balance. She would like to develop a stable and inspiration company that is self-sustainable. Since then she has carried out several trainings and speaking engagements with different organizations in Stockholm.

6.2.1.4. Embedded case: S004

She is an established, serial entrepreneur. Her highest level of education is a master degree in international business, and she is also pursuing another graduate degree in civil engineering. Her mother has been working in finance and has also been involved in business translation, while her father worked as a sailor before working in administration logistics.

She started her bachelor program immediately after completing high school. Two years into the program, she got involved with a project for the Nobel foundation and worked with it for five years concurrently with her studies. She was also engaged in different student union projects, and worked on various part-time jobs. After returning from a one and a half year study abroad program, she began working as an intern with the United Nations and a government institution advising them on technology issues.

Later she became a project manager and organized different summits in the life science industry. She was then recruited by a non-profit organization in the healthcare industry to set up their offices in [location]. She worked with the organization for three to four years before deciding to start her own venture. She also began working as a joint-faculty member with a university in the US, and also works with the foreign ministry, advising them on technology issues impacting society.

Her ventures include a consultancy firm that advises clients on issues dealing with innovation and technology. She is also engaged as a public speaker on related topics through her consultancy firm. She then started two other companies; one focused on providing language lessons to the

internationals living and working in Stockholm, and the other focused on creating a learning platform for children in healthcare. Both companies were started with co-founders, and all her ventures are focused on making a social impact.

...and all my enterprises are very socially focused and social impact focused....So my vision has always been to build organizations that can make a social impact and drive change, but do it from a market perspective...a market focus. So... and I love putting puzzle pieces together of organizations, managing it...

The main reason for starting the ventures was her desire for autonomy, and to be able to pursue her passion for creating and building something new. Her previous work experience enabled her to work on various entrepreneurial projects, but without having full control over them.

In Spring 2013, I felt that...um...I had done so much entrepreneurial work...but I was building for someone else...and I was also building non-profit...and I wanted to try a for-profit, and also have a bit more ownership over what I was building. So that was when I started my own ventures, and in parallel....I love creating, I love building...I don't...um ... I don't' want to see myself as part of a bigger machinery... I want to lead the machinery and drive the change.

Entrepreneurship is viewed as providing a solution to the founder's desire for autonomy and creativity. Her future plan is to establish the current ventures before pursuing other ideas that she has. She also seeks a way of combining her interest in driving societal change with policy making.

... I have a list of 10 or more business ideas I would like to realize. So my challenge is both to hold myself back and not to go after them. But hopefully, you know, once these companies are up and running, I can continue to develop ideas...you see I have always been...you know, I was working with [organizations] ...so in a way I've always had one foot in policy and at the same time building my organizations. So I hope to find a good balance for that going forward as well.

Since then, the language program has expanded its client base, which includes individuals as well as corporate clients in Stockholm. She is also actively engaged with her consultancy firm, and continues to work with the ministry.

6.2.1.5. Embedded case: S005

She is an intentional founder. Her highest level of education is a master degree in entrepreneurship and innovation. During her masters program, she was also a student ambassador for the university and travelled to different countries over a period of one year to promote the university. Her father is an engineer while her mother is a social worker. The only entrepreneur in her family is her female cousin who runs a sushi restaurant in Stockholm.

Her previous work experience has mainly been through internships. First she worked for a community center for two months analyzing their hiring processes. After this she worked for a steel company for another two months controlling the quality of their products. Her current job involved working at the police station, and assisting in the documentation of recorded trials. She had been working there for the past three months.

During the masters program, she developed a business idea together with her colleagues. Their idea was to develop a functional gum with vitamin products. However, they experienced difficulties developing the prototype and did not follow through with the project after the course. Her current venture is focused on the distribution of samples of natural beauty products to consumers, who would then be able to decide which products to purchase. Her main reason for pursuing the current venture was to meet a personal need for the products.

...the motivation is that I really want the products for myself. It's something that I feel is missing. I really need it for myself, and my sister feels the same way...she also wants this products for herself. That's one of the biggest motivations...

In this instance entrepreneurship is viewed as providing a solution to the founder's personal problem. She decided to enroll in the workshop following a recommendation by a friend. She also felt that the training would allow her to develop her idea further.

At first I was recommended by friends who actually went to the same Masters as me, and ... so I read about it and the main reason I signed up for this, is because whenever I had an idea, I wanted to...um...pursue...I always felt after a while that maybe it wasn't good enough because...I was feeling like what would this be to the world....I want to do something that works for the better and not for the worse. And that is one of the main reason I signed for this course"

She also expected to get inspired and build her networks through interaction with the other participants.

...inspiration and contacts with these other women...and it's also ...a key part for me with the idea I have now, because it's a great way to get help from other people that have the same mindset.

Her plan was to set up the business and then expand it further to include a beauty line with only natural products. And later open up a store in Stockholm. She was not available for the follow-up interview and is currently she is working as a business manager for an engineering and technology firm.

6.2.1.6. Embedded case: S006

She is a new co-founder with previous experience running her own firm. The current venture is co-founded with a friend (S001). Her highest level of education was a certificate from an advertising school. She was also currently pursuing a one-year distance-learning program in social entrepreneurship. Her father is retired but used to work at an art school. Her mother is also retired and used to work with a mobile firm. Her husband was a self-employed chauffeur and is now working as a traffic leader.

She has been working within the communications industry for the last fifteen years. She began working as a graphic designer in 2006. She started as an intern while studying and then continued working with the company for approximately seven years. During this time she also attended evening classes at a communications school. She then took a year off for maternity leave. Later she left the company and ran her own freelance firm dealing with graphic designs and advertising for about a year or two. Currently, she is working with an advertising agency, where she has been for the last ten

years. She also still runs her own firm, as it allows her some flexibility in carrying out different projects.

...cause I wanted to keep my business...cause sometimes it's different projects that I want to be able to do. So for example, while I was at home with our daughter, I made posters for Save the Children because they had a design shop and then I wanted to be able to work with them. So it's easier if you have your own company also...

Her current venture is co-founded with her friend (S001) and it focuses on changing the environment for children in schools through carrying out eco-friendly renovations. The main reasons for starting the current venture was due to her long-term interest in interior design, as well as her experiences when her daughter attended preschool.

Ah...the reason...I've always been super interested in interior design and always, when I look back it seems as though natural...because I can remember in school, I could sit like in second grade and not listen to the teacher...more like...I hate this this wall color...and I want to remake these curtains." And I can also...um...feel like when I come into a room that is inspiring I can get new things, thoughts...and, ah...it affects me like the room. It can make me feel like I can do anything, or I'm stuck...I'm stuck here...I think also when my daughter started preschool, I could get so...because the building is super nice, really! ...if you can see it and if you can repaint it and redo it and it doesn't take much....and it also became very clear that ...um...kids...um...don't have the same rights or the same opportunity to form their own space. So I wanted to...like lift that question, I think.

Entrepreneurship is viewed as providing a solution to the founder's need to make a social impact, while at the same time allowing for her to utilize her talents. The experience with her daughter's preschool can be seen as influencing her decision to act.

Her decision to pursue the training workshop was based on the fact that their firm met the criteria (i.e. women living or working in the suburbs of Stockholm). She and her co-founder S001 were expecting to gain practical skills in running the firm and to develop their network.

The goal is to get the tools that me and [co-founder] are missing today, like practical tools that we actually could use when we are trying to build up like a strategy or business model and get this project to carry it's own financially. And also meet...I think the other participants are so great. So you get super impressed and inspired by their work....

In the follow up interview, she indicated that she most valued the skills training in presentations, rhetoric and the business model canvas. She however felt that the program could have been better structured. While she was optimistic about the future, she expressed the desire to have some sort of security or safety net in term of finances.

I see it...I see bright! I thought about this yesterday, and although I have a job...and my problem is I have a very well paid job...so it's hard to say like, "I have a family of my own, my husband just quit his job, I'm quitting mine!"...and I have like great great great salary...so that's a challenge, and...but I think I could solve it by staying maybe part-time on one job just to make sure that we can still live here and everything is fine and then, give it sometime to get the business to generate some income. So I hope that can be like the best compromise....

During the follow up interview, she indicated that due to personal circumstances, she was no longer able to continue working on the project. Her co-founder was therefore progressing with the firm under a different name.

6.2.1.7. Embedded case: S007

She is an intentional founder with no previous startup experience. The current venture idea was developed together with a friend (S011). At the time of the interview, she was finalizing a master degree in public administration and management. Her mother works for a recruitment agency, while her father runs his own logistics firm.

Her previous work experience includes working as a teacher at a private school for a year. She taught home economics, social sciences and Swedish language. She then worked part-time as a project coordinator for a gender-mainstreaming project focused on women in the suburbs. She was involved in meeting with the civil society, agencies working with the women and housing agencies. She later joined her current firm on a part-time basis as

an intern. Her work focused on integration issues at the local level. She has also worked with projects in [location] that dealt with gender issues and provided training on different topics to women and girls in the area.

Her current venture focuses on providing a space for women in the suburbs, where they can meet and discuss issues. Their motivation for starting the venture was to meet a need that they had identified in the community based on their previous work experience in the area.

Yeah, um...I'm not sure if we are so business focused in our group, me and [co-founder], but we would like to have a like a...um...a meeting point for women and girls in the same area where I previously worked...um...because they have a lack of space within this area and generally and many women are unemployed and they don't have where to meet without like the places being occupied by men. Um...and therefore they are mostly in their homes or at school. But we would like it to be ...um...also a place for social entrepreneurship, or entrepreneurship, not necessarily social entrepreneurship. That's the idea....

Entrepreneurship is viewed as a means of supporting the founder's desire to make a social impact. At the same time the decision to start the venture is influenced by her previous work experience. Her expectation in attending the training was to gain general business skills and increase her network.

... Um...I found it an opportunity to learn more of the business part and not being like so rights focused. Cause I think you need both parts and one way, like one side of it I know, like the rights part, I get to talk about, but how to make a business plan, how to convince people, how to talk about what they will win, or like being part of the idea. So I saw it like an opportunity generally, even though this might not happen, I think I'll learn something and get contacts.

In the follow-up interview, she indicated that while the overall program could be better structured, she also found the skills training most useful. She increased her knowledge about social entrepreneurship and gained skills in how to present her ideas in a convincing way.

While she was positive about the future, she was also aware that the project might take some time before realization. This was partly due to the

fact that they needed to get institutional support for it, and that they were still unclear about the type of project to set up.

Hmm...how do I see the future? I think positively in one way...um...but I think it will take some time before this is gonna happen. And I think we also for the future need to like decide what our part should be. Should we have this place and do it in another way with money and stuff...maybe with funding from the European Union instead? Or should we keep continuing like trying with politicians here. Um...but I think in one way or another it will happen, even though we wont be there till the end...we don't know...

During the follow-up interview, she indicated that due to time constraints they have not been able to progress further with their idea. She is currently employed by the county offices to deal with issues of integration of immigrants in Stockholm.

6.2.1.8. Embedded case: S008

She is an intentional founder with no previous startup experience. Her highest level of degree is a bachelor's in education. Her father is a doctor, while her mother who was a lawyer was not currently working. During her studies, she had different summer jobs. She then lived abroad for two years and worked at a café for a year and then at a kindergarten.

She is currently working as a first grade teacher, and also started volunteering as a team coach coordinator with a startup hub in Stockholm. Her intention is to start a firm that provides coaching, mentoring and leadership training services. She has been practicing leadership training in her school but now feels that it is time to move to the next level.

...I have read books on my own. I see it like I coach my children at work...I see it, always. And I practice my leadership in the school, and I practice everything. It's good for me, but now I think I'm ready for the next level...

During the follow-up interview, she had enrolled for a diploma course in coaching. The program required that one attend sessions on coaching but also carrying out coaching sessions for a given number of hours. She was planning to identify students at her school, who would like to receive

coaching. Her desire is to be able to inspire and motivate young leaders to pursue their dreams.

...to help people to find and go their own way, because they should listen to themselves, what they want. And help them find inner motivation to just do it and believe in themselves, their self-esteem, their confidence and everything. And that nothing is impossible.

Her main motivation for starting the venture is because it has been a life long dream for her.

That's one of my dreams to start my own business. That's why I go to this course, because I want to start my own coaching... That's my dream...I will do it. It's not a dream. But my parents don't know the details, they only know that... they don't understand me so I will just show them, I will just do it. But they are a little bit skeptic to me. And now I will...I will quit my job this summer in July, and they are..."okay, so then you can search for a teacher job?" "No I will not do that"... And then I just have this stomach feeling and I know I have to go for it now. Nothing can stop me now. This is my meaning in life

Entrepreneurship is viewed as a life long dream, with the founder being driven by her instincts to take action. She had enrolled in the training workshop in order to be able to gain the knowledge to start a business. However, she felt that while she had learnt useful skills like preparing a business plan, she would have benefited more from having time to develop her idea further.

.... Ah, that is confusing me, because I was just at the beginning. That was the problem. If I had known more on business and decide what kind of business, I would have got more out of the course in the economics...they should have...it should have come later this course....

Overall, she most valued having a mentor but felt that the program could have been more structured.

.... Yeah. Everyone got their own mentor...that was really appreciated...so that's my learning ...it was good but not that structured, it could have been

more effective. It was good but it could have been better. But the mentor is really the best thing...

Her future plan was to get the needed training in coaching and rhetoric. She is currently on study leave (since August 2015) to pursue full-time studies and develop her skills further.

6.2.1.9. Embedded case: S009

She is an established entrepreneur who has been living in Sweden since 1990. After completing high school, she enrolled in different professional courses over a period of five years that have focused on leadership, coaching and language. Her mother is a mid-wife who lives in her home country.

She has two uncles who have been involved in business and have been quite successful. Additionally, she feels that while most of her family and relatives are involved in business, this did not influence on her decision to become an entrepreneur. Instead, she believes her decision to become a motivational speaker was influenced by her first role model.

...so I've been around entrepreneurship, but they didn't brag about it. It was like that's a way of living. It's amazing. I love it so much...I didn't know what they were doing! But my first...um...influential or role model...was a lecturer, um, motivational speaker called [name].... He was my inspiration...he was an inspirational speaker...and then I thought of becoming a speaker.

She first started working as a caregiver with the elderly and then with young children. She worked with pre-school children in kindergarten until 2012, when she started her consultancy firm. She is currently working as an educator, motivational speaker and consultant. She collaborates with a social enterprise project to train volunteers who coach students in school. At the time of the follow up interview, she had also started collaborating with different libraries in the suburbs of Stockholm to organize reading sessions for children in their local language. Her main reason for starting the venture is because of her passion for business and teaching. She has also been involved in business since childhood.

I wanted to become a teacher since I was 9. But I love what I do, so nothing will stand in my way, because I feel like I've found my passion... Because I started early...I can remember when I was 4, when it was war between...how do you say.... When it was civil war, we had to flee...and then they made these white tents...and I was poor but I used to go around the block or the area and I listen after the babies crying, and you get curious. I was only 4, but I look into a tent and I see a frustrated mother and I'm like, "I can help!" (laughs) And she just needs to breath, so she hands me the kid like do whatever you want with it. So I used to put them on my lap or keep them and I shake them really hard...or like that. And I used to sing also because my mum sings for me...(begins singing). And the baby would sleep. And I'm like, "my work here is done".... I'm only 4, you know..."give me something" So I got clothes, I got candy, I got money... and then it was on to the next tent...So I remember those kind of entrepreneurial...I need an income thinking, you know....

Entrepreneurship is viewed as a way of life or something natural for the founder. Her decision to venture into motivational speaking is also influenced by her role model.

She enrolled in the program because she feels that one has to be continuously gaining more knowledge. She also wanted to learn how to better focus her different ideas. She felt that the program could have been better organized, but most valued the knowledge she gained from the trainings and expanding her network. She also had the opportunity to take part in a panel discussion that focused on integration issues. She is very optimistic about the future.

...Oh my God! So bright! It's so bright. Um...I'm a visual person, so since I can look into my future, I get overwhelmed, because I'm already wealthy and I live in my dream house and I have my dream car and I have my dream husband. And I've my dream kids...they are already here. Um, but I get overwhelmed and so thankful.

Since the interview, she has been a speaker at various events focusing on integration issues and bridging cultural differences.

6.2.1.10. Embedded case: S010

She is a nascent entrepreneur with no previous startup experience. Her highest level of education is a master degree in international economics and

business administration. Her father was employed before retirement, while her mother (who is also retired) was in charge of running a daycare. Her husband is also employed, and works with an international firm.

Overall, she has around twenty years work experience. She started working on part-time basis while studying. After that, she began working with mainly government institutions at different levels, focused on international relations and policy. She then resigned from her job at the beginning of 2015 to start her current venture, which is focused on connecting young talent with job opportunities. She felt that she had identified a gap in society that her firm's services could contribute towards.

...I think there is a need for it in society, for the solution that I am hoping to provide. There is a gap in society for this service. Something that's needed and also, I think one of my main drivers is I want to create something that, and to make a difference...like everyone, I think the whole society can profit from it....

Her firm focuses on young people in under-privileged areas who may not have the necessary networks to successfully gain employment.

It's um...connecting young talent...oh not just young, but talent with opportunities, in short. So for example, a lot of young people from under-privileged areas in... So they have both 2 and 3 academic degrees and they are born in Sweden maybe, but they don't have any connections with business. And I have a few connections, since I worked on high level with politicians and business, so what I would like to do, is to connect them and to have the young...very talented and driven people...

During the follow up interview, she indicated that the firm was progressing quite well, though the focus had slightly changed due to different demands. She was therefore in the process of trying to set priorities for the business and to decide on its focus

Um...yes and no...it's going pretty well for being the first year I think, but the focus of the business itself is not what I had planned for it to be. So I'm doing more things that I didn't really expect to be doing and also have been suggested to do other things than I had planned. So I'm in a phase of thinking should

I continue what I'm doing or should I go back to what I was planning on doing even though I'm doing business and getting requests...

The main reason for her starting the venture was to try out a new challenge as well as to have some autonomy and creativity. Her prior experience is also a factor that influences her decision.

And I want to see...just to challenge myself also...I resigned from my previous positions to start my own business. And it was a very good position that I could have had for many, many years, but I think you have to challenge yourself to grow, and that's why I wanted to try it also...Yeah! And I think it's because I've had the opportunity to be an intrapreneur in different organizations, and then I've looked at the ones that I think that are making an impact, they are not all entrepreneurs, but I think they have more fun (laughs) and creating an impact at the same time. And building something, creating something and being more...and doing the way they want to do it

Entrepreneurship is viewed as providing a solution to the founder's need for creativity and autonomy. The founder's decision to venture into entrepreneurship is also influenced by her previous work experience, which enables her to identify gaps in the market.

She had enrolled in the training in order to expand her network and to gain some more knowledge about social entrepreneurship in general.

...So that's why I want to get access to this way of thinking, this group of people, and not so much for the training itself actually, but somehow to the goal setting of the training and also measuring...I think that will be later on...but measuring impact.

Overall, she found that the training had potential, but a lot needed to be done to improve it. She most valued the network she had established as well as the sessions with her mentor.

I would say the networks, partly a new network of people within a different field to me, I haven't been in social entrepreneurship before, so a new network of people that are dedicated and really serious about what they are doing. Um...so it's access to that network and ...and also...yeah, I was happy with

the mentor that I got. She was very knowledgeable and I think we would complement each other.

Her main focus was on deciding in what direction to take the business before she continued expanding her network of collaborators. Apart from running her venture, she is also currently working with a management program that aims to establish and develop a global network of leaders.

6.2.1.11. Embedded case: S011

She is an intentional founder with no previous startup experience. She is planning to start the venture together with a friend (S007). Her highest level of education is a bachelor degree in political science. Her father works in the army, and her mother works in information technology. The only other person involved in entrepreneurship is her brother who runs a part-time events company with his friends.

She began working with youth and children from when she was a teenager. She worked as a climbing instructor, sailing instructor, camp leader etc. After she graduated from university, she worked for a year as a project coordinator with a project in the suburbs that focused on women's empowerment. In 2014, she joined her current organization as a coordinator, and is responsible for organizing children and youth activities.

She met her co-founder while working for the women's project in the suburbs, and they came up with the idea to create a meeting space for women and girls. Her main reason for starting the venture is to meet a need identified within the society.

...like my main reason is that I see the need for this type of um...like meeting place. Like when I worked for [place] women's shelter, and we did like I don't know 150 interviews with different women, like from ...like between 15 and 75 and like almost all of them who were like citizens and were living in [place]. They were like we have no place to meet...like the women here have no place to be...like we have no place to hangout and educate ourselves and, you know, to just be ourselves. So that's the biggest need

Entrepreneurship is viewed as providing a way for the founder to make a social impact. The founder's decision to start the venture is influenced by

her previous work experience. The main reason for enrolling in the program was to gain some knowledge and skills that would enable them to set up the venture.

...I think um...because we didn't really know where to start. Like we had this idea, we had some people who were like interested in like working for this...like this lobby group as I call them, and but we didn't know where should we...I don't know what a budget is, I don't know what like um...like how to start like a business or this type of operation that we wanted to be...

While she was optimistic about the idea, she was also afraid that due to the bureaucracy involved, it may lead to compromises that result in a short lived project

6.2.1.12. Embedded case: S013

She is a nascent founder with no previous startup experience. Her highest level of education is a bachelor degree in economics and accounting. Her father works at the university, while her mother is a high school teacher. Her father has also been involved in developing different medical products on a part-time basis. No other member of her family has been self-employed.

During her bachelor program, she had short-term contracts (approximately six months) with one firm in the food industry and another in the telecom industry. She also worked as a junior analyst for a local bank. After graduating, she worked for a major consultancy firm for approximately two and a half years. She began as a junior consultant before being promoted to a senior consultant and has worked in the areas of marketing, sales and strategy.

She came up with the idea for the current venture while working abroad. After pitching the idea to her friend, they started working on developing the product further. She then decided to follow through with the idea.

...and in the end we just came up with a product that we really liked... I really thought of it like, "okay, so either I'm just killing this or I need to do it." And

then I just decided, “okay, why not? Why not do it.” That’s the kinda honest story (laughs)

The main reason for starting her first venture was that it allowed her to try out something new.

Um...well I liked to do something that I believed in, and um...where I also... first I think a big motivator was to learn...um...to learn to set up company, like how do you manage to put all the pieces together that you need. Um...that was a big motivation. And also I felt that I was 25 and had worked already 2 years at a top-tier management consulting firm, and okay, I felt that “wow, I don’t wanna do this my entire life”, I need to try something, so it’s the curiosity...not been a life-long dream in a way.

Entrepreneurship is therefore viewed as providing a solution to the founder’s need to try out something challenging. Her decision is also influenced by the realization that her current employment was not something she wished to pursue long term.

At the time of the interview she was preparing to launch the product. Her future plan was to grow the company both product wise and geographically. However, if the company was successful and grew beyond a certain level then her intention was to exit and sell it to another firm that would be better placed to take it to the next level. Currently the product is being distributed in various grocery chain stores in Sweden.

6.2.1.13. Embedded case: S014

She is a new co-founder with no previous startup experience. She holds a bachelor in architecture and was currently completing a master degree in general management. Her parents are both journalists. Her mother who is now retired worked with a radio station, while her father who was a digital journalist also ran his own part-time business. Her elder brother is also an entrepreneur, and has developed an app focused on providing different services for pregnant parents.

She had a number of part-time summer jobs working at supermarkets, restaurants etc. during her studies. After completing her bachelor program, she worked for an architectural firm for around two and a half years and

decided that she preferred working more with people. She then decided to pursue the masters program in business

...when I was there working I kinda figured out that I don't wanna do just the normal professional architecture, I'd rather do a bit wider...something more related to meetings, and meeting humans, rather than sitting behind a computer, so the general management masters for me was kind of an entrepreneurship education in order to pursue more business-like profession.

She also felt that having her family members as role models influenced her decision as they allowed her to view entrepreneurship as something doable.

...Yeah, yeah, I think so. Both in terms of seeing how...sort of easy it is...I mean it's hard work but still it's doable. It's doable.

She and her co-founder came up with the idea of their current venture during one of their entrepreneurship courses. The venture focuses on empowering individuals and organizations to be more innovative. They decided to pursue their idea further once they realized that there was a gap in the market for such services.

...It all started by asking ourselves like, "how come is it that we have so much, we are talking all the time but it's very rarely we have conversations that really stays with us or maybe changes us a little bit...like conversations that matter, really"...and then we went looking abroad at what's happening in this area, and we found another venture...doing courses on how to be a better person sort of...like how to be more creative, how to find a job that you like, how to do....yeah. And then we were thinking that would be a perfect thing to bring to Stockholm....

Their main reason for venturing into entrepreneurship was that they were looking for something to do after graduation.

...well, I think it was mostly because now that both me and my partner [co-founder] are finishing our Masters thesis...and we were both kind of...or 1 year ago we had one year to go, but we were still like thinking about what to do after our education and we didn't really find anything that suited us this well.

Entrepreneurship is viewed as providing the founder's with a solution to their need for an alternative to the world of employment. Entrepreneurship is also viewed as a good fit, because of the freedom and flexibility it provides in pursuing one's ideas.

And then also like the freedom that you get by doing something on your own, deciding whatever you wanna do, how you wanna pursue it, um...yeah, the opportunities of deciding on your own time and all that kind of stuff. I think that, yeah...definitely...

Their future plan is to grow the firm organically over the next five years. This will include hiring around five to ten employees and then growing internationally. They viewed the firm as a global venture as it addresses issues in different contexts.

...Yeah, I mean the language is not a problem and the ideas are global so we don't really see the boundaries of just, or the need of just staying here in Stockholm, as long as we find our customers, then that's fine

Currently they have worked with several organizations in the private and public sector, and have held workshops and trainings both locally and internationally. They have also written a manual and developed a television show.

6.2.1.14. Embedded case: S015

She is an established, serial entrepreneur who has mainly co-founded her ventures with colleagues and partners. Her highest level of education is a master degree in business economics and international management. Her mother is a doctor, while her father is a dentist who runs his own clinic. Her husband is employed in the music industry.

During her education, she worked on a part-time basis as an intern mainly in sales and marketing. After graduating she was then employed by a multinational consumer goods firm as a brand teams and then marketing manager in the beauty segment. She worked with the company for five years, before moving to work with a cosmetics firm for six months.

She started her first venture in the pharmaceutical industry in 2009. She also acquired a pharmacy at the same time, with other partners. However, she later decided to sell off one store and close the other due to the stiff competition. After that she came up with the idea of distributing products through the pharmacies and contacted a friend in the business. The company has since grown and distributes to more than 400 stores in the Scandinavian region. Furthermore, through her work experience she also discovered an opportunity in the e-commerce sector of the cosmetics industry. Together with partners, she acquired a beauty chain, which has since become a major distributor in the country.

The main reason for pursuing the different ventures is the opportunities realized in the market, which have been due to her previous work experience in the specific sector.

...basically I had worked in the beauty segment in [company] and what I had realized was that e-commerce was in Sweden, under-established or under-developed, um...so I was sure that it was going to grow especially within beauty....no actually I contacted a beauty chain and I was thinking to open up a beauty store in order to get access to all the brands, um...but realized that the whole chain was for sale, so together with my colleague we acquired the chain...

Entrepreneurship is viewed as a possible avenue due to the founder's previous knowledge and skills. This previous experience also influences her decision as it allows her to identify opportunities in the market.

Her future plan is to continue to grow the market share of both the companies. After the interview she also co-founded an investment firm together with another entrepreneur (case S017) with the aim of disrupting the current venture capital market.

6.2.1.15. Embedded case: S016

She is a potential entrepreneur who is currently working as a chief operations officer for a startup firm. Her highest level of education is a master degree in business and management. Both her parents, as well as many close relatives, are teachers. However, her siblings have been freelancers.

Her brother is a journalist, and her sister who previously ran a public relations firm is currently employed.

During her studies, she had part-time jobs in marketing and also worked for her sister's firm. Upon graduating she worked as a management trainee in a communication agency for eight months. She then began working at her current firm, which is a global online recruitment firm, as a marketing manager, before becoming the chief operations officer.

Her first startup experience was while taking an entrepreneurship course in college. They came up with a project that printed gift-wrapping paper and ran it for a full year. However, they did not pursue the venture further. Later when doing her bachelor's program, she was also involved in a student union project that focused on increasing awareness about corporate social responsibility.

Her main reason for working with startups is that she finds the environment more compatible to her personality. It allows her to have more control over what she is doing. This decision is influenced by her previous experience working in different positions.

... I really liked working with the student unions, and I liked working with, you know, the project...like when I was a student, I worked in organizing like a student fair... so I was employed to do this project and it was really like project oriented which I like being and working with a small group so then I have control over everything...and I am very free to decide myself how I am going to structure my work, and what I'm gonna do, and how I'm gonna do it, and I think that's what I'm best at. When I worked as CEO assistant it was so much about like details and things that I am not good so it just made me really stressed and working in an environment that is so set....

Entrepreneurship is seen as providing a solution for the founder's need for autonomy and flexibility. Her firm had just received additional funding and so they were planning to expand and hire more employees to speed up the production of their new platform. Approximately seven months after the interview, she began working with a non-profit tech startup as chief operations officer.

6.2.1.16. Embedded case: S017

She is an established entrepreneur who co-founded her current business with colleagues. Her highest level of education is a bachelor's degree in human resources. Her mother used to work for an international retail store as a developer, but currently works as a business coach mentoring entrepreneurs. Her father enjoys working with his hands and has never been content being employed, while her stepfather is an entrepreneur who owns an electrical engineering firm in the construction industry. However, she does not feel that her stepfather had any influence on her decision to become an entrepreneur.

...um...actually he didn't influence me back then, I wanted to be a writer actually.

Her husband is a marketing director in a firm that he started with a group of colleagues, which focuses on acquiring other businesses. Her previous work experience includes working for a recruitment company in the human resources department during her studies. She has worked for almost ten years, initially in recruitment and then later in human resources management, before switching to sales and marketing.

...I started to feel that HR was a little bit limited. Like you improve everything and then after you would just...like you start everything new on a new company and do everything from the beginning...and then just improving...you know just small details, making better...but it's not for me...I'm like...I have a lot of ideas that I wanna you know...yeah. So that was pretty limiting. And he [colleague] was...he um...he coded us a little bit and we talked about it, and he was like you could totally work within sales and marketing, and I was like "yeah, of course I can!" I mean I always feel pretty brave, I guess...so I started doing that instead

The choice of the current venture was driven by the fact that they wanted a business with a proven business model, with high barrier to entry and that was customer centric.

...Yeah, high barriers... um, also we know that it had worked somewhere else in the world...very well as well. And also the most important thing actually was that we wanted it to be like an emotional product. We had worked with contact lenses and that's practically like toilet paper, I mean when it's gone...you just have to buy new. But shoes, just like you...it's so much fun to work with the customers around something like shoes or something that...like raise a little bit more feelings...we wanted to build a customer-centric orientation. That was our biggest motivation.

Her reason for starting the current venture was due to the fact that she wanted to continue working together with a colleague who was recently fired.

... And at the same time there was some um...conflict between [company] and the owners, so he got the sack. He [colleague] got fired, but he was the one I wanted to work with, so instantly me and him, and another woman [colleague] started to talk about doing something together again. Starting something....

Entrepreneurship in this case can be viewed as providing a solution to the founder's personal problem. The firing of her colleague can be seen as an event that influences her decision to pursue entrepreneurship.

Their focus from the beginning was to rapidly grow the business. Having become a main distributor in Scandinavia they are now planning to expand in Europe. Currently they distribute products in ten countries in Europe. Since then, the founder has also started an investment firm with another entrepreneur (Case S015) that aims at disrupting the venture capital industry.

6.2.1.17. Embedded case: S018

She is a new founder who co-founded her current venture with friends. Her highest level of education is a master degree in international business. Her father is a doctor and her mother a biologist. Her father has only recently started a business, and her mother has been running her own consultancy. Her boyfriend is also an entrepreneur, who started his businesses when they were still studying.

After graduating from the masters program she started working as a trainee at a media company. She worked in marketing, sales and as a project

manager. After that she worked for an incubator for online ventures where she evaluated business models. She later worked for a year with a non-profit providing mobile education abroad.

The idea for the current venture, which is co-founded with two other friends, was driven by trying to meet a personal need. The online consultancy firm provides a digital platform for professionals to meet. She began working part-time with the firm, before quitting her job and joining her friend full time.

... Yeah, I think it was mainly out of our own need, I was in [location] working with a company there, um and I got a leadership coach that I was working with ... then my project changed then I went to [location] for a while for another project and I wanted to continue to see her, and we tried like Skype but it wasn't really, it was a hustle...and I was like "there must be a better way to do this"...didn't really find anything, so then I started talking to [co-founder] and she was like "yeah, I really want a career coach, but I don't know where to look for one. And I don't know how to evaluate them." And so we started thinking about this idea...

The main reason for pursuing entrepreneurship was because she had wanted to start a business since she was in high school, and has been working towards that goal.

... I always wanted to start a business ever since I was in high school, so I did all like, all these exercises with you know business plans but I've always been very into online so I always wanted to do like an online venture? Um, but I don't have a developer background which is sort of a little bit limited by team restrictions. So I've been thinking a lot about it, and then I had a friend of mine who I always bounce ideas with um, and we always said that we would like to do something together, and then I think after a few years there, we both worked for two years, I came up with an idea we both really liked, and it was sort of timing, all right timing at least, not great timing but alright, and then we decided to go for it.

Entrepreneurship is viewed as a life-long dream for the founder, and something that she has been equipping herself for. She found the entrepreneurship program useful because it combined both courses with trainings that were more practice-focused.

...yeah, I think [program] has done a really good job, since they have courses, they have weekend events, like full weekend things...they have morning seminars, so in that sense...they are I would say a little bit more practical, and try to be hands on which I think is a good thing. I don't...I personally don't believe in theoretical courses in entrepreneurship unless you are doing research on entrepreneurship, but if you are starting a business...

At the time of the interview they were preparing to launch their product. Their plan was to grow the firm slowly with a focus on educating the market and changing the current mindset. Since then the firm has continued to increase its client base in Sweden. In addition, the founder has been working with a growth agency focused on helping small businesses grow for the past two years.

6.2.1.18. Embedded case: S019

She is a potential entrepreneur with no previous startup experience. Her father is involved in agribusiness as a sales representative, while her mother is employed in finance. None of her friends have startup experience, but her uncle runs his own outdoor catering company. She moved to Sweden for the masters program. Before starting her masters program, she worked for approximately one year with a bio-medical engineering company in research and development. She has also had different part-time jobs over the summer during her college years.

Her first experience with startups was with a social venture in the food industry that was run as a volunteer organization by two girls from her college.

...like I didn't have much like any experience with startups, so like seeing them and they were young and they are both from the [name of college] that I went to, I thought that it was very inspirational, you could say, um because they were really...kind of like me, actually...they were two girls, they were young and they were doing startups..."

Her initial plan was to volunteer with the organization, but as she was working at the time, this was not feasible. Her motivation for enrolling in the program was that the course provided a quicker way to achieving her

goals compared to the conventional route. She also felt that the course would provide the knowledge needed to be a successful manager.

... I wanted to go into like management. So I really enjoy like the engineering side of things and I want to work with an engineering company, but I was trying to use it as like a small bit of a shortcut...I wanted a Masters in like you know, innovation management that's the section I was very interested in...So I wanted to be able to like manage that kind of team of engineers... and yeah I also didn't want to work for like 5 to 10 years before making my way up to a project management role...so I thought maybe I could go in at the next level if I was to apply as like in a manager position if I have my Masters and did an internship and got experience through that. I wanted to look at the whole business, I suppose, which is where entrepreneurship comes in, you know, to be a successful...like in management

Entrepreneurship is viewed as providing a means to an end or as a stepping-stone that allows the entrepreneur to achieve her long-term goal. One reason for this view could be the fact that entrepreneurship is perceived as too risky, and thus the need for a safety net.

... Not at the moment, but I may be interested like when I've got more experience, which like working in different companies and I know more about like how they run... And also for me I've got like, I need like financial backing, cause I can't like...I don't have like years of work savings like to back me up or anything? So yeah I just need more...first some stability first of all and then...

What she found most useful from her program were the skills and knowledge gained. She valued learning about the whole process of developing a business. That it was not all about coming up with an idea, but that ideas take time to develop and that sometimes the 'missing factor' may come up through random conversations with others. She also found the experience of working in diverse groups useful, and a skill she hoped to use when employed. At the end of the program her plan was still to find an employment, even though she acknowledged that she was now more particular in the type of company she wanted to work with.

...it really kind of got you thinking outside the box and how companies can actually make a change so probably more like working inside a company like an intrapreneur or like companies start their own little um, incubators, how they could really help to make a difference...

However, overall she was still interested in gaining experience by working with a medium sized firm, as she felt that she did not have specific skills like marketing or finance that would be useful for startups.

6.2.1.19. Embedded case: S020

She is a potential entrepreneur who has had previous experience running her own business as a retail distributor. Her father is a mechanical engineer, while her mother is a housewife. Growing up in a town that is known for making fabricated textiles, many of her uncles and cousins (as is common with most people in the area) owned small textile factories. However, most of her friends were employed, apart from one who runs a business providing accounting services.

Her first business after graduating from university involved working as a retail distributor for a cosmetics company. She was successful at the beginning, but later on experienced problems collecting payments from clients and decided to quit. She then worked as a computer specialist for a government institution, where her husband – who is a researcher in material science – was also working. She later took an indefinite leave, as she had to travel with her family when her husband received a job offer abroad. They later moved to Sweden six years ago, when her husband found a job with a university in Stockholm.

She had wanted to pursue her studies earlier, but due to family responsibilities was unable to do so. Once her daughter started school, she then applied for the masters program. Her main reason for pursuing the entrepreneurship program, was to gain the necessary skill for starting a company with her husband

...Yes. There is a reason actually. Me and my husband want very much to make our project, and our company. He's a good actually scientist and researcher, and he has many patents, so we wanted to make a project for our-

selves. So we need somebody who understands...we want to understand how to make the company or this project.

Entrepreneurship is viewed as providing a solution to the founder's personal problem. In addition, her decision is influenced by the need to balance her family responsibilities with her career ambitions.

She valued the different skills and knowledge gained from the program. While she had some problems with some of the groups, she especially benefitted from the more diverse groups with students from different nationalities and academic backgrounds. Overall, while she evaluated the program positively, she felt that it would be more beneficial to have a longer program, and to include the opportunity to gain more practical experience.

... And one point I really...Um...why they don't offer for us some lectures, but not inside room, in a real place like um, you talk with us about knowledge management but we can't see this. We want to see that in the factory, in the company, how this...has become true... We want this really, so it's not good to take everything inside the study room, we want also to go on field study...

While she would like to start her own company, she is hesitant about it as she believes that she needs to gain some experience first.

...I want very much to have a job or to make my own company. But I don't know about my own company here...I believe I need to train a little bit in the truth land, in a job to see how it's going.

She was therefore planning to find a job after graduation. However, as the husband had found a job in Central Europe, she was also planning on traveling as soon as she completed her program.

6.2.1.20. Embedded case: S021

She is a potential entrepreneur with no previous startup experience. Both her parents are employed. Her mother works as a nurse while her father works within the insurance industry. Her bachelor degree is in biomedicine. She took a year off to study some business courses, before enrolling in the masters program. Her previous work experience was gained through short-

term contracts working as a receptionist for a real estate agency, and as a cashier at a supermarket chain store. She began working after completing high school on a full-time basis. Later, when she began the bachelor program, she worked on a part-time basis. None of her family, close relatives or friends has been self-employed or involved in business.

Her main reason for pursuing the entrepreneurship program was to find a way of combining her interest in biology and business. She gained interested in business after taking a couple of courses at Stockholm University.

...after I took my bachelors I didn't really know what to do so I started reading business administration at Stockholm University...just to...just to try something different...and I thought that was really fun, but at the same time I still felt, well, I really think my bachelors was really interesting, I just don't wanna be in the labs. So I was thinking "okay how can I really incorporate this?" And then I really got in touch with the business program, which was the bio entrepreneurship program and I really think that it was a good fit...

Entrepreneurship is viewed as providing a solution to the entrepreneur's need to try out something new. In addition the specific program is seen as a viable option because it combines her interests in both biomedicine and entrepreneurship.

She valued the program because of the skills gained, specifically in communication and group work. As she does not perceive herself as a creative person, she felt that the group work enabled her to work with more creative people.

...because I am so extremely uncreative, I think this is a good starting point and it's really like...

Overall, she felt that her perception of entrepreneurship and business in general had changed. The program exposed her to the different aspects of entrepreneurship and what was involved in running a business.

Yeah, like I didn't...I have to admit, I didn't know much about entrepreneurship at first. Like I had a very clear cut...like you have to invent something and then you have to profit from it...but now we read more about, yeah...social

entrepreneurship, you don't have to make a profit, intrapreneur, within the company...um...so I kinda widened my horizon of what it actually entails. So definitely I learnt something new.

In addition, she did not find entrepreneurship as scary as when she started.

...well I think like oh, it's not as scary as when I started because I was like "oh, entrepreneurship, what is that? Like I don't wanna touch it!" But now that we have worked really closely and see how it works and we have some coming from startup companies, um, I kinda realize like oh, it's really not that scary, like it is a risk of course, but you are still young and like, yeah you can bounce back, and some have come and said like their failures, like I tried this and that didn't work, and you realize that well he hasn't died yet so... he seems to be fine (laughs)

However, she still feels that it does not quite fit with her personality, which is more risk averse. So while her mindset has changed, she is still unsure whether she would be able to take the needed final step. While she does not plan on starting a venture, she was more interested in working as part of a small startup to gain the experience. She still perceived entrepreneurship as involving too many uncertainty in terms of starting up, finance etc. In addition, as she planned to have a career, she felt that starting a company that would fail in two or three years was not feasible.

...I don't know two or three years in a startup company that's gonna fail in the end...it feels like "yeah, I could have wasted three times of my life where I could just have started a career with the firm"

6.2.1.21. Embedded case: S022

She is a potential entrepreneur with no previous startup experience, and with a bachelor degree in biomedicine. Her father is an engineer who has run his own company previously, while her mother is a nurse. Her previous work experience has been gained through part-time jobs from the time she was in high school. This has included working as a receptionist or cashier at pharmacies, restaurant chains and supermarkets.

Apart from her father, the only other entrepreneur was an ex-boyfriend who started and ran a successful football statistics company with his older brother. She felt that this experience might have influenced her interest in entrepreneurship. The rest of the entrepreneurs she knows are fellow students she has met in the current masters program.

Her main reason for pursuing the program was because it provided a means for her to gain the knowledge to work for a company rather than in the laboratory. In this instance, entrepreneurship is viewed as a stepping-stone that allows the entrepreneur to achieve a future goal.

...I was studying biomedicine and I realized I did not want to work in a lab or anything, I didn't wanna do research, so I had the choice here at KI to either do biomedicine, bio-entrepreneurship or toxicology. Both biomedicine and toxicology is very much like research, so then I just went into.... Cause I would like to work in a company so I thought that this course would take me there.

She most valued the skills gained through group work and developing a business plan. She also benefitted from the guest lectures that had been organized with entrepreneurs who shared their experiences in starting their companies and the challenges they faced. The influence of the program on her perception can be seen at the beginning of the program, when she felt that she had a more positive attitude towards starting a venture even though she did not view herself as an entrepreneurial person.

...so I'm actually not such a like entrepreneurial spirited person but I think I mean I'm still, like now just after a month I feel like I already am like a little bit more eager to maybe start my own company or something...

At the beginning of the program, she was leaning more towards working for a company first to gain further knowledge and skills, and then maybe start a company when she was older.

6.2.1.22. Embedded case: S023

She is a potential entrepreneur with no previous startup experience. She had just moved to Sweden to pursue the masters program. Her bachelor

degree was in environmental sciences and biomedicine. Both her parents are retired, but have been farmers for a long time. Her father also ran his own company in the construction industry, while her mother worked for an insurance company. Her previous work experience includes working as a cashier for three and a half years, as well as other part-time jobs during the bachelor program. She was also actively involved in student unions for two and a half years.

She had some friends pursuing similar courses who had an idea of what she was doing, but the rest, while supportive, were fearful due to their own previous experience.

...they really are supporting me but they are like “oh we are so afraid” and yeah, they find it quite different work and I think they have um...many of the...they have like bad experiences in their families, because they’re like parents have done too much work when they are entrepreneurs...

She also had close family and relatives who were involved in entrepreneurship, but who she initially overlooked because they were not the typical entrepreneurs. They were intrapreneurs, part-time entrepreneurs, or run small businesses like hair salons etc.

...It's like, maybe it's kinda hidden entrepreneurship, and somehow it's not so obvious they are not running their own startups or own things but still it's, yeah...they are like um they might be even inside company or small company ... they are not maybe the CEOs or anything but they are still leading the innovation and also the ideology. Um, then I have some relatives...they are combining their careers and combining different things, and they have also their own projects going on, then we have several ones who are like hairdressers or stuff....

Her main reason for enrolling in the program was that it allowed her to continue with her studies while providing her with an alternative career path. Entrepreneurship is viewed as providing a solution to the entrepreneur's personal need to pursue further studies.

I really um...searched a long time what I want to do and it wasn't this path at all. Yeah, I just kinda like ended up here because I didn't have anything else. I

was interested about life sciences and biomedicine but I really didn't want to be a researcher and academic work wasn't like so close for me and um...on the other hand I wanted to study further and um...I was interested about life science area, entrepreneur...so...yeah.

She benefited from the skills gained in networking, marketing, reflexive thinking, product development, meeting customer needs etc. However, what she found most useful was the business model canvas, and working in teams composed of students with diverse educational and cultural backgrounds.

....normally I've done all the group work like students in the same country and they are studying the same thing and they have exact same background as you....of course not exactly, but anyway....but now we have engineers, and um...chemistry students, and biomedicine students, nutritionists and....so it's like all people looked at the problem in different view...

She also felt that the overall program was beneficial in changing her perception regarding entrepreneurship. While, gaining a better understanding also resulted in being more aware of the risks, her outlook still remained positive.

...yeah, because I think I wasn't so interested about entrepreneurship before, but I have some like "okay I want to know more about this" but I really didn't...I haven't think that I might be one. But then I was this...yeah, just absolutely something that I want to do, I just can't let it go... Maybe it's more positive even though I understand the risks better. But it's still positive because it just feels right, I guess

While she was more enthusiastic about entrepreneurship after her courses, she still felt that she needed a few years to gain some experience before starting a venture, or working in a startup.

...yeah I think I see it more attractive. I think I said it in last interview too but now I feel it's even more attractive, and I'm still, I'm not sure, I don't have so good ideas yet...I see that it's definitely going to be an option in some point.

6.2.1.23. Embedded case: S024

She is a potential entrepreneur with no previous startup experience who has been living in Sweden for four and a half years. Her bachelor degree was in nutrition. Her mother is employed as an organizational leader, and also runs her own practice as a psychologist. Her father, who used to be employed, also ran a transport company for ten years in the countryside. Her grandfather and uncle on her father's side had also jointly run a transport business in the past.

Her previous experience includes working for an online store as a customer service and marketing representative for six months. At the same time, she was worked with an event company that launched different events and conferences abroad. She had worked there for a year and a half as a junior account adviser and was responsible for organizing company conferences. She also had other part-time summer jobs, such as working with a catering firm, working as a nanny for children with special needs during church camps, as well as preparing flyers and public relations for a traffic safety firm. Her main reason for joining the program was that it provided a way to build her knowledge in the life science while working for a company. In addition she also felt that the program was a good fit for her.

I don't know...it's like it's hard to start an own company as a bio entrepreneur...I mean if you want to, if you still wanna work within the life science but the entrepreneurial thought...I mean like to try and try something new...I think that's still quite fascinating and that's something that is more like entrepreneurial also, that's very useful in other companies...but my main focus is not to start an own company, because I really want to work with life science, but at the same time I never say never...because I don't know. ...But then, because I was thinking about studying some more like pharmacology and then there was a one student that tell us to my pastor about this program, and when she told this, I was kinda like, I felt I got this kinda like "Aha! Like a light in my head! I was like "Okay now I know what I'm gonna do". Because it sounded like, okay that's me.

Entrepreneurship is viewed as providing a solution to her need to combine her interests. Her ability to identify with the specific program i.e. perceiving it as a good fit, also influences her decision. She valued the skills learned

through writing a business plan, and the business canvas model. While the program had changed her view about who can be an entrepreneur, the increased knowledge acted as a barrier to engaging in entrepreneurial activity. The knowledge gained, made her realize her ignorance and made her more aware of the risks involved.

Before I thought that that's only like outgoing persons, I guess more the personality but now I've realized that it's also something you learn....Yeah, I thought that I've learnt a lot, um, also that um, maybe a little bit...now in the study phase it's in the point where I know that there is so much for me to learn that I kind of like, it's a basic thing like once you get into something you find out that there is so much to learn, so that you basically don't know anything. So sometimes it's better not to know anything and jump into something...Like now it feels that it's so much that it's hard to...it would be very hard to start a company.

Her future plan was to gain some experience working with a company in medical technology or biotech industry, and then go into consulting. In addition, she wanted to work with medium-sized companies rather than the larger pharmaceuticals.

6.2.1.24. Embedded case: S025

She is a potential entrepreneur with no previous startup experience, who had lived in Sweden for one and a half years while pursuing her bachelor program in molecular biology. Her father is a self-employed economist, while her mother is employed as a civil engineer. Her previous work experience includes working as an intern for an insurance company for a six-month period, conducting a market analysis, as well as acting as a coordinator of a talent development program. She also worked as an intern for a bio healthcare firm. Apart from that she also had several part-time summer jobs. Before beginning the masters program, she was part of a group of eight students that took part in a business innovation competition.

Her main motivation for pursuing the program was because it allowed her to combine her interests in life science and business. However, before making the decision, she also participated in the internships in order to get a better idea of what would be involved.

So I have a background in science and I also wrote a bachelor's thesis, which was in the lab, and we had a lot of practical placements and I just found the theory interesting or the idea of doing it interesting, but not actually when I was doing it... And I always knew that I'm or I am interested in economics and political affairs and like keeping up with that and um...I think I also like to talk (laughs). So for me it was sort of...I got into thinking that okay I don't really see myself doing this or enjoy doing this, so what could I do that I would like and maybe combining it doing something where I can use my other skills as well....

Entrepreneurship is viewed as providing a solution to the entrepreneur's need to combine her two interests. It is viewed as being a suitable fit to a future career.

Overall, she found that the program had a positive effect upon her view about entrepreneurship. She mainly benefited from the group work, the practical projects, skills training, as well as the networks formed. Having entrepreneurs as guest lectures was also useful to gain first hand experience and lessons learnt. The program also broadened her perception concerning who an entrepreneur was.

...Um (pause) I think it's broadened in the sense that there are different forms and you can do it regardless of whether you actually go and start your own company, and I think it's for me also become more appealing? But I would say that's mostly just because of exposure to real examples and not because of the theory um (pause) yeah.

She also felt that there was a need for reforms and entrepreneurs who can change the current healthcare system. Her future plan was to work with one of the larger firms, unless she found a startup whose idea she was convinced about. She did not foresee herself starting a venture, but was more interested in intrapreneurship.

...yeah so definitely I'm not going to start my own firm unless I come up with a genius idea or have a team that would like me to be part of them...so I think that's something um, yeah that just, is a bit unpredictable, if it happens it happens but so far I would say um...I'd be more interested in intrapreneurship...

6.2.1.25. Embedded case: S026

She is a potential entrepreneur who has lived in Sweden for three and a half years. Her bachelor degree is in biomedicine. Her mother is a doctor working for a private clinic, while her father is a self-employed engineer.

During her bachelor program, she was the main coordinator and organizer of a language program as part of the student union, for a period of two years. The language program idea was motivated by the lack of easily accessible language lessons for international students.

...well basically there was a lack of language activities at [university]. So like all the international students, they wouldn't get teaching like in Swedish...they wanted to learn the everyday like Swedish and that's what we are focusing on, and also speaking cause that's like the um...language lessons what you pay for, so they often teach the grammar, so it's not really something you need in everyday life...

She also has previous experience working as an intern at the university lab for a month. She has also worked as a high school substitute teacher, and has volunteered to organize different sports camps for children.

Her decision to pursue the program was influenced by her previous experience working with the student union and volunteering. Her main motivation was the desire to combine her passion for life science with her interest in entrepreneurship.

Yeah. I was um...biomedicine is really, is a lot like science and medicine, but then I realized that doing research wasn't ...I couldn't see myself doing this type of thing for the rest of my life...that's the thing that then kind of drew me. Also I realized that I enjoyed my work at student union, like all the projects that I did there ... so I realized that yes, maybe being an entrepreneur could be something like this and I could combine this having like management work, management coordination with my passion to life sciences

In this case, entrepreneurship is viewed as being a good fit for the entrepreneur's need to combine both her interests. At the same time, the interest in entrepreneurship is influenced by the founder's prior positive experience in entrepreneurial activities.

Overall, she evaluated the program positively. She most valued the business model canvas, and project management skills learned. However, while the program broadened her knowledge of the challenges one can face as an entrepreneur, she felt that it had no effect on her view about entrepreneurship in general. Her future plan was to find a job with a large medical technology or pharmaceutical firm where she could gain experience and broaden her skillset. She would then be open to starting a firm, if she identified a gap or problem in the market to which she had a solution. She felt that having a great idea was crucial in starting a firm.

...like it has to be like 200% belief in the idea, I think cause that's the most important thing about starting up a company.... but I could see myself first working a bit in a company and then probably after gaining more experience, maybe then identifying the gap or the problem...

6.2.1.26. Embedded case: S027

She is a potential entrepreneur who has had experience doing business when she was a child. She had been living in Sweden for three years before starting the masters program. Her bachelor program was in biotechnology and cancer research. Her mother is an architect who works from home, while her father, who is now retired, was an entrepreneur involved in food exports. Her brother is also a serial entrepreneur who has been involved in various startups. Many of her relatives both from her mother and father's side are involved in business

Her motivation to pursue the entrepreneurship program was because it enabled her to pursue her passion for entrepreneurship (that she developed since childhood), while still remaining within the life science field. Entrepreneurship is viewed as a way of life, or something that comes naturally for the entrepreneur.

Like when I was a child I wanted to...as I said to you, like since I was small I was making my own businesses, I was selling everything in the world that could be possible (laughs) and I was not ashamed. I have as a personality I feel like... that I'm not kind of insecure person, but I feel that I'm not that confident, but while I was selling something or doing something I was super confident and I knew that I could make profit on that and I was doing things until I

started university...I went into this area of research and then I moved to Sweden and I started here ...and I was apparently very much in love with science, but at the same time inside of me I had this frustration because I knew that I was not using my entrepreneur soul somehow, and like all the projects that I was not seeing an application, like we were just studying, so without applying the knowledge. So I just got to one point that I just like "why I am here, like killing myself if nothing is going to happen from here?" So I felt like maybe I need...when I stopped...it was because I was not finding any more motivation... and I feel like entrepreneurship gives me new perspectives, new ideas, people that know how, what are their values, people that are passionate....

She was positive about the overall program. She felt that the program prepared them both to pursue a career in the life science industry as well as in entrepreneurship. She valued the networks formed with companies, working in teams, and the use of real-life case studies in the program.

Her future plan was to gain some work experience working with a large firm before applying it in her own firm in the future.

...I think I need some kind of work experience especially in a big company or in a company where I can get to know how the operations are managed. So then I can actually see how things work and then I can apply it on my own, instead of just going by myself. I mean, I know that we have to try and fail, but I think it's wise to see how like companies do that to somehow mimic them and then do it correctly as well.

In the meantime, she was also involved in the process of importing fashion handbags into the Swedish market. She was still in the initial stages of testing product quality before she approached stores in Stockholm.

6.2.1.27. Embedded case: S028

She is a potential entrepreneur with no previous startup experience. Her bachelor degree was in biology and chemistry, and she moved to Sweden to pursue the masters program. Her father is a doctor and her mum is a lawyer, and both run their own practices. Most of her relatives are also either self-employed or working for government institutions.

During her bachelor program abroad she was involved in organizing student union events, while at the same time working as an intern at the

university research lab. She also did freelance translation work for different companies. Later she moved back to her home country and worked as a research assistant. She also gained some experience in business during this time, as she had to deal with administrative issues such as preparing budgets and dealing with procurement. Her experience working in the laboratory influenced her decision to pursue the entrepreneurship program.

...everything that I saw there that was wrong, it just pushed me to go for entrepreneurship. Like I realized all the problems that we were having at work were caused by people not having an entrepreneurial spirit and just like going with the flow and not always trying and yeah...

Her long-term goal is either to have her own science lab or to work with her father as an intrapreneur. Her decision to pursue the program is to fulfill a desire to own a business. She views entrepreneurship as a natural choice for her, given her family history.

...Oh, they were really pushing for it. Yeah, because I mean it's the general... I feel like our family is generally geared into entrepreneurial sort of things. It seems it was the natural course...it might change, but for right now I think um...I want it...end goal, I want to have my own laboratory. Funny enough, when I was on my way here, I took a picture of the science lab...I was like "my gosh my dream is like right beside me" pretty much. Or I will, um, work with my dad at his business, and so do more of intrapreneurship more than entrepreneurship.

Entrepreneurship is viewed as a way of life or something that is natural for the entrepreneur. Her decision to pursue the program is also influenced by her previous work experience. During the follow-up interview she also expressed a desire for autonomy in her future career, with entrepreneurship being viewed as providing a possible solution.

... I really do. I feel that I work better. Even just knowing that I have to be there by a certain time, kills it for me. But if I wake up at 4 in the morning and I feel like oh my gosh, today I wanna do this and get it over with. I wanna go there 5 in the morning and get it done (laughs) that's fine.... Exactly. That's

why I have to be my own boss. Like there's no way I can have somebody to be my boss. Like who is gonna accept that?

Overall she evaluated the program positively. She valued the project management course most as it provided an overall picture of what they had been learning throughout the program. She also valued the teaching methods that were practice-focused, as well as the time management skills gained as a result of being involved in different group works. She also felt that the program made her more aware about her potential to come up with different income generating ideas.

...It just makes you realize how much potential you have, or how many things you can do, even so far. Like right now, I'm always thinking of "how can I make money?" Like "I need to make money", all the time, like you know? And then when you are in class and then that's all you talk about, then even in your own time like all...how can I do this?

Her future plan was to work with her family as an intrapreneur. She felt the program made her more aware of the different changes that she could incorporate back at home.

...I've always wanted to work with my family in [location] at the clinic. And just being in the program made me realize just how many things can be done? So I do want to go back there and work...

During the program, she had also started working with a group of fellow students to come up with a records management system.

...Like for instance currently just with a group of other people in my class, we are working on a project to help my parent's clinic come up with like a project to change their electronic health records...

6.2.1.28. Embedded case: S029

She was a potential entrepreneur with no previous startup experience who moved to Sweden to pursue her masters program. Her previous degree was in biomedicine. Her mum works as a social worker, while her father is a

structural engineer. None of her family or close friends has been involved in business. Her previous work experience includes doing part-time jobs during the summer, as well as working as a research intern for several different universities.

Her main reason for pursuing the program was because it allowed her to combine her interests in life sciences, politics and economics. Entrepreneurship in this case is viewed as an appropriate fit for the entrepreneur's need to combine her interests.

Yeah, it...so, actually before I started this program I didn't even know what entrepreneurship is about. So um, and as I said I was just looking for something that or in some kind connects two fields...so like besides science, I'm pretty much interested in politics and economics and culture. So I was looking for something that would combine these interests in someway but it's kinda hard when you have a biomedical background to get out of the science. And on the other hand, I really wanted to speak to the life science industry because I'm super passionate about, especially like biomedicine and molecular science. To find a combination of science and like a business context or something that has bigger impact on society in general. Um, that's more or less the reason why I came to bio-entrepreneurship

She found the overall program useful for improving her business skills. In particular she valued learning how to write a business plan and working with different groups. Overall, she felt that the program provided her the opportunity to develop from science to business. She also felt that the program had changed her view about business

...Um, I think I got an idea about how to write business plan, and how to convince people of an idea, or a product, um, and then the program probably make me believe or convince me that I actually have the skill set to become a business woman, even though I'm a scientist (laughs).

Her future plan however was to work as a consultant or to work with someone more experienced in the field. She felt that she still lacked the skillset to actually execute any ideas that she may come up with and so opted for the safer route.

...no, I mean if, like as I said if I have a good... or right now I have good ideas I would say, but I'm missing the skills set to actually execute them, so I either team up with someone who has like experience in this field or I just go like the safer way...

6.2.1.29. Embedded case: S030

She is a potential entrepreneur with no previous startup experience, who moved to Sweden at the beginning of the masters program. Her previous degree was in marine biology. Her mother is a teacher, while her father is an engineer, who has also started a company with colleagues. She has both relatives - female cousin in the automotive industry, and an uncle - and a close friend who are entrepreneurs.

During her bachelor's program, she worked in the management department at her university. This was for a period of two years and she worked as an organizer for the director of the college. She was involved in organizing the interview process for students applying to the MBA program. She later did a summer internship with a large human resources firm, before moving abroad to work as an English teacher for a year and a half.

Her main motivation for joining the program was the realization that research was not her main passion. She felt that the business world would be more suitable for her. Entrepreneurship is viewed as providing a solution to the founder's need to find an alternative solution that seems like a good fit.

...because when I was in university I already see myself not really in research. I mean I like it but it's not something I'm passionate about...the reason why I want to be this organizer in this MBA program for recruiting students is because I wanted to learn more about what is going on in business. Um, yeah I guess I just had this thought that I know that I would be more suitable for...for, um, let's say for the business world than the research world.

Overall she evaluated the program positively. She most valued the group work, as well as the skills gained from the finance and product development courses. While she did not view the program as having an impact on her view regarding entrepreneurship, she felt that it gave her greater insight

into the pharmaceutical industry, which would be useful for her future career.

...Um, not that much, I mean, it's still something that I expect, um, but what I gain a lot is that since I'm not a medical student, because my background is biology, life science, so what I get the most from this program is that I finally have an insight to the pharmaceutical industry, how it looks like and the, um, that kind of helps me a lot because I would like to pursue careers in a pharmaceutical company and now I understand how it works, so that's what I get a lot from this course. It's not pure business aspect, which is very good

Her future plan was to seek employment with a large pharmaceutical firm that would allow her to specialize in a specific area.

6.3. Entrepreneurship Programs in Tanzania

Similar to the descriptions in Sweden, the program descriptions in Tanzania are based on data obtained from program brochures, websites and interviews held with the program directors or coordinators. Four entrepreneurship programs were identified. The University of Dar-es-Salaam Business School (UDBS) organized two of these programs, while the Tanzania Women Chamber of Commerce (TWCC), and the Enablis Entrepreneurial Network conducted the remaining programs. These programs are described below.

6.3.1. University of Dar-es-Salaam Business School (UDBS)

The University of Dar es Salaam Business School (UDBS) came into existence in 2008 following a transformation of the Faculty of Commerce and Management (FCM) that was established in 1979. UDBS has made entrepreneurship a compulsory course at both undergraduate and graduate levels. It runs both the Postgraduate Diploma in Entrepreneurship Education (PGDEED and the Advanced Certificate in Entrepreneurship and Business Management (ACEBM) course.

The PGDEED program is aimed at enhancing the capacity of business development practitioners to provide support for enterprise development in fields such as training, counseling and consultancy. The program runs for

a period of fifteen months (twelve months of course work and three months of project work). The program is run on a modular basis and comprises twelve courses of thirty-six hours each. The course content includes courses on: the environment of business development in Tanzania, theories of entrepreneurship, entrepreneurship education and training, the design and management of entrepreneurship development programs, business planning, business diagnosis and counseling, project formulation, marketing, accounting, consulting skills, financial management, project management, monitoring and evaluation. Participants need to have an advanced diploma or bachelor's degree, plus two years experience in SME (small and medium size enterprise) development.

The ACEBM is a six to nine month training course that has been run since 2009 in collaboration with the Columbia Business School in USA. Course participants receive full or partial fees scholarships from the Goldman Sach's 10,000 Women Initiative program. Initially the program targeted potential women entrepreneurs, but has since changed to targeting practicing women entrepreneurs running firms with growth potential. The program had approximately fifteen participants in the beginning. Currently this has increased to cohorts of approximately sixty applicants and can sometimes include a minority (approximately 10%) of male participants. The program has a practical focus (50% class work and 50% practical) and is organized in blocks of three-hour sessions in the afternoons or evenings.

The courses cover the following areas: entrepreneurship strategy, building a market strategy, records, accounting and information management, leadership and managing people, entrepreneurial finance, gender aspects of business, business environment and compliance, building the business venture, logistics and value chain management. The teaching methods include lectures, group discussions, as well as guest lectures by successful entrepreneurs, alumni, and industry professionals. Participants are also paired with mentors who visit their businesses and assist them with preparing their business plans.

There were two practicing women entrepreneurs (two cases) who had participated to the PGDEED program, while a total of thirteen women entrepreneurs (thirteen cases) had participated in the ACEBM program. Nine of the women entrepreneurs who took part in the 2015/16 ACEBM

program were interviewed at the beginning of the program, with follow-up interviews carried out with only seven of them at the end.

6.3.2. Tanzania Women Chamber of Commerce (TWCC)

The Tanzania Women Chamber of Commerce (TWCC) is an umbrella organization that was established in 2006. It unites businesswomen associations, companies, and individuals, with the aim of presenting a united front to advocate, lobby and network for the wellbeing of their business interests. The current membership is at approximately 2000 members comprising 6 associations and 20 companies.

TWCC provides capacity building to women entrepreneurs through providing training, advice, facilitating their access to finance, sharing information on market opportunities, as well as sensitizing women entrepreneurs on business registration and gender issues. The organization also mobilizes women entrepreneurs to join business associations, organize market and promotion events for them, and solicit opportunities for members from different trade supporting institutions, partners, and government institutions.

The short trainings organized by TWCC are carried out together with SIDO, UN Women, and Trademark East Africa. The trainings are open to both members and non-members. Those who join the association become lifetime members and are required to pay an annual fee. The practicing women entrepreneurs (seven cases) identified through TWCC had also participated to training programs and workshops organized by different organizations.

6.3.3. Enablis Entrepreneurial Network

Enablis Entrepreneurial Network is a non-profit organization that was started in 2003 by founder Charles Sirois, with support from the Canadian International Development Agency (now Global Affairs Canada) and Accenture. It then expanded to East and West Africa. Its main goal was to support SME entrepreneurs with high potential for growth, in developing and emerging economies to create sustainable ventures. This is done through nurturing professional and personal development, providing skills training, networking opportunities, coaching and mentoring.

Enablis started a chapter in Tanzania (in Dar-es-Salaam and Arusha) in October 2008. Applications are received online or through referrals, and they try to ensure that at least 30% of the members are women. When members join they are placed into three categories i.e. Bronze - those at the initial stages (0 to 1.5 years), Silver – those who are growing (1.5 to 6 years) or Gold – those with established firms.

Monthly trainings are composed of six training sessions on different topics. These can be three to four-hour periods in the morning or afternoon, and are conducted by external trainers or business service providers. Specific trainings targeting the different levels are also organized. Members must attend at least six of the eight sessions offered. These programs normally focus on soft skills like business etiquette, communication skills etc.

Enablis also provides mentorship and advice to its members, with the local staff meeting members once or twice a month. Gold and silver members can also take advantage of the E-circle facility, which allows them to team up with other members to exchange ideas, discuss challenges and seek advice. The groups are meant to be confidential, and all members receive training before forming their groups. In collaboration with its Canadian office, Enablis also offers members the opportunity to participate to an international mentorship program that pairs members with Canadian businessmen and women. Communication is done through Skype, telephone or email once a month, over a period of two to three years. The practicing women entrepreneurs (five cases) identified through Enablis have also attended courses and trainings from other organizations.

6.4. Description of Multiple Cases – Tanzania

The final sample of twenty-seven women entrepreneurs in Dar-es-Salaam were in the age range of 24 to 67 years old, and were mainly composed of either established (21) or new/nascent (6) founders. This could reflect the fact that entrepreneurs in Sweden are likely to be exposed to formal entrepreneurship programs and courses from an early age (e.g. Junior Achievement program in elementary and high school), and thus tend to seek entrepreneurship training at the initial stages of starting their ventures. However, in Tanzania, while the majority of women entrepreneurs are also

exposed to entrepreneurship from an early age (as they grow up surrounded by family/relatives involved in business), they generally tend to seek entrepreneurship training only after they have been running their own businesses for a while. This could also be partly due to the fact that many programs are geared towards practicing rather than potential entrepreneurs. The women entrepreneurs had started ventures in a variety of sectors, with the most common being in agribusiness, followed by food processing, retail, and textile, as well as in male-dominated sectors like tourism, mining and construction. A summary description of the multiple cases is presented next³²³³.

6.4.1.1. Embedded case: D001

She is an established entrepreneur who co-founded her business with her spouse. Her highest level of education is a form four (O levels) certificate, and her spouse is the chairman of an artisans association. Both her parents were domestic farmers.

She worked 17 years with different government institutions. She began as a storekeeper and later was in charge of the branch. When the institution was closed, she became involved in small-scale farming. She was also involved in local government and was elected as a county representative, then ward representative and finally a councilor for a period of 10 years.

She started her fashion business in 2004, and her two daughters have been helping her on a part time basis dealing with marketing and sales. She also hires tailors on a part-time basis depending on the workload. She first focused on the local market in Tanzania and then began exporting to other East African countries with the assistance of SIDO.

The main reason for her venturing into business was to find a way to occupy herself once her employment contract had ended. Entrepreneurship in this case is viewed as providing a solution to the founder's need to remain active. She plans to expand her business, and to eventually set up a

³² No direct quotes are included from interviews with cases D001, D003, D004 and D007 as these were not audio recorded.

³³ Some of the quotes presented in the case descriptions, are repeated again in Chapter 7 when discussing the main findings and analysis.

workshop where she can train others. She also intends to have her daughters participate more in running the business in the future.

6.4.1.2. Embedded case: D002

She is an established, serial entrepreneur. Her highest level of education is a form four (O levels) certificate. Her husband owns a clearing agency firm. Her late brother used to be involved in business and dealt with the importation of cars. However, she does not think that he influenced her decision to become an entrepreneur. She has never been employed, and started her first venture immediately after completing form four in 1990. She began selling second hand clothes from door to door and enrolled in a tailoring course in 1991. She then started a tailoring shop in 1992. Two years later she also began dairy farming. She then bought a fishing boat that was used to transport fish from the islands to the mainland, and was the first woman to own a boat in the region.

Later in 1998, in addition to her tailoring job, she started making seat covers for cars. She then opened her first company, and had a contract to make seat covers for government cars as well as uniforms for their staff. She then saw an opportunity to also supply furniture, curtains and carpets for the government offices. In 2000, she saw another opportunity to carry out small renovations at the government offices, and it then that she started her second company that was a construction firm focused on buildings only. In 2002 she started constructing roads as well. While the first company still exists, it now manufactures bricks, aluminum and hardwood furniture.

In 2014 she also became president of a non-profit organization (that has been informally operating since 2005) focused on the empowerment of women entrepreneurs in Tanzania through advocacy, capacity building and networking. The organization is plans to streamline their training quality and to eventually build a school that will train women entrepreneurs.

The main reason for her venturing into business is because it is her passion and has been a life long dream. Entrepreneurship is viewed as a gift or talent, something that comes naturally for the founder.

I would say that business is a gift. The dreams that I had while in secondary school are those that have helped me reach this far. I did not like to study, but

I liked business. I had great difficulty when starting Form one. I had dreams to reach where I am today since then. Those who I studied with at that time, now say that what I had talked about has now been realized...

She has attended several different trainings and learnt skills on accounting, marketing, human resource management, and preparing a business plan. Overall she evaluated the trainings positively. She found the courses on international markets and Internet use most useful, as they addressed her current challenges

...one other challenge right now is to expand internationally, but you find that it is necessary to go back to school for the language and Internet knowledge.

Her future goal for her firm is to obtain certification that will allow her to work internationally without any restrictions. She also plans on constructing her own office building in the coming years.

6.4.1.3. Embedded case: D003

She is an established entrepreneur. Her highest level of education is a post-graduate diploma in international business management. Her parents were domestic farmers. Her husband is an engineer. She has been employed as a social worker for around fifteen years. She was working with the government before working with a non-governmental organization. She started dairy farming in 1998 to supplement her income. However, in 2000 she faced challenges balancing her family and work responsibilities, and decided to quit and concentrate on running her business. The main reason for venturing into business was to provide for her family. Entrepreneurship is viewed as providing a solution to the founder's need for financial resources.

In 2007 she registered her business and began processing her products, as there was a ready market for processed goods. She plans to expand her business and has teamed up with other farmers in her area in order to increase the quantity of dairy products. Her daughter is also involved in the business.

The most useful part of the trainings she had attended was the exposure she gained through site visits. She indicated that seeing what others

were doing, enabled one to gain confidence that they could also succeed in doing the same. It helped to put theory into practice.

6.4.1.4. Embedded case: D004

She is an established entrepreneur. Her highest level of education is a post-graduate diploma in financial management. Her father was a journalist and her mother a housewife. Her husband is an entrepreneur involved in agri-business, pharmaceuticals and medicine.

She has been employed in both the government and private sectors from 1977 to 1986. She then relocated to Kenya where she was a housewife for around ten years. During this time she started exporting mangoes from the Kenyan market. Later in 1992, together with her husband she decided to start a mango factory in Tanzania. They also involved other family members in order to gain share capital. From 1995 to 2005, she was employed by the government, and worked as a district planning officer and a senior project consultant.

They first started supplying the local market, and then in 2000 they began exporting mangoes abroad. She was initially involved in the business on a part-time basis, but in 2007 she started working on a full-time basis. The founder started her business to keep herself busy. Entrepreneurship is viewed as providing a solution for the founder's need to keep herself occupied. She plans to further increase her market share locally and to expand into other markets in the Eastern Africa region.

6.4.1.5. Embedded case: D005

She is an established entrepreneur. Her highest level of education is a college certification in hotel management, travel and tours. Her mother was a teacher while her father was a driver working with a government institution. She had her first business idea while on training at a hotel in Nairobi. She was in housekeeping and saw the nice flower arrangements in the hotel. Walking the streets in Nairobi, she also saw all the thriving flower businesses. She then decided that she would open a flower shop when she returned to Dar-es-Salaam.

However at the same time, she felt that she needed marketing training in order to succeed so she enrolled for evening courses at a college in Nai-

robi. She also got her second business idea while in Nairobi. When a college leader past away and she visited the funeral home, she became curious about how it all operated. After learning more about it from a manager at the home, she thought she could start a similar business in Dar-es-Salaam. However, when she went to discuss the idea with a friend, he discouraged her and she did not pursue it further. Her third idea was to start a laundry business following her practical experience in the area during her training, but the capital requirements were too high.

When she returned to Tanzania, she continued working with the hotel industry, but was no longer satisfied with her work.

...so I said no....I wasn't happy, and being in Kenya for four years, you have been working hard and everything and then all of a sudden you come here and nothing is happening...I was like disoriented.

She therefore decided to resign. After that she started working for a travel agency in 1991. She trained on the job and after a couple of months decided to enroll for evening classes. She initially pursued a certificate course in ticketing and travel, before enrolling for the diploma course. At the same time, she had another idea to open a fast-food business at the university. She went to the university administration to request for a place to set up a container. However the approval of the permit took a long time and after six months of waiting she gave up on the idea.

She then became interested in the travel agency business and decided to pursue that idea. So she resigned from her job in 1993, and registered her tour company. Her main reason for venturing into business is the interest she gained through her work experience in the area. Entrepreneurship is viewed as suitable because of the founder's expertise in the area. Her different business ideas are influenced by her previous training experiences in the specific areas.

Then when I was at the college working in the laundry I was enjoying using the roller and the machines for washing the sheets...so I said ah...this business in Tanzania will be a good one...so that was a second idea. No, it was the third...first the flowers, then the funeral homes, then the laundry.... And then after finishing my training at IATA and doing this business, I gained interest.

So I told my husband, "Ah, I can also run a travel agency. That was after a year. He told me, "Really?" I told him, "Yes I can." So 91... I started mid-91, 92, 93...I resigned from [firm name] I got a place and I registered a company

While her interest in the business was mainly due to her work experience, over time she develops a passion for what she is doing. She has currently opened offices in three different locations in the country.

...and you have to believe in yourself. Like have a passion for what you are doing...if you don't have a passion for whatever you are doing, you cannot succeed. ...to me I do it with pleasure, and I love my clients, I love my job, I enjoy it. Though there are people who are annoying, but those are the challenges.

She is looking to expand her business in the future. She was also thinking of starting a separate project and was in the process of sourcing for funds.

6.4.1.6. Embedded case: D006

She is an established entrepreneur. Her highest level of education is a master degree in wildlife and terrestrial ecology. Her father was a teacher before becoming a community development officer. Her mother was a businesswoman running different small businesses. Her husband was a pilot, but was currently running a food-processing and packaging firm.

Her first employment was working as a lecturer at the local university from 1980 to 1996 before she moved abroad to work for the government. She was in charge of creating tourism awareness and education. After working there for sixteen years, she returned home and started the tourism business. She co-founded the company together with her four sisters, though currently only one sister is actively involved.

The main reason for her starting the venture is the expertise she had acquired in the specific area. Entrepreneurship is viewed as a viable option due to the founder's expertise in the area. Her decision is influenced by her previous work experience.

Yeah, because I was teaching people in [place]...I was in education and tourism. I was teaching people how to open up tourism businesses, so I knew how

to go about it. I just started...not that I was a good businessperson, because as you can see my background is in other things... so this was the first time I was starting business.

The founder is also influenced by the desire to make a social impact. When she started her tourism business, she also started different associations to support orphans and the disabled in the area. Later she separated the associations from the tour company and they now run independently.

No, it was full-time, but we combined it immediately when I started, I already wanted to start the Association of Tourism in [place], so I was moving that... and also we were supporting orphans, and supporting disabled people...

She has attended a various workshops and seminars and she valued the skills gained in marketing, customer care, business plans. The networks formed and being able to learn from others is also valued.

Yes, you get to know how other people are running their businesses, you network, you are able to know where you can get support for what you are doing...yeah, and marketing, you know there are ways and opportunities for marketing products, so those are very, very useful, customer care, and even how to develop business plans...strengthen you marketing, branding...

She is optimistic about the future, as she feels that the firm's new business model that targets niche products will attract more travellers..

6.4.1.7. Embedded case: D007

She is an established, serial entrepreneur. Her highest level of education is a form four (O level) certificate. Her father was a company driver, while her mother was a farmer and also run a business selling clothes. Her husband who is a retired farmer used to work in the public sector.

She has always been focused on business, and has never sought employment. She began her business in the textile industry based on her previous practical experience in the area. She began the firm as an informal business in 1981, before registering it in 1992. Later in 2005 she formed a limited company with shares, and in 2010 she diversified into agribusiness.

When she started the business she had only four employees, but by 2012 she had expanded to around forty employees. Her first-born daughter is also involved in the business. Her main reason for venturing into business was to find a source of income for her family. Entrepreneurship is viewed as providing a solution for the founder's need for financial resources. She has attended various training programs organized locally and internationally. She has also participated to these trainings as a motivational speaker and mentor to other women entrepreneurs. She is optimistic about the future as there is high market demand for agricultural products both locally and globally.

6.4.1.8. Embedded case: D008

She is an established entrepreneur. Her highest level of education is a master degree in education. Her father was a religious leader, while her mother a housewife. Her husband who is now retired was an economist working with different government institutions.

She was a teacher by profession. She later worked as a school inspector for more than thirty years until she retired. Before her current venture, she had tried to set up a photocopy shop, but experienced difficulties setting up the imported machinery and so was unable to proceed. Her current food-processing venture was started in 2000 to meet a gap that she had identified in the market. While she started the firm alone, her family helps her in marketing the products. Her main motivation for starting the venture was to increase the family income. Entrepreneurship is viewed as providing a solution to the founder's need for financial resources.

Yeah...I wanted to increase family budget, to increase income...when I started with honey, I started just with honey, there was market because not many people were selling honey. Honey was imported, so ...while we have honey here in Tanzania... so I thought that was a good chance.

She most valued the skills gained through the training program, as well as the possibility to expand her network. She also learnt the importance of focusing on her business.

...networking was one, because I need some of these people to help me in other ways, showing some opportunities.... and also it has helped me keep my records better because we were trained on record keeping, accounts and building markets. So, yes that was also very good for me.... And I think that one...entrepreneur strategies...some of these opened my mind, you know when you are not very focused...I'm also a teacher so I also do a lot of things in teaching, so...it was a bit difficult really. Like I was saying I'm involved in projects...so it's a bit of...I have to concentrate now. So it helped me to focus only on entrepreneurship.

Her future plan is to expand her business, by selling her products through shops as well as participating to trade fairs. Currently her products are available in local stores in Dar-es-Salaam.

6.4.1.9. Embedded case: D009

She is a new, serial entrepreneur who has co-founded both her businesses with her husband. Her highest level of education is a diploma in law, but she is currently pursuing a bachelor degree in law. Both her parents are farmers. Her mother is also involved in running small businesses. Her husband works with a non-governmental organization.

She has never been employed. Her first experience in doing business was while she was in high school. She used to be the treasurer of a youth group and would loan funds to the youth to be repaid with interest. In this way, she was able to make a profit from the youth fund. Her mother also used to have a catering business and she used to help her cook and sell snacks

Her next venture was a cosmetics shop that her husband had started. However, as they were travelling a lot and she was busy with studies, she left it to her brother to manage. However, the business was not successful and so they decided to close the store. They then decided to start a stationery shop in Dar-es-Salaam. She then moved to Dar-es-Salaam and joined a college in the city. She was also taking care of her first-born child at the time, and decided to have a relative help out running the store. However, they also experienced problems with the store as it was not profitable, and she could not question her relative, as she felt it would cause conflict within the family.

She therefore decided to forget about the store (which is still running) and to start her own stationery store. When her college moved to a new location that did not have many stationery stores, she decided to request the college to grant her space to set up a store.

...I saw that this was an opportunity, and since I have a passion, even though I did not yet have the opportunity to see if it can succeed...also I had not yet given up hope...so I asked. So they gave me a space and I started the store in July last year.

The main reason for becoming an entrepreneur is because she is passionate about it, and has been involved in business since childhood. Entrepreneurship is viewed as something that is natural and a way of life.

...so starting from there you can sense that it is something that is there...it's there...in one's heart. But before that my mother used to be in the cooking business, cooking different things, so I used to help her to cook chapati, manda...so I used to help my mother, so it's something that is there....

Overall she found the program beneficial as she gained skills that could be implemented within her business. She most valued the skills gained in record keeping, managing employees, and in keeping business and personal finances separate. However, she also felt that as it was her first such training in entrepreneurship, and most of the courses were new to her, she was not in a position to objectively evaluate the program.

.... maybe because it is something new for me I view it as standard, I have not had any problems. Because the things I've learnt were new, so I cannot say if it was right or not, because I have no idea. Maybe later when I attend a different program then I will discover whether it is better or worse than this program...but I really enjoyed it and I have gained a lot. If I got another chance I would enroll again.

She planned to expand her business by increasing sales to private companies, expanding the range of products sold, and opening stores in other locations. In the long term, she would like to start manufacturing the stationery items that she sells.

During the follow up interview, she also mentioned that her family was planning to move to a new location, and she was thinking of opening up a local grocery store in the area.

6.4.1.10. Embedded case: D010

She is a nascent entrepreneur with no previous startup experience. Her highest level of education is a bachelor degree in computer science. She has been employed in the IT industry for the past ten years, while her husband is an accountant. Most of her family members have been involved in business. Her father used to work in the brewery industry before opening his own engineering business. Her mother who worked at the bank, later left to start an agribusiness firm supplying hotels with fruits and vegetables. Her brother owns a tourism company.

She first started working in 2005 as an operator assistant with a securities firm for three years. She later joined a different communication firm and was working in the sales and marketing department. She also received training in sales and marketing during this period. She worked with the firm until 2014 when it was liquidated. After that she had several short-term contracts as a consultant for a period of one year. However, she was dissatisfied with the slow pace of work.

Then I was looking for another contract which took me another...it was really slow to pick up. From June I did not get anything and...that's when I decided to start the second-hand clothes business in September, yeah. Though even now if they call me to do consulting I will go, but it's not like it's there anytime you need it, no.

Her idea for starting the second hand clothes business was also influenced by a friend of hers who was in the same line of business.

....I had a friend who was doing this before...then she left. So I was one of her customers, so I was looking at her. Then I talked to her, I interviewed her. It took me almost a year, talking to her, she was like pushing me, but then I was not into that yet, because that time I was still employed. So when I left work, she was like this is the right time you have the time, you can travel...

Her main reason for her engaging in business was to find additional income. Entrepreneurship is viewed as providing a solution to the founder's need for financial resources. Her decision to venture into business is also influenced by the dissatisfaction experienced at work.

So when I left my job I've been doing consulting work... it was too slow and I was not really getting what I want and it was very quiet while I'm used to being busy, work, home, work, home...so it's like I decided to get some extra income from doing second hand clothes business and that is what I am doing and I don't even have a shop yet...Currently if you tell me "what are you doing?" "I'm a student. I'm a student as well as selling second hands clothes for extra income"

She enrolled in the program because she wanted to gain knowledge on how to grow her business. She valued the skills learned such as writing a business plan, record keeping, dealing with finances e.g. paying herself a salary and separating the personal from the business.

Overall the program was positive...about improvement I don't know. So far so good... Maybe because I don't know much about entrepreneurship, I don't know. Maybe I'll come to know the difference later...yes, everything was useful to be honest.

She was planning to expand her second-hands clothes business by becoming a wholesale supplier. In the long-term, she wanted to start a micro-finance and debt collection firm that would be her main business.

But then in future of course, I want to have something, okay I will not leave my second hand business but then I'm dreaming of having like a microfinance forum and debt collection. But that's my future planning.

During the follow up interview, she explained that she was working on a business plan for the microfinance firm. It was to be a partnership together with a former colleague and old friend who were both employed. She planned to start the micro-finance in the coming year, but in the meantime was also looking to start a second venture based on an opportunity identified in the market.

...Okay this idea, you know I've moved from where I used to stay... at the location, people are building, it's still empty, yeah and where we get the cement and blocks and all, it's not near... So I was like "ah, this is a potential for me" instead of people going all the way to those places that are like 5kms away, let me have something locally before it gets too packed

6.4.1.11. Embedded case: D011

She is a nascent entrepreneur. Her highest level of education is a master degree in natural resources management. Her parents were farmers, but her father was also a teacher. Although some of her family members/relatives are employed and the rest are self-employed, all of them are involved in part-time business.

She has been working for more than 20 years with government institutions, embassies and other development agencies. Her tasks mainly included working with development projects, issues on gender, and women and youth empowerment. She worked until 2014 when her contract ended and she decided to start her own agri-business towards the end of 2015. She is currently focused on growing watermelons for sale locally. Her decision to start in agribusiness is influenced by her interest in the area since childhood, as well as her education in the area.

...first I love farming and I have been doing it since I was young. And I have also studied agriculture...even though I have never made farming a business, but that is because I did not have the time to put all my efforts there...I have never done farming as a business...you keep one or two cows, poultry...yeah, like that. But the important thing is that I love it...

The main reason for starting her venture was the desire to be independent and to have a source of income. Entrepreneurship is viewed as a solution to the founder's need for independence and for financial resources.

Yeah I finished a contract, and I thought that I cannot continue going for interviews at this age. But I had not reached retiring age, but I decided to start on my own. Um, naturally I like entrepreneurship, but together with that I knew that employment cannot last forever. There are times I need to stand on my own.

She evaluated the program positively. She found the skills gained in preparing a business plan, record keeping, carrying out market research, and human resource management useful. She also gained useful knowledge on government regulations, and differentiating one's business.

...for example on how to, um to place yourself for example everybody is having similar business and there is no way you can prevent it because you can start a business, it's a new thing in that area, soon people start doing it, so how do you differentiate yourself with the others so that you get customers....So how to place yourself and um, it was very exciting...

During the follow up interview she mentioned that due to drastic changes in weather, she lost her initial crop. She was now looking to diversify and also enter into a partnership with a firm that would purchase the produce once harvested. If the business was successful, then she also planned to diversify to include livestock, and eventually start processing and packaging her products.

6.4.1.12. Embedded case: D012

She is an established, serial entrepreneur. Her highest level of education is a college certificate in accounts. Her parents were farmers, and her husband is an electrical engineer. Three of her siblings are involved in business and the rest are employed.

She was last employed ten years ago with a clearing and forwarding company. She worked with them for three years as a storekeeper. She then decided to open up a shop selling phone accessories and vouchers in 2006. However, the business was not making profits, so after three years she decided to close the business. She then started her current business of selling poultry in 2010. Her main reason for starting her ventures was to increase her income. Entrepreneurship is viewed as providing a solution to the founder's need for financial resources.

...It's just when I found that the income from that work was not paying me much. That's why I decided to quit and start a business. So soon I left the job I opened my shop there at [location] for phone accessories and recharge vouchers at wholesale...

Overall she evaluated the program positively. She felt that she had gained most from the knowledge gained about record keeping and market segmentation, as these were the two main challenges that she had faced running her businesses. She plans to continue with the poultry business and to expand it once she has finished with the course. Her husband had also insisted that she opens up a second business, but she was wary about doing so.

...my husband is insisting that I plan a big project but I'm afraid of...I don't have enough knowledge to expand until I finish this program...He's insisting me that after you finish this course, make sure you open a new...you come out with an idea of opening a new business

6.4.1.13. Embedded case: D013

She is an established, serial entrepreneur. Her highest level of education is a college certificate in computer science and a diploma in secretarial studies. Her mother works with the pension fund and her husband is an IT specialist working with the government.

Her previous work experience includes a six-month contract working as a secretary with the pension fund, and two months with the university working on data entry for students. After that she decided to start a business. Her first venture in 2008 was poultry keeping. However, the poultry farm was in a different location from her home, and so it became a challenge to balance the business and her family responsibilities. The business was failed and she closed it. Since taking the course she has also realized that some of the challenges were due to her lack of knowledge in entrepreneurship.

...since starting this course I have realized that some things I failed because I did not have the business knowledge. For example I just started the business without first studying the market, I just started...

She started her second venture selling children's clothes in 2009. She purchased the goods wholesale from importers and then resold to the market at a profit. However, she discovered that the business was seasonal, which meant that business was slow off-season. She therefore decided to stop that

business and moved on to her third venture. She decided to open a small café in 2010 and ran it for four years. However, she had a problem finding reliable staff, and so she eventually decided to close the business and sold off the utensils and equipment.

Her next idea was to start baking, and after taking some classes, she began posting her images of her cakes on whatsapp. Her friends began placing orders and referring others to her. She then decided to start a home bakery, which has been operating for approximately three months. The main reason for her starting a business was that it allowed her to try out different business ideas. Entrepreneurship can be viewed as providing a solution for the founder's need for creativity and autonomy.

For venturing into entrepreneurship? The main reason...is that I wanted to use the time I spent at work, to start producing my own things. I wanted to use that time in that way. So I started keeping poultry on a trial basis...

She evaluated the program positively. She gained most from the course on record keeping as she learnt to pay herself a salary and to keep her personal and business finances separate. She also valued the skills she learnt about finding markets for her products, as she was in a competitive business. She planned to expand her business in the future. Depending on how successful she was, she would also like to start selling baking utensils and equipment, or even start a cooking school.

6.4.1.14. Embedded case: D014

She is a new entrepreneur with no previous startup experience. Her highest level of education is a bachelor degree in business administration. Her father was a teacher and her mother a domestic farmer. Her husband was a lecturer and then was employed by the government. She has worked for more than thirty-five years with the government. After retiring she decided to convert her domestic poultry farm into a business.

Her motivation for starting the venture was to keep herself occupied and to supplement her pension. Entrepreneurship in this instance is viewed

as providing a solution to the founder's need to keep active and to have a source of income.

...so it's about 2013 that's when I started something to keep me busy. Yeah, even now I want something...instead of just sitting there, yeah, something to keep me busy... I should do that and that. Be active because I know that's one way of living longer...and of course it is helpful to supplement because the pension is not as good as the salary"

Her main reason for joining the program was to become more professional in the way she conducted her business. She most valued the skills gained in writing a business plan, keeping financial records and the importance of diversifying one's products. Overall, she evaluated the program positively. The program also taught her that as an entrepreneur one has to be more alert to the opportunities around.

...concerning entrepreneurship, I learnt that there are those opportunities that are available. So what is important is to try and see how you can use those opportunities. And of course in entrepreneurship there are ups and downs, that is life, which is why even if you fall, you get up, see where you are failing, you try and correct it and move ahead. And that is why if you have a need, the mentors can help you and advise you on issues that you cannot resolve on your own.

She is planning to expand her poultry business despite the current challenges. During the follow-up interview she indicated that she had also started growing fruits that were meant for domestic use, but could also be sold to the market.

6.4.1.15. Embedded case: D015

She is a new entrepreneur, with no previous startup experience. After completing form four (O levels), she took some short courses in graphic design. Her mother is a housewife who keeps poultry for sale, and her father used to work in the hotel industry. Her two sisters are both involved in business, while her brother is employed. Her husband is a preacher, but helps her out with some of the tasks of the business.

She started working as a copy typist in 1999 with a non-governmental organization, before working on data entry. When her contract ended in 2012 she decided to start her own business. She started a printing business, but since she did not know the business well in the beginning she also offered typing services. She then managed to build her client base slowly.

Currently, as she does not own a printing machine, she does the graphic work on her computer and then finds someone to print the materials for her at a reduced cost. In addition to her printing business, she also tries to take advantage of any opportunity to make some additional income.

I'm still doing the same printing, but when I go to the...any place where I discover there is an opportunity...anything that I can make money with I do. For example right now I met some ladies with poor quality handbags. So I went to a wholesale shop and bought four handbags and came with them. If they like them they can purchase...

The main reason for her starting her ventures is to increase her income. Employment did not provide her with enough finances to have savings. Entrepreneurship is viewed as providing a solution to the founder's need for financial resources.

My reason is my income from my salary was not enough because I have many people relying on me. You know if you get the monthly salary and all is consumed, there is nothing left for development. From the time I was employed I have never been able to buy anything of importance, but when I started entrepreneurship, I was able to buy a piece of land...

She felt that the program had been beneficial as she learnt how to be a professional entrepreneur, to be more creative, and to look out for opportunities.

...I have learnt many things. I have learnt many things. I have learnt how to be a professional entrepreneur...I have learnt to be an entrepreneur who is mindful about time, because once time is gone it does not come back, so I should plan to use my time wisely. I have learnt to be more creative. I was a bit creative.... now I have learnt to be more creative. And I've learnt to discover op-

portunities. If I go for any occasion, a celebration, a wedding...I am aware I am an entrepreneur...

During the follow-up interview she also indicated that one of the lecturers had told her about the Cheri Blair foundation. She was therefore planning to find a mentor with the foundation who would coach her on developing her business plan further.

In the beginning, she had also planned to expand her printing business and to purchase a printing machine. However, after she completed the training program, she had decided to pursue agribusiness as her main occupation and to continue with printing as a secondary business. Her decision was influenced by the stiff competition she was facing in the printing industry

...I will have those two businesses. I think agribusiness is what is really interesting right now. Because there are challenges in the printing business. There are wealthy competitors who have done major printing work...they have businesses even outside Tanzania. If you meet with such a person, it is very difficult to compete with such a person...therefore I have decided to look into another business...so this printing I will do just to support this agribusiness project.

6.4.1.16. Embedded case: D016

She is an established entrepreneur. Her highest level of education is in college. She has certificates in materials management, computer programs and secretarial studies. Her mother was a housewife, while her father was employed. Her ex-husband is an engineer.

She worked for six years from 1990 to 1996 as a supplies clerk, before she got married and stopped working. During this time, she decided to start a business cooking. She managed to find a stall at a school where she could sell her snacks and refreshments. She did that until after getting a divorce, when she started her catering business. She now caters for different events like weddings, funerals, and office meetings.

Her reason for starting a business was the need to keep occupied, as well as her previous knowledge in the area. Entrepreneurship is viewed as providing a solution to the founder's need to keep active. Her decision to

venture into business is also influenced by her expertise and interest in the area.

It is because I used to love to cook from a long time ago. And my mother liked to teach us how to cook the small bitings. So I knew from then how to make samosas, mandazi, bhajia, I know how to make all those. So I was like...he [husband] does not want me to be employed, and I cannot sit without doing anything, I need to work. Since I know how to cook, why shouldn't I do this? So I started and have continued until now.

She expected to gain knowledge from the program that would help her to add value to her business. The knowledge gained had enabled her to be more confident in running her business.

...first of all I gained knowledge. Second it has helped me to build confidence. Third, it has made me want to grow my business... It has helped me to dare...because in the beginning I was afraid to take a loan. I used to think, "If I take a loan, how will I repay?" But now I can dare and I can trust myself that if I take a loan I can repay based on the knowledge I have gained....

During the follow up interview, she indicated that she had found a location to set up her catering office. She was therefore planning to move from her home office in a month or so. She also planned on getting an additional loan to grow the business. In the long-term, she plans to expand to other regions, and perhaps even outside the country.

6.4.1.17. Embedded case: D017

She is an established entrepreneur. Her highest level of education is a master degree in biology. Both her parents were farmers, while her husband was employed with the railways corporation. She began her career working as a biology and chemistry teacher in high school, and after her first degree, she taught at the college level. After her masters program she worked with a non-governmental organization for ten years developing youth programs.

Then in 1995 she decided to become an independent consultant and worked on issues of reproductive health and gender analysis. She worked with different institutions such as the government, local and international

non-governmental organizations, churches etc. She then worked with an international non-governmental organization as a coordinator from 2001 to 2006. In 2006 she went back to being an independent consultant and also started her business.

She then started her firm in the food processing industry. She first started it as a sole proprietor and then changed it to a limited company. She had a piece of land in the rural area that she wanted to move to when she retired. However, she later decided to buy a piece of land in the city and planted mango trees. As these take some years to develop, she was advised to plant fruits that grew faster in the meantime. She then planted papaya trees and cowpeas. As the papaya fruit ripened quickly she was advised to process the fruit instead of selling it directly to the market. She therefore started processing papaya wine and later expanded to mango and rosella wines. She also expanded her dried food products based on the demand from her customers.

The main reason for starting the venture was to find a way to keep active after retirement, and to have a source of income.

There were many reasons. The main one was to look for an alternative way to occupy myself after old age when I can no longer work as an independent consultant. When I no longer belong to the network of people that can invite me to do consultancy for them. Yes. But I also wanted...to generate employment for other Tanzanians that cannot generate employment for themselves...

Entrepreneurship is viewed as providing a solution to the founder's need for financial resources. Initially the venture is viewed as a recreational activity, but with time, it is viewed as a legitimate business.

...It was kind of part-time, and you see the dream was to have mangos but in between growing something else, so it wasn't really business...I didn't care whether I sold or not, yeah. But slowly with years it became a business.

Initially she ran the venture from her farm at home, but following advice from SIDO (Small Industries Development Organization), she decided to set up a processing unit. She also had to register her products with the food

drugs authority and bureau of standards. Currently she has a small factory that is still to be registered.

Overall she evaluated the program positively. She valued the networking opportunities and the knowledge gained on product development. They also learnt how to pitch. She is very optimistic about the future and plans to establish some production factories before she exits the business. She has also organized the community women in the rural area and is training them on how to produce soap and skin oil from avocados.

6.4.1.18. Embedded case: D018

She is an established, serial entrepreneur. Her highest level of education is an advanced certificate in events management and international relations. She also has a certificate in journalism. Her father worked for the government, while her mother was in agribusiness. Most of her family members are involved in business, but she views her mother as a true entrepreneur who gave her the courage to dream.

... My mother is an inborn entrepreneur.... Cause um, I remember my mother used to do catering when I was growing up and that's what supported our school. And I would always like help in doing the chapati in the evening before going to school and in the morning to go deliver the chapatis. (laughs) So I think this somehow encouraged me...

She was amongst the first people who learnt computers, and so was employed with an international firm involved in harbor rehabilitation. She worked with them for three years, and then moved to an international engineering firm. She worked there for three years dealing with administration and computers. At the same time, she also received requests by firms to teach their staff computers. She later joined an international health organization in 1989, and after one year, began working with their national aids control program. She was in charge of running meetings and workshops.

During this time, she realized that there were no firms offering events management in Tanzania. She also had a colleague who was willing to mentor her as she started her own business, so she decided to resign in 1998. She enrolled in a short two-month entrepreneurship course where she

learnt the basics of starting a business, and a three-month course on organizational management.

Her current venture focuses on managing corporate events for both private and government institutions. Being one of the pioneer firms in the area, she has also been involved in training both her staff and other firms on managing events. Her main reason for venturing into entrepreneurship was to pursue an opportunity she had identified in the market. Entrepreneurship is viewed as a viable option due to the founder's expertise in the area.

(laughs) I think I really liked doing events management and there was no any organization, there was nobody doing it in Tanzania as a business. So with the exposure I got, I got a lot of demand. And someone from US like was ready to um...to mentor me to start my own company...and I had almost 10 years, and that was the reason to quit. I do know I was a very daring person.

Later in 2004 she started a second firm focused on printing wedding cards. The main purpose of the firm was to provide finances to meet daily expenses.

Um, the...cards is um, in fact in Africa, or in Tanzania, it's easy to have, it's important to have another small business which can help you either with your fuel or with your meals, with your water...because events management is seasonal...

She appreciated the knowledge gained from the entrepreneurship courses attended; as she was able to apply them in her own business. She valued the skills gained in understanding organizational culture, team building, how to do a needs assessment and making presentations. She was optimistic about the future, as she felt that there were good opportunities to further expand the events management firm.

6.4.1.19. Embedded case: D019

She is an established, serial entrepreneur running a part-time business. Her highest level of education is an advanced certificate in business and information technology. Her father was a banker and her mother an internation-

al telephone operator. After completing college she joined a mobile phone company and has been working there since 2009. She first started working in customer care, before moving to the trade partner help desk. Her current position is in sales distribution.

She enjoys doing business, and before starting her first venture she used to sell jewelry, clothes and other items to her colleagues in the office. She then started her current venture in 2013, and decided to focus on supplying dried food and flowers. The food items are purchased wholesale and then repacked for resale. In 2014, she established contacts with a hotel that has become her main client. Her flower business also involves supplying event planners and decorators with flowers that she buys wholesale.

Her main reason for starting her part-time ventures was her interest in business. Entrepreneurship in this case is viewed as a recreational activity. The founder initially engages in business as a hobby, before she eventually decides to run it as a legitimate part-time business.

First I like doing business, yeah. Even here before I started...I'd go to the main market buy some earrings and then I'd come to office, do you want this one? I sell it. I started like that, yeah, before...so doing this business I got to know that I have to settle on one particular thing. So I decided to deal with food, dried food like rice etc. because I see that it has... everybody needs these things. Flowers...I like even decorating. Because after finishing school I wanted to go and study interior design, but due to some family issues, I didn't manage to go there, but still I like doing some decoration. That's why I like flowers...

She valued the skills she had gained through the program, specifically in marketing and branding. She also learnt how to differentiate one's business from the competition by adding value to one's products. Overall, she evaluated the program positively and indicated that it gave her the confidence to start attending other entrepreneurship workshops.

....the program was very nice, I learnt a lot, because nowadays I have even the confidence of going to this mentor thing, I mean entrepreneur speakers, when I heard that someone is talking about this, I have to go. Before I was just watching, when I heard people say that we have something... I have the confidence...

She had also started displaying her products at exhibitions, and had received an invitation to attend a world food exhibition to be held in Turkey. In the future, she plans to expand her business and become a major supplier to hotels, apartments, and supermarkets. She would also like to employ more staff to help with the business.

6.4.1.20. Embedded case: D020

She is an established, serial entrepreneur. Her highest level of education is a diploma in business studies. Her mother is a teacher while her father is employed as a general manager. Her husband works for a bank. The other family members who are involved in business is her younger sister whom is a fashion designer running her own company, and her brother-in-law who owns an auditing firm. She considers her brother-in-law as her role model, and usually seeks advise from him concerning the business.

She previously worked with a telecommunications firm for a period of seven years as a corporate sales manager. She then resigned in 2008 to start her own business. She decided to open up a gift shop and hopes to become a major supplier in the coming years.

...I'm not where I am dreaming to be, but I think I like gifts. I'm looking forward to be the, what can I say, the gift supplier in Tanzania, in the coming two or three years. I want people when they are looking for gifts to talk about me (laughs).

The main reason for her engaging in business is due to her desire to become like her grandfather who was a businessman. Entrepreneurship in this instance is viewed as a life long dream. The founder's interest is heavily influenced by her childhood experience with her grandfather.

I think when I was little, my grandpa he used to do business. Then he has this, he has bars, he has buses...then every evening I used to collect his money and then...(laughs) do some sort of work. Then I was just motivated. When I started I said, I wish to be like my grandpa. And then when I was in primary school, I used to buy this candy...and then I just keep in my bag, I give people to sell them (laughs)

With regards to the training program, she most valued the skills learnt in financial management, customer care and marketing. However, while she had implemented the first two skills in her business, she was a bit skeptical about advertising her products. She felt that advertising would lead people to expect more than she was able to supply

...Maybe I have to do better on that.... But I think if I do more marketing... I'm afraid to do marketing. It's my fear, I can say, it's my fear, doing marketing, publicity and then people coming and then.... They will come and demand too much and then....mm...(laughs) I don't know how to put it....The demand, and some of them they won't see what they want, yeah. I want to be somewhere when I start to advertise; when people come they find at least unique things.

In the next five years, she was planning to expand the business to include the printing of gift items such as pens, cups, t-shirts etc. for special occasions.

6.4.1.21. Embedded case: D021

She is an established serial entrepreneur. Her highest level of education is a master degree in business administration that she was currently finalizing. Both her parents were employed. Her father is a retired accountant, while her mother was a teacher. The only other member of the family involved in business was her late brother who used to export handicrafts.

Her previous work experience included working as an internal auditor for a firm in the dairy industry. She was on a year one contract from 2011 to 2012. After that worked for another year as an assistant accountant for a catering company. Her next job was with a youth SACCO (a Savings and Credit Cooperative Organization) as an accountant for another year. She then worked on a two-month contract in 2015 with a private retail firm, auditing their financial systems. Her next employment was a six-month contract with a taxi association as an advisor and internal auditor.

During this time, she was also involved in business. Her first venture was in 2010 and involved selling of second hand clothes. However, the profits were low, so she decided to close the business. Her next venture was in selling handicrafts, but this venture was unsuccessful as well. She

then registered her business in 2012, and decided to start a food-processing firm focused on meat products. However she soon realized she needed training and enrolled for a one-month course with SIDO.

(laughs) I didn't study it but I just tried. After starting, I realized that I missed something, I went for short course training at SIDO...Yeah, I did that. And information I got from Google, I had to learn more on what to do...

Unfortunately in the middle of 2015, a family member fell ill and she had to incur huge medical costs. She therefore stopped the venture and found the six-month contract with the taxi association. After that she decided to focus on training other women at a fee, and helping them find customers.

Now I'm not producing. But what I'm doing now, I'm training some ladies, women and they pay me a little bit for training them on doing this. And after training them I give them my customers. I had many customers....

Her decision to start the food-processing venture was influenced by the desire to generate capital for starting her agribusiness. Currently she has a group of twenty-five ladies who are active, and whom she mentors.

...I'm planning to have a farm and to be involved in agribusiness. But I started with this so that I can make capital so when I get into this agribusiness I can manage.

The main reason for venturing into entrepreneurship was to have the possibility to try out different business ideas. Entrepreneurship is viewed as providing a solution for the founder's need for creativity and autonomy.

The reason is, I thought...I have many ideas and I thought it is good to put them on the table and to implement them. Because if I'm employed I cannot do what I have in my mind. I will have to do what is planned in the organization so that is a very big reason, which made me involved in business

Apart from the skills gained in HR management and legal issues, she also valued the confidence she gained from attending the entrepreneurship program.

...yeah, those things which I manage to find is...one is to be confident and to be sure of what I'm doing. You see at the beginning I thought, "oh, I'm just doing business, I'm just trying", but I knew that I am in the right track in entrepreneurship. The other thing is I realized that networking is the best thing for success, yeah. And the other thing is I myself became confident in teaching and training other people than before....

She is optimistic about the future of the meat-processing venture as customers are becoming more aware about their products and demand is increasing. She is also planning to start her agrifarm producing flowers in the next two years. She had already purchased about fifteen acres of land and was looking for investors.

6.4.1.22. Embedded case: D022

She is an established, serial entrepreneur. Her highest level of education is a bachelor degree in financial management and she completed it while working. Both her parents were farmers, and as a child, she used to assist her mother in running selling fruits and vegetables. Her husband was employed, and worked for a brewery.

Her first employment was with a commercial bank in 1971. She was involved in foreign exchange dealings. While working at the bank, she was also involved in a part-time business supplying day old chicks. Later in 1997 when the bank was privatizing, she opted for voluntary retrenchment and decided to start her own venture. She started exporting food products in DR Congo, but was forced to stop when the civil war broke out there. She then decided to go into the mining industry as the government was encouraging women to do mining. She attended several workshops locally and internationally, and started trading in gold. She later managed to acquire a mine, but found that it to be a very risky business.

Later in 2004, she attended a government-sponsored seminar on African women and mining, and decided to register her mining company (the firm was later changed into a non-governmental organization in 2008). She had initially started the company with colleagues, but as the process of setting up the business took time, most of the members left. After returning from the seminar, she received a request from the government to look into the development of coal briquettes as an alternative source of energy. She

then started producing briquettes and supplying a prison institution. She also started looking at other institutions such as schools and universities that she could supply. However, she found that most institutions did not have the right stoves to use the briquettes, and so she had to start manufacturing her own stoves as well. She currently distributes her products through local charcoal vendors. She is also educating the market on the benefits of using coal as an alternative energy source.

Her main reason for venturing into business was her experience in doing business while growing up. Entrepreneurship in this case is viewed as a way of life and something that is natural for the founder.

It is my mother who taught me entrepreneurship. Because before going to school, we had to take some fruits to the market, it was especially on Sundays...You attend the morning service then to the market you go and sell and finish, you go home with the money, you count them, "mama here is the money"...So I was used to that life.... No, he [husband] was not even interested. He just watched and asked, why all this trouble? Can't you rest yourself? Then I tell him, "my dear it is part of my life I'm used to doing this all the time..."

Apart from the skills learnt during the entrepreneurship courses, she found the knowledge of how to write a business plan useful. This is because it allowed her to apply for funding. She is optimistic about the future due to expected government regulations restricting charcoal production and use. She also plans to expand her business and to mechanize the production process in the future.

6.4.1.23. Embedded case: D023

She is an established, serial entrepreneur. Her highest level of education is a college certificate in counseling and nursing, and in workshop facilitation. Both her parents are domestic farmers involved in the poultry business. Her first job after form four was a nursing position with a religious organization, where she worked for eight years. After that she joined a non-governmental organization as a counselor, and worked with them for around six years. She was involved in training community volunteers working with orphans and vulnerable children. She stopped working on a full-time basis in 2012, but still volunteers on part-time basis.

She then decided to start a poultry business, as she felt that it had a ready market, and it was something that she had learnt since childhood.

The poultry, first of all the poultry, the chicken has market. Even if you get chicken, people can come to buy chicken in your home. It's not a business you can struggle to sell. That's one. But second I'm very interested in keeping chicken because I started to keep chicken since I was small

At the same time, she started a second venture in sunflower oil production. She had gotten the idea from a friend who runs a similar project. However, she experienced challenges managing the project, which was located in the rural area while she was located in the city. After one and a half years she decided to stop it, but was currently discussing with her family to see if they could restart the venture in the future.

The main reason for her venturing into business is because she feels it is the right occupation for her, even though she is forced to occasionally seek employment for financial reasons.

...I want to do business although sometimes there is something forcing people to be employed (laughs). Because sometimes you say now I need money, I need to do that, but I haven't any place to get money, so maybe I can get some work to do...to get the money. But in my view, if I stand on my own I will be very happy, to be a businesswoman.

Entrepreneurship is viewed as providing the founder the right fit in terms of occupational choice. Her decision on the type of venture is influenced by her previous experience in the area.

Overall she evaluated the program positively. She most valued the skills gained in record keeping and project management. She also benefitted from the mentorship received and the guest speakers. In the future, she plans to expand her business, despite the challenges faced in acquiring capital to grow the business from one stage to the next.

6.4.1.24. Embedded case: D024

She is an established, serial entrepreneur. Her highest level of education is a diploma in business administration and accounts. Both her parents are em-

ployed. Her father was a teacher and her mother a nurse. Her husband is also employed as an accountant.

During secondary school, she started a poultry farm at home, but she had to close the project when she went to high school. While in college, she also started a part-time business selling soft drinks to her neighbors. Her first employment after college was with a railways corporation where she worked as an accountant. She started another part-time business selling poultry. She worked with the firm for two years before being employed by a private company in 1988.

Between 1991 and 1997, she stayed home to take care of her children. She decided to start her poultry business again, and also began selling second hand clothes. Then in 1997 she was employed by a gold exploration firm, and then by a consulting firm until 2000 when her contract ended. She has also worked with the revenues department from 2007 to 2014 on a part-time basis.

She decided to go into full-time business in 2002. She opened a stationery supplies shop, and her younger sister and a sister-in-law helped to manage it. However, in 2006, the owner of the building where they rented a space, decided to construct apartments. She therefore had to shift the store to a different location. A friend was starting a school at that time, and she decided to open a shop at the location. However, after operating for two years, she decided to close the shop, as it was not profitable.

She was currently starting a new venture in agribusiness. She planned to produce fruits and vegetable, as well as keep poultry and rabbits for sale. Her main reason for venturing into business was to have additional income. Entrepreneurship in this case is viewed as providing a solution to the founder's need for financial resources.

...when I finished college and started to work with [organization] I was thinking to have another source of income other than the salary. So my brain was looking for what to do.

Overall she valued the skills gained through the courses, but indicated that she only saw the value of them when she actually had to implement them in the business.

...there are some things if you are taught now, you just keep them in mind without knowing how to use the knowledge, but...on the way, when you are running the business you discover, ah, this information is relevant here, now I understand...

She was planning on expanding her business by starting to produce animal feeds and had purchased the machinery. She also planned to process both her fruit and meat products for export.

6.4.1.25. Embedded case: D025

She is an established, serial entrepreneur. Her highest level of education is in college. She has certificates in secretarial studies, bookkeeping and accounting. Her father worked for the ports authority, while her mother worked as a nurse, before becoming a housewife. Her husband worked in the shipping industry.

Her first employment was as a secretary with a commercial bank for one year. She then joined a shipping agency and worked with them as a secretary and shipping agent from 1979 to 1994. During this period she also started importing clothes, perfumes, handicrafts and selling them. After 1994, she decided to start her own business. She had joined a women's association that used to organize weekend bazaars where they could sell their products. She then opened a hair salon in 1995, where she displayed her fabrics and handicrafts during the weekdays.

She moved to a new location in 2004, as the owner of the former building converted it into a hotel. She continued selling her handicrafts and fabrics until around 2012, when she decided to also start food processing. She focused on processing flavored tea and coffee. She initially began at home, and then later applied to the SIDO incubator for three years. She got accepted and applied to the bureau of standards and food drugs authority for certification of her products.

Her main reason for starting the business was to find a source of income. Entrepreneurship is viewed as a solution to the founder's need for financial resources.

Ehe. But when I was there in the office I was secretly involved in a small business, selling and buying, to increase my income...I was a wholesaler before be-

coming a producer...I was a trader. So that is what made me start to be business minded. You buy from here, you add a little profit and you sell....

She valued the skills gained in the trainings attended, and also felt that the knowledge gained increased her self-confidence and her ability to market her products.

A lot of knowledge, and it has also allowed me to be self-reliant, to have self-confidence...I remember there is this one minute speech we were taught...when you meet with someone...the elevator pitch, when you have only one minute you can explain to them, until they understand...we...(laughs). So it helps when you meet someone...

She was currently facing challenges of low sales due to location. However, she felt that once customers became aware about her products they would increase. She was also planning to focus on expanding her food-processing business in the future, as there was a ready market.

6.4.1.26. Embedded case: D026

She is an established entrepreneur who co-founded her current venture with a colleague. Her highest level of education is a master degree in urban management and development. Her father is a religious leader, while her mother who is now retired and running a small business, was a teacher. Her husband is an accountant. After graduating from her undergraduate program, she worked with an international non-governmental organization for a period of four years. She worked as a research officer and part of her responsibility was to organize urban appraisals that identified the different needs of the communities. However, the organization was only focused on water sanitation needs. Through her work she also got exposed to different women empowerment movements and initiatives.

She therefore decided to start the current venture in 2004 together with her colleague. The firm has so far mobilized around 450 groups comprising around 18,000 members. Their focus is on the most vulnerable people and they try to organize them through savings schemes. They provide financial training, and have also started housing projects, solid waste management

and recycling projects, etc. They currently employ thirteen full-time employees and two staff seconded from local government offices.

Her main reason for engaging in entrepreneurship was in order to meet the needs of the community. Entrepreneurship is viewed as providing a means for the founder to make a social impact. The decision to start the venture is influenced by her work experience that exposed her to the community needs.

The interaction that I had was an opportunity, which we used, but what motivated us to start, was the needs from the community, yeah. As I told you before that organization that we were working was focused on supporting community...but when we were doing these urban participatory appraisals you find that the community has more needs than water sanitation...so this is what motivated, you see people they have more needs, we can help in this, we can help in this. Let's try to organize them

She enrolled in the training program in order to gain knowledge about entrepreneurship, as they were receiving continuous requests from their members for guidance on running businesses.

...so of course they have been coming to us and we have been providing guidance sometimes we hire people to train them, but I felt the need is high and we need these kinds of skills in house. This is why I went to go and train, after I've already done my masters, no I need to have training on entrepreneurship so that even if we call consultants to do training to our people, I will be able to understand what is it exactly...

She has benefited from the skills gained through the program, and has been training the same skills to the community. However, she also felt that the program could be better organized.

Actually the courses that I have done, I have used... the courses on project formulations, the finance management, the marketing aspects, we do train in the community. Even developing business plans.

Their future plan was to become self-sufficient and reduce reliance on donor funding. Some options were to increase their investments in land, buy-

ing buildings to rent, or increasing their membership. They were also planning to find international markets for selling the groups' products. Currently the firm works in eight major cities in Tanzania, carrying out a variety of community projects.

6.4.1.27. Embedded case: D027

She is a new, serial entrepreneur. Her highest level of education is the post-graduate diploma in entrepreneurship, though she is currently enrolled in an online masters program. Her father who is retired was a university professor, while her mother is a lecturer at a teachers' college. Her husband is also a university lecturer.

After graduation, she worked with an international bank for ten years in different departments, before deciding to resign and start her own business in 2012. She feels that business is something that runs in the family as her parents are involved in agri-business and supply sunflower oil to the market. Her mother, who is going to retire soon, is planning to start a kindergarten.

The first venture she started was co-founded with her husband and dealt with different products. One area managed by her husband was focused on IT consultancy. The other area was focused on agribusiness and included the growing of sunflowers and watermelons for sale. However, due to the many challenges faced, they decided to close the business after one year of operations. She then decided to enroll in the postgraduate program in order to gain further knowledge.

... Yes. Cause I discovered that I didn't have enough knowledge for this business. Then I said, "I need to go and get enough knowledge so that I can be able to do my own business". That's why I went there...

Her current venture is in the insurance industry, and is started together with a friend. She also decided to become a network distributor for a coffee producer as a part-time business. Her main motivation for venturing into entrepreneurship was for financial reasons. She also felt that this would allow her to balance her work and family responsibilities better.

...I started business cause I wanted to earn a lot of money (laughs). My salary was not that big, it wasn't enough, my family was growing, the kids are growing, so I needed more money. So I said let me quit this job and start doing something else...but then as a mother, there are so many challenges balancing, yeah balancing with the roles at home with my kids...I want to be a good mother, cause those ten years I was...I was going to the office early in the morning then coming back very late. So one of the things that contributed me to quit my job also was my kids...

Her reason for focusing on the insurance agency is because it would enable her to acquire capital that she needed to pursue her other business ideas.

Um...I decided to do the insurance thing after, because I have big dreams and the problem is the capital as usual (laughs) Then I said I had a plan of starting big, big things, then I said because my capital is not enough let me start slowly. Then I decided to start a small business, an agency is a very small thing, so I opened an insurance agency, it's a small company...

Entrepreneurship is viewed as providing a solution to the founder's need for financial resources, as well as allowing her work-life balance. Her current venture is also viewed as a stepping-stone to a future business.

Overall she evaluated the program positively, as it enabled her to gain skills in business planning and management that she could put into use when running her firm. She also became aware of the institutional support available.

The business planning I can do myself... The knowledge of how to manage my business, and the information, like where do I get what... I got a lot of information when I was studying...Mm, institutions that will help me. Like even government institutions that are there to support.

The program also changed her perspective on the concept of entrepreneurship.

...the whole concept of entrepreneurship...like we learnt that in entrepreneurship there is this thing that entrepreneurs are born, no, anybody can be an entrepreneur. That's why I got the confidence that I can be an entrepreneur even

if I do not have the...the traits, I can develop myself and be a great entrepreneur, yeah.

She had many expectations for the future. She first planned on growing her firm and becoming an insurance broker in the next five years. She also had several ideas that she wanted to pursue including starting a health center, and a gym. This idea was motivated by a desire to ensure her children's health.

...I have so many business ideas until I feel I'm confused but I want to start them (laughs) But I'll do them one at a time, and then I'm gonna open a health center, a gym... because that idea came from one of my daughters who is big, she's very big, so I thought I will start this to help with that, so in five years I will have started.

A discussion of the main findings and analysis of my study is presented in the next chapter.

Chapter 7

Findings and Analysis

“People tell others who they are, but even more important, they tell themselves, and then try to act as though they are who they say they are”
(Holland et al., 1998:3)

The discussion of the main findings and analysis have been structured according the three main research questions of this study, which focus on how women perceive their entrepreneurial identity in relation to their self-identity, and how their perceptions are influenced by the socio-cultural context and entrepreneurship programs.

7.1. Women’s Perceptions of Entrepreneurial Identities

This section addresses the Research Question 1: *How do women perceive their entrepreneurial identity in relation to their self-identity?* In order to do this I focus on analyzing a) how women at different stages of the entrepreneurial process perceive their entrepreneurial identities, b) how their entrepreneurial identities are viewed in relation to their self-identities, and c) how these perceptions influence their individual agency.

Similar to the previous studies that have developed typologies of founder identities (Fauchart & Gruber, 2011; Powell & Baker, 2014), one of the dimensions used to define an individual's identity is their basic social motivation. In the initial stages of my analysis I focused on the women entrepreneurs' perceptions of entrepreneurship, and thus the initial in-vivo coding focused on their motivations, challenges, and future aspirations. This allowed me to develop the *first order concepts* of views of entrepreneurship. Further reading of prior studies on entrepreneurial identity and identity theories made me shift the focus of my analysis to the women entrepreneurs' primary motivations for engaging in entrepreneurship in order to understand how they perceived their entrepreneurial identities. This allowed me to identify patterns within the data that eventually led to the development of the *second order categories* that form the typology of women's entrepreneurial identities. In addition, similar to the study by Yitshaki and Kropp (2016), my analysis focused on understanding whether women perceived their entrepreneurial identity as central or peripheral to their self-identity, and how these perceptions influence their individual agency. A discussion of the different categories follows next.

7.1.1. Solution seeker Entrepreneur

The *solution seeker* category is based on views of entrepreneurship as providing an alternative solution to the individual's situation. The first group of entrepreneurs classified in this category are motivated by the *desire to find a solution to a personal problem*. For example S017 resigns from her job and becomes a co-founder primarily in order to continue working with her colleagues.

He [colleague] got fired, but he was the one I wanted to work with, so instantly me and him and another woman [colleague] started to talk about doing something together again. Starting something.... (S017)

The second group is motivated by the desire to find a means to an end. Entrepreneurship is perceived *as a stepping-stone to a future goal*. For example, D027 resigns from her job and starts a venture as a way of finding capital to finance her future business ideas.

Um...I decided to do the insurance thing after, because I have big dreams and the problem is the capital as usual.(laughs) Then I said I had a plan of starting big, big things, then I said because my capital is not enough let me start slowly. Then I decided to start a small business, an agency is a very small thing, so I opened an insurance agency... (D027)

The third group comprises individuals whose engagement in entrepreneurship is motivated by the *need for financial resources*. For example, D012 resigns from her job and starts a venture in order to gain additional income.

It's just when I found that the income from that work was not paying me much. That's why I decided to quit and start a business. So soon I left the job I opened my shop there at [location] for phone accessories and recharge vouchers at wholesale... (D012)

The last group comprises individuals who take part in entrepreneurial activities mainly due to their *need to keep themselves occupied* and to remain active.

... So it's about 2013 that's when I started something to keep me busy. Yeah, even now I want something...instead of just sitting there, yeah, something to keep me busy... I should do that and that. Be active because I know that's one way of living longer (D014)

For the *solution seeker* category the *entrepreneurial identity can be viewed as peripheral to the entrepreneur's self-identity* as its activation is primarily activated in circumstances when entrepreneurship provides a solution to a specific need. Activation is triggered by the entrepreneur's external circumstances, and individual agency is viewed in the pursuit of a solution to the perceived problem.

7.1.2. Self-actualizer Entrepreneur

The *self-actualizer* category is based on the view of entrepreneurship as providing a path to achieving one's full potential or self-actualization. The first two groups of entrepreneurs in this category are motivated by their *desire for creativity, or seek independence or autonomy*. For example, S004 venture creation is motivated by her desire to be creative and to be in charge, while D021 is motivated by her desire for independence.

I love creating, I love building...I don't...um ... I don't' want to see myself as part of a bigger machinery... I want to lead the machinery and drive the change (S004)

The reason is I thought...I have many ideas and I thought it is good to put them on the table and to implement them. Because if I'm employed I cannot do what I have in my mind. I will have to do what is planned in the organization so that is a very big reason, which made me involved in business (D021)

The second group in this category are motivated by the desire *to try out something new and challenging*. For example, S013 starts her firm in order to try out something new.

Um...well I liked to do something that I believed in, and um...where I also... first I think a big motivator was to learn...um...to learn to set up company, like how do you manage to put all the pieces together that you need. Um...that was a big motivation. And also I felt that I was 25 and had worked already 2 years at a top-tier management consulting firm, and okay, I felt that "wow, I don't wanna do this my entire life", I need to try something, so it's the curiosity...not been a life-long dream in a way (S013).

The third group in this category engages in entrepreneurial activities because *it feels like the right fit*.

But then, because I was thinking about studying some more like pharmacology and then there was a one student that tell us to my pastor about this program, and when she told this, I was kinda like, I felt I got this kinda like "Aha...like a light in my head! I was like "Okay now I know what I'm gonna do". Because it sounded like, okay that's me (S024)

For the *self-actualizer* category, the *entrepreneurial identity is viewed as being peripheral to the individual's self-identity*, as it is mainly activated when entrepreneurship allows the entrepreneur to achieve their goals or desires. Activation is viewed as being triggered by the entrepreneur's internal personal values, and individual agency is seen in their pursuit of self-fulfillment.

7.1.3. Bona fide Entrepreneur

The *bona fide* category is based on the view of entrepreneurship as inevitable. The first group in this category are motivated by their view of entrepreneurship *as an inborn trait or something natural*.

...So starting from there you can sense that it is something that is there...it's there...in one's heart. But before that my mother used to be in the cooking business, cooking different things, so I used to help her to cook chapati, manda...so I used also to help my mother, so it's something that is there.... (D009)

The second group in this category are motivated by their view of entrepreneurship as a *talent or life long dream*. S008 describes her decision to pursue entrepreneurship, as it has been a life-long dream despite the lack of support.

That's one of my dreams to start my own business. That's why I go to this course, because I want to start my own coaching. That's my dream. I will do it. It's not a dream. But my parents don't know the details, they only know that... they don't understand me, so I will just show them, I will just do it. But they are a little bit skeptic to me. And now I will...I will quit my job this summer in July, and they are "okay, so then you can search for a teacher job?" "No I will not do that" And then I just have this stomach feeling and I know I have to go for it now. Nothing can stop me now. This is my meaning in life (S008)

The third group in this category are motivated by their view of entrepreneurship as a *way of life*. This can be due to the fact that the entrepreneur has been engaged in entrepreneurial activities since childhood (e.g. D022)

No, he [husband] was not even interested. He just watch and see, "why all this trouble? Can't you rest yourself?" Then I tell him, "My dear it is part of my life I'm used to doing this all the time... (D022)

In the *bona fide* category the *entrepreneurial identity is viewed as being central to one's self-identity* as the activation of the entrepreneurial identity is motivated by the desire to remain true to one self. The entrepreneurial identity is therefore perceived as being triggered internally, with individual agency be-

ing seen in the entrepreneur's pursuit of their perceived true or authentic self-identity.

7.1.4. Missionary Entrepreneur

The *missionary* category is based on views of entrepreneurship as a means of impacting society. This category is adapted from Fauchart and Gruber's (2011) categorization of founder identities. Individuals identifying as social entrepreneurs would also fall under this category (Yitshaki & Kropp, 2016). The individuals in this category are primarily motivated by their *desire to make a difference in society* (e.g. S001) or by their desire to enable social change through *community work* (e.g. D026). S001 starts a venture that seeks to re-decorate common areas in public schools using recycled materials, while D026 is engaged with capacity development efforts in the community.

And we are like we want to change the environment, for lots of people. We don't want to do it for a family, so they can have a new pool, or they can have a new bathroom...you know...like the shows on TV. We want to make a difference for many people...and especially for children...and if you go to the daycares, and you go to the schools ...it's so depressing...it's incredibly depressing...they haven't changed it since I was in school...so the thing is...what we see ourselves is like some kind of resource allocators? (S001)

The interaction that I had was an opportunity, which we used, but what motivated us to start, was the needs from the community, yeah. As I told you before that organization that we were working was focused on supporting community on water sanitation. But when we were doing these urban participatory appraisals you find that the community has more needs...so this is what motivated, you see people they have more needs, we can help in this, we can help in this. Let's try to organize them. (D026)

In the *missionary* group the *entrepreneurial identity is viewed as being peripheral to the self-identity*, as individuals are mainly driven by the desire to make a social impact. The activation of their entrepreneurial identity can be viewed as being triggered by the external socio-economic environment, with individual agency being viewed in the pursuit of a solution to the societal or environmental problem.

7.1.5. Informed Entrepreneur

The *informed* category is based on views of entrepreneurship that are influenced by one's expertise in a given field. This label is adapted from Orhan and Scott (2001) study of women's entrepreneurial motivations. The first group in this category are motivated by their *exposure to entrepreneurial activities*.

When I was in housekeeping I was seeing these nice flower arrangements, and then when I walk in the streets in Nairobi, I would see people are selling these flowers and everything...when you look at Dar there was nothing by then. So I was saying, when I finish this course I will just go back to Dar and open a flower shop... (D005)

The second group is motivated by their *training or previous practical experience*. For example S003 became an entrepreneur primarily due to her experience participating in a business competition in high school, while D005 is motivated by her experiences during training.

But I think I chose the path just because I tried out to run a business in high school and it went very well (S003)

Then when I was at the college working in the laundry I was enjoying using the roller and the machines for washing the sheets...so I said ah...this business in Tanzania will be a good one...so that was a second idea... (D005)

The third group is motivated by their *previous work experience* in the area, which allows them to make a smooth shift into the entrepreneurial activity (e.g. D005).

...and then after finishing my training at IATA and doing this business, I gained interest. So I told my husband, "Ah, I can also run a travel agency. That was after a year. He told me, "Really?" I told him, "Yes I can." So 91... I started mid-91, 92, 93...I resigned from [firm name], I got a place and I registered a company (D005)

The entrepreneur's expertise also allows them to identify opportunities in the market (e.g. S015).

...basically I had worked in the beauty segment in [company] and what I had realized was that e-commerce was in Sweden, under-established or under-developed, um...so I was sure that it was going to grow especially within beauty.... (S015)

In the *informed* category, the *entrepreneurial identity can viewed as peripheral to one's self-identity* as it is mainly externally triggered by the identification of opportunities based on the entrepreneur's prior experience. Individual agency is seen in the pursuit of these opportunities.

However, I also find that in some cases, established entrepreneurs within this category perceive their entrepreneurial activity as a *way of life*. In such cases, the *entrepreneurial identity can be perceived as central to the individual's self-identity*. For example, D005 talks about her passion for her business that was started mainly due to her prior work experience in the area.

...And you have to believe in yourself. Like have a passion for what you are doing.... If you don't have a passion for whatever you are doing, you cannot succeed. ...to me I do it with pleasure, and I love my clients, I love my job, I enjoy it.

7.1.6. Transition Entrepreneur

The *transition* category is based on views of entrepreneurship as a recreational activity or part-time venture. This category would include employees running part-time ventures and referred to as hybrid entrepreneurs in the study by Folta, Delmar and Wennberg (2010). The first group in this category are motivated by their personal interest in business. These individuals engage in entrepreneurial activities initially as a *recreational activity* before they transition their activity into a proper business. For example, D019 engaged in business as a hobby, before she decided to start a retail business supplying food products on part-time basis.

First I like doing business, yeah. Even here before I started...I'd go to the main market buy some earrings and then I'd come to office, do you want this one? I sell it. I started like that, yeah, before. (D019)

The second group engages in entrepreneurship on a part-time basis mainly due to their *need for a safety net*. The women entrepreneurs classified in this group were both classified in the *mixed* category, and an example is provided in the next section.

In the *transition* category, the *entrepreneurial identity is viewed as being peripheral to the self-identity*, as it is activated when the individual is engaged in the entrepreneurial activity. Activation is viewed as being triggered by partly internal and external triggers, with individual agency being seen in the pursuit of one's hobby and eventual transition into business.

7.1.7. Mixed Entrepreneur

In addition to the above categories, I also created an additional category labeled *mixed* category, which included women entrepreneurs classified in more than one category. This included entrepreneurs who were classified in both the *solution seeker* and *self-actualizer* category (S014; D011). For example, S014 engages in entrepreneurship with her co-founder because it provides a *solution to their personal need* to find an alternative to being employed.

...well, I think it was mostly because now that both me and my partner [co-founder] are finishing our Masters thesis...and we were both kind of...or 1 year ago we had one year to go, but we were still like thinking about what to do after our education and we didn't really find anything that suited us this well (S014)

At the same time, entrepreneurship is viewed as a good option because of the *autonomy* and flexibility it provides to pursue one's ideas.

And then also like the freedom that you get by doing something on your own, deciding whatever you wanna do, how you wanna pursue it, um...yeah, the opportunities of deciding on your own time and all that kind of stuff. (S014)

The second group includes entrepreneurs classified in both the *transition* and *solution seeker* category (S019, D017). For example, D017 initially started her agribusiness as a *recreational activity*, before developing it into a food and wine-processing business.

It was kind of part-time, and you see the dream was to have mangoes but in between growing something else. So it wasn't really business...I didn't care whether I sold or not, yeah, but slowly with years it became a business (D017)

She also indicated that a main motivation was to keep active and to *find a source of income* after retirement.

There were many reasons. The main one was to look for an alternative way to occupy myself after old age when I can no longer work as an independent consultant. When I no longer belong to the network of people that can invite me to do consultancy for them. Yes. But I also wanted...to generate employment for other Tanzanians that cannot generate employment for themselves...

The third group of entrepreneurs was classified in slightly different categories i.e. S026 was classified in both the *missionary* and *self-actualizer* category, while D006 was classified in the *missionary* and *informed* category. For example, D006 was motivated to start her venture by her *previous work experience* in the field.

Yeah, because I was teaching people in [place]...I was in education and tourism. I was teaching people how to open up tourism businesses, so I knew how to go about it. I just started...not that I was a good businessperson, because as you can see my background is in other things, so this was the first time I was starting business (D006)

She was also motivated by her desire *to make a social impact*, and started an organization to work with the vulnerable in the community.

No, it was full-time, but we combined it immediately when I started, I already wanted to start the Association of Tourism in [place], so I was moving that... and also we were supporting orphans, and supporting disabled people...

The fourth group is similarly classified in slightly different categories i.e. D016 was classified in both the *informed* and *solution-seeker* category, while S010 was classified in both the *informed* and *self-actualizer* category. For example, S010 quits her job and starts her own venture in order *to challenge herself*.

...And it was a very good position that I could have had for many, many years, but I think you have to challenge yourself to grow, and that's why I wanted to try it also. (S010)

She is also motivated by her *previous work experience* that allows her an easier transition into entrepreneurship.

...And I think it's because I've had the opportunity to be an intrapreneur in different organizations, and then I've looked at the ones that I think that are making an impact, they are not all entrepreneurs, but I think they have more fun (laughs) and creating an impact at the same time (S010).

The fifth group included entrepreneurs who were classified in three different categories. For example, S028 was classified in the *bona fide*, *solution-seeker* and *self-actualizer* category. She viewed entrepreneurship *as a way of life*, as she had grown up in a family business.

Oh, they were really pushing for it. Yeah, because I mean it's the general... I feel like our family is generally geared into entrepreneurial sort of things. It seems it was the natural course...it might change, but for right now I think um...I want it...end goal, I want to have my own laboratory (S028)

However, her pursuit of the entrepreneurship program is also influenced by her *desire to find a solution to the problems* experienced during her internship.

...everything that I saw there was wrong, it just pushed me to go for entrepreneurship. Like I realized all the problems that we were having at work were caused by people not having an entrepreneurial spirit and just like going with the flow and not always trying and yeah...(S028)

During the follow-up interview she also expressed a *desire for autonomy* in her future career, with entrepreneurship being viewed as providing a possible solution.

... I really do. I feel that I work better. Even just knowing that I have to be there by a certain time, kills it for me. But if I wake up at 4 in the morning and I feel like oh my gosh, today I wanna do this and get it over with. I wanna go there 5 in the morning and get it done (laughs) that's fine.... Exactly. That's why I have to be my own boss. Like there's no way I can have somebody to be my boss. Like who is gonna accept that? (S028)

Another example is S006 who was classified in the *missionary, self-actualizer* and *transition* categories. She was motivated by the desire to *make a social impact* by changing the environment for children in schools, and started a project with a co-founder.

I think also when my daughter started preschool, I could get so...because the building is super nice, really!...if you can see it and if you can repaint it and redo it and it doesn't take much....and it also became very clear that ...um...kids... um...don't have the same rights or the same opportunity to form their own space. So I wanted to...like lift that question, I think (S006).

She was also involved in the project as it *allowed her to make use of her creative talents* in carrying out the renovations.

Ah...the reason...I've always been super interested in interior design and always, when I look back it seems as though natural...because I can remember in school, I could sit like in second grade and not listen to the teacher..more like...I hate this this wall color...and I want to remake these curtains. And I can also...um...feel like when I come into a room that is inspiring I can get new things, thoughts...and, ah...it affects me like the room. It can make me feel like I can do anything, or I'm stuck...I'm stuck here... (S006)

At the same time, she was only willing to engage in entrepreneurship on a part-time basis mainly due to the *need for a safety net*.

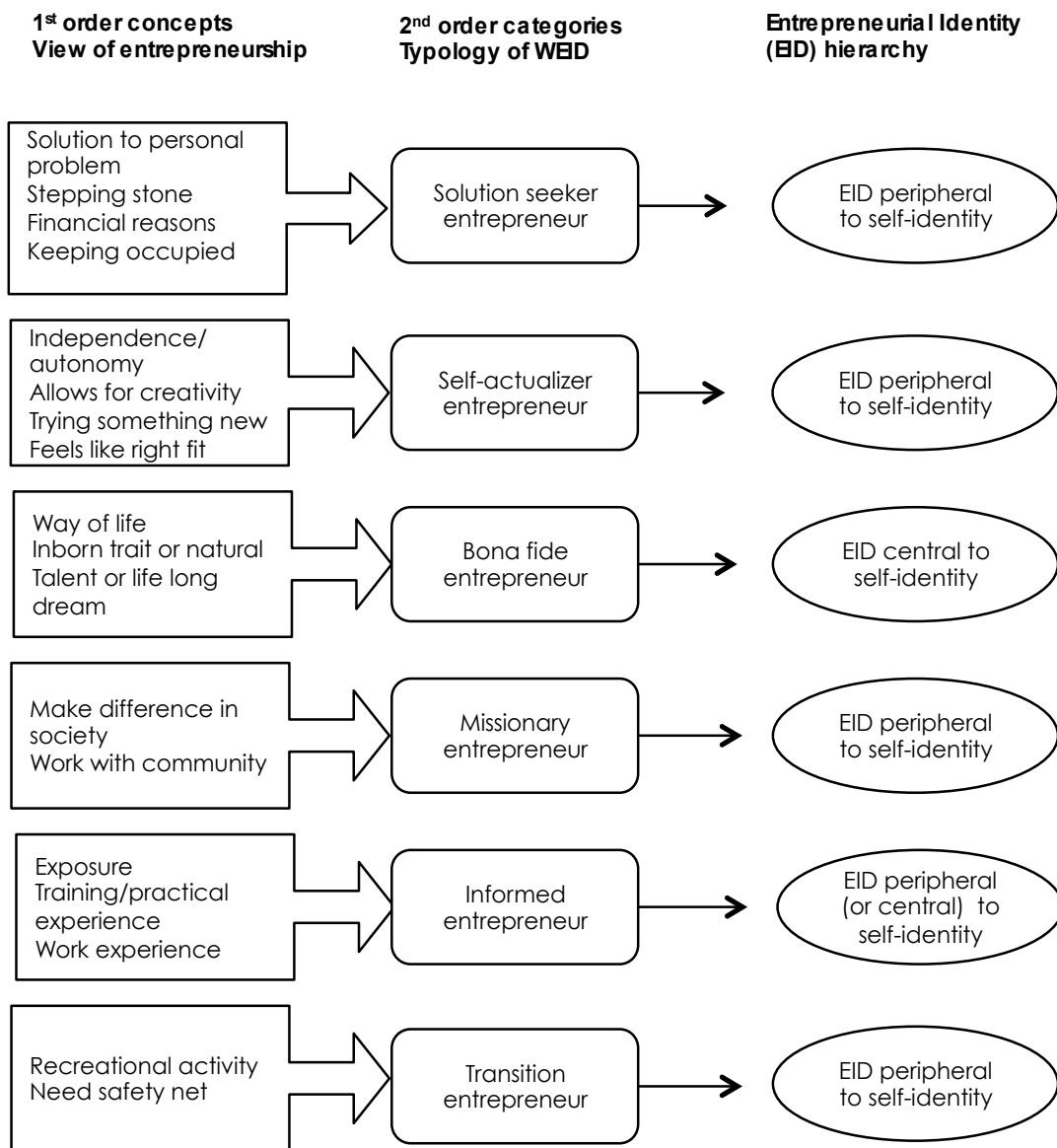
...my problem is I have a very well paid job so it's hard to say like, "I have a family of my own, my husband just quit his job, I'm quitting mine!"...and I

have like a great great great salary so that's a challenge, and...but I think I could solve it by staying maybe part-time on one job just to make sure that we can still live here and everything is fine and then, give it sometime to get the business to generate some income (S006)

For the *mixed* category, whether the entrepreneurial identity is viewed as central or peripheral would depend on the specific combination of categories in which the entrepreneur is classified, as well as whether a specific category is viewed as more salient than another by the individual. Additional analysis (preferably over a longer period of time) would be needed to determine this. However such analyses goes beyond the scope of this study's objective.

Figure 7.1 below presents the typology of women entrepreneurial identities i.e. *solution seeker*, *self-actualizer*, *bona fide*, *missionary*, *informed*, and *transition* categories, developed by this study.

Figure 7.1: Typology of women entrepreneurial identities and EID hierarchy



A summary of the different categories and identity dimensions analyzed is also presented in Table 7.1 below.

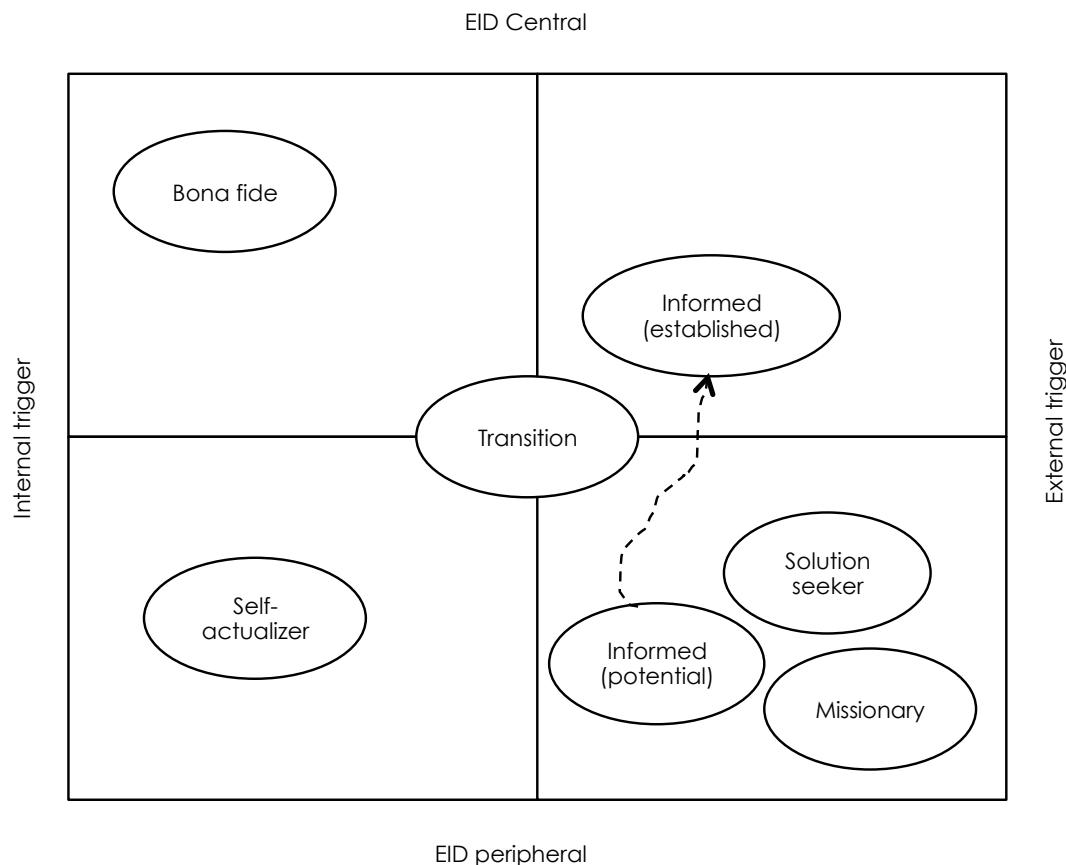
Table 7.1: Summary of women entrepreneur categories

Identity dimensions	Solution seeker	Self-actualizer	Bona fide	Missionary	Informed	Transition
Basic motivations	- Entrepreneurship viewed as providing a solution to a problem or as a means to an end.	- Entrepreneurship viewed as providing a way to achieving one's full potential or self actualization	- Entrepreneurship viewed as an inborn trait, talent or something that is natural, a way of life or a life-long dream	- Entrepreneurship viewed as vehicle through which one can make a difference in society	- Entrepreneurship is perceived as feasible due to one's prior knowledge or expertise in specific sector.	- Entrepreneurship is viewed as a recreational activity or safety net
Relation to self-identity	- EID perceived as peripheral to one's self-identity	- EID perceived as peripheral to one's self-identity	- EID perceived as central to one's self-identity	- EID perceived as peripheral to one's self-identity	- EID perceived as peripheral or central to one's self-identity	- EID perceived as peripheral to one's self-identity
Individual agency	- Pursuit of individual solution to a perceived problem	- Desire to challenge oneself or fulfill one's potential through venture creation	- Pursuit of one's dream or as one seeks to remain true to one's self-identity	- Desire to impact one's society or environment	- Setting up of ventures in sectors where one has expertise	- Pursuit of one's hobby on part-time basis and eventual transition into business

EID = entrepreneurial identity

Figure 7.2 below presents a map of the six categories based on the perceived centrality of the entrepreneurial identity (EID) and type of activation trigger.

Figure 7.2: Map of categories based on EID centrality and activation trigger



Note: The mixed category is omitted as the location of this category would depend on the specific combination of categories

7.1.8. Characteristics of Women Entrepreneur Categories

A further analysis of the categories was carried out in order to get a better understanding of the characteristics of the women entrepreneurs classified under the different categories (see Table 7.2 below). The majority of wom-

en entrepreneurs are classified under the *solution seeker*, *self-actualizer* and *mixed* categories, while the *transition* category has the fewest entrepreneurs.

The majority of entrepreneurs in the *solution seeker* category are established founders with either a diploma or undergraduate degree. The most common ventures are in agribusiness, followed by the food industry and retail sectors. In the *self-actualizer* category, majority of founders are potential entrepreneurs, with undergraduate degrees. Those who have started ventures are mainly in the food industry or consultancy sectors.

The majority of entrepreneurs in the *bona fide* category are established founders. They have different levels of education, with ventures mainly started in the consultancy and retail sectors. Founders also run businesses in the construction and mining industries. The *missionary* category includes founders at all stages, with either a graduate or undergraduate degree. The majority is engaged in community work.

All the entrepreneurs in the *informed* category are established founders, with a diploma. They are mainly involved in the consultancy or retail sectors. The *mixed* category includes entrepreneurs at all stages of business (i.e. from potential to established founders), with the majority having a graduate degree. The most frequent businesses in this category are in the agribusiness and consultancy sectors.

Table 7.2: Sample characteristics of women entrepreneur categories

Characteristics	Solution seeker	Self-actualizer	Bona fide	Missionary	Informed	Transition	Mixed
No of entrepreneurs	17	11	8	5	4	1	10
Nationality							
Swedish (includes dual citizens)	4	4	4	4	2		3
Tanzanian	12	3	4	1	2	1	4
Other	1	4					3
Founder type							
Established	11	4	5	1	4	1	3
New	2		1	1			2
Nascent	1	1		1			2
Potential/Intentional	3	6	2	2			3
Highest education							
High school	3		1				
Diploma/Certificate	6	2	3		3	1	2
Undergraduate	6	6	3	2			3
Graduate	2	3	1	3	1		5
Sector of venture							
Agribusiness	5	1					2

Characteristics	Solution seeker	Self-actualizer	Bona fide	Missionary	Informed	Transition	Mixed
Community work							
Construction/renovation	1	2	1	1			1
Consultancy/education	2	3	3				2
Cosmetics	3						1
Food processing/food industry							
Mining		1					
Publishing	3	2	2				
Retail	2						
Textile/Fashion							
Tourism		5	1				
N/a	2						3
Firm started by individual/co-founder	13/4	8/3	5/3	1/4	1/3		7/3

Note: Adapted and modified from Fauchart & Gruber, 2011

7.1.9. Summary of Findings – Research Question 1

In addressing the first research question, this study develops a typology based on the women entrepreneurs' social motivations. The study also finds that women's individual agency is related to the entrepreneurial identity hierarchy and the type of triggers leading to their entrepreneurial identity activation. The *solution seeker*, *self-actualizer*, *missionary* and *transition* entrepreneur categories all perceive the entrepreneurial identity as peripheral to their self-identity. However, while the *solution seeker* and *missionary* entrepreneur identity activation is externally triggered, the *transition* entrepreneur's identity activation is partly triggered by both internal and external factors, while the *self-actualizer* entrepreneur's identity activation is triggered internally.

The *informed* entrepreneur's identity activation is externally triggered, but this category perceives the entrepreneurial identity as either peripheral or central to their self-identity depending on the founder type (i.e. potential versus established). The *bona fide* entrepreneur perceives the entrepreneurial identity as central to their self-identity, and is triggered by internal motives. The first four categories (*solution seeker*, *self-actualizer*, *missionary* and *transition*) could be viewed as perceiving entrepreneurship as a means to achieve a specific goal, while the latter two categories (*informed* and *bona fide*) could be viewed as perceiving entrepreneurship as an end in itself. For the *mixed* category, the entrepreneurial identity hierarchy and identity activation will depend on the combination of categories in which a founder is classified.

7.2. Contextual Factors and Women's Perceptions

This section addresses Research Question 2: *How are women's perceptions of their entrepreneurial identity influenced by their socio-cultural context?* In order to do this, I analyze a) the women entrepreneur categories classified according to the socio-cultural context, b) the influence of the social in-group on women's perceptions, and c) the influence of gender role ideologies (social-identities) on women's perceptions.

7.2.1. Women Entrepreneur Categories by Socio-cultural Context

The women entrepreneurs were classified based on their categories and socio-cultural contexts i.e. Sweden and Tanzania. An overview of this classification is presented in Table 7.3 below.

Table 7.3: Category of women entrepreneurs by socio-cultural context

Category	Sweden	Tanzania
Bona fide entrepreneur	Inborn trait or natural (S009; S027)	Inborn trait or natural (D009)
	Talent or life long dream (S008; S009; S018)	Talent or life long dream (D002; D020) Way of life (D022)
Informed entrepreneur	Training or practical experience (S003)	Training or practical experience (D005)
	Work experience (S015)	Work experience (D005; D018) Exposure (D005)
Missionary entrepreneur	Make a difference in society (S001; S002; S007; S011)	Working with community (D026)
Transition entrepreneur		Recreational activity (D019)
Solution seeker entrepreneur	Stepping stone (S022)	Stepping stone (D027)
	Solution to personal problem (S005; S017; S020; S023)	Financial resources (D003; D007; D008; D010; D012; D014; D015; D024; D025; D027)
		Keeping occupied (D001; D004; D014)
Self-actualizer entrepreneur	Feels like the right fit (S024; S025; S029; S030)	Feels like the right fit (D023)
	Independence or autonomy (S004; S016)	Independence or autonomy (D013; D021)
	Trying out something new (S013; S021; S024)	

Category	Sweden	Tanzania
Allows for creativity (S004)		
Mixed category	<p><i>Solution seeker (S028; S019; S014)</i></p> <p><i>Self-actualizer (S028; S010; S006; S026; S014)</i></p>	<p><i>Solution seeker (D016; D017; D011)</i></p> <p><i>Self-actualizer (D011)</i></p>
	<i>Missionary (S006; S026)</i>	<i>Missionary (D006)</i>
	<i>Informed (S010)</i>	<i>Informed (D016; D006)</i>
	<i>Transition (S006; S019)</i>	<i>Transition (D017)</i>
<i>Bona fide (S028)</i>		

Note: Some of the cases have been indicated more than once based on the assigned codes

There are similarities and differences that exist amongst the six categories of women entrepreneurs in the two contexts. The *bona fide entrepreneur* category is similar in the two contexts, both in terms of the number of entrepreneurs and their perceptions regarding their entrepreneurial identities. As the entrepreneurs under this category are mainly driven by the need to be true to self, it is likely that those classified in this category would become entrepreneurs in whichever socio-cultural context and economic environment they find themselves. No major differences are found for the *informed entrepreneur* category in the two contexts, as these entrepreneurs are mainly influenced by their prior work or practical experience.

Most of the women entrepreneurs classified under the *missionary entrepreneur* category are found in Sweden. This could be partly due to the fact that a group of the women entrepreneurs included in the study were identified through a training program focused on social entrepreneurship. The other reasons could be that individuals have the 'luxury' of doing good given the high level of economy, or that the recent focus (and funding availability) on immigration and social integration issues attracts entrepreneurs to start ventures addressing these problems.

In the *transition entrepreneur* category, I find that entrepreneurs in Sweden engage in part-time ventures based on their *need for a safety net*, while those in Tanzania are motivated by their view of entrepreneurship as a *recreational activity*. The women entrepreneurs in Sweden could be influenced by the

desire to benefit from the welfare system (as employees), while those in Tanzania by the desire to have a source of income until the part-time hobby shows signs of profitability and legitimacy.

The majority of entrepreneurs under the *self-actualizer* category are found in the Swedish context, while the majority of those in the *solution seeker* category are found in the Tanzanian context. The entrepreneurs in the *self-actualizer* category are primarily motivated by the desire to *try out something new*, or by the view that entrepreneurship is the *right fit*, and are mainly potential entrepreneurs. This could imply that their views are mainly influenced by the wider societal perceptions of entrepreneurship (e.g. through the media) that accord a high status to entrepreneurship and presents it as a way to achieve these goals.

On the other hand, the majority of entrepreneurs in the *solution seeker* category are motivated by their *need for financial resources*, or their *need to keep occupied*. The economic context can be viewed as a main factor influencing these motivations, even though some of the entrepreneurs resign from employment in order to engage in entrepreneurship. In addition, entrepreneurs start ventures in order to generate capital for businesses they plan to start in the future.

Lastly, in the *mixed* category, there are similar combinations of entrepreneur categories in both contexts, even though entrepreneurs in combinations including the *self-actualizer* category are mainly found in the Swedish context. In addition, the two entrepreneurs classified in three different categories are both found in the Swedish context (S028 and S006). As S028 was a potential entrepreneur with no previous startup experience, and S006 was a new founder who discontinued working with the venture, further longitudinal analysis would be needed to get a better understanding of their perceptions.

The influence of the social in-group and social-identities on women's perceptions is discussed next. Table A7.1 in the Appendix presents the findings on the influence of these two contextual factors on women's perceptions of their entrepreneurial identities.

7.2.2. Social In-groups and Women's Perceptions

In order to understand the influence of the social in-group (i.e. family, close relatives, peers) on women's perception of their entrepreneurial identities, further analysis was carried out to a) understand whether an individual had family members, close relatives or peers who were involved in business and could act as role models, and b) analyze the perceived support received from the social in-group in pursuing their entrepreneurial activities. Both role models and perceived support from the social in-group have been shown to have an influence on women's entrepreneurial intentions (Falck et al., 2012; Laspita et al., 2012; Santos et al., 2016).

For the *solution seeker*, *self-actualizer*, and most of the women in the *mixed* categories, I find that those who have family members that are, or have been, involved in business tend to perceive more support. This is true for both contexts even though women entrepreneurs in Tanzania are more likely to come from families where their parents have both been employed and involved in a business at some point in time. I also find that in Tanzania, the established women entrepreneurs tend to have family members actively involved in their businesses. Similar results on family involvement are found for the *missionary* category, with family and friends helping out with various tasks (e.g. S001) or being part of the social platforms (e.g. S002).

Additionally, social in-group role models can play a vital role in influencing women's perception of entrepreneurship, especially where such activity is viewed as going against cultural norms. In the case of D020, her grandfather is a main inspiration for her current interest in business and taught her to value money from a young age, something that was not common for young children, and especially girls, in her society.

However, while the social in-group support is viewed as important for entrepreneurial aspirations, I also find that for women categorized as *bona fide* entrepreneurs (e.g. D020, S008 and S018) a lack of support has little influence on their decision to pursue their dreams. I also find that support from peers can be important for entrepreneurs especially in instances where such support is lacking from immediate family members. This can be seen in the cases of S013 in the *solution seeker* category and S015 in the *informed* entrepreneur category, where peers are perceived as the primary source of support.

7.2.3. Social-identities and Women's Perceptions

In order to understand the influence of social-identities on the women's entrepreneurial identities, I analyzed a) their perceptions about the gender role ideologies, and b) their perception of the 'entrepreneur' identity.

The women entrepreneurs' perceptions regarding gender role differences mainly varied across the two socio-cultural contexts. Most of the women entrepreneurs who perceived gender role equalities were found in the Swedish context, and comprised both potential (e.g. S021, S005, S022, S023), and practicing women entrepreneurs (e.g. S013, S006, S017, S018). The majority of women however perceived gender inequalities in accessing venture capital (e.g. S015, S017, S002 and S006), and in the number of female role models available to women entrepreneurs (e.g. S013, S015, S019). Only in a few cases, do women perceive gender inequalities with regard to the socialization of children (e.g. S008, S024), family responsibilities (S001, S009), and social legitimacy (e.g. S014, S011).

On the other hand, majority of the women in Tanzania perceived gender role inequalities in their context, with cultural expectations being cited as a main barrier to women's entrepreneurial activities (e.g. D013, D022, D026). However, while some women felt that there was a need for educating society, and especially family members, on ways in which to support women (e.g. D017, D026), the majority of women viewed this as part and parcel of their normal lives (e.g. D002, D009, D013, D020, D027) with women being expected to balance their different responsibilities, and with the family being viewed as a priority. Another common theme that was mentioned was women's limited social legitimacy in the business environment (e.g. D021, D019, D014), and their limited access to finance (e.g. D011, D008, D005).

Looking at women's perception of the 'entrepreneur' identity, I find that the women in both contexts view entrepreneurs as being driven by intrinsic motives and having a positive outlook in general. Some of the characteristics used to describe entrepreneurs are similar across the two contexts i.e. *risk taker, innovative, persistent, determined, daring, seeking opportunities* and have been classified as masculine traits (Ahl, 2006). The most frequently cited traits are listed in Table 7.4 below.

Table 7.4: Perception of "entrepreneur" identity

Tanzania		Sweden	
Characteristics	Hits	Characteristics	Hits
Persistence or determination	8	Change maker	9
Risk taker	7	Risk taker	9
Innovative/initiator	6	Innovative/initiator	8
Profit seeking	6	Implements dream/idea	7
Hard worker	4	Solution oriented	6
Daring	4	Belief in self	6
Seeks opportunities	4	Has a dream or idea	6
Visionary	4	Persistence or determination	5
Researcher/seeks information	3	Entrepreneurial spirit	4
Focused	3	Passionate	4
Implements dream/idea	3	Energetic or enthusiastic	4
Has a dream or idea	3	Leader	4
Creative	3	Creative	4
Growth seeking	3	Daring	4
Managing aspects of business	3	Seeks opportunities	4
		Confident	4

Note: Hits counted only once per document

However, I also find that in both contexts, women's perceptions are mainly a reflection of their own characteristics and motivations for engaging in entrepreneurial activity. The perception of the 'entrepreneur' could therefore be viewed as a reflection of their own identity as women entrepreneurs and points to the multi-dimensionality of the entrepreneur identity (Chassero et al., 2014).

7.2.4. Summary of Findings – Research Question 2

In addressing the second research question, this study finds that the socio-cultural context has an influence on the categories of women entrepreneurs prevalent in a specific context. While no major differences are experienced with regard to the *bona fide* and *informed* categories, the *missionary* and *self-actualizer* entrepreneurs were mainly found in the Swedish context, while *solution seeker* entrepreneurs were primarily present in the Tanzanian con-

text. These differences could be partly attributed to the level of economy, and characteristics of the founders (e.g. age, stage of business etc.).

The study also finds that in both contexts, women entrepreneurs classified in the *solution seeker*, *self-actualizer*, *missionary* and *mixed* categories seemed to perceive greater support from the social in-group. However, while social in-group support is generally perceived as important, for the *bona fide* category, a lack of support seems to have less influence on perceptions of their entrepreneurial identities. With regard to social-identities, women entrepreneurs in the Tanzanian context are likely to perceive gender role inequalities in both the family and business settings, while those in the Swedish context primarily perceive inequalities mainly in the business settings. In addition, women entrepreneurs in both contexts perceive the 'entrepreneur' identity as being driven by intrinsic motives that fit within the dominant discourse of entrepreneurship.

7.3. Entrepreneurship Programs and Women's Perceptions

This section addresses the Research Question 3: *How are women's perceptions of their entrepreneurial identities influenced by entrepreneurship programs?* As mentioned previously, while the final sample included both potential and practicing women entrepreneurs participating to entrepreneurship programs in Stockholm, there were only practicing women entrepreneurs in the Dar-es-Salaam context. It was therefore not possible to carry out a direct comparison of the impact of programs in the two contexts as initially planned. The final sample of cases identified also did not allow for a direct comparison of academic versus training programs. However, my analysis took into consideration the different women entrepreneur categories developed.

In carrying out the analysis, two subsets were created based on potential entrepreneurs (including intentional founders) and practicing entrepreneurs enrolled in the entrepreneurship programs at the time of the interviews. The analysis focused on understanding what the participants perceived as most useful from their trainings and whether they perceived any changes in their views regarding entrepreneurship. An overview of the

main themes identified for the practicing women entrepreneurs is presented in Table 7.5 below, while those identified for the potential women entrepreneurs are presented in Table 7.6. Some of the main themes identified are discussed next.

7.3.1. Change in Attitude

One impact of the entrepreneurship programs can be seen in the change of attitude and behavior of the women entrepreneurs. This included adapting behaviors that were associated with the entrepreneur identity i.e. being more innovative, seeking opportunities, taking risks, etc.

It has taught me...it's taught me to be more innovative and to look for the opportunities near me... (D015)

You have to take risk and you have to dare (laughs). That's the key point, yeah...matter of fact it was the one, which was driving me to be more aggressive in my business, yeah (D010)

The change in attitude could also be attributed to the practical experience that participants got from working on projects, as well as interacting with experienced entrepreneurs during guest lectures.

Well I think like oh, it's not as scary as when I started because I was like "oh, entrepreneurship, what is that? Like I don't wanna touch it!" But now that we have worked really closely and seen how it works and we have some coming from startup companies, um, I kinda realize like "oh, it's really not that scary". Like it is a risk of course, but you are still young and like, yeah you can bounce back. And some have come and said like their failures, like I tried this and that didn't work, and you realize that well he hasn't died yet so (laughs) he seems to be fine (laughs) (S021)

Listening to others recount their experiences provided potential entrepreneurs with tangible examples that were more convincing and easier for them to relate with.

Table 7.5: Main themes identified amongst practicing WE

Impact of EP	Bona fide (2)	Missionary (2)	Solution seeker (3)	Transition (1)	Mixed (4)
Change in attitude	Need to take charge	Takes risks, more daring, more aggressive; being alert to opportunities; being creative/innovative	Increased confidence; hard work and perseverance	Being creative/innovative; increased confidence; become more entrepreneurial, desire to grow; guest speakers - perseverance; more passionate; starting small	
Mentorship & coaching	Business coaching from mentor	Business coaching from mentor		Business coaching from mentor	
Increased awareness		Business regulatory compliance		Business regulatory compliance	Business regulatory compliance; knowledge about social ventures; benefit of networks
Social networks	Education allows one to form networks	Comfort from others' stories; forming networks	Forming networks		Forming networks; idea exchange; learn from others' experiences;
Skills training	Employee contracts; managing employees; increased business knowledge; keeping records; customer service; marketing; separating	Business modeling; Valuing products	Customer service; build competitive advantage; keeping records; paying own salary; advertising on social media; time management; marketing; registering business	Build competitive advantage; learnt focus and commitment; marketing	Valuing one's product; managing employees; running one's business; differentiating clients and beneficiaries; keeping records; writing business plan; build

Impact of EP	Bona fide (2)	Missionary (2)	Solution seeker (3)	Transition (1)	Mixed (4)
ing personal and business	writing business plan; financial records; doing business more professionally; having a goal; separating business and personal finances; business plan			competitive advantage; dealing with employees; doing business professionally; separating business and personal; leadership; marketing	

EP = entrepreneurship programs; Number in brackets represent number of WE in each category

Table 7.6: Main themes identified amongst the potential WE

Impact of EP	Bona fide (2)	Missionary (1)	Self-actualizer (5)	Solution seeker (2)	Mixed (3)
Change in attitude	Everyone has same potential		Learn to take up more space; need to be passionate, motivated, and develop mindset; entrepreneurship as less scary; knowledge creates barriers to start-up; more positive attitude; focus on safety; types of entrepreneurs	Changing mind set; open to entrepreneurship; Guest lectures -reality check; more alert to possibilities	
Increased awareness	Knowledge about social ventures			Insight into business world; different types of entrepreneurs; overview of industry	Understanding regulatory practices Access to information; importance of efficiency and innovation;

Impact of EP	Bona fide (2)	Missionary (1)	Self-actualizer (5)	Solution seeker (2)	Mixed (3)
Social net-works	Forming networks; Importance of net-works	Forming networks; Inspiration from others	Forming networks;	Forming networks	Forming networks
Skills training	More focus; applying knowledge; prepara-tion for life science and entrepreneurship; problem solving; team work	Marketing skills	Presentation skills; team work; writing business plan; pitching; executing business idea; social skills; financial skills; accessing funds; time management; product development; project management; market-ing skills	Presentation skills; Idea implementation; pitching; writing research papers; business competitions; knowledge about business; marketing skills; reflexive learning	Communication skills; business model can-vas; market analysis; team work; financial aspects; project management; time management; product development; pitching

EP = entrepreneurship programs; Number in brackets represent number of WE in each category

Another common theme mentioned was the increased confidence that participants felt after attending the programs. Most participants expressed greater confidence in participating to entrepreneurship workshops and events, as well as in the way they conducted their businesses.

Yeah, I can say the course has helped me to...has been a great eye opener to me. I can now...at least I know how to do business more professionally, not like just guesswork. Sometimes someone tells you this and you are not sure if this is the way you are supposed to approach business and those kind of things... (D011)

But the program was very nice, I learnt a lot. Because nowadays I have even the confidence of going to this mentor thing...I mean entrepreneurship speakers. When I heard that someone is talking about this, I have to go...before I was just watching (D019)

Similar to the findings on the impact of business incubators (Marlow & McAdam, 2015), the entrepreneurship programs can be viewed as providing a “stamp of approval” or increased legitimacy that changed the women’s perceptions about their entrepreneurial identities.

However, while the positive impact of the programs was acknowledged, for some potential entrepreneurs, entrepreneurship was still viewed as too risky to venture into at the moment.

The program probably makes me believe or convinced me that I actually have the skill set to become a business woman, even though I'm a scientist (laughs)...but it's also not my personality so...I think I am too um, worried about safety, so...and I think I need to settle a little before I go into the next um, risky situation (S029)

7.3.2. Increased Awareness

Another benefit of the program was the increased knowledge gained by participants. For the practicing women entrepreneurs, this was mainly with regards to the business regulatory requirements.

Even how to...the importance of paying taxes, yes, and I'm glad that I did that. Right now I'm paying taxes, and yeah...other issues in regulations. And

so far I submitted my documents for the barcode, so as to get my barcode to the businesses, yes. Yeah it teaches me a lot and now I'm aware of the important things (D019)

Yeah, we had a person from [firm] coming to tell us about their services and stuff. So we sat for two hours...if you are gonna look it up later...and so I've had...I've talked to them, I've been in meetings with them and stuff afterwards, and they've helped me to come up...to work out this...[company form]...yeah, so they've been good support (S001).

For the potential women entrepreneurs, the programs allowed them to broaden their perspectives regarding the different types of entrepreneurship and characteristics of entrepreneurs.

Before I thought that that it's [being an entrepreneur] only like outgoing persons, I guess more the personality, but now I've realized that it's also something you learn (S024)

Yeah, I would say like the things I know about entrepreneurship, like social entrepreneurship at least is from this course. (S007)

7.3.3. Mentorship and Coaching

The practicing women entrepreneurs also highlighted the benefit of having a mentor or business coach. Participants felt that they made progress with their business ventures due to the personalized attention received from their mentors or business coaches.

And for mentoring, because there you get more hands-on discussion about what I'm doing...focus on me, and coaching...well that's always good (S002)

My mentor, and um...and just to have this...it's nice just to have...to force yourself to express your idea to other people...to take time for yourself and just focus on your idea (S008)

The mentors can be viewed as providing an additional support network for practicing entrepreneurs, and especially for those in the initial stages. Busi-

ness coaches are also viewed as motivating participants to reach for the next level - either in terms of growth or performance - with their ventures.

And having a business coach...I would give him all my fortune because I become 100% better when I leave our meetings. He helps me to get to the next level. (S009)

7.3.4. Social Networks

Networks were also viewed as an important benefit of participating to entrepreneurship programs. This was not only due to the connections that the organizers of such programs were able to provide, but also the networks that were formed amongst the participants themselves.

I think that is a big gap; if you are educated you also have the network... because whenever you are seeking education, you will meet with people with different thoughts, different conversations, different ideas...so if you meet with them your mind will also change. (D009)

I would say the networks, partly a new network of people within a different field to me, I haven't been in social entrepreneurship before, so a new network of people that are dedicated and really serious about what they are doing. Um...so it's access to that network and...yeah (S010)

Well the network is good because there are other people who are engaged in social change and that you know, you get inspired by each other and I also think that we can help each other in different ways, we have different contacts and we can help each other (S002)

The network allowed for the exchange of ideas, and was a source of inspiration for the entrepreneurs. In addition, the entrepreneurs were able to support each other either through sharing experiences or by accessing each other's networks.

7.3.5. Skills Training

The practical skills gained through the programs were another common theme. The practicing entrepreneurs benefited from skills related to manag-

ing their businesses e.g. financial skills, record keeping, marketing, etc. The potential entrepreneurs cited similar skills, and also included skills such as writing business plans, pitching, communication skills, teamwork, and project management.

Financing also (sighs) I didn't even know how to do the calculation on how you have to pay yourself. I didn't know if I have to pay myself. I always pay money from my business, yeah. And I didn't know if I also have to pay salary for myself, so I learnt through the course that you have to pay yourself... (D010)

Yeah, my problem was that I did not have records, but otherwise I think if I have records there is no problem to prepare the financial records (D014)

Knowledge about business modeling and presentation skills were also viewed as being beneficial for participants...but it's a "toolbox on business modeling" that's what it's called... It's a super good book and basically it sums up 3 1/2 years of a business school. (laughs) (S001)

I think I've learned how to like, represent myself, um, not like personally but what do I sell, like be more selling. Because I've always focused more on my voluntary work, more focused on problems... (S007)

The skills developed and knowledge gained through the entrepreneurship programs increased the women entrepreneurs' confidence in their ability to run their ventures. Participating to the programs thus allowed the women entrepreneurs to experience greater self-efficacy and legitimacy in running their ventures.

7.3.6. Summary of Findings – Research Question 3

In addressing the third research question, I find that overall entrepreneurship programs seem to have a positive impact on participants. However, while all the different categories in the subset of practicing women entrepreneurs (i.e. *bona fide*, *missionary*, *solution seeker*, *transition* and *mixed*) valued the skills gained and social networks formed during the programs, those in the *solution seeker*, *transition* and *mixed* categories seemed to experience more changes in their perceptions and attitudes. A similar finding is observed in

the subset of potential women entrepreneurs. I find that out of the different categories included in the subset (i.e. *bona fide*, *missionary*, *self-actualizer*, *solution seeker* and *mixed*), it is those classified in the *self-actualizer* category that seem to perceive greater benefits from changes in attitude and views regarding entrepreneurship.

In the next chapter, the study's overall discussion, main contributions to theory, and implications are discussed.

Chapter 8

Discussion, Implications and Conclusion

The overall research objective of this dissertation was to *understand women's perceptions of their entrepreneurial identities in two different socio-cultural contexts*. In order to achieve this objective, three research questions were addressed. The first research question looked at how women perceived their entrepreneurial identity in relation to their self-identity. The second question analyzed the influence of the socio-cultural context on women's perceptions of their entrepreneurial identities, while the third looked at the role of entrepreneurship programs in influencing women's perceptions of their entrepreneurial identities. A multiple case study design was adopted in this study, and the data analysis was based on in-depth interviews held with women entrepreneurs located in Sweden and Tanzania. In this chapter, I present the overall discussion, the study's main contributions, implications for policy and practice, as well as highlight areas for future research.

8.1. Discussion

The overall discussion is based on the three research questions addressed. The first section discusses women's perceptions of their entrepreneurial identities, while the second and third sections focus on the influence of contextual factors and entrepreneurship programs respectively. The last section describes the proposed conceptual model.

8.1.1. Identity Centrality and Women's Perceptions

In order to address the first research question, I analyzed a) how women at different stages of the entrepreneurial process perceived their entrepreneurial identities based on their motivations, b) whether the entrepreneurial identity was perceived as central or peripheral to their self-identity, and c) how these perceptions influenced individual agency. The study finds that women's individual agency is related to the entrepreneurial identity hierarchy and the type of triggers leading to their entrepreneurial identity activation.

Based on the women entrepreneurs' social motivations, a typology of women entrepreneurial identities is developed; namely *solution seeker*, *self-actualizer*, *bona fide*, *missionary*, *informed*, and *transition entrepreneur* categories. However, I also find that these categories are not mutually exclusive as some of the women entrepreneurs can be classified under more than one category i.e. *mixed entrepreneur* category. This points to entrepreneurs' multiple identities (Obrecht, 2011), as well as the dynamic nature of the identity construction process, which can be influenced by the founder's stage in the entrepreneurial process or socio-cultural context.

Similar to the study by Yitshaki and Kropp (2016), I find that the entrepreneurial identity can be perceived as being central or peripheral to the woman entrepreneur's self-identity. Women entrepreneurs classified in the *solution seeker* and *self-actualizer* categories perceived their entrepreneurial identity as peripheral to their self-identity. However while identity activation is externally triggered for *solution seekers*, it is viewed as internally triggered for the *self-actualizer* category. The entrepreneurial identity is activated primarily when entrepreneurship is viewed as providing a solution to a specific need. These findings are in line with previous studies (Fayolle, Linan & Moriano, 2014; Ljunggren & Kolvereid, 1996), which show that similar to the *self-actualizer* category, women entrepreneurs tend to be motivated by personal values like need for creativity, autonomy, independence, etc. Studies also show that many entrepreneurs are motivated by necessity factors (Orhan & Scott, 2001), which is the case for many of the entrepreneurs in the *solution seeker* category.

Women entrepreneurs who perceive their entrepreneurial identity as central to their self-identity are classified in the *bona fide* entrepreneur cate-

gory. Identity activation is internally triggered, and individual agency is observed as entrepreneurs seek to remain authentic or true to their self-identity (Lewis, 2013). These findings are in line with the study by Murnieks et al. (2014), which indicates that those who hold the entrepreneurial identity as central are more likely to exhibit passion, self-efficacy and entrepreneurial behavior. The entrepreneurs in this category could also be described as being *driven, proactive, risk takers, and assertive*, which are similar to the masculine traits mainly associated with the male entrepreneur archetype (Ahl, 2006; Smith, 2010).

The *missionary* category is based on women entrepreneurs who are mainly driven by the desire to change or make an impact on society (Fauchart & Gruber, 2011). For this category, the entrepreneurial identity is perceived as peripheral to the self-identity, and identity activation will mainly be influenced by external social and environmental factors. Individual agency will be observed whenever entrepreneurship is viewed as providing a means with which to make a social impact. Social entrepreneurs would largely be classified in this category (Yitshaki & Kropp, 2016).

The women entrepreneurs classified in the *informed* category can view their entrepreneurial identity as either central or peripheral to their self-identity based on the founder type. While potential founders are likely to view their entrepreneurial identity as peripheral, established founders who have been involved in entrepreneurship over a longer period of time, could view their entrepreneurial identity as more central to their self-identity. Identity activation is externally triggered, with individual agency observed in the founder's pursuit of opportunities identified in their area of expertise. The entrepreneurs in this category could also be viewed as seeking to build organizations (e.g. S015, D005), which is similar to the 'organization builder' trait assigned to male entrepreneurs in previous studies (Ljunggren & Kolvereid, 1996).

For the *transition* category, the entrepreneurial identity is perceived as peripheral to the self-identity, with identity activation being triggered by partly internal and external factors. For this category, transition into the entrepreneurial identity is likely to be observed when the entrepreneurial activity gains legitimacy and is perceived as a feasible option (Demetry, 2017). However, for the women entrepreneurs in the *mixed* category, the

entrepreneurial identity hierarchy and identity activation will depend on the combination of categories in which a founder is classified.

Overall, the study finds that for the *solution seeker*, *self-actualizer*, *missionary* and *transition* categories entrepreneurship is perceived as a means to achieve a specific goal, while for the *informed* and *bona fide* categories, entrepreneurship is perceived as an end in itself.

8.1.2. Influence of Contextual Factors on Women's Perceptions

In order to do address the second research question, I analyzed a) the women entrepreneur categories classified by socio-cultural context, b) the influence of the social in-group on women's perceptions, and c) the influence of gender role ideologies (social-identities) on their perceptions. The study finds that the socio-cultural context has an influence on the categories of women entrepreneurs likely to be prevalent in a specific context by influencing entrepreneurs' motivations.

While no major differences are found with regard to the *bona fide* and *informed* categories in the two contexts, *missionary* and *self-actualizer* entrepreneurs were mainly found in the Swedish context, while *solution seeker* entrepreneurs were primarily present in the Tanzanian context. As the entrepreneurs in first two categories are driven either by the need for authenticity or the need to take advantage of opportunities identified in their area of expertise, it is likely that they are less influenced by the wider socio-cultural context. The differences in the latter categories can be partly attributed to either economic or demographic factors. The entrepreneurs in the Sweden tend to be younger, and include potential entrepreneurs, while those in Tanzania are older and composed mainly of established entrepreneurs. The perceptions of entrepreneurs in Sweden are therefore more likely to be influenced by the wider societal perceptions regarding the entrepreneurship phenomenon and its feasibility and desirability (Dabic et al., 2012). The difference in socio-economic levels also influences the entrepreneurs' motivations, with entrepreneurs in Tanzania being more concerned with seeking financial resources. However, these entrepreneurs not only start ventures as a source of income, but also as a source of capital for future ventures.

With regard to the social in-group, the study finds that family, relatives and peers play a role in influencing women's perceptions. In both contexts, women entrepreneurs classified in the *solution seeker*, *self-actualizer*, *missionary*, and *mixed* categories perceived greater support from their social in-group. This was especially the case where the social in-group was currently involved, or had prior experience, in running a business. As the women entrepreneurs in the Tanzanian context were more likely to grow up in an entrepreneurial setting, they are also more likely to perceive entrepreneurship as a feasible option. However, while social in-group support was generally perceived as important, for the *bona fide* category, a lack of support seemed to have less influence on the women entrepreneurs' perception of their entrepreneurial identities (e.g. D002, D020, S008).

Considering the social-identities, I build on the study by Garcia and Welter's (2013) findings concerning women's perception of womanhood and gender roles. I find that cultural norms play a role in influencing women's expectations about gender roles, which in turn influences whether or not women perceive conflict between womanhood and entrepreneurship. While the women entrepreneurs in Tanzania seemed to expect the gender role differences in both the family setting and work place, they only seemed to perceive conflict primarily in the business setting. Similarly, the women entrepreneurs in Sweden perceived conflict mainly in the business setting and particularly with regard to the venture capital sector. I argue that this could be due to the fact that women are more involved in identity work (Watson, 2009) in the business setting, where they are still portrayed as "the other" due to limited social legitimacy and representation. Previous studies have shown that gender makes an important difference when it comes to the amount of capital raised to develop new businesses (Alsos, Isaksen & Ljunggren, 2006).

However, in both contexts, the 'entrepreneur' identity is perceived as being driven mainly by intrinsic motives and having a positive outlook. Even though some of the descriptions (*risk taker*, *innovative*, *persistent*, *determined*, *daring*) could be viewed as masculine, findings also suggest that in both contexts, the women entrepreneurs' perceptions are a reflection of their own motivations for engaging in entrepreneurial activity. These findings could be as a result of the globalization process and the role of the

media in influencing societal perceptions (Radu & Redien-Collot, 2008) regarding the entrepreneur social-identity in different socio-cultural contexts.

8.1.3. Influence of Entrepreneurship Programs on Women's Perceptions

In order to address the third research question, the study focused on analyzing what participants perceived as most useful from their trainings and whether they perceived any changes in their views regarding entrepreneurship. Overall, the study's findings suggest that such programs do have a positive effect on women's perceptions of their entrepreneurial identities.

Similar to previous studies (Bauer, 2011; Peterman & Kennedy, 2003) I find that the programs increase participants' confidence and self-efficacy, through the skills they acquire, while also acting as a legitimization tool (Marlow & McAdam, 2015) for their further engagement in entrepreneurial activities. The importance of mentors and business coaches is also highlighted, as is the networks that are formed amongst program participants. However, the study also finds that women entrepreneurs (both potential and practicing) classified in the *solution seeker*, *transition*, *self-actualizer* and *mixed* categories seemed to benefit more from changes in their perceptions and attitudes compared to those classified in the *bona fide* and *missionary* categories.

Entrepreneurship programs can therefore be viewed as playing a role in influencing women's perception of the 'entrepreneur' identity, but also providing a space where participants can identify with the social category of entrepreneurs through their connections with other like-minded individuals (Smith & Woodworth, 2012).

8.1.4. Conceptual Model of Women's Perceptions

This study incorporates the individual level (woman entrepreneur) and the context level (socio-cultural context) in its analysis. The principal unit of analysis was the interaction between the individual entrepreneur and the socio-cultural context. Based on the analysis of a) the *internal aspects of the entrepreneurial identity* (perception of entrepreneurial identity in relation to the self-identity), b) the *antecedental aspects of the entrepreneurial identity* (influence of social in-group) and c) the *external aspects of the entrepreneurial identity* (influ-

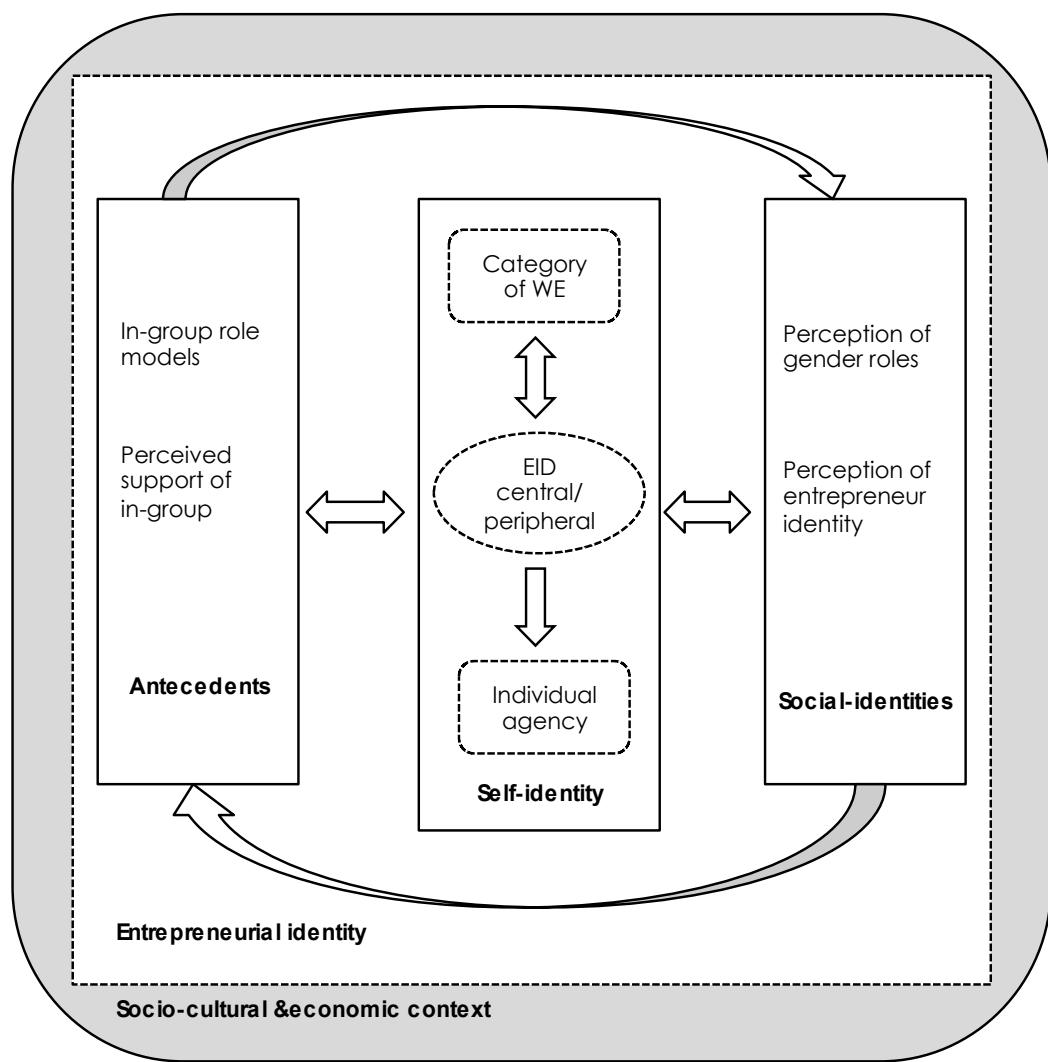
ence of social-identities), I propose a conceptual model of women's perceptions of their entrepreneurial identities presented in Figure 8.1 below.

For women entrepreneurs classified in the *solution seeker*, *self-actualizer*, *transition* and *mixed* categories, both the social in-group and social-identities can be viewed as influencing their perceptions. The perceived level of support from their social in-group, the societal perceptions, and attitudes regarding entrepreneurship, as well as the existing economic situation, is likely to influence their engagement in entrepreneurial activities.

Entrepreneurs classified in the *bona fide* category are likely to be mainly influenced by individual agency as they seek to remain true or authentic to their self-identity. Those classified in the *missionary* category will also be primarily influenced by their individual agency, even though their activities are likely to be conducted in collaboration with their social in-group. In addition, the socio-economic context would also have a greater influence on those in the *missionary* category compared to those in the *bona fide* category.

For entrepreneurs classified in the *informed* category, the social in-group is likely to have a greater influence on their perceptions. This is because the social-in group can be viewed as having a direct (or sometimes indirect) impact on their level and type of education, practical experience and work experience that subsequently will influence this category's identification of entrepreneurial opportunities.

Figure 8.1: Conceptual model - Women's perceptions of their entrepreneurial identities



(Source: Author's own illustration)

8.2. Contributions to Theory

This study makes the following contributions to research on entrepreneurial identities. First, the typology of women entrepreneurial identities builds on previous studies on founder typologies (e.g. Fauchart & Gruber, 2011;

Powell & Baker, 2014). The women entrepreneurial identity categories highlight the complexity of the identity construction process. Whether women entrepreneurs perceive their entrepreneurial identity as central or peripheral to their self-identity plays a part in influencing their perceptions about entrepreneurship, and their individual agency. The study's findings contributes to our limited knowledge of the role of founder's desire for 'authenticity' (Powell & Baker, 2014), as well as on the interactive process between individual agency and structure (Garcia & Welter, 2013; Watson, 2009).

Second, the study builds on previous research indicating the importance of the social in-group in influencing individual's entrepreneurial intentions and identities (Bjursell & Melin, 2011; Bullough et al., 2014; Falck et al., 2012). Previous studies have also suggested that women tend to seek social support before entering the business formation process (Ljunggren & Kolvereid, 1996). However, the findings of this study suggest that the level of influence by the social in-group will vary depending on women entrepreneur's perception of their entrepreneurial identities. Similar findings are made with regard to the influence of social-identities on women's perceptions.

Third, by carrying out its analysis on women entrepreneurs from two different socio-cultural contexts the study contributes to the limited research analyzing the importance of the socio-cultural context for entrepreneurial identities (Ashe & Treanor, 2011). By comparing women's perceptions of their entrepreneurial identities in the developed and developing countries context, the findings of this study highlight the fact that entrepreneurs' perceptions regarding their entrepreneurial identities are more nuanced and complex than the prevalent discourse in academic literature on 'necessity' versus 'opportunity' entrepreneurs. Furthermore, entrepreneurial identities and categorizations should be viewed as multiple and dynamic rather than as static and stereotypical.

Fourth, the study contributes to the limited research on the role of entrepreneurship programs in influencing entrepreneurial identities (Donnellon et al., 2014; Nabi et al., 2017). While the study's findings indicate that such programs have a positive impact on women's perceptions of their en-

trepreneurial identities, they also suggest that the type of impact varies depending on their categories.

8.3. Implications for Policy and Practice

The findings highlight the fact that policy makers and educators need to consider the heterogeneity of women entrepreneurs, and especially with regard to their entrepreneurial identities. Looking at the typology of women's entrepreneurial identities, I find that all the different categories of women entrepreneurs are likely to benefit from entrepreneurship programs that provide skills training, mentorship or coaching, and a forum for entrepreneurs to form social networks.

However, findings also suggest that entrepreneurs classified in the *bona fide* and *missionary* category are least likely to benefit from general entrepreneurship programs that aim at increasing general knowledge and awareness about entrepreneurship. Such programs seem to be more beneficial for entrepreneurs in the *solution seeker*, *self-actualizer*, *transition* and *mixed* categories, as they would be useful for increasing their self-efficacy and influencing their perceptions regarding their entrepreneurial identity.

Taking the above into account, educators should therefore pay more attention to the complexity and multi-dimensionality of the entrepreneur identity when developing and teaching entrepreneurship programs (e.g. in selection of case studies, invitation of guest speakers, etc.). Entrepreneurship programs not only provide skills training, but also influence participants' entrepreneurial identities (Donnellon et al., 2014). Ensuring more diverse discourses of entrepreneurship and the 'entrepreneur' should also have a positive impact on potential entrepreneurs' perceptions of the feasibility and desirability of the phenomenon and in their identification as entrepreneurs.

Similarly, policy makers should ensure that promotional initiatives e.g. media portrayals, promotional campaigns etc. are tailored towards the diverse group of women entrepreneurs. The study findings suggest that while there are initiatives aimed at potential entrepreneurs seeking to start new ventures, those aimed at funding women entrepreneurs seeking to grow their firms are still limited. The diversity of women's entrepreneurial identi-

ties should also be considered when carrying out evaluations or assessments of the impact of entrepreneurship programs.

8.4. Limitations and Areas for Future Research

As in previous studies, this study has some limitations. One limitation is the possibility of hindsight bias that occurs when respondents recall past experiences and attempt to reconstruct their stories in a way that makes sense to them (Garcia & Welter, 2013). I also recognize the fact that respondents' narratives may have been influenced by my presence as their 'audience' (Bjursell & Melin, 2011). Another limitation is the fact that a group of the women entrepreneurs identified in Sweden were part of a training program focused on social entrepreneurship. The possible self-selection bias may have resulted in greater number of entrepreneurs classified in the *missionary* category within the Swedish context.

In addition, the study was not able to carry out a direct comparison of the influence of entrepreneurship programs in the two contexts. This was due to the fact, while entrepreneurship programs in Stockholm had both practicing and potential women entrepreneurs enrolled, those in Dar-es-Salaam focused mainly on practicing women entrepreneurs. Future studies comparing similar entrepreneurship programs in different contexts would be able to build on this study's findings. Furthermore, additional comparisons could be made on the influence of academic versus training based programs on women's perceptions.

The current study is also based on a relatively small sample of women entrepreneurs in two different contexts. A large-scale survey could be carried out in the future in order to assess the generalizability of the current findings. Future longitudinal studies would also enable us to gain a better understanding of the dynamic identity construction process, as well as the contextual factors influencing the process over time. Moreover, given that entrepreneurship is a gendered phenomenon, further research could also be carried out on the identity construction process of male entrepreneurs in diverse contexts.

8.5. Conclusion

The findings of this study contribute to our knowledge of women's perceptions of their entrepreneurial identities. First, the study highlights the multi-dimensionality of women's entrepreneurial identities. Second the study shows how women's perceptions of their entrepreneurial identity as central or peripheral to their self-identity, influences their individual agency. Lastly, the study contributes to our understanding about the influence of contextual factors (social in-group and social-identities), as well as entrepreneurship programs on women's perceptions of their entrepreneurial identities.

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Appendix 1

Table A3.1: List of articles on entrepreneurial identities

Authors (Year)	Theories/ concepts	Method	Key Findings
Theme: Context and identity			
Dodd & Hynes (2012)	Institutional theory	Survey; semi-structured interviews; metaphor analysis	<p>1) Regional context can be seen as developing local narratives of entrepreneurial identities and careers.</p> <p>2) Entrepreneurship is differently constructed, and offers different futures to young learners from divergent regional contexts.</p> <p>3) Entrepreneurship is differently constructed, and offers different futures to young learners from divergent regional contexts.</p>
Berglund, Gaddefors & Lindgren (2016)	Identity work; concept of positionality	Ethnography - shadowing, interviews	<p>1) Rural change was conditioned by discourses of how entrepreneurship challenged and reframed dominating structures through interaction between entrepreneurship and community.</p> <p>2) Four discourses illustrate the interactive process of positioning: change vs. traditions, rational vs. irrational, spectacular vs. mundane and individual vs. collective.</p> <p>3) The entrepreneur was not the agent in the sense depicted in mainstream discourse, but someone who upset the status quo.</p>
Petterson & Cassel (2014)	Doing gender perspective	In depth interviews	<p>1) Women build their entrepreneurship and develop some of their products on an image of rural domesticity, including a representation of themselves as traditional farmwomen.</p> <p>2) At the same time they are changing how gender is done through identifying as entrepreneurs and changing the use of the farms.</p>
Marlow & Mcadam (2015)	Concept of identity work; concept of legitimacy	Semi structured interviews; Observations	<p>1) Identify three themes i.e. identity and identity work (enacted as a gendered performance in the context of technology entrepreneurship); business incubation (as a legitimizing device); and dress and space (coded interpretations of fit)</p> <p>2) The gendered interplay observed within the incubator environment</p>

Authors (Year)	Theories/ concepts	Method	Key Findings
Nadin (2007)	Post structuralist perspective	Semi structured interviews; discourse analysis	illustrates how institutionally embedded notions of gender shape and influence entrepreneurial identity work, options, and processes. 1) Participants silence the entrepreneur identity (associated with profit making) and embrace the female identity to gain legitimacy. 2) The plurality of positioning and the potential contradictions (e.g. between "boss" and "friend"), is reconciled by constantly sliding between the two identities in order to have legitimacy
Lewis (2015)	Entrepreneurial leadership; concept of identity work	Interviews	1) GF built her entrepreneur and leader identities synergistically, and inseparably, because that is how she conceives of them; each an embodiment of the successful performance of the other. 2) GF's identity work was minimal in a relative sense, and its dominant characteristic was its gender neutral and bounded focus.
Kovalainen & Österberg-Högstedt (2013)	Intersectionality theory	Interviews; Survey	1) The professional identity is constructed out of their education and work experience while entrepreneurship provides the framework for practicing one's occupation. 2) Growth in the entrepreneurial identity does not have to be at the expense of the ideology of care or the gender position but the challenge and the attraction of being an entrepreneur are found in combining care, female roles and entrepreneurship. 3) In strong professions, professional identity provides the sense of belonging and being an entrepreneur provides the sense of distinctiveness, while in weaker professions, the entrepreneurial identity might provide the sense of belonging.
Orser, Elliott & Leck (2011)	Role identity theory; gender role stereotypes	Semi-structured interviews	1) Little empirical convergence between the self-image of the feminist business owners and either feminine/masculine nomenclatures employed in the literature or sex-role stereotypes. 2) Prevalent themes included participative leadership, action-oriented, and creative thinker/problem solver. 3) Respondents associated risk with resourcefulness, independence,

Authors (Year)	Theories/ concepts	Method	Key Findings
			and not being afraid to make mistakes.
	Theme: Discursive practices		
Watson (2009)	Identity work concept	Ethnographic case study	<ul style="list-style-type: none"> 1) Identity work is a relational or dialogic activity - it is not something done outside dialogue and negotiation and contestation with others 2) Identity work is as much about people defining "who they are" as about identifying "who they are" 3) Entrepreneurial actors draw on variety of discursive resources and institutionalized myths in their identity work
Johansson (2004)	Narrative theory	Conceptual	<ul style="list-style-type: none"> 1) The life story approach offers a good ground of a rich, and colorful understanding of how individual entrepreneurs are motivated 2) Storytelling is closely related to how the entrepreneur makes sense of what s/he does. 3) Illustrates how storytelling and story making can be used metaphorically to conceptualize entrepreneurship.
Downing (2005)	Narrative and dramatic processes	Conceptual	<ul style="list-style-type: none"> 1) The SENSE framework is a way of understanding regular patterns of interaction amongst entrepreneurs and stakeholders that jointly produce entrepreneurial identities and organizations. 2) Storylines are emotionally resonant stories that are remembered and repeated. 3) Employment is a largely unconscious process of iteratively 'fitting' aspects of storylines into tacit plots with an expected pattern and conclusion. 4) Narrative structuring is the process by which plots are developed by elaborating and contextualizing the structure.
Anderson & Warren (2011)	Identity work concept	Discourse analysis	<ul style="list-style-type: none"> 1) Show how entrepreneurial role expectations are socially constructed from the entrepreneurial discourse. 2) The entrepreneurial identity label is sufficiently malleable to allow practicing entrepreneurs to build their own individualized identity. 3) Show how discourse can be put to work, and can become a strategy

Authors (Year)	Theories/ concepts	Method	Key Findings
Lewis (2013)	Concept of authenticity; identity work	Interviews	<p>gic tool in skilled hands.</p> <p>1) Women do business and do gender by moving between the feminine discourse of difference and the masculine discourse of professionalism.</p> <p>2) They highlight their femaleness through their rejection of the masculine by placing an emphasis on intimacy and seeking a work-life balance.</p> <p>3) They use a discourse of masculinity i.e. professionalism to secure an authentic entrepreneurial identity, which is also perceived as legitimate by others.</p>
Shepherd & Haynie (2009a)	Optimal distinctiveness theory	Conceptual	<p>Theme: Distinctiveness and identity</p> <p>1) Entrepreneurs who maintain a single identity will have lower psychological well-being than entrepreneurs who also maintain micro-identities that confer belonging.</p> <p>2) Entrepreneurs who pursue a compartmentalization strategy increase psychological well-being when identity boundaries are strong.</p> <p>3) Entrepreneurs with greater integration of identities when synergies are high and boundaries weak have higher psychological well-being than any other combination.</p>
Navis & Glynn (2011)	Founder identity; legitimacy	Conceptual	<p>Theme: Ethnicity and identity</p> <p>1) In an established market category equivocal cues stem from variants in the business concept that make it distinctive within the category, while in a new market cues will stem from the novelty of the business concept that makes it distinctive from other market categories.</p> <p>2) A new venture is more likely to be perceived as plausible by investors when sense making about the entrepreneurial identity reduces equivocality about distinctiveness and primes institutional expectations of legitimacy.</p>
Essers, Benschop & Dooreward (2010)	Intersectionality theory; female ethnicity	Narrative interviews	<p>1) Female ethnicity helps us understand the situated and culturally accomplished identities of female immigrant entrepreneurs through inter-</p>

Authors (Year)	Theories/ concepts	Method	Key Findings
	nicity concept		laced processes of gender and ethnicity in their coping strategies. 2) Coping strategies help them to be entrepreneurs and, simultaneously, to deal with experiences of oppression and exclusion often related to gender and ethnicity.
Essers & Tedmanson (2014)	Postcolonial feminist theory	In-depth interviews	1) Their stories demonstrate their agency in the face of being Otherized, as well as their internalization of dominant discourses and enactment also of their own processes of Othering. 2) We see mechanisms utilized to un-Other themselves from within a Western context, yet also how they differentiate themselves from their Turkish counterparts, while seeking entrepreneurial legitimization.
Theme: Family business			
Hamilton (2006)	Sociological and cultural perspectives	Interviews	1) Although they may not be presented as owner-managers nevertheless women may take powerful leadership roles in founding and establishing the family business. 2) Female kin may collaborate in the production of the male entrepreneurial identity but at the same time they challenge patriarchal power.
Shepherd & Haynie (2009b)	Identity control theory; social identity theory	Conceptual	1) Family and the business identities are subsumed within a meta-identity 2) Identity conflict, and the resolution of identity conflict within the structure of the family, serves as the primary input to the meta-identity. 3) As the family and the business grow together and become organizationally complex, the family business will rely more heavily on the meta-identity as a systematic means of dealing with identity conflict
Bjursell & Melin (2011)	Identity work concept	Narrative interviews	1) The "Pippi Longstocking" narrative illustrates conscious choices, drive and motivation based on an entrepreneurial identification: the proactive plot. 2) The "Alice in Wonderland" narrative, illustrates women who happen to become entrepreneurs because the family business was there: the reactive plot.

Authors (Year)	Theories/ concepts	Method	Key Findings
Deacon, Harris & Worth (2014)	Gender theory; concept of co-preneurship	In-depth interviews	<p>1) Entrepreneurial identity and roles and responsibilities within a co-preneurial business are shared, complementary, and dependent upon the unique capacities and capitals of each partner.</p> <p>2) While there is evidence of duties that could be stereotypically described as either "men's work or women's work", there was no apparent role tension between the partners.</p>
Smith (2014a)	Sociological theory of matriarchy	Retrospective ethnography	<p>1) The stories of the Matriarchs illustrate how gender differences impact upon entrepreneurial identities and the everyday practicalities of doing business.</p> <p>2) While the male head of the family may be the titular business owner, many privately defer to the Matriarchal voice which acts as a positive driving force in business, binding a family together.</p>
Theme: Founder identities			
Dobrev & Barnett (2005)	Organizational roles	Survey	<p>1) Members are reluctant to leave their organizations to found new ones as their organizations age and grow.</p> <p>2) These constraints have the opposite effect on founders who become more likely to leave as their organization develops</p> <p>3) The serial founder is repeatedly given greater opportunity to engage in entrepreneurship and is repeatedly engaged in an attempt to confirm her founder identity.</p>
Hoang & Gimeno (2010)	Role transition; identity centrality and complexity; role identity theory; symbolic interaction theory	Conceptual	<p>1) Identity centrality and complexity facilitates transitions to the founder role by moderating the negative effect of role novelty and role conflict on the likelihood of exiting a current work role to pursue founding activities.</p> <p>2) Individuals with high centrality are less likely to abandon their efforts in response to negative environmental feedback than those with low centrality.</p>
Fauchart & Gruber (2011)	Social identity theory	Open ended interviews; secondary	<p>1) Founders can be categorized into three "pure" types of founder identity—darwinian, communitarian, and missionary—or to a group of</p>

Authors (Year)	Theories/ concepts	Method	Key Findings
Miller & Le Breton-Miller (2011)	Role identity theory, social identity theory	Database	<p>any data</p> <p>founders with a "hybrid" identity.</p> <p>2) Founders behave in ways that are consistent with their identities and thereby imprint their self-concepts on key dimensions of their emerging firms.</p>
Miller & Le Breton-Miller (2011)	Role identity theory, social identity theory	Database	<p>1) Lone founder owners and CEOs seemed to embrace entrepreneurial identities; their firms exhibited high levels of EO and outperformed.</p> <p>2) Post-founder family owners and CEOs, appeared to embrace identities as family nurturers; their firms had limited EO and constrained performance.</p> <p>3) Family firm founders exhibited blended identities and their firms demonstrated intermediate levels of EO and performance.</p>
Mills & Pawson (2012)	Social identity theory; risk-taking; start-up motivation	Semi-structured interviews; Narrative analysis	<p>1) Identify four narrator styles: The epic saga (hero or heroine); The adventure story (adventurer); Quest for creative expression (creative, inventive and talented person); The evolutionary tale (cautious traveller)</p> <p>2) Enterprise development narratives provide a site for an entrepreneur to socially construct their sense of who they are, what motivates them and how they perceive risk in an integrated and holistic manner</p>
Alsos, Clausen, Hytti & Sølvoll (2016)	Social identity theory; effectuation theory	Interviews; Survey	<p>1) Founders pursue an effectuation approach to new business creation in the presence of higher uncertainty.</p> <p>2) Entrepreneurial identity influences the individual's behavior</p> <p>3) Darwinians and Missionaries engage in causal behavior while Comunitarians engage in effectual behavior</p>
Stinchfield, Nelson & Wood (2013)	None stated	Interviews, Secondary data	<p>1) Identification of five themes i.e. identity, organization of space, integration of materials, sense of limits, and responsiveness to market conditions.</p> <p>2) An entrepreneur's behavior is largely inseparable from, and heavily influenced by, their self-perceived identity.</p> <p>3) Entrepreneurs in the engineering and brokerage categories will achieve higher levels of venture financial performance than those in the</p>

Authors (Year)	Theories/ concepts	Method	Key Findings
Powell & Baker (2014)	Social identity theory; Role identity theory	Multiple interviews, Direct observations, Secondary data	1) Founder's identity structure (incongruent, congruent or singular) shape the definition of the period of adversity, which in turn shapes ideological narratives with stakeholders and firm's strategic response. 2) Founders use their firms as vehicles through which they affirm and defend their identities but also create new roles to express previously suppressed social identities. 3) For some founders a singular identity is salient while for others multiple identities influence how they run their firms.
Sieger, Gruber, Fauchart & Zellweger (2016)	Social identity theory	Survey – GUESS Survey – 2013/14	1) The founder social identity scale is widely applicable across countries 2) Some cultural variations exist that could lead to novel insights on the founder's social identity – firm creation 3) Antecedents of founder social identity are: a) the type of education (b) the gender and (c) the age of the founder. 4) Differences in founder social identities are associated with differences in a) the type of opportunities they exploit, b) the degree of innovativeness of the product or service, c) the type and number of co-founders they associate with, and d) in the causation or effectuation processes
Bruni, Gherardi & Poggio (2004)	Feminist theory of identity	Ethnography (shadowing and interviewing)	Theme: Gendered identities 1) How gender and entrepreneurship are enacted as situated practices and how the codes of a gendered identity are kept, changed and transgressed by constantly sliding between different symbolic spaces. 2) Identify five processes of the symbolic construction of gender and entrepreneurship: managing the dual presence, doing ceremonial and remedial work, boundary-keeping, footing and gender commodification.
Ahl (2007)	Post-structuralist feminist perspective	Narrative analysis	1) The story constructs the entrepreneur as an all-male concept 2) The story legitimizes discriminatory behavior and attitudes towards women

Authors (Year)	Theories/ concepts	Method	Key Findings
Eddleston & Powell (2008)	Gender identity perspective	Survey	<p>3) The story supports women's continued subordination in society</p> <p>1) Gender identity is a better predictor of business owners' career satisfaction than their biological sex.</p> <p>2) Masculinity mediates the relationship between sex and preferences for status-based satisfiers.</p> <p>3) Femininity mediates the relationships between sex and preferences for employee relationship satisfiers and contribution to society satisfiers.</p>
Smith (2009)	Feminist perspective	Content analysis	<p>1) Evidence of the influence of journalistic license on how successful women are portrayed as "Diva's".</p> <p>2) The study adds further credence to the power of male dominated journalistic practices to vilify enterprising behavior to sell newspapers.</p> <p>3) "Diva archetype" is an important addition to the complex archetypal architecture that underpins the behavior of women and therefore, how they may behave as entrepreneurs.</p>
Garcia & Welter (2013)	Role identity theory, gender identity	In-depth interviews	<p>1) Women construct their gender identity either by building on a perceived dissonance between womanhood and entrepreneurship, or by refuting it.</p> <p>2) Women actively manage the conflict by drawing on different practices such as 'doing gender' and 'redoing gender'.</p> <p>3) Women in lower status positions might find 'doing' gender a more complex task than higher status women</p>
Hamilton (2014)	Post-structuralist feminist theory	Conceptual	<p>1) The archetype of the entrepreneur as male is symbolically and materially represented in the media and reproduced and reinforced in entrepreneurship research and presents a barrier for women constructing a social identity</p> <p>2) Proposes a double epistemological shift in narrative and gender, which offers new understandings of entrepreneurial identity constructed socially in relation to others, and shaped by multiple discourses.</p>
Smith (2010)	Institutional theory	Biographical	<p>1) The socially constructed nature of the "city trader" as an entrepreneur</p>

Authors (Year)	Theories/ concepts	Method	Key Findings
	analysis, internet photos		<p>neurial identity is portrayed as being a manly pursuit.</p> <p>2) Acknowledges the power of male dominance in shaping entrepreneurial realities.</p> <p>3) That hegemonic masculinity pervades the practice of entrepreneurship in institutions as well as the theory.</p>
Gherardi (2015)	Concept of positivational identity work	Interviews	<p>1) Entrepreneuring and gendering may be considered as intertwined practices happening at the same time in the same spaces.</p> <p>2) Becoming a female entrepreneur in relation to gender and life issues is illustrated in four ways i.e. as a firm-creator, as a coauthor of a project, as a responsible wife, as a member of the second generation.</p> <p>3) In situated narratives, work and family are not separated but in effect, presented as a single life project.</p>
Smith (2013)	Gender theory; neo-liberal theory	Content analysis	<p>1) The findings indicate that as a recognized gendered local regime Essex-Boy identity manifests itself physically at a conceptual, gendered, geographic, community and cultural level. 2) Semiotically it can be expressed as a legitimate business identity, a criminal identity, a celebrity status, a political identity, as parody, caricature and as metaphor.</p>
Phillips & Knowles (2012)	Concept of performativity	Narrative analysis	<p>1) The article demonstrates that these novels both 'do' and 'undo' gender and business ownership.</p> <p>2) They portray women who are successful in business while displaying culturally accepted norms of femininity but who are set apart from other female characters.</p> <p>3) Their identities as women are, to an extent, undone by their identities as entrepreneurs.</p>
Smith (2014b)	Gender stereotypes; gender identity	Semiotic analysis	<p>1) A conceptual typology of entrepreneurial stereotypes emerged which included the Business Woman; the Matriarch; the Diva; and the Pink-Ghetto Girl.</p> <p>2) The contemporary female-entrepreneur, unlike their male counterparts, is not forced to adopt the persona of the "conforming non-</p>

Authors (Year)	Theories/ concepts	Method	Key Findings
Theme: Mumpreneur identity			
Leung (2011)	Institutional theory; role as resource perspective	Interview, Archival data, media articles	<p>1) A strong identification with their family roles, in particular the role as a mother, leads Japanese women onto the entrepreneurial path.</p> <p>2) A strong gender role identity is also reflected in the identity of the ventures, the products and services provided by these ventures, and their organizational structure and practices.</p>
Duberley & Carrigan (2013)	Concept of mumpreneur; narrative perspective	In-depth interviews	<p>1) Entrepreneurial and motherhood identities could be seen as entwined. The businesses facilitated 'good motherhood' by enabling them to work flexibly and contribute financially.</p> <p>2) Women's identities are bound up in their activities as both mothers and businesspeople.</p> <p>3) Presenting a coherent story about their careers and identity is sometimes a struggle to negotiate conflicting demands.</p>
Ekinsmyth (2014)	Concept of mumpreneur	In-depth interviews; Surveys	<p>1) The differently valued subjects of 'mother', 'worker', 'entrepreneur' and 'mumpreneur' are discursively co-constituted.</p> <p>2) For the poorly rated mother-entrepreneur, academic, policy and everyday business practice discourses need to be challenged.</p> <p>3) The mumpreneur identity currently offers mothers new possibility, and may just initiate positive structural change in discursive and material realms across the coming years.</p>
Lewis, Ho, Harris & Morrison (2016)	Social cognitive theory; role identity theory; mumpreneur	Interviews	<p>1) Life transitions create a role conflict as priorities, motivations and behaviors become oriented to a new identity.</p> <p>2) As role congruence is achieved the entrepreneurs go through a process of developing their new identities as "mumpreneurs" along with developing the business opportunity that would fuel that identity.</p> <p>3) The process of identity development prompts different propositions in relation to opportunity, which profoundly shape opportunity perception.</p>

Authors (Year)	Theories/ concepts	Method	Key Findings
Theme: Passion and identity			
Cardon, Zierisma, Saporito, Brett & Matherne (2005)	Relational metaphors	Conceptual	<p>1) A relational metaphor can provide new insight into our understanding of entrepreneurial activities such as opportunity search, recognition and evaluation, start up and early business development.</p> <p>2) Identify parenting metaphor that can be usefully applied to entrepreneurship research: passion, identification and attachment, nurturing and the importance of context</p>
Cardon, Wincent, Singh & Drnovsek (2009)	Self regulation theory; role identity theory, affect control theory	Conceptual	<p>1) Develop three specific role identities that have distinct characteristics and relate to disparate entrepreneurial outcomes, including opportunity recognition (inventor role), venture creation (founder role), and venture growth (developer role)</p> <p>2) Whether passion remains stable or is "lost" depends on variability in the differing levels of passion entrepreneurs have for different role identities.</p>
Cardon, Gregoire, Stevens & Patel (2013)	Concept of passion; identity centrality	Survey	<p>1) Relationships between EP and relevant outcomes are a function of interactions between intense positive feelings towards activities associated with each domain and the identity centrality of that domain.</p> <p>2) Role of identity centrality as an integral dimension of entrepreneurial passion.</p> <p>3) Contribute a validated set of measures for investigating the antecedents and consequences of EP's dimensions and domains.</p>
Murnieks, Mosakowski & Cardon (2014)	Role identity theory, passion, self-efficacy	Survey - mail	<p>1) Individuals who hold the entrepreneurial identity as more central and important to themselves experience greater levels of passion.</p> <p>2) Entrepreneurs' passion possesses significant ties to entrepreneurial self-efficacy and entrepreneurial behavior.</p>
Yiishaki & Kropf (2016)	Role identity theory, passion	Interviews	<p>1) The relation between passion and identity can be described as a feedback loop where micro-identities and passion reinforce each other.</p> <p>2) For HTEs, passion is composed of a strong challenge to leave a 'fingerprint'. SE passion is characterized more in terms of enthusiasm and a</p>

Authors (Year)	Theories/ concepts	Method	Key Findings
			desire to make a mark. 3) HTEs' identities are central to their self-concept while SEs' identities can be more salient than central.
Huyghe, Knockaert & Obschonka (2016)	Concept of passion, passion orchestra, role identity theory	Survey	1) Researchers with high levels of obsessive scientific passion show greater intentions to engage in the founding of a spin-off company, and lower start-up intentions. 2) This relationship is mediated by individuals' affective organizational commitment.
Theme: Perceptions and aspirations			
Farmer, Yao & Kung-McIntyre (2011)	Role identity theory; Identity aspiration	Survey	1) Congruence between self-perceived attributes and the extent to which those were considered part of the entrepreneur role predicted strength of entrepreneur identity aspiration in the U.S. and Taiwan but not in China. 2) In all three samples, entrepreneur identity aspiration explained additional variance in gestation behaviors with greater variance for discovery than exploitation. 3) Prior start-up experience moderated the relationship between identity aspiration and exploitation behaviors for all three samples.
Pfeifer, Scrljija & Zekic Susac (2016)	Social cognitive career theory; Theory of planned behavior	Survey	1) Students with higher entrepreneurial intentions have higher strength of entrepreneurial identity, higher self-efficacy, and higher entrepreneurial outcome expectation. 2) Personal factors such as gender, minority, and marital status are not related to perception of self-efficacy, but wealthier students have a higher perception of self-efficacy. 3) Identity aspiration is higher for students who have family or own business experiences,
Falck, Heßlich & Luedemann (2012)	Social identity	Survey	1) Having entrepreneurial peers at school has an impact on the development of entrepreneurial intentions in this age group. 2) Provide evidence that entrepreneurial intentions during adolescence

Authors (Year)	Theories/ concepts	Method	Key Findings
Verheul, Uhlener & Thurik (2005)	Social learning theory, self-perception theory	Survey	<p>are indeed a good predictor of actually becoming an entrepreneur.</p> <p>3) Peer influence is stronger in less individualistic countries</p>
Krueger (2007)	Role identity; educational theory; cognitive developmental psychology	Conceptual	<p>1) Entrepreneurial self-image is likely for those reporting business accomplishments such as Founder, Owner or Runner.</p> <p>2) Women are less likely to perceive themselves as entrepreneurs independent of activities undertaken.</p> <p>3) Respondents with a Bachelor's degree and without a business degree are more likely to view themselves as entrepreneurs than those with a Master's or a business degree.</p>
Smith & Woodworth (2012)	Social identity theory; self-categorization theory; concept of self-efficacy	Case studies	<p>1) Need to understand the cognitive structures that reflect the expert mind while considering that heterogeneity of different developmental trajectories</p> <p>2) Understand impact of problem based learning where students are forced to structure the problem and the knowledge and skills.</p> <p>3) Not to take beliefs for granted or as too far removed from human action to be relevant.</p>
Lewis (2016)	Concept of identity capital	In-depth interviews; secondary data	<p>Theme: Social entrepreneur identity</p> <p>1) Help students develop into social entrepreneurs by defining the social category, exposing them to prototypical members, and providing them with opportunities to actively engage in projects that create social value.</p> <p>2) Crises response and student initiated projects have greatest potential to impact on students' identities.</p> <p>1) SJ demonstrated a pattern of historic identity capital/investment that was consistent with the socially entrepreneurial response he made.</p> <p>2) The moral and ethical components to the accumulation of identity capital resources were found especially pertinent to the broader domain of social entrepreneurship.</p>

Table A5.1: Final list of entrepreneurship programs included in the study

SWEDEN (Stockholm)	TANZANIA (Dar-es-Salaam)
<p>Royal Institute of Technology (KTH) Master's program in Entrepreneurship and Innovation Management (12 m)</p> <p>Karolinska Institutet (KI) Master's Program in Bio-entrepreneurship (24m)</p>	<p>University of Dar-es-Salaam Business School (UDBS) Postgraduate Diploma in Entrepreneurship and Enterprise Development (PGDEED) (15 m)</p>
<p>Social Entrepreneurship Forum (SE Forum) SE Woman (approx. 6 m)</p>	<p>University of Dar-es-Salaam Business School (UDBS) Advanced Certificate in Entrepreneurship and Business Management (ACEBM)*</p> <p>Tanzania Women Chamber of Commerce Trainings of women participants organized with SIDO, ILO etc.</p>
<p>Stockholm School of Entrepreneurship (SSES) Core courses (approx. 2 m each) Ideation; Business Model Innovation; Execution; Growth Participants: students from SSE; SU; Konstfack; KI and KTH</p>	<p>Enablis Entrepreneurial Network Training and mentoring of members in bronze, silver and gold categories</p>

Table A5.2: Profile of women entrepreneurs interviewed

Case no	Age	Nationality	Marital status	Founder type	Education level	Sector of venture
Location: Dar-es-Salaam						
D001	54	Tanzanian	Married	Established	Form Four (O levels)	Textile
D002	44	Tanzanian	Married	Established, Serial	Form Four (O levels)	Construction, Furniture
D003	59	Tanzanian	Married	Established	Postgrad diploma	Agribusiness - dairy farm, processing
D004	62	Tanzanian	Married	Established	Postgrad diploma	Agribusiness - food processing
D005	50	Tanzanian	Widow	Established	Certificate	Tourism
D006	60	Tanzanian	Married	Established	Masters	Tourism
D007	57	Tanzanian	Married	Established, Serial	Form Four (O levels)	Textile, Agribusiness
D008	64	Tanzanian	Married	Established	Masters	Agribusiness - food processing
D009	24	Tanzanian	Married	New, Serial	Diploma, Under-grad on-going	Retail - stationery
D010	37	Tanzanian	Married	Nascent	Bachelor	Retail - fashion
D011	55	Tanzanian	Separated	Nascent	Masters	Agribusiness - farming
D012	40	Tanzanian	Married	Established, Serial	Certificate	Agribusiness - poultry
D013	34	Tanzanian	Married	Established, Serial	Diploma	Food industry - bakery
D014	67	Tanzanian	Widow	New	Bachelor	Agribusiness - poultry
D015	42	Tanzanian	Married	New	Form Four (O levels)	Retail - printing, supplies
D016	44	Tanzanian	Married	Established	Certificate	Food industry - catering
D017	64	Tanzanian	Separated	Established	Masters	Agribusiness - food processing
D018	44	Tanzanian	Single	Established, Serial	Adv. certificate	Business consultancy, Retail - printing

Case no	Age	Nationality	Marital status	Founder type	Education level	Sector of venture
D019	35	Tanzanian	Single	Established, Serial	Adv. certificate	Retail – flowers, food supplies
D020	43	Tanzanian	Married	Established, Serial	Diploma	Retail – decorations, supplies
D021	35	Tanzanian	Single	Established, Serial	Masters on-going	Food processing, Horticulture
D022	65	Tanzanian	Widow	Established, Serial	Bachelor	Mining – manufacturing, retail
D023	44	Tanzanian	Single	Established, Serial	Certificate	Agribusiness – poultry
D024	54	Tanzanian	Married	Established, Serial	Diploma	Agribusiness – food processing
D025	58	Tanzanian	Separated	Established, Serial	Certificate	Fashion industry, Food processing
D026	44	Tanzanian	Married	Established	Masters	Community work
D027	39	Tanzanian	Married	New, Serial	Postgrad diploma, Masters on-going	Business consultancy
Location: Stockholm						
S001	34	Swedish	Married	New	Bachelor	Renovation -education
S002	44	Swedish	Married	Nascent	Masters	Publishing children books
S003	29	Swedish/Columbian	Single	Established, Serial	Certificate	Business/ Education consultancy
S004	32	Swedish	Single	Established, Serial	Masters	Educational services
S005	25	Swedish	Single	Intention	Masters	Cosmetics
S006	35	Swedish/Moroccan	Married	New	Certificate	Renovation-education
S007	30	Swedish	Single	Intention	Masters	Community work
S008	30	Swedish	Single	Intention	Bachelor	Business/ Education consultancy
S009	33	Swedish/Somali	Separated	Established	Certificate	Business/ Education consultancy
S010	43	Swedish	Married	Nascent	Masters	Business/ Education consultancy
S011	25	Swedish	Sambo	Intention	Bachelor	Community work
S013	26	Swedish/French	Single	Nascent	Bachelor	Food industry – dairy
S014	30	Swedish	Sambo	New	Masters on-going	Business/ Education consultancy

Case no	Age	Nationality	Marital status	Founder type	Education level	Sector of venture
S015	34	Swedish (Iranian)	Married	Established, Serial	Masters	Cosmetics, Retail - lenses
S016	31	Swedish	Single	Potential	Masters	Business / Education consultancy
S017	35	Swedish	Married	Established	Bachelor	Retail - online footwear
S018	31	Swedish	Single	New	Masters	Business/ Education consultancy (online)
S019	23	Irish	Single	Potential	Bachelor	None
S020	47	Egyptian/Swedish	Married	Potential, previous	Bachelor	Cosmetics
S021	25	Swedish	Single	Potential	Bachelor	None
S022	22	Swedish	Single	Potential	Bachelor	None
S023	23	Finnish	Single	Potential	Bachelor	None
S024	23	Finnish	Sambo	Potential	Bachelor	None
S025	23	German	Single	Potential	Bachelor	None
S026	23	Finnish	Single	Potential	Bachelor	None
S027	25	Brazilian/Swedish	Single	Potential, previous	Bachelor	None
S028	25	Rwandan	Single	Potential	Bachelor	None
S029	24	German	Single	Potential	Bachelor	None
S030	25	Chinese	Single	Potential	Bachelor	None

Note: 1) Cases in Stockholm: Total cases are 29 as Case S012 is excluded from the list; **2) Sambo** = Swedish term for unmarried couples living together; **3) Founder types** are adapted from the GEM definitions i.e. **potential** (sees opportunities or not); **intentional** (has an ideal); **nascent** (has taken steps to start the business, but has not been operational for more than 3 months); **new** (has run the business from 3 to 42 months); **established** (has run the business for more than 42 months); **4) Founder type: New or Established, serial** = new or established founders running more than one business; **Potential, previous** = currently potential founders who have previous experience in doing business

Table A5.3: Semi-structured interview guide for entrepreneurs

<p>Note: With your permission, an audio recording of the interview will be made. All information collected in this interview will be treated as confidential, and results of the study will be presented in aggregate form only.</p>	
<p>Interview date: _____ Time: _____</p> <p>Duration: _____</p>	
<p>A) Personal profile</p> <p>Name: _____</p> <p>Date of Birth: _____</p> <p>Country of Birth: _____</p> <p>Current Nationality: _____</p> <p>Marital Status: _____</p> <p>Number of children and/or dependents: _____</p>	
<p>B) Social/cultural context</p> <p>What is the highest level of education you have completed? _____</p> <p>Which high school/university did you attend? _____</p> <p>What occupation do your parents have? _____</p> <p>What occupation does your spouse/partner have? _____</p>	
<p>C) Previous experience</p> <p>Do you have any previous working experience?</p> <p>In what industry and position, and for how many years?</p> <p>Do you have any previous experience starting your own social/business venture?</p> <p>If yes, how many previous firms and in which industry?</p> <p>Have your parents/family/siblings/immediate relatives ever been self-employed or started their own social/business venture?</p> <p>Do you have any friends who have been self-employed or started a social/business venture?</p> <p>What is your family/friends view about your choice to start your own venture/pursue entrepreneurship education?</p>	
<p>D) Current experience/perceptions</p> <p>What was your reason for starting the current venture/venture idea?</p> <p>What are the three main challenges faced in running your business/in developing your business idea?</p> <p>How do you see the future of your business?</p> <p>In your view, what opportunities are there for female entrepreneurs to start social/business ventures in Sweden/Tanzania?</p> <p>In your view, is there institutional (government/banks/investors) support for women starting new ventures? How is this support provided?</p> <p>In your view, does the societal attitudes/culture in Stockholm/Dar-es-Salaam encourage</p>	

<p>female entrepreneurship in general? If yes, how?</p> <p>Have you faced any challenges in adapting to the Swedish/Tanzanian cultural context (if applicable)?</p> <p>In your view, is entrepreneurship considered a desirable career choice in Sweden/Tanzania? (Current/younger generation)</p> <p>What advise would you give to a woman who wants to start a new social/business venture in Sweden/Tanzania?</p> <p>How would you describe an entrepreneur in your own words?</p>
<p>E) Entrepreneurship education/training programs</p> <p>Have you participated to previous courses/trainings/workshops in entrepreneurship?</p> <p>If not, do you know of any available programs for female entrepreneurs?</p> <p>Would you consider participating to such programs? Why or why not?</p> <p>How did you find out about the current program(s)?</p> <p>Why did you decide to enroll in the current program(s)?</p> <p>When did you attend the program(s)? _____</p> <p>Was this before or after you had started your business? _____</p> <p>How long was the program? _____</p> <p>What were the main topics taught? _____</p> <p>Who taught the courses? _____</p> <p>What were the teaching methods used? _____</p> <p>Did you receive any additional support after the program? _____</p> <p>What three things did you find most useful from the program(s)? Why?</p> <p>What three things do you think could be improved in the program?</p> <p>Is there anything that you think could be included in the program?</p> <p>Have you used the skills/knowledge gained in your current venture/career? How?</p> <p>In your opinion, is there anything that the government/investors/educational institutes etc. can do to promote female entrepreneurship?</p>

Table A5.4: Semi-structured guide for entrepreneurship programs

<p>Interview date: _____ Time: _____</p> <p>Duration: _____</p>
<p>A) Program design</p> <p>What are the main goals and objectives of the program?</p> <p>How long has the program been running?</p> <p>How do you select the program participants?</p> <p>How do you determine the course content of the specific program?</p> <p>What teaching methods are used?</p> <p>How would you describe the background of the trainers/instructors?</p> <p>Is additional support provided to program participants? If yes, what?</p>

B) Social/cultural context
Does the socio-cultural context have an impact on the program design? How?
Are the course content and teaching methods adapted to the specific socio-cultural context? If yes, how?
Are the course content and teaching methods adapted to the gender context? If yes, how?
How do you evaluate the success of the program?
What would you say have been the outcomes/results of the program so far?
(If applicable) In your opinion, has the program had an impact on female participants' perceptions towards entrepreneurship? If yes, how?
C) Personal views/perceptions
What opportunities are there for female entrepreneurs in your given context (Sweden/Tanzania)?
What are the main challenges faced by female entrepreneurs in your given context (Sweden/Tanzania)?
In your view, is there institutional (government/banks/investors) support for female entrepreneurs starting new ventures? How is this support provided?
In your view, does the societal attitude/culture in Stockholm/Dar-es-Salaam encourage female entrepreneurship? If yes, how?
In your opinion, is there anything that the government/investors/educational institutes etc. can do to promote female entrepreneurship?

Table A5.5: Description of interviews scheduled with program directors

ID code	Location	Program	Date	Type	Mins	Data collectn
PT001	Dar-es-Salaam	Academic	1/6/15	Face	40	Notes (2pple)
PT001	Dar-es-Salaam	Academic	1/6/15	Face	40	Notes (2pple)
PT002	Dar-es-Salaam	Training	1/8/15	Face	45	Notes (2pple)
PT003	Dar-es-Salaam	Training	1/9/15	Face	30	Notes (2pple)
PT004	Dar-es-Salaam	Academic	1/9/15	Face	65	Notes (2pple)
PS001	Stockholm	Training	1/29/15	Face	60	Notes
PS002	Stockholm	Academic	2/20/15	Face	45	Notes
PS003	Stockholm	Academic	2/20/15	Face	70	Notes
PS004	Stockholm	Academic	3/16/15	Face	55	Notes
PS005	Stockholm	Academic	3/18/15	Face	50	Notes
PS006	Stockholm	Academic	3/26/15	Face	60	Notes
PS007	Stockholm	Academic	6/2/15	Face	50	Notes

Table A5.6: Detailed description of scheduled interviews with women entrepreneurs

Case no	First interview	Type	Mins	Data collectn	Second interview	Type	Mins	Data collectn
D001	1/5/15	Face	55	Notes (2pple)				
D002	1/5/15	Face	60	Audio + Notes (2pple)				
D003	1/6/15	Face	35	Notes (2pple)				
D004	1/7/15	Face	35	Notes (2pple)				
D005	1/7/15	Face	70	Audio + Notes (2pple)				
D006	1/7/15	Face	30	Audio + Notes (2pple)				
D007	1/8/15	Face	30	Notes (2pple)				
S001	2/26/15	Face	65	Audio + Notes	9/25/15	Face	75	Audio + Notes
S002	2/27/15	Face	30	Audio + Notes	9/18/15	Face	35	Audio + Notes
S003	3/2/15	Face	60	Audio + Notes				
S004	3/2/15	Face	45	Audio + Notes				
S005	3/3/15	Skype	30	Audio + Notes				
S006	3/4/15	Face	65	Audio + Notes	10/25/15	Email	n/a	n/a
S007	3/4/15	Face	35	Audio + Notes	9/14/15	Face	30	Audio + Notes
S008	3/8/15	Face	40	Audio + Notes	9/29/15	Face	30	Audio + Notes
S009	3/13/15	Face	75	Audio + Notes	9/16/15	Face	40	Audio + Notes
S010	3/18/15	Face	65	Audio + Notes	10/13/15	Face	60	Audio + Notes

Case no	First interview	Type	Mins	Data collectn	Second interview	Type	Mins	Data collectn
S011	3/23/15	Face	55	Audio + Notes				
S013	4/8/15	Face	30	Audio + Notes				
S014	4/8/15	Face	55	Audio + Notes				
S015	4/10/15	Skype	40	Audio + Notes				
S016	4/15/15	Face	45	Audio + Notes				
S017	4/22/15	Face	60	Audio + Notes				
S018	5/12/15	Face	35	Audio + Notes				
S019	9/21/15	Face	40	Audio + Notes	3/16/16	Face	25	Audio + Notes
S020	9/25/15	Face	40	Audio + Notes	3/21/16	Face	55	Audio + Notes
S021	9/30/15	Face	35	Audio + Notes	3/8/16	Face	20	Audio + Notes
S022	10/7/15	Face	40	Audio + Notes				
S023	11/11/15	Face	40	Audio + Notes	3/11/16	Face	40	Audio + Notes
S024	11/11/15	Face	30	Audio + Notes	3/3/16	Face	30	Audio + Notes
S025	11/12/15	Face	45	Audio + Notes	3/10/16	Face	30	Audio + Notes
S026	11/12/15	Face	50	Audio + Notes	3/15/16	Face	25	Audio + Notes
S027	11/17/15	Face	60	Audio + Notes	3/10/16	Face	40	Audio + Notes
S028	11/17/15	Face	70	Audio + Notes	5/13/16	Face	40	Audio + Notes
D008	11/17/15	Skype	80	Audio + Notes				
S029	11/18/15	Face	50	Audio + Notes	3/30/16	Face	25	Audio + Notes
S030	11/20/15	Face	60	Audio + Notes	3/3/16	Face	35	Audio + Notes
D009	1/4/16	Face	70	Audio + Notes	7/20/16	Whatsapp	40	Audio + Notes
D010	1/4/16	Face	60	Audio + Notes	7/20/16	Whatsapp	30	Audio + Notes

Case no	First interview	Type	Mins	Data collectn	Second interview	Type	Mins	Data collectn
D011	1/5/16	Face	50	Audio + Notes	7/20/16	WhatsApp	50	Audio + Notes
D012	1/5/16	Face	60	Audio + Notes				
D013	1/6/16	Face	60	Audio + Notes				
D014	1/6/16	Face	45	Audio + Notes	7/21/16	WhatsApp	35	Audio + Notes
D015	1/6/16	Face	65	Audio + Notes	7/26/16	WhatsApp	45	Audio + Notes
D016	1/7/16	Face	45	Audio + Notes	7/18/16	WhatsApp	40	Audio + Notes
D017	1/7/16	Face	65	Audio + Notes				
D018	1/8/16	Face	70	Audio + Notes				
D019	1/8/16	Face	50	Audio + Notes	7/30/16	WhatsApp	35	Audio + Notes
D020	1/11/16	Face	80	Audio + Notes				
D021	1/13/16	Face	55	Audio + Notes				
D022	1/14/16	Face	90	Audio + Notes				
D023	1/14/16	Face	65	Audio + Notes				
D024	1/15/16	Face	75	Audio + Notes				
D025	1/15/16	Face	50	Audio + Notes				
D026	1/18/16	Face	75	Audio + Notes				
D027	1/18/16	Face	60	Audio + Notes				

Table A5.7 Detailed excerpt from codebook

Attribute coding

Code name	Nickname	Type	Description
Case ID	CASE_ID	Structural	Founder, identification code
Age	AGE	Structural	Founder, age (2015)
Nationality	NATION	Structural	Founder, nationality
Marital status	MARITAL	Structural	Founder, marital status
Dependents	DEPEND	Structural	Founder, number of children and/or dependents
Education	EDUC	Structural	Founder, highest level of education
Co-founder	CO_FOUND	Structural	Secondary founder, relationship
Founder type	FOUND_TYPE	Structural	Type of Founder i.e. previous experience, potential, intentional, nascent, new or established
Program ID	PROG_ID	Structural	Program, identification code
Program type	PROG_TYPE	Structural	Founder, type of entrepreneurship program attended i.e. academic training, both, neither
Program composition	PROG_COMP	Structural	Founder, focus of entrepreneurship program attended i.e. mixed or female specific
Venture sector	VENT_SECTOR	Structural	Main sector of venture
Venture type	VENT_TYPE	Structural	Type of venture i.e. idea, nascent, new, established
No of ventures	VENT_SERIAL	Structural	Whether founder is currently running or has previous started two or more ventures
Interview number	INTERV_NO	Structural	Founder, number of times interviewed

Code name	Nickname	Type	Description
First Interview date	INTERV1_DATE	Structural	Founder, date of first interview
First Interview length	INTERV1_LENGTH	Structural	Founder, length of first interview (mins)
First Interview type	INTERV1_TYPE	Structural	Founder, type of first interview e.g. face to face, Skype etc.
First Interview recording mode	INTERV1_MODE	Structural	Data recording mode used in first interview
Second Interview date	INTERV2_DATE	Structural	Founder, date of second interview
Second Interview length	INTERV2_LENGTH	Structural	Founder, length of second interview (mins)
Second Interview type	INTERV2_TYPE	Structural	Founder, type of second interview (face to face, Skype)
Second Interview recording mode	INTERV2_MODE	Structural	Data recording mode used in second interview

Structured and in-vivo (open) codes

Code name	Nickname	Type	Description
Parent Occupation	PARENT_OCCUP	Structural	Code applies when respondent talks about their parent's occupation. Relates to Q3
Spouse Occupation	SPOUSE_OCCUP	Structural	Code applies when respondent talks about their spouse/partner's occupation. Relates to Q4
Educational background	EDUC_TYPE	Structural	Code applies when respondent talks about their educational background. Relates to Q1 and Q2
Previous experience, Work	EXP_WORK	Structural	Code applies when respondent talks about their previous work experience. Relates to Q5 and Q6
Previous experience, Venture	EXP_VENT	Structural	Code applies when respondent talks about their experience in starting and running current or previous ventures. Relates to Q7
Knows Entrepreneur, Family	KNOW_FAM	Structural	Code applies when respondent talks about family members who are/have been self-employed or started their own ventures. Relates to Q9
Knows Entrepreneur, Relatives	KNOW_REL	Structural	Code applies when respondent talks about relatives who are/have been self-employed or started their own ventures. Relates to Q9
Knows Entrepreneur, Peers	KNOW_PEER	Structural	Code applies when respondent talks about friends and peers who are/have been self-

Code name	Nickname	Type	Description
			employed or started their own ventures. Relates to Q10
<i>View of Family</i>	<i>VIEW_FAM</i>	<i>Structural</i>	<i>Code applies when respondent talks about their family's view of their choice to pursue entrepreneurship (including training). Relates to Q11</i>
<i>View of Peers</i>	<i>VIEW_PEER</i>	<i>Structural</i>	<i>Code applies when respondent talks about their friends' view of their choice to pursue entrepreneurship (including training). Relates to Q11</i>
<i>View of others</i>	<i>VIEW_OTH</i>	<i>Structural</i>	<i>Code applies when respondent talks about their other people's view of their choice to pursue entrepreneurship (including training). Relates to Q11</i>
<i>Societal institutions support</i>	<i>SOCIETY_INSTIT</i>	<i>Structural</i>	<i>Code applies when respondent talks about the institutional (government/banks/investor) support received or given to women entrepreneurs in general. Relates to Q16</i>
<i>Societal attitudes</i>	<i>SOCIETY_ATTIT</i>	<i>Structural</i>	<i>Code applies when respondent talks about societal attitudes towards women entrepreneurs in general. Relates to Q17</i>
<i>Societal culture</i>	<i>SOCIETY_CULT</i>	<i>Structural</i>	<i>Code applies when respondent talks about societal culture or norms regarding women or women entrepreneurs. Relates to Q17</i>
<i>Motivation</i>	<i>MOTIVATION</i>	<i>Structural</i>	<i>Code applies when respondent talks about their reasons for starting the venture. Relates to Q12</i>
<i>Challenges, Individual</i>	<i>CHALLENG_INDIV</i>	<i>Structural</i>	<i>Code applies when respondent talks about the main challenges faced in running a business/developing a business idea. Relates to Q13</i>
<i>Challenges, Societal</i>	<i>CHALLENG_SOCIETY</i>	<i>Structural</i>	<i>Code applies when respondent talks about general challenges faced in society as a woman entrepreneur. Relates to Q18</i>
<i>Future of venture</i>	<i>FUTURE</i>	<i>Structural</i>	<i>Code applies when respondent talks about their view of the future of their venture. Relates to Q14</i>
<i>Opportunities, Societal</i>	<i>OPPORT_SOCIETY</i>	<i>Structural</i>	<i>Code applies when respondent talks about their opportunities that are available to women entrepreneurs in general. Relates to Q15</i>
<i>Entrepreneur, Individual perception</i>	<i>ENTREP_PERCEP</i>	<i>Structural</i>	<i>Code applies when respondent describes their view of who an entrepreneur is or talks of an entrepreneur's personality or traits. Relates to Q21</i>
<i>Entrepreneurship, Societal perception</i>	<i>ESHIP_SOCIEP</i>	<i>Structural</i>	<i>Code applies when respondent talks about society's view about entrepreneurship in</i>

Code name	Nickname	Type	Description
<i>tion</i>			general or as a career choice. Relates to Q19
<i>Advice, Potential entrepreneur</i>	<i>ADVICE</i>	<i>Structural</i>	<i>Code applies when respondent talks about their advice to potential/female entrepre- neur. Relates to Q20</i>
<i>Promotional initiatives, Evaluation</i>	<i>PROMO_EVAL</i>	<i>Structural</i>	<i>Code applies when respondent talks about their view of existing initiatives to promote women entrepreneurship. Relates to Q30</i>
<i>Promotional initiatives, Improvement</i>	<i>PROMO_IMPROV</i>	<i>Structural</i>	<i>Code applies when respondent talks about how existing initiatives to promote women entrepreneurship can be improved. Relates to Q30</i>
<i>Program, Evaluation</i>	<i>PROG_EVAL</i>	<i>Structural</i>	<i>Code applies when respondent talks about their evaluation of entrepreneurship pro- grams/trainings. Relates to Q23</i>
<i>Program, Previous experience</i>	<i>PROG_PREV</i>	<i>Structural</i>	<i>Code applies when respondent talks about their participation to previous entrepre- neurship programs/trainings. Relates to Q22</i>
<i>Program, Motivation</i>	<i>PROG_MOTIV</i>	<i>Structural</i>	<i>Code applies when respondent talks about their reasons for participating to entre- preneurship programs. Relates to Q25</i>
<i>Program, Awareness</i>	<i>PROG_AWAR</i>	<i>Structural</i>	<i>Code applies when respondent talks about how they found out about the current programs or their awareness of existing entrepreneurship programs. Relates to Q23 and Q24</i>
<i>Program, Teaching methods</i>	<i>PROG_METHOD</i>	<i>Structural</i>	<i>Code applies when respondent talks about the teaching methods applied during the entrepreneurship programs/trainings. Relates to Q25</i>
<i>Program, Course content</i>	<i>PROG_CONTENT</i>	<i>Structural</i>	<i>Code applies when respondent talks about the course content of the entrepreneurship programs/trainings. Relates to Q25</i>
<i>Program, Additional support</i>	<i>PROG_SUPPORT</i>	<i>Structural</i>	<i>Code applies when respondent talks about additional support received from the entrepreneurship programs/trainings. Relates to Q25</i>
<i>Program, Improvement</i>	<i>PROG_IMPRV</i>	<i>Structural</i>	<i>Code applies when respondent talks about what could be improved or included in the entrepreneurship programs/trainings. Relates to Q27 and Q28</i>
<i>Program, Usefulness</i>	<i>PROG_USE</i>	<i>Structural</i>	<i>Code applies when respondent talks about what they found most useful from the entrepreneurship programs/trainings. Relates to Q26 and Q29</i>
<i>Employees</i>	<i>EMPLOY</i>	<i>Open</i>	<i>Code applies when respondent talks about the employees hired by the firm</i>

Code name	Nickname	Type	Description
Networks	NETWORK	Open	Code applies when respondent is talking about cooperating with others e.g. networks or groups
Gender equality	GENDER EQUAL	Open	Code applies when respondent talks about differences or similarities that exist between men and women's roles in society
Pioneer	PIONEER	Open	Code applies when respondent talks about breaking social norms or pioneering into new areas with venture
Opportunities, Individual	OPPORT_INDIV	Open	Code applies when respondent talks about the opportunities they saw or created for starting ventures
Role model	ROLE MODEL	Open	Code applies when respondent talks about individuals who have influenced them into becoming entrepreneurs
Value for entrepreneur	VALUE_ENTREP	Open	Code applies when respondent talks about what is valuable e.g. experience, education, support etc. for one to become an entrepreneur
Impact on society	IMPACT	Open	Code applies when respondent talks about activities done to impact other women or entrepreneurs in their society
Encouraging others	ENCOURAGE	Open	Code applies when respondent talks about individuals who encourage them or others by sharing experiences
Mentoring	MENTOR	Open	Code applies when respondent talks about receiving mentorship or coaching from others, or being a mentor to others
Success	SUCCESS	Open	Code applies when respondent talks about their individual successes or views about other successful entrepreneurs
Challenges in getting training	TRAIN_CHALLENGE	Open	Code applies when respondent talks about challenges faced during training or barriers to accessing training
Typology of entrepreneur identity	TYPOLOGY	Thematic	Code applies when describing entrepreneurs based on how they perceive their entrepreneurial activity
Media focus	MEDIA	Open	Code applies when respondent talks about media (tv, radio) programs that are focused on entrepreneurship or entrepreneurs
Needing assistance	ASSISTANCE	Open	Code applies when respondent talks about women entrepreneurs needing some type

Code name	Nickname	Type	Description
			<i>of assistance from others in order to succeed.</i>
<i>Risk perceptions, attitudes</i>	<i>RISK</i>	<i>Open</i>	<i>Code applies when respondent talks about the aspect of risk or daring to take action</i>
<i>Religious beliefs</i>	<i>RELIGION</i>	<i>Open</i>	<i>Code applies when respondent talks about their faith and how it affects their entrepreneurial activity</i>
<i>Sameness to others</i>	<i>SIMILAR</i>	<i>Open</i>	<i>Code applies when the respondents view themselves as being similar to others in a social group (Yitshaki & Kropp, 2016)</i>
<i>Different from others</i>	<i>DIFFERENT</i>	<i>Open</i>	<i>Code applies when the respondents view themselves as being different from others in a social group (Yitshaki & Kropp, 2016)</i>

Table A7.1: Contextual factors influencing women's perceptions of their entrepreneurial identities

Identity type	Case No	Social in-group	Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Social-identities	Perception of entrepreneur	Individual agency
<i>Bona fide entrepreneur</i>	<i>D002</i>	<i>Spouse - involved in business; Brother - was involved in business</i>	<i>None mentioned</i>	<i>Women have to balance work and family roles Women lack social legitimacy</i>	<i>Risk-taker, persistence, confidence, inborn trait, hard worker</i>	<i>Goes into business instead of continuing with education as per parents' desire. Pioneer female in many of the ventures started in male dominated industries. Involved in programs to empower women entrepreneurs</i>	
<i>Bona fide entrepreneur</i>	<i>D009</i>	<i>Parents - farmers, Mother - involved in business, Relatives also involved in business</i>	<i>None mentioned</i>	<i>Success by WE can create conflicts with spouse if not careful. More opportunities now as women have access to education</i>	<i>Sees opportunities and takes advantage of them, faces challenges, risk taker, daring</i>	<i>Starts another business despite challenges faced with relatives in running prior venture.</i>	
<i>Bona fide entrepreneur</i>	<i>D020</i>	<i>Parents – employed; Grandfather (main role model), sister and brother in law (role model) - involved in business</i>	<i>Grandfather – main role model</i>	<i>Family responsibilities have priority. Brother in law – gives advise, Spouse & immediate family - unsupportive</i>	<i>Risk taker, creative, ready to change</i>	<i>Started her business even when family members were against the idea</i>	

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Bona fide entrepreneur	D022	Parents - farmers, Mother - involved in business, Spouse - employed	Colleagues support - initial co-founders	Gender work roles, Cultural expectation, Economic situation forces women to seek for finances	Thrifty, profit seeking, growth seeking,	Continued with venture even after colleagues abandoned the project
Bona fide entrepreneur	SD08	Parents – employed; Peers – most are involved in business	Parents – not supportive.	Different socialization of children	Motivated, wants bigger impact, has idea and sees it through, thinks big and crazy	Plans to start business despite lacking family support. Seeks out other female entrepreneurs who can inspire her.
Bona fide entrepreneur	SD09	Parents - farmers; Mother - also involved in business, Relatives - many involved in business	Children - partly supportive	Family responsibilities have priority	Seeks challenges, in-born trait or talent	Seeks to develop skills despite challenges/conflicts with family responsibility
Bona fide entrepreneur	SD18	Parents – run their own practices; Boyfriend – long time entrepreneur;	Mother – unsupportive as risk averse; Father – a bit more positive	No differences	A little naive, driven, takes initiative, positive outlook, wants to prove oneself	Starts network of women entrepreneurs that meets on monthly basis
Bona fide entrepreneur	SD27	Mother - has own practice, Father - retired entrepreneur, Brother - entrepreneur, Relatives - many are involved in business	Mother - mixed support as wary about choice, Father - initially against but now supportive, Peers - mixed support	Being a woman can be an advantage but need to be confident, lack social legitimacy, feminism as barrier	Entrepreneurial spirit, passionate, energetic, belief in self, has idea, not willing to settle, learns from failure, implements dream, alert to opportunities, dares	Switches from initial program to pursue program in bio-entrepreneurship. Setting up association with alumni. Looks into possible venture idea using skills learnt

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Informed entrepreneur	D005	Parents - employed	Spouse - supportive (assisted with finance)	Barrier to accessing finances due to lack of social legitimacy.	Self belief, passionate	Planning to start second business venture with own funding
Informed entrepreneur	D018	Father – employed; Mother (main role model) – business farmer, Relatives - many involved in business	Mother – supportive; Colleague - supportive (was mentor)	Discrimination exists but is fading away	Dreamer with focus, hard worker, basic knowledge	Resigned from work to pursue dream
Informed entrepreneur	S003	Mother - employed, Father - entrepreneur, Uncle - entrepreneur	None mentioned	Differences in characteristics, WE more afraid of failure	Positive, persistence, networks, builds relationships, innovative, daring, risk taker, not afraid to fail, self-belief, has idea, implements dream	Follows through with her ideas
Informed entrepreneur	S015	Father – runs own practice; Mother – employed; Spouse – employed	Parents – not supportive; Peers - supportive	Women lack equal access to finances. Fewer women entrepreneurs	Doesn't see obstacles only opportunities, takes action	Pioneer entrepreneur in her sector and amongst friends
Missionary entrepreneur	D026	Parents – employed; Relatives – some are entrepreneurs & her role models	Colleague supportive - co-founder & mentor	Cultural expectations can be barrier. Set gender work roles result in segregated labor market. Marriage as possible barrier	Innovative, creative, offers something new, patient, research on market needs	Starts venture to meet society's needs

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Missionary entrepreneur	S001	Father – employed; Mother – has own consultancy; Spouse - employed	Family supportive - assists with tasks	Inequality still existing in labor force and family responsibilities	Only those taking constant risks; Serial entrepreneurs	Desire to impact society; Continues with venture on her own despite obstacles faced in starting up
Missionary entrepreneur	S002	Parents - employed, Spouse - employed	Peers supportive - collaborating in setting up platform	Accessing finances still barrier for women, differences in terms of gender and race	Change maker, confidence, diverse characteristics	Decides to publish book after publishers refuse. Collaborates with others to set up online platform
Missionary entrepreneur	S007	Mother employed, Father - has own consultancy	Has not yet discussed with family/peers	WE lack self-belief & seek safety nets, Unequal access to information, non-representative institutions for immigrants,	Daring, leader, embraces challenges, independent	Takes initiative to mobilize others in order to meet social need
Missionary entrepreneur	S011	Parents - employed, Brother - owns consultancy as hobby with friends	Family/peers - hasn't discussed business idea, but assumes mixed support due to risk	Limited status based on age, race, social status	Energetic, super successful, happy, constantly hardworking,	Takes initiative to mobilize others in order to meet social need
Self-actualizer entrepreneur	D013	Parents - employed	Spouse - unsupportive as risk averse; Mother - supportive	Marriage can be a barrier Family responsibility takes priority	Takes action. Is creative	Starts business projects even when lacked spouse's support
Self-actualizer entrepreneur	D021	Parents – employed; Brother – was involved in business	None mentioned	Lack of social legitimacy with stakeholders. Some women not ready to push back	Has vision and focus	Gender stereotypes makes her try harder to prove herself

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Self-actualizer entrepreneur	D023	Parents - farmers and involved in business; Siblings - involved in business	Peer - supportive (gave business idea), Family - supportive	Difficulty accessing funds due to lack of assets	Independent, either born or taught, persistence	Continues with venture even after failure
Self-actualizer entrepreneur	SO04	Parents - employed	None mentioned	Different focus - female students on projects & male on businesses	Energetic, creative, change-maker, risk taker, inspires others, diverse characteristics	Loves the competition. Often competes with herself
Self-actualizer entrepreneur	SO13	Father - employed/part-time business; Mother - employed; Boyfriend - entrepreneur	Father - risk averse so neutral; Mother - supportive; Boyfriend - very supportive	No differences despite claims of difference characteristics. Few female mentors	More diverse portrayal needed. Positive, happy, enthusiastic.	Quit job to start business.
Self-actualizer entrepreneur	SO16	Parents - employed, Siblings - self-employed	Peers - supportive	Different socialization, different characteristics,	out to make a living, independent, seeks opportunities, innovative	Seeks out start-up firm that allows her independence and autonomy
Self-actualizer entrepreneur	SO21	Parents - employed	Parents - mixed support due to lack of knowledge about bio-entrepreneurship as a career	Gender equality exists in Sweden, but business world is still male dominated. Lack social legitimacy	Risk taker, inventor, super successful, profit seeking, fearless, resilient,	Took courses in business to find new interest
Self-actualizer entrepreneur	SO24	Father - retired employee & had own business, Mother - employed, also has own practice, Grandfather & uncles - involved in business	Parents - supportive	Lack social legitimacy, Women need to put in more effort to succeed	Intrapreneur, driven, change maker, independent, persistent	Pursues program that seems like right fit

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Self-actualizer entrepreneur	S025	Father - self-employed, Mother - employed, Uncle - entrepreneur	Parents & peers - supportive	Women need to prove themselves,	Problem solver, curious, creative, confident, profit seeking	Seeks internships to get an idea of the business world
Self-actualizer entrepreneur	S029	Parents - employed	Parents - generally supportive	Sweden more gender equal than in other countries,	Has a dream or idea, implements dream, confident, persistent, risk taker, self-belief	Pursues program as it allows her to combine her interests
Self-actualizer entrepreneur	S030	Parents - employed, Father - also runs own consultancy firm, Female cousin & uncle - entrepreneurs, Close peer - entrepreneur	Parents & peers - supportive	Cultural expectations, women have family responsibilities, women have advantages due to soft skills, lack social legitimacy	Tries new things, courageous, intrapreneur, entrepreneurial spirit, curious	Seeks internships to get an idea of the business world
Solution seeker entrepreneur	D001	Parents - employed, Spouse - employed	Spouse - supportive (co-founder), Daughters supportive - assist in the business	Women - use profits to support family, Men - can focus on business	Someone who can network	Seeks to train others in the line of business
Solution seeker entrepreneur	D003	Parents - domestic, farmers, Spouse - employed	Daughter supportive - assists in the business	None mentioned	Daring	Creates collaboration with other farmers to expand market opportunities
Solution seeker entrepreneur	D004	Father - employed, Mother - housewife, Spouse - entrepreneur	Family members supportive - provided capital	None mentioned	None mentioned	Creating an association of farmers

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Solution seeker entrepreneur	D007	Father employed, Mother - farmer & involved in business, Spouse - retired employee & farmer	Daughter supportive - involved in business	Women need to be tough to survive in business	Focus, have an idea, independent, open to opportunities	Seeks solution to personal problem
Solution seeker entrepreneur	D008	Father - employed; Mother - house wife; Spouse - retired, was employed	Family mixed support -assists with tax but skeptical about business success	Women do business to feed family. Men think of acquiring assets. Limited access to finance	Hard working trying to make ends meet. Sees both opportunities and challenges	Seeks a new venture after initial venture fails
Solution seeker entrepreneur	D010	Father - employed, Mother - employed then started own business, Brother - entrepreneur, Spouse - employed	Peer supportive - encouraged her to start venture, Family - supportive	Promotional initiatives encourage women to start ventures. Men are still in majority but women are coming up aggressively.	Business minded, daring, ready to face challenges, risk taker	Seeks solution to personal problem
Solution seeker entrepreneur	D012	Parents - farmers, Spouse - employed, Siblings - involved in business	Spouse supportive - pushing for expansion of business	Fear and lack knowledge prevent women from engaging in large scale business	Business minded	Quits job to start own business
Solution seeker entrepreneur	D014	Father - employed, Mother - farmer, Spouse - employed, Sister - used to be involved in business	None mentioned	Women - subordinated position in society, but they are the backbone of many families. Attitude towards WE is now changing	Visionary, Educated, Determined	Seeks solution to personal problem

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Solution seeker entrepreneur	D015	Father - employed, Mother - housewife & farmer, Sisters - involved in business, Brother - employed, Spouse - preacher	Family supportive - assists with tasks	Clients trust women more.	Profit seeking but accepts possibility of failure, alert to opportunities, growth seeking, persistent	Decided to start on own instead of seeking employment contracts.
Solution seeker entrepreneur	D024	Parents - employed, Spouse - employed, Relatives - involved in her business	Relatives supportive - assisted with the business, Spouse supportive - as silent partner	None mentioned	Open to possibilities, does research, not afraid of failure, ready to learn, persistent, innovative	Seeks out opportunities, researches and reads to learn
Solution seeker entrepreneur	D025	Parents - employed, Spouse - employed & then involved in business	None mentioned	Recently women are gaining more power than men especially when they form cooperatives	Risk taker, daring, not afraid of failure, researches, persistent, doesn't give up	Seeks solution to personal problem
Solution seeker entrepreneur	D027	Parents - were employed but now involved in business; Spouse - employed	Spouse - supportive (co-founder)	Responsibility for family falls on women Women lack social legitimacy	Puts idea into action. Risk-taker	Quit job to start business.
Solution seeker entrepreneur	S005	Parents - employed; Cousin - runs restaurant business	Family - unsupportive	No difference in rights or opportunities	Optimistic. Does not see limits	Seeks solution to personal problem
Solution seeker entrepreneur	S017	Stepfather - entrepreneur; Mother - business coach; Spouse - involved in start-up acquisition	Family - very supportive	Gender equality in society. Big gap remains in investment industry	Creative mind who implements dream	Quit job to start business. Taking action to change investment industry

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Solution seeker entrepreneur	S020	Father - employed, Mother - housewife, Husband - researcher, Uncles - run small textile factories, One friend - self-employed	Husband supportive - planning to co-found business	Start-up easier for single women. For married women the family is a priority.	Leader, founder, captain of a ship.	Seeks solution to personal problem
Solution seeker entrepreneur	S022	Father - was an entrepreneur, Mother - employed, Peers - entrepreneurs	None mentioned	Gender equality exists in Sweden. Differences between female and male entrepreneurs due to personal characteristics than gender	Entrepreneurial spirit, motivated, profit seeking, super successful, proactive, independent, have good idea, has capital, passionate, persistent, creative, ambitious, curious, self-belief, eager to learn	Pursues program as alternative career path
Solution seeker entrepreneur	S023	Father - entrepreneur, Mother - employed, Parents - also farmers, Relatives - intrapreneurs and entrepreneurs	Peers mixed support	No differences due to gender equality	Dreams big, has an idea, self-belief, risk taker, change maker, innovative, adds value	Pursues program as alternative career path
Transition entrepreneur	D019	Parents – employed; Siblings - employed	Mother – supportive; Siblings mixed support - as risk averse	Women have to balance family responsibilities and business. Lack of social legitimacy in business	Passionate, have a vision, be focused	Turns hobby into business venture

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Informed/ Missionary entrepreneur	D006	Father - employed, Mother - involved in business, Spouse - was employed then involved in business	Sisters supportive - initial co-founders	Cultural expectation about family responsibilities	None mentioned	Started association to be able to impact industry
Self-actualizer/ Solution seeker entrepreneur	D011	Parents - farmers, Family - most involved in part-time business	None mentioned	Women gaining more respect. Have to work extra hard to make it. Gender stereotypes barrier to financing. Limited access to finance	Visionary, Innovative, Hard worker, Eager to learn, Networks, Perseveres	Decided to start on own instead of seeking employment contracts.
Informed/ Solution seeker entrepreneur	D016	Mother - housewife, Father - employed, Spouse - employed	Spouse - unsupportive	Marriage as restriction on employment - but this depends on individual personality	Innovative, growth seeking, creative	Decided to start business when she was unable to work.
Transition/ Solution seeker entrepreneur	D017	Parents - farmers	None mentioned	Cultural expectations as barrier. Women have to manage power dynamics in family	Has a dream. Takes action in whatever circumstances	Involves neighbors and wider community in her initiatives
Transition/ Missionary entrepreneur	S006	Parents - were employed. Father - also involved in business	Family - supportive	Equal family responsibilities. Unequal access to financing for women	Previous - only those who invent. Current - anyone who wants to make a change.	Desire to impact society. Seeks to provide safety net for family
Informed/ Self-actualizer entrepreneur	S010	Father - retired but was employed, Mother - employed	Family - supportive	Differences in characteristics, WE need training on different skills (negotiation, composure, marketing,	Persistent, talented, creative, thinks differently, implements ideas, identifies opportunities,	Quit job to start business. Seeks opportunity to challenge herself

Identity type	Case No	Social in-group		Social-identities		Individual agency
		Knowledge of family/ relatives/peer entrepreneurs	Perceived support family/peers/others	Perception of womanhood/gender roles	Perception of entrepreneur	
Self-actualizer/ Solution seeker entrepreneur	SO14	Mother - employed, Father - employed but runs own firm, Brother - entrepreneur	Family & peers - supportive	ketting etc., Need strong role models	problem solver, happy, proactive, high expectations, flexible	Seeks alternative solution to employment, Follows through with venture idea
Transition/ Solution seeker entrepreneur	SO19	Parents - employed, Uncle - runs catering company	None mentioned	Lack social legitimacy, woman also have advantages, different socialization	Self-belief, belief in dream, change maker, not willing to settle, adds value	Seeks out way to achieve career goal
Missionary/ Self-actualizer entrepreneur	SO26	Parents - both run their own practices	Parents - surprised but supportive	Unequal representation in STEM fields	Problem solver, passion, innovative, not willing to settle	Pursues program as it allows her to combine her interests. Desire to provide solution for society
Bona fide/ Self- actualizer en- trepreneur	SO28	Parents - both run their own practices, Relatives - many are involved in business	Family - very supportive	No differences	Problem solver, change maker, passionate, risk taker, confident, responsible, inspires others, leader, founder, identifies opportunities	Pursues program to fulfill desire to own a business. Seeks solutions to problems identified in family's business

English summary

Entrepreneurship provides a venue for individuals to (re)define their identities through their activities and vice versa. The overall aim of this dissertation is to *understand women's perceptions of their entrepreneurial identities in two different socio-cultural contexts*. The study is based on in-depth interviews with women entrepreneurs in Sweden and Tanzania, and addresses three research questions. The first research question looks at how women perceived their entrepreneurial identity in relation to their self-identity. The second question analyses the influence of the socio-cultural context on women's perceptions of their entrepreneurial identities, while the third looks at the role of entrepreneurship programs in influencing women's perceptions of their entrepreneurial identities.

My study contributes to the entrepreneurial identity research in the following ways. First, I develop a typology of women's entrepreneurial identities i.e. *solution seeker, self-actualizer, bona fide, missionary, informed* and *transition* categories and propose a conceptual model. Second, the study provides insights on women's perceptions of their entrepreneurial identity in relation to their self-identity, and on their individual agency. Third, the study contributes to our understanding of the impact of contextual factors on women's perceptions of their entrepreneurial identities. In particular, I show how the impact of the social in-group and gender role ideologies varies across the different categories. Fourth, the study contributes to our understanding of the impact of entrepreneurship programs based on the different categories of women's entrepreneurial identities. Lastly, I discuss the implications of the study's findings for educators and policy makers.