



The Role of Family Dynamics during a Transition to an Entrepreneurial Career: A Study of Youth Entrepreneurs in Ethiopia

Dissertation by Mixed Mode:

Dissertation Submitted in Fulfillment of the Requirements for
the Degree of Philosophy in Management

By

Jebessa Teshome Bayissa

Doctoral Student in Management, Department of Management, College of
Business and Economics, Addis Ababa University, Ethiopia

Supervisors:

Main Supervisor: **Karin Hellerstedt**, Senior Associate Professor of Business Administration, Jonkoping International Business School, Jonkoping University,
Sweden

Associate Supervisor: **Ethel Brundin**, Professor of Business Administration,
Jonkoping International Business School, Jonkoping University, Sweden.

Associate Supervisor: **Mohammed Seid**, Associate Professor of Management Science, Department of Management, Addis Ababa University, Ethiopia

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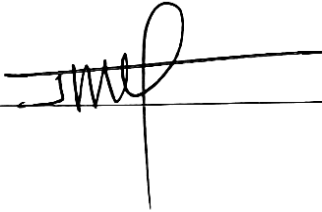
February 2024

Original Literary Work Declaration

I, the undersigned, declare that the work contained in this dissertation is my own original work and that it has not been previously submitted in its entirety or in part at any university for a degree.

Jebessa Teshome Bayissa

Signature

 27th August 2024

Addis Ababa University
School of Graduate Studies

This is to certify that the dissertation prepared by **Jebessa Teshome Bayissa**: *“The Role of Family Dynamics During a Transition to an Entrepreneurial Career: A Study of Youth Entrepreneurs in Ethiopia”* and submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy in Management complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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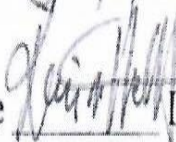
External Examiner: Prof. Mikael Samuelsson

Signature  Date 26/9/2024

Internal Examiner: Assoc. Prof. Yohannes Workaferahu

Signature  Date 27-8-24

Principal Supervisor: Sen. Assoc. Prof. Karin Hellerstedt

Signature  Date 25-9-24

Co-Supervisor: Prof. Ethel Brundin

Signature  Date 1-10-24

Co-Supervisor: Asso. Prof. Mohammed Seid

Signature  Date 27-8-24

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Jaalala, kabajaa fi ulfina naaf qabdan baay'een dinqisiifadha. Galanni koo isin haa qaqqabu.

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Abstract

The purpose of thesis is to explore the role of family dynamics in the process of the transitioning of adolescent family members to an entrepreneurial career. It draws on a longitudinal study of young entrepreneurs who chose their careers in entrepreneurship through co-establishing new firms against a family embedded in an institutional setting where entrepreneurship career choice is not the common norm. In this case, the study explores how the youth entrepreneurs relate the transitioning process to their entrepreneurial career to family members' feelings, actions, and reactions. The thesis lines up with two strands of the literature - *career perspective* and *family embeddedness* approach. In a way it further steers earlier works which suggest viewing entrepreneurship from a career perspective and the role of familial relations in the process of realizing entrepreneurship career. The thesis compares familial relations with venture creation processes by a family member.

The findings of the thesis show that family dynamics including the perception and expectation of parents, siblings, and extended family members about business career influences the development, and formation of entrepreneurial career. The entrepreneur -family relational dynamics during the venturing process shows that mothers tend to be the most significant others in supporting the entrepreneurs' career during the early stage of venturing, fathers come in the middle stage of the venturing. Moreover, the findings show relational tensions in the early stage of venturing, familial scaffolding during the startup stage and entrepreneurs' increasing aspirations to become independent at the later stage of venturing. Because entrepreneurs live and mainly network among the family members; entrepreneurial career mainly takes part in a family setting confirming the role that family dynamics contributes to the transition of a family member to entrepreneurial career. It proposes the understanding of the process of transitioning to entrepreneurial career as the process of individuation from family relations. The thesis argues that in an institutionally void and uncondusive family setting to entrepreneurship, young entrepreneur's motivation towards entrepreneurial career influences the family context and fosters quick individuation and challenge the uncondusive family setting toward business. The thesis contributes to the literature of career perspective of entrepreneurship and family embeddedness.

Keywords: *Family dynamics, entrepreneurship career, individuation, family embeddedness, youth entrepreneurs*

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List of Abbreviations

AfDB	African Development Bank
CEO	Chief Executive Officer
CMO	Chief Marketing Officer
COO	Chief Operational Officer
CTO	Chief Technology Officer
GDP	Growth Domestic Product
ILO	International Labor Organization
IMF	International Monetary Fund
MSMEs	Micro, Small, and Medium Sized Enterprises
OECD	Organization for Economic Co-operation and Development
PLC	Private Limited Company
SCCT	Social Cognitive Career Theory
SSA	Sub- Saharan Africa
UNFPA	The United Nations Population Fund Agency

List of Appendices

Litst of Publications

Bayissa, J. T. (2022). The Entrepreneurial Career Path: A Systematic Literature Review. *International Review of Entrepreneurship*, 20(4), 585-616.

Gutu, D.C. & Bayissa,J.T.(2017). Contextualizing entrepreneurial opportunity creation as an outcome of social embeddedness. In Passilas, M.R., Brudin, E. & Markowska,M.(Eds.), Contextualizing entrepreneurship in emerging economies and developing countries. Elgar Publishing.

Papers Submitted to a Journal and Undereview

Bayissa, J.T., Karin, H., Brudin, E. & Abitew, M.S. (Upcoming). Transitioning to an entrepreneurial career as a process of individuation: a study of graduate entrepreneurs in Ethiopia. Submitted to International Journal of Entrepreneurial Behaviour & Research.

Bayissa, J.T. & Abitew,M.S.(Upcoming). Entrepreneurship as a boundaryless Career: A Systematic Literature Review. Submitted to Journal of Innovation and Entrepreneurship.

Chapter 1: Introduction

1.1 Background

In the contemporary global economy, entrepreneurship is high on the political agenda. This makes sense because entrepreneurship is believed to foster economic development and employment (Bruton, Ahlstrom, & Obloj, 2008). This is increasingly important given an increasing global youth population and the subsequent demand for employment. For instance, by 2030, the global youth population is expected to reach 1.3 billion and continue to rise till 2065 (OECD, 2021). Africa leads in terms of the proportion of youth. Further, as per the International Labor Organization's (ILO) predictions in Sub-Saharan Africa (SSA) alone, 375 million youth are expected to join the labor force by 2030 (ILO, 2016).

In developing countries in particular, job creation through entrepreneurship is a challenging task because of economic informalities (Khavul, Bruton, & Wood, 2009; Webb, Tihanyi, Ireland, & Sirmon, 2009) leaving many young people in these regions with less hope of securing employment or self-employment through entrepreneurship. One reason for this may be because of the 'possible top down and misfit' between the informal economic characteristics of this setting and policies developed following the practices of entrepreneurship which characterize the contexts of developed and formal economies (Williams & Nadin, 2010, 2012; Webb, Ireland & Ketchen, 2014).

Mainstream entrepreneurship literature primarily builds on the premises of entrepreneurship practices in the context of formal and developed economies (Webb, Tihanyi, Ireland & Sirmon, 2009), largely neglecting the social and cultural norms which characterize informal economies. Several reasons may be raised in support of this perspective. First, in contextualization literature, family embeddedness builds on the implicit assumption that families support and promote businesses (Aldrich & Cliff, 2003) and orient their children's careers towards business (Zellweger, Nason & Nordqvist, 2012; Cruz & Nordqvist, 2012; Zellweger, Nason, & Nordqvist, 2012). These studies suggest family embeddedness as an enabler for an incumbent entrepreneur (Kallmuenzer & Peters, 2017). These characteristics of families in developed economies may be true partly because families in such contexts encourage business ownership and parenting focuses on children's independence (Brannen, 1996). Howev-

er, unlike what mainstream entrepreneurship literature suggests, families in developing economies are largely characterized by subsistence economies and economic hardships (Knerr, Gardner, & Cluver, 2013), extended and patriarchal family structures (Cox & Fafchamps, 2007), high parental control (Mokomane, 2013), and are culturally constrained to promote opportunity seeking (Ács & Virgill, 2009; Vershinina, Beta, & Murithi, 2018).

Second, the call for viewing entrepreneurship as a step along a career trajectory rather than as a 'destination' has got the attention of scholarship for long (Burton et al., 2016; Dyer, 1994; Sorgner & Fritsch, 2018). The interesting thing about these views is the opportunity that they give to draw lessons on the practices involved in transitioning to an entrepreneurial career. Traditionally, career development literature reports that familial interactions between parents and adolescents contribute to ego development and self-esteem (Allen et al., 1994), autonomy and relatedness (Pavlidis & McCauley, 2001), affect (Allen et al., 1994), and overall self-efficacy in career decisions by the adolescents (Lindstrom et al., 2007; Young et al., 1991) which are also important for developing entrepreneurial intentions (Ahmed et al., 2020; Siegler & Minola, 2017). With reference to the role that families may have in career development, Lopez and Andrew (1978) observe that career decisions emerge through family interactions. Some studies mainly report that children of parents who have entrepreneurial experiences are likely to become entrepreneurs or follow their parents' careers (Drennan et al., 2005; Polin et al., 2016). However, many of these studies do not account for the cultural, social, educational, and economic status of parents in developing economies who lack the information to provide career guidance to their children (Amani & Mkumbo, 2018). Research shows a significant relation between family background and an adolescent's self-efficacy in her/his career decisions (Galliott et al., 2015) and that adolescents in developing economies struggle more when making career choices because they lack information and guidance from their parents (Amani & Mkumbo, 2018).

Third, unlike other careers, the role of families in transitioning to an entrepreneurial career has been given less attention in literature. Hence, it is not clear how families matter in fostering or challenging the entrepreneurship process. Moreover, career transitions get meaning in contexts (Elder, 1985). Studying families' role in career transitioning addresses the limitations of traditional entrepreneurship studies that focus on the characteristics of individual entrepreneurs rather than the characteristics of the routes that lead to entrepreneurship (Burton

et al., 2016). Dyer (1994, p. 8) notes “an entrepreneurial career is greatly influenced by what is occurring in the person’s personal life and family as well.” Although research on the transitions in a family and individual’s life contribute to a generic understanding of social relations, its extended application in other studies in other fields like organizational, entrepreneurship, and human capital is a recent development.

This thesis studies how entrepreneurs being embedded in an ‘extended family context’ in a developing economy disentangle themselves through a step-by-step interaction process, individuate from familial constraints, and transition to an entrepreneurial career. This thesis develops an understanding of youth entrepreneurs who come from a family context in a developing Horn African country, Ethiopia, who chose entrepreneurship as their careers by founding new ventures. Drawing on a longitudinal study of youth entrepreneurs, with a focus on the relationship between the entrepreneur and his/her family in the process of creating a new venture, I show how the family context matters to the process and contributes to an understanding of the role of family dynamics in the process of transitioning to an entrepreneurial career.

1.2 Family Relations and Career Transitions

Individual transitions from adolescence to young adulthood, for example, involve enormous physical, cognitive, and emotional changes both in the adolescent and his/her parents (Cowan & Cowan, 2003). Studies focusing on the transition processes of a family member help in understanding the possible tensions and implications of role and identity changes (Crosnoe & Elder, 2002; Ecclestone et al., 2009). Because individual and family transitions are informed by the social embeddedness of families (Crosnoe & Elder, 2002; Hagestad, 2006), studies on career transitions get meaning when studied in the context of the life course of individuals and their families. Research shows that life transitions enhance or discourage adolescent autonomy and independence (Buhl, 2000; Smollar & Youniss, 1985) depending on parental contexts. These changes influence the mode of family relations. For example, a youth’s transition from school to a new career is characterized by struggles in striving for autonomy and individuation as an adult (Cowan & Cowan, 2003; Schoen et al., 2007). Despite increasing calls from family businesses to accommodate the family unit in research in business (Aldrich & Cliff, 2003), it is not yet clear how families as a unit contribute to career and business deci-

sions. Studies on family businesses, for instance, start from an already established family business emphasizing more on how families behave in relation to the business and their role in the corporate governance of family businesses. The family's role in the early formation of a business is rarely addressed in discussions in entrepreneurship research. Hence, less is known about how family relations matter in the development of a business and eventually in the development of an entrepreneurial career (Dunn, 1999; Kirkwood, 2012; Steier, 2007).

1.3 Why Family Relations Matter in Entrepreneurship Career Transitions?

Entrepreneurship literature acknowledges that families and familial relations play a substantial role in the venture creation process (Anderson et al., 2016; Reynolds, 2007; Steier, 2007). Many studies focus on the assumption that families encourage their children to pursue an entrepreneurial career because parents with an entrepreneurial background act as role models for their children to pursue their careers in business. Moreover, we also know from development literature that familial interactions between parents and adolescents contribute to ego development and self-esteem (Allen et al., 1994); autonomy and relatedness (Pavlidis & McCauley, 2001); affect (Allen et al., 1994); and overall career decision self-efficacy of adolescents (Lindstrom et al., 2007; Young et al., 1991).

Studies show how family relations matter in career and vocational identity development. For instance, studies by Metheny and Mcwhirter (2013) and Lindstrom et al. (2007) show that family support significantly contributes to youngsters' career transitions. Young et al. (1991) report that parents intentionally influence their children's careers. However, many of these studies focus on the role of families in traditional occupational careers and when parents come from business backgrounds where it tends to be normative for the parents to share their experiences when young people seek their support. These assumptions become problematic and rarely reflect the large number of parents who live in subsistence economies and who do not necessarily have a business history. Thus, we know less about how youth in these situations decide on careers in general and entrepreneurship career in particular.

Entrepreneurship scholarship is challenged for the way it presents entrepreneurship mainly as an end rather than as a step along a career path (Burton et al., 2016; Dyer, 1994; Sorgner & Fritsch, 2018).

A study of entrepreneurship along the career path becomes of scholarly interest because it gives an opportunity to study who plays what role in the process of transitioning to an entrepreneurial career. In this regard, studies on the role of families (parents) becomes interesting because parents take part in many of the activities leading to a family member's transition to an entrepreneurial career. In the context of the role that families may play in career development, Lopez and Andrew (1978) observe that career decisions emerge through family interactions.

The transition of a family member to an entrepreneurial career mainly takes place in a family context and should be of scholarly interest for understanding how family dynamics contribute to the variations in entrepreneurial careers. Several studies show how family relations matter for career and vocational identity development. For instance, Metheny and Mcwhirter (2013) and Lindstrom et al. (2007) show that family support significantly contributes to youngsters' career transitions. However, only a few studies discuss the role of families (parents) in the career development process when the occupation is becoming an entrepreneur (Ahmed et al., 2020; Zhu et al., 2017). This holds for career development literature drawing on developed as well as developing economies (Dyer & Handler, 1994; Whiston & Keller, 2004). This may be because career studies focus on the role of families in traditional occupational careers (Whiston & Keller, 2004), and focus on data developed in the context of developed economies which may tend to be normative and familiar to parents in the region to share their experiences when young people seek their support (Osorio et al., 2017). In this context, Young et al. (1991) report parents' intentional actions towards influencing their children's career directions.

1.4 Purpose and research questions

1.4.1 Purpose

The purpose of this thesis is to explore the role of family dynamics in the process of youth entrepreneurs' transitioning to an entrepreneurship career. The thesis addresses and answers the following research questions:

1.4.2 Research questions

Using a longitudinal study of youth entrepreneurs in Ethiopia during their transition to an entrepreneurial career, this thesis addresses two research questions:

How does the family setting in Ethiopia affect the transition to an entrepreneurial career?

How do youth entrepreneurs relate to family influence during their entrepreneurial career transitions?

1.5 Structure of the Thesis

The thesis has 8 chapters. Each chapter's contribution to the purpose of the thesis is summarized in Table 1.1 below.

Table 1.1: Division of the thesis

Chapter	Title	Contribution to the thesis (and/or the reader)
1	Introduction to the thesis	Gives the grounding and sense of purpose of the thesis. Introduces the reader to the topic by establishing the importance and the context of the research through: (1) directing attention to the connection between family relations and career transitions in general, (2) giving a hint of why family relations matter in transitioning to an entrepreneurship career, (3) summarizing the purpose and research questions of the thesis, and (4) describing the pillars that make up the thesis.
2	Theoretical Framing	The chapter locates the thesis in the theoretical perspectives giving a background of the preliminary theory from which the research questions and a case were developed. It highlights what is already known about the research topic (the role of family dynamics in a transition to an entrepreneurial career) outlining the key ideas and theories in previous research: Embeddedness, Individuation Theory, and Career Theory. Further, the chapter also draws on literature on family and parenting and discusses the role of family dynamics in career development.
3	The Empirical Setting	This chapter clarifies the ‘boundaries’ of the study elaborating on the contexts from which the empirical material was collected and the findings and conclusion of the study. Specifically, the chapter highlights entrepreneurship development practices in Ethiopia with an overview of the emergence of incubation-based entrepreneurship practices and how the entrepreneurs (cases) of the study passed through an incubation program, called Agri Pivot. This chapter also guides the reader towards ‘situated’ reading and understanding the phenomena of the transitioning process to an entrepreneurial career.
4	Method	This chapter discusses the philosophical lenses of the thesis presenting the following points: (1) a constructivist and inductivist approach as the philosophical stance of the study, (2) case study as the research design exploring the case development process linking the phenomena of the transitioning process to an entrepreneurial career, the cases (entrepreneurs), and the setting, (3) methods of data collection (in-depth interviews and participant observations), (4) the method of analysis used in understanding and interpreting the empirical material-interpretive, content analysis and semantics (NVivo), and a Gioia inspired coding, (5) unit and level of analysis, and (6) ethics and quality assurance.
5	Case Vignettes	This chapter gives a description of the cases discussed in the thesis. It introduces the reader to the first level empirical data in the findings of the cases. Through retelling the stories of the cases as sources of the empirical material, the chapter connects the ‘Method’ chapter with the ‘Findings’ chapter of the thesis. It highlights the profiles of the cases (entrepreneurs) in line with their background information, career aspirations, and family contexts.

6	Findings	This chapter links the interpretative and meaning making process outcomes of empirical material with the questions raised in the thesis. The chapter presents the emerging themes (categories) following the interactions between the family and the entrepreneurs as interpreted along three phases of the venturing process: pre-start-up, start-up, and up & running phases. The chapter explores the following six aggregate dimensions identified during the analysis of the empirical data: Pre-start-up phase: two aggregate dimensions emerged from the interpretations during this phase: <i>Business intentions triggered entrepreneur-family relational tensions</i>, and <i>perceived entrepreneur-family occupational goals' incompatibility</i>. Start-up phase: two other aggregate dimensions were identified during this phase: <i>Familial scaffolding</i> and <i>attracting parents to business conversations</i>. Up & running phase: two aggregate dimensions emerged during this stage: <i>parental interest in holding the entrepreneur on</i>, and <i>Entrepreneur's interest in letting go of parental influences</i>.
7	Discussion	This chapter explores the conceptual findings of the thesis by contrasting the findings with extant literature and suggestions of a possible 'analytical generalization' (Yin, 2014). The chapter develops three conceptual findings which emerged in the process of new venture creation with reference to the transition to an entrepreneurial career through individuation. First, <i>the entrepreneur-family relationship tensions</i> that occurred during the pre-start-up phase which makes the entrepreneur seek significant others among the family members. Second, the start-up phase is characterized by <i>normalizing entrepreneur-family relations</i> where the entrepreneur makes an effort to socialize his or her entrepreneurial self. Third, the up and running phase shows <i>entrepreneur-family relational boundary spanning</i> where the entrepreneurs increasingly seek significant others from non-family members and show their gradual independence.
8	Conclusion, Contributions, and Future research	This chapter summarizes the conclusions and discusses the contributions and research implications of the thesis. The chapter highlights that the findings of the thesis directly or indirectly contributes to the literature on family embeddedness in entrepreneurship, entrepreneurship career literature, and individuation theory. The chapter also discusses practical contributions to the entrepreneurship development policy, entrepreneurship education, and business incubation. Lastly, the chapter discusses the limitations of the thesis and future research implications.

Chapter 2: Theoretical Framing

2.1 Background

In this chapter, I introduce the reader to theoretical perspectives that steered my entry into the study of the phenomena of youth transitioning to entrepreneurship careers. I started with these theoretical frameworks for developing a case to explore who and what comes into the contexts when a youth transitions to an entrepreneurship career but with the caution about the possible risks of adhering to this literature while making inductive interpretations. Because my purpose was exploring the role of a context (i.e., family or parents) in the transition to an entrepreneurial career, I draw on theories that possibly explain human relations and interactions between individuals in a family. More precisely, I draw on literature on family (parenting) embeddedness, career, and individuation theories.

First, the contextualization literature gives the general impression that families support businesses (Aldrich & Cliff, 2003), parents orient their children's careers in business (Cruz & Nordqvist, 2012; Zellweger et al., 2012), and suggest that family embeddedness is an enabler for the incumbent entrepreneur (Kallmuenzer & Peters, 2017). These characteristics largely represent families in the developed world (particularly in the US and Western Europe) because families in such contexts encourage modeling after business ownership and parents encourage children's independence (Brannen, 1996). Understandably, beginning at the early stages of an individual's life, the family institution plays a role in shaping his/her behavior by providing both affective and instrumental resources (Kenny & Gallagher, 2002), parenting (Aluja et al., 2005), and coaching in career development (Allison & Sabatelli, 1988; Fouad et al., 2016; Holden, 2010). These family roles, however, are context dependent because families other than in the western context have different cultural and parental expectations. Families in these regions are characterized by subsistence economies (Knerr et al., 2013), conformance to cultural norms and parental expectations (Ács & Virgill, 2009; Vershinina et al., 2018); and are characterized by extended family structures (Cox & Fafchamps, 2007) and high parental control (Mokomane, 2013) which have direct implications for the psychosocial preparations for career decisions including business careers. In such contexts, what has al-

ready been raised and discussed in extant contextualization literature shows that family embeddedness is an opportunity for an incumbent entrepreneur, and by implication, this transitioning to an entrepreneurship career needs to be revisited.

Second, traditional career literature which is largely hosted in occupational literature (Bandura, 1986, 2000; Lent et al., 1994) explains why individuals choose some careers and leave others in their career development trajectories. Many such developments are built on the traditions of occupational and vocational careers (Lent et al., 2002) and inspired by cognitive theories which see people as active agents in shaping their career development (Borgen, 1991) and 'social constructivist assumptions' which maintain that humans have the capacity to influence their own development and their surroundings (Gergen, 1992; Lent & Brown, 2008). Overall, career literature centers on an analysis of career choices and development from an individual's perspective often relying on occupational careers and leaving a gap in transitioning to an entrepreneurship career. Moreover, entrepreneurship research oscillates between seeing entrepreneurship within the space of a career and developing entrepreneurship as an independent career process (Dyer, 1994; Rider et al., 2019).

Although the family institution is presented as the context and one of the determinant factors for individual family members' variations in career development and occupational choices (Nota et al., 2007; Whiston & Keller, 2004), families' role in the transitioning process to an entrepreneurial career are paid less attention leaving a gap in our understanding of how families matter in fostering or challenging the process of transition to entrepreneurship. A study of career transitions gets meaning in contexts and (Elder, 1985) and thus studying the role of families in a career transitioning trajectory addresses the limitations of traditional entrepreneurship studies that focus on the characteristics of individual entrepreneurs rather than the characteristics of the processes that lead to entrepreneurship (Burton et al., 2016).

Third, the individuation theory is another theoretical interest of this thesis because it helps explain the reaction and behavior of individual family members in the transitioning process of becoming an entrepreneur. Given that individual entrepreneurs come from families embedded in the 'extended and collective family' context (explained in Chapter 3) which constrains entrepreneurship, how the individual ensures his or entrepreneurial identity becomes a question of individuation (Burton et al., 2008; Henrekson & Sandaji, 2011). Individuation indicates the level of attachment and individuality in family relations and moderates the relation-

ship between identity formation and the family system's level of differentiation (Waldron-Hennessey & Sabatelli, 1997). Individuation theory, therefore, may help in interpreting the transition process to entrepreneurship as a career.

In summary, given these three backdrops, the family institution has largely been neglected in extant entrepreneurial literature (Aldrich & Cliff, 2003) and at times it has been equated with an individual entrepreneur (Casson, 1982). Studies on the role of families in individual family members' transition to entrepreneurial careers not only add to a theoretical understanding of the entrepreneurship process, but also give nuances to the development of entrepreneurship as a career (Clarysse & Moray, 2004; Dyer, 1994). Therefore, the call for the inclusion of the family institution in the entrepreneurship phenomena (for example, Aldrich & Cliff, 2003) has been gaining scholarly attention. This thesis addresses this call.

The remaining part of this chapter is organized into three sub-sections. The first sub-section draws on literature on family and parenting developed in sociology and social psychology. It introduces the family as a social institution, definitions of the family construct, family dynamics and structures, and the role of family in entrepreneurial career development.

The second sub-section introduces the guiding theoretical lenses: Embeddedness, Individuation Theory, and Career Theory. I singled out these three lenses because they form the basis for explaining an individual and family in a holistic and relational sense rather than providing an exclusive understanding of an individual and his/her family. Individuation theory relates to children becoming 'independent' while maintaining familial relations. As an aspect of individuating family members, career choice literature is relevant to show how families act when a family member makes a career transition. As family actions are context driven, the embeddedness perspective gives a situated and localized understanding of why and how an individual family member and the family behave in relation to each other. The third sub-section gives the conclusion in the form of a brief summary of the relations between family embeddedness, career theory, and individuation.

2.2 Family, Entrepreneurship, and Career Literature

2.2.1 The Family as a social institution

In social institutions, the family is probably the oldest (Cherlin, 1978; Nam, 2004; Tillman & Nam, 2008; Demir & Drentea, 2016). The family institution plays important social functions. It provides not only social control of reproduction and child rearing but also guides family members in proper behavior in their everyday lives (Cherlin, 1978). However, in the 21st century capitalist society, the institutional nature of the family is fading (Cherlin, 1978). The family structure is affected by exogenous factors increasingly changing from a patriarchal and extended family system to a nuclear and individualized system.

In its generic form, the word 'institution' represents "an alignment of social order towards a particular set of beliefs, customs, traditions, values, and concomitant ways of thinking, doing and acting" (Rogers, 2017, p.129). Rogers challenges the misuse of 'institutions' out of context where 'institutions' are confused with 'organizations' in modern social theories. Greenwood et al. (2014) join such a critique and claim that "institutional scholarship has become overly concerned with explaining institutions and institutional processes, notably at the level of the organization field, rather than with using them to explain and understand organizations" (p. 1207). Institutions are treated as inclusive of "formal rules, written laws, formal social conventions, informal norms of behavior, and shared beliefs about the world" (North et al., 2009, p.15). North (1990, p. 3) argue that "Organizations consist of specific groups of individuals pursuing a mix of common and individual goals through partially coordinated behavior. Gilding (2010, p. 774) defines family as "...an institutional regime; that is, an assemblage of institutions, configured in different ways in different places at different times." Gilding's definition highlights the family as an institution within another super institutional setting. Moreover, it strengthens Rogers' (2017) proposition of the family as both an '*institution*' and '*organization*.' In a linear sense, institutions "are the rules of the game in a society or, more formally, are the humanly devised constraints that shape the human interaction" (North, 1990, p.3).

Individual family networks in society impact the norms of the communities in the larger society. There are multiplicities of functions among individuals, the family, and society. Patterson (2006) distinguishes four functional relations: society relative to a family, a family relative to

society, a family relative to an individual, and an individual relative to a family. However, according to many scholars contemporary families are held together more by consensus and mutual affection rather than by formal and institutional controls (Cherlin, 1978).

Historically, literature on family sociology developed from the industrial western culture and many of the empirical examples were drawn from the family contexts in the US and Europe (Gilding, 2010). However, the institutional basis of the families in the 21st century in the west is getting less scholarly attention because of the subsequent and rapid socioeconomic and technological advancements and resulting dramatic changes in the family institution (Cherlin, 1978; Gilding, 2010; Grizzle, 1997) -divorce, women's workforce participation, no marital births, and informal cohabitation. These changes have led to critical sociologists' argument in favor of the "*deinstitutionalization, and deconstruction*" of the family (Gilding, 2010, p.758). For instance, Cherlin (1978) challenges the institution of the family stating that it provides no standard solutions to many of the family's problems like divorce and subsequent problems after divorce. This view, however, may not take into account families in the Southern and Eastern parts of the world. For instance, Susuman et al. (2017) compared the family system in Asia and Africa and found similarities in terms of arranged marriages and early marriages and patriarchal family systems. Therborn (2006) discusses some of the salient features of the African family institution with "strong patriarchal traditions, sexual permissiveness, large-scale polygamy, institutionalized age cohorts, major cultural weight given to fertility and lineage, and pervasive politico-economic, social and cultural patterning through kinship" (p.13).

Notwithstanding the challenges of family institutions in modern society, studies of families from an institutional lens are receiving attention in recent scholarly work (Aldrich & Cliff, 2003; Gomez-Mejia et al., 2011). For instance, there is emerging scholarship in the study of family businesses with emphasis on their distinctive nature (Bird et al., 2002; Bird & Zellweger, 2018; Chrisman et al., 2010) when compared to non-family businesses. The distinctive nature of family firms emerges from the social relations and interactions among the family members, which Habbershon and Williams (1999) define as 'familiness.' Pearson et al. (2008) describe '*familiness*' as a resource distinctive to a firm because of family involvement. As implied earlier, these views describe a family in economic and organizational terms leaving aside the institutional and relational attributes.

Studies on the role of ‘the family institution’ in new firm creation and entrepreneurial career development are limited and thus knowledge about family relations in business development is less discussed.

In summary, though the literature presents the family as an important social institution (Gilding, 2010; Parsons & Bales, 1956), the level of its *institutionalization* lacks uniformity in different parts of the world. There are two possible reasons for the diversity in family institutions. The first may be because of internal dynamics within the family institution due to an increasing divorce rate, women’s empowerment, pre-marital births rates, and informal cohabitation. Second, the pressure from other institutions like the market, technology, and the state have contributed to the deinstitutionalization of the family. The institutional nature of the family varies in space and place. The family is more institutionally embedded in some parts of the world, while it is more deinstitutionalized and individualized in other parts of the world (Popenoe, 1993). Nevertheless, the ‘*nuclear family*’ has remained the core in at least two important social activities - childrearing and the provision of emotional support to its members (Popenoe, 1993). This implies that an understanding and inclusion of the family context in different regions necessitates scholarly attention (Van de Ven, 2007). The roles and functions of the family institution are differently understood in different regions of the world. In this section the focus is not to exhaustively reflect on the family as a ‘*social institution*’ but to highlight what literature discusses about the family institution which adds to my arguments later. The main objective is giving a grounding to the reader on how family dynamics contribute to the variations in the roles that a family plays and the outcome of family members’ social and economic roles. In the next sub-section, I draw on the knowledge built in literature on social psychology and developmental psychology. I picked family dynamics and the role of the family in entrepreneurial career choice decisions. I believe that *career choice* is relevant for illustrating the continuous interaction of the family institution and family members. I discuss the role of the family in the process of an individual family member’s realization of a career choice.

The extended family in Africa offers a new perspective to a family’s roles like parenting. For example, in Ethiopia parenting focuses on sustaining social values and culture (Evans, 2004). The extended family’s role in maintaining social welfare is also given scholarly attention (for

example, Mokomane, 2013) despite external influences because of the changes in socio environments like migration, urbanization, and resource degradation. However, the role that the family plays in business and career development is almost neglected in research in the context of families in the Horn of Africa. In the next sub-section, I discuss the operationalization of the family.

2.2.2 Operationalization of the 'extended family'

The 'family' is a complex concept having several linguistic and interdisciplinary connotations. Therefore, when defining the concept, it is important to consider through which perspective the family is being viewed. For example, Merriam-Webster (2015) defines the family in a traditional way as:

"... a social unit traditionally consisting of two parents rearing their children, and any other regarded as the equivalents to the traditional family."

Merriam-Webster further extends related constructs of the family concept used in common language including a household (referring to a group of people living under one roof), clan (representing a group of persons of common ancestry), race (a group of people branching out from common stock), and fellowship (showing affiliations to or a group of people united by certain convictions).

In academia, there are no clear-cut definitions of 'family' (Astrachan et al., 2002), and the challenges in the operationalization of the family are due to cultural, geographical, and time variations of what constitutes the family system. Empirical research tries to limit the scope of the family by specifying "the levels and types of relationships and kinship ties of the involved persons" (Astrachan et al., 2002, p.46). Some definitions used emphasize affiliations (for example, Hoy & Sharma, 2010), structural, biological relations, and emotional attachment (for example, Ding, 2008) and legal and economic transactions (for example, Schulze & Gedajlovic, 2010). The common family definitions in literature highlight two perspectives (Ding, 2008; Schulze & Gedajlovic, 2010). The first reflects the nature of the family relationships (Kimhi, 1997; Lambrecht, 2005; Sharma & Salvato, 2013) like 'continuity' (the time dimension and intergenerational ties) and the quality of the relationship (intimacy as well as affective and emotional ties). The second set of definitions relies on the 'subjects' of the

family members (that is, who may or may not be a family member) (Distelberg & Sorenson, 2009).

One common problem with the 'broader and extended' definitions of the family (Bertrand & Schoar, 2006; Chung & Gale, 2009) is the difficulty in setting boundaries among family members and studying the family identity. This problem is visible in family business literature where one of the interests is studying transgenerational family transitions, ownership, and family entrepreneurial orientation (Kimhi, 1997; Lambrecht, 2005; Sharma & Salvato, 2013). Some other aspects contributing to the variability in the conceptualization of the family in literature include cultural and historical variations (Bertrand & Schoar, 2006; Chung & Gale, 2009) for the inclusion and exclusion of family members and assigning them roles which depend on culture and ethnicity, race, and class (Puryear et al., 2008). Moreover, meanings, symbols, and interactions between family members differ from one society to the next (Bertrand & Schoar, 2006; Chung & Gale, 2009). There is heterogeneity in the composition of the family in the Western and Southern and Eastern parts of the world (Sharma et al., 2013). The western family notion is complicated with the emergence of multiplicities of family structures (nuclear, single-parent, and same-sex families) as much as the families in the East and South are characterized by polygamous, tribal, and patriarchal systems (Sharma et al., 2013).

In this thesis, I rely on Distelberg and Sorenson's (2009) definition of a family:

"All individuals related by blood, marriage, or adoption.... Individuals not related through blood, marriage, or adoption but who share goals, resources, and a commitment to the whole may also be considered family" (Distelberg & Sorenson, 2009, p. 67).

This definition accommodates a wider perspective on the family concept. In addition to the relational dimensions, it characterizes the family from a space (household) and resource perspective. Moreover, the definition accommodates both blood relations and residential sharing within a household given that the members share common resources. However, those sharing a common space (that is, a household) may not function as family members when they do not share the long-term goals and commitments of the family (Distelberg & Sorenson, 2009). There is scholarly inclination to study the family as an institution (Laslett,

1973; Pearson et al., 2014) to reflect family variations across cultures and time (for example, Hoy, 2014).

In the context of the empirical setting of this thesis -the Horn of Africa in general and Ethiopia in particular- the family context tilts to the institutional and cultural dimensions featured in the extended family system (Smith, 2009) and strong family ties (Khavul et al., 2009). Unlike the western (North American and Western European) notion of families that views the family from a rather narrow perspective as consisting of relationships via blood relations or marriages, the family in an African context has a broader perspective also including extended relations (Barnard & Spencer, 1996; Stewart, 2003). This means that the family institution in this region governs the broader behavior of individuals because the family institution comes at the forefront of other formal institutions affecting individuals in society (Khavul et al., 2009). Unlike in the western context, because of limited formal or government institutions the family system in Africa shoulders almost all demanding social activities like childcare, parenting, elderly care, social insurance, career counseling, and career choices (Mokomane, 2013). However, studies on the role of families in the African region are given less attention and thus less is known about how the family institution contributes or delimits important economic and social activities like entrepreneurship and career choices in the region. This is surprising given the immense poverty in the region and the otherwise significant role of the family institution. For instance, Khavul et al. (2009) and Smith (2009) studied East African entrepreneurs and contributed to our understanding with exceptional insights on the role of extended and strong family ties in the creation and development of family businesses.

Ethiopia is home to multicultural traditions, languages, religions, and ethnic diversities which implies possibilities of variability in interfamily denominations. However, the 'extended' notion of a 'family' in the Horn of Africa also characterizes Ethiopian families (Abebe, 2008). Abebe (2008) sees Ethiopian families as a 'Collective' in three contexts: extended, sharing common households, and kinship relations and social networks of support. Ethiopian families usually share common resources and socialize in a household based on blood linkages or kinship ties (Abebe, 2008). Ethiopian parents socialize their children by 'telling stories' of their expectations of norms, values, and expectations of behavior (Jirata, 2014). For instance, Jirata's (2014) ethnographic study on the Guji-Oromo of Southern Ethiopia found that "parents

seek to achieve three socialization outcomes through storytelling: cautioning children, motivating children to learn from adults, and enhancing children's respect for the value of adult supervision" (p. 156). Although the extended and collective family context predominantly characterizes Ethiopian families, new phenomena like urbanization and migration and 'nuclear families' are developing in the urban areas in particular (Abebe, 2008). Even in rural Ethiopia, the family context shows variations in structure depending on marriage, ethnicity, gender, and religion because Ethiopia is a multicultural and multiethnic nation. In this thesis, I use 'family' and 'parents' interchangeably when referring to mother and father and 'family member' or the 'entrepreneur' to imply the daughter (or son) who started his or her own new business.

2.2.3 Family dynamics

A large share of literature on family dynamics focuses on the changes in the structure and subsequent roles of individual family members because of the changes in the family structure (Parsons & Bales, 1956; Ruggles, 1994). Sociologists and historians are not unanimous about the theory that there was a transition from an extended to a nuclear family structure in the west. Instead, the contrary argument is that the family structure has remained unchanged and overwhelmingly nuclear (Ruggles, 1994). Moreover, these views regard isolated nuclear families as an ideal form for modern industrial societies. Family literature classifies the *family* from structural and functional perspectives. Such taxonomy defines both the foundations for and the nature of the relationships among family members. While family structure implies the nature of family relationships (both legal and genetic), family function implies how the family works through these relationships to meet the needs of each of its members (Parsons & Bales, 1956; Ruggles, 1994).

Ruggles (1994) found that co-residence (which was a feature of the preindustrial extended family) was not the best indicator of the intensity of familial relationships but *kinship* was the significant predictor. Similarly Khayesi et al. (2014) state that kinship becomes a detrimental feature of the family system. Furstenberg (2011) shows how the family structure (for example, due to economic changes from agrarian to industrialization) led to the weakening of the family and kinship institutions and the gradual fading away of patriarchal practices and more

complex household forms. Instead, the nuclear family emerged largely detached from the influence of kinship lines of authority (Parsons, 1964).

However, regional variations in terms of family dynamics and family relations (Bird & Zellweger, 2018) account for psychosocial dynamics and differences in entrepreneurship. For example, studies show that one of the reasons for regional diversity in new firm start-ups and their growth may be attributed to family dynamics from which entrepreneurs emerge (Azmat & Fujimoto, 2016; Cruz & Basco, 2018).

2.2.4 Family Roles

Family roles reflect the expectations from individual family members to maintain their familial relations or 'familiness' (Habbershon & Williams, 1999). Miller et al. (2000) define family roles as "the recurrent patterns of behavior by which individuals fulfill family functions and needs" (p.171). Roles define intrafamily relations, boundaries with non-family members, and norms for becoming and not becoming a member. Throughout their lifespans, individual family members assume certain roles interchangeably or many roles at one time such as a child, sibling, and grandchild. A family member's roles change with the changes in the lifespan (Super, 1980). Researchers agree that the establishment of clear roles within a family is directly connected to the family's sustainability and adaptability to changes (Melito, 1988; Miller et al., 2000). The role senders (family members and society) attach social *and family expectations* to these roles. For example, society assigns roles to the family institution and expects the parents to play a role in implementing some of the norms (that is, disciplining, role modeling, provision, and care giving). Based on the roles in the system, people are expected to interact with and respond to one another in a certain way (Kenny & Gallagher, 2002).

Literature classifies two types of roles (instrumental and affective) attached to individual members and the family as an institution (Kenny & Gallagher, 2002). These roles also appear in literature as family support (affective and instrumental) (Powell & Eddleston, 2013, 2017; Zhu et al., 2017). A healthy family has the role of supporting each other through: (1). providing economic and material resources like food, clothing, and shelter to its members (or instrumental role), and (2) Provision of socioemotional support to family members (affective role). The degree of family support and the impact this support has on family entrepreneurial-

al outcomes has been widely covered in entrepreneurship literature (Adom, 2015; Powell & Eddleston, 2013, 2017; Welsh et al., 2018; Zhu et al., 2017).

As discussed earlier, family roles are diversified and extant literature presents roles as connectors of intrafamily relations and the relation of the family institution to the social setting in which the family resides. The next section discusses the *career development* process as an illustration of the multiple roles that the family plays and seek answers to questions on what the roles mean from an entrepreneurship perspective.

Ethiopian families are embedded within a wider social network of support (Poluha, 2007). Children are seen as ‘wealth in people’ and as a symbol of prestige and social status. Strong and reciprocal relationships exist in a family (Punch, 2002). Relationships in the ‘family collective’ are usually hierarchical, depending on gender and age (Abebe, 2008). Patriarchal family structures are prevalent in Ethiopian society and women’s participation in decision making is less (Kacen, 2006). The ‘extended family’ institution in Ethiopia is becoming prone to social dynamics such as migration which is challenging its tendency to sustain itself via bringing members to stay together. Ethiopian families attach value to children because of social and economic reasons. Socially, more children in a family mean a ‘big and respected family or clan.’ Children are believed to ensure security and prestige for the family which is believed to happen when the number of children in the family, particularly boys, increases. Children are also seen in economic terms because they undertake labor for the families in the rural areas - boys work in the fields and in farming and girls support in domestic work. Another perception of children in the Ethiopian extended family has economic implications because children are expected to care and financially support their parents and elders.

Recent challenges to the ‘extended family’ include young adults leaving home (Ezra, 2000). Traditionally, young adults, particularly girls are allowed to leave home when they get married. Leaving home before marriage, especially for females, is not accepted unless it is for education.

It is believed that girls are secure whenever they reside with her families. Nevertheless, parents support and become proud of young family members leaving home especially for education. This is rare because only a few families can afford to finance the schooling of their children beyond the primary level and find it difficult to shoulder the opportunity costs of sending all their children to school. A girl leaving home before marriage is a disgrace to the family. However, this attitude is changing because parents have started sending their members to nearby towns and cities and Middle Eastern countries to ensure their economic security (Ezra, 2000). There are, however, variations in 'parents' expectations' from their children depending on whether the parents live in urban or rural areas in Ethiopia (Kassa, 2017).

2.2.5 The Family as a relational entity

Sociological and psychosocial research discusses individuals in a relationship. Many studies emphasize tracing human relationships to understand 'personal life' (Edwards & May, 2011; May & Nordqvist, 2019; Roseneil & Ketokivi, 2016; Sethi, 2020). Relationality inquires how individuals' connections to self, others, and society, inform their self and larger society. From a relationality view, the self (personal) is defined in relational terms. May and Nordqvist (2019), see a 'sense of self' as "constructed in relationships with others, and in relation to others and to social norms" (p. 10). Other studies connect 'relational self' to 'significant others' and refer not only to immediate family and friends, but also other 'significant others' in social relations (Andersen et al., 2002; Lackovic-Grgin & Dekovic, 1990; Woelfel & Haller, 1971). Relationality has been raised in social capital literature as one typical resource that one may use in business or other social relations (Adler & Kwon, 2002; Robison et al., 2002). However, less is known about the context of family relations and how such relations can influence decisions. Even if some relationships are implied, they are entangled and often hidden in other relations like the family (Castelfranchi et al., 2006; Reimer et al., 2008). Therefore, less is understood about how micro social relations in meso and macro level social relations influence the behavior of the actors. Because of increased understanding of entrepreneurship as a social and relational phenomenon, recent studies of entrepreneurship have been attracted towards a relational approach (Selden & Fletcher, 2015; Meeus et al., 2005; Tatli et al., 2014) for alleviating the theoretical gaps which rely on individual levels of analysis. Moreover, research on adolescents shows that adolescent-parent relations influence the

development of a child as an 'individual self' because parent-child relational identities have an individuation effect (Meeus et al., 2005) and that relatedness has distinct and complementary effects on individuation (Imamoglu, 2003; Vartanian, 1997). Importing the concept of relationality to studies of entrepreneurship is becoming appealing because an entrepreneurial self is relational because it is constructed in relationships with significant others, for example, when it comes to seeking entrepreneurial opportunities in social relations. The family represents the first epoch for exercising relationality and affects many aspects of personal development including career choices, personality, and motivation (Schindehutte et al., 2003). Despite a robust explanation of the entrepreneurship phenomena, less empirical work has been done on the role that the relational approach plays in the entrepreneurship process.

As a relational process the family is 'embedded' in complex networks of relationships (Nordqvist & Smart, 2014; Smart, 2007) and familial relations affect entrepreneurial career decisions. Family relations involve complex intrafamily relations between and among parents and the child, siblings, and other extended family members.

2.2.6 The family's role in career development

A career reflects multiple roles occurring in sequence during a person's lifespan (Super, 1980). The career process invites multiple views and theories. Historically, literature on careers has its roots in classic psychological literature on vocational behavior, child development, and learning theories (Bandura, 1977; Super, 1980). Many career studies have dealt with occupational choices (that is, decisions related to the career choices that a person makes in his/her lifetime) and the factors that determine those decisions, rather than how careers develop over time (Bordin et al., 1963; Holland, 1973; Roe, 1957).

Career development is widely addressed in literature on child development and occupational literature though they rarely discuss the family institution (Lopez & Andrews, 1987; Penick & Jepsen, 1992) as a whole. Instead, the family institution is presented as the context and one of the determinant factors in the variations in career development and occupational choices by individual family members (Whiston & Keller, 2004). Whiston and Keller (2004) studied

career development in relation to the role of the family institution and how families influence and facilitate career development. They found that parental occupation and support were positively related to career choices (Nota et al., 2007; Whiston & Keller, 2004). Other research findings on career development provide evidence regarding the influence of the family background (for example, Lopez & Andrews, 1987; Penick & Jepsen, 1992). For instance, by examining the role of the family in career decision making Lopez and Andrews (1987) conceptualize career indecision as a symptom of inadequate parent-young adult separation. Penick and Jepsen (1992) view family relationships as consisting of parental support, parental modeling, and parenting styles that are all positively related to career development. While several studies show the impact of parental expectations and family aspirations on the educational performance and choices of a family member (McCarron & Inkelas, 2006; Kirk et al., 2011; Lazarides et al., 2016), only limited focus is paid to the family's influence on family members' career choices (Leung et al., 2011) and even less on the impact of the family-on-family members' entrepreneurial career choices.

Literature connecting a family's (parents) role to children's educational performance (family members) treats employment careers as for-granted and is silent on the unique nature of entrepreneurial careers. However, in the process of career choice decisions, family members' connections play both supportive and constraining roles for the adolescents (Holden, 2010). The reason for parents developing cognitive preferences for and attitudes towards some professions (like law, medicine, engineering, and technical) (for example, Bryant et al., 2006) may be because of their prior experience, education, or the social values attached to these professions. As a result, parental orientations influence the preparations that the children make in the development of their occupational careers or trajectories. The level of socialization and the embeddedness of an individual actor in the family context influences his/her career preferences and skill aspirations (Swail & Down, 2014). The skills that individuals aspire for largely depend on the social legitimacy that they attach to these skills and professions (Swail & Down, 2014).

2.2.7 The Role of Family in Entrepreneurship

Like career literature, entrepreneurship literature also pays limited attention to the role of the family in the entrepreneurship process (Aldrich & Cliff, 2003). Extant entrepreneurship literature builds on research traditions in the psychological career theory and classical entrepreneurship literature (Kolvereid & Moen, 1997). However, these fields approach the issues of new firm start-ups and self-employment with different scholarly interests (Baum et al., 2007; Dyer, 1994).

Psychologists are interested in both career choice questions (class and personality differences) and career development (career stages and career life cycle) (Sonnenfeld & Kotter, 1982). Psychological career theory's primary interest is helping understand the intrapersonal conflicts and challenges that occur when individuals get entitlement to new organizational roles (Linqvist et al., 2015). Classic entrepreneurship research describes the determinants for entrepreneurs to start a new business or become self-employed, rather than focusing on career progression (Douglas & Shepherd, 2002; Kolvereid & Moen, 1997; Tomski, 2014). Therefore, the entrepreneurial process has received little scholarly attention in career development literature. The career theory focuses on the linear and predictable stages that individuals go through in their lifespan and are heavily dominated by the employment tradition. Studies focusing on parental adolescent support (Aldrich et al., 1998; Helsen, 2000) and parental career experiences (Linqvist et al., 2015) focus on their implications for entrepreneurship. Such studies shift attention from an individual or the family institution and rely on external factors for entrepreneurship. Further, educational scholars suggest entrepreneurship as a career and learning process (Dyer, 1994; Politis, 2005). Dyer (1994), for example, suggests entrepreneurship as a career path.

Mainstream entrepreneurship literature (Aluja et al., 2005; Fouad et al., 2016; Osorio et al., 2017; Sieger & Minola, 2017) discusses the role of the family in terms of support from a resource point of view (financial capital, human capital, and social capital). However, research shows inconclusive findings on the relationship between family support and children's entrepreneurial success (Fouad et al., 2016; Osorio et al., 2017; Sieger & Minola, 2017). According to Sieger and Minola (2017) the context of family relations (that is, the level of family cohesion and an individual's entrepreneurial self-efficacy) moderates the formation of

children's entrepreneurial intentions. Their study found a weaker link between family financial support and children's entrepreneurial intentions. Similarly, Osorio et al. (2017) found perceived family support as a predictor of entrepreneurial attitudes and intentions. These findings indicate families' need to selectively invest their resources in developing their children's entrepreneurial intentions.

Children's entrepreneurial intentions depend on the families' overall perceptions about the social legitimacy of the entrepreneurial careers (Engle et al., 2010; Thompson, 2009). The actors' entrepreneurial intentions or entrepreneurial activities (Engle et al., 2010; Thompson, 2009) largely depend on the available skills and the social legitimacy attached to them in wider society in which the actors are embedded. Studies have shown self-efficacy and the opinions of significant others to be strong predictors of entrepreneurial intentions (Armitage & Conner, 2001; Conner & Armitage, 1998).

Entrepreneurship literature discusses the entrepreneurial behavior of parents and offspring in the domain of family firms. A part of this focuses on the intergenerational transmission of entrepreneurship from parents to children (Criaco et al., 2017). The other part includes literature on entrepreneurial intentions which tries to connect entrepreneurial parents' behavior with the motivation of the offspring to become entrepreneurs and how children's social comparisons and self-evaluations develop entrepreneurial intentions (Binachi & Melkie, 2010; Buunk & Gibbons, 2007; Collins, 1996; Gibson, 2004).

While scholarly work on the relationship between parental and offspring's career decisions has been part of the literature on occupational and vocational development, this has only recently attracted entrepreneurship literature (Dyer & Handler, 1994; Fouad et al., 2016; Sieger et al., 2014). Although studies often report that parents influence the entrepreneurial career intention of their off-springs, the role of the family in the entrepreneurship process has been only partially addressed (Criaco et al., 2017). Research on family businesses and family firms rather than families themselves has attracted literature on entrepreneurship and family ownership. Studying family members' micro processes and activities (Powell & Greenhaus, 2012) in the process of becoming entrepreneurial while at same time taking into account family considerations makes important theoretical and practical contributions to entrepreneurship and strategy literature. Interestingly, the level of family embeddedness or socialization has implications for family members' entrepreneurial behavior (Aldrich & Cliff,

2003). Studies have found that strong family support may have a negative impact on family members' entrepreneurial intentions (Edelman et al., 2016). Family social capital support was found to be positively related to youth start-ups whereas financial capital was found to be negatively related to youth entrepreneurship and emotional support moderated the relationship (Edelman et al., 2016). The conception of entrepreneurship as an embedded socio-economic process (Jack et al., 2002) is also attracting scholarly attention. This view puts forth the idea that entrepreneurship cannot be understood through an individual entrepreneur in isolation and there will be complete understanding when one looks at entrepreneurship at multiple levels.

Although entrepreneurship research addresses the role of families in entrepreneurship, it does so indirectly. In entrepreneurial research, studies by and large do not study the family as a unit of analysis or even as the subject; this at times is also a challenging task (Eddleston & Kellermanns, 2007) because the family institution has been studied in both the sociological and business disciplines for different purposes and with different philosophical lenses.

Family sociological studies are interested in the functional, structural, and changes affecting the family system. However, family business scholars focus on some aspects of the family and connect it to risk taking (Naldi et al., 2007; Zahra, 2005), family entrepreneurial orientation or family entrepreneurship (Hadryś-nowak, 2018; Naldi et al., 2007), ownership and corporate governance (Decker & Gu, 2017), and from the socioemotional wealth perspective (Cruz et al., 2012; Fitz-koch & Nordqvist, 2017).

Family dynamics as the subject of study in entrepreneurship is still in its infancy (Aldrich & Cliff, 2003). Studies (for example, Bertrand & Schoar, 2006; Bird, 2014) extend a discussion of the family's role in entrepreneurship within the sphere of the family firm. These studies find that family support influences both an entrepreneurial attitude and the intentions of college students (Osorio et al., 2017) with family household diversity facilitating creativity and family household shared business experience facilitating orientation (Gras & Nason, 2015). In this thesis, I see entrepreneurship as a process of transition to entrepreneurship as a career choice. I take particular interest in how this is done by focusing on family relations.

2.2.8 The Family Institution and entrepreneurship in developing and emerging economies

The family institution in developing and emerging economies shoulders almost all the social and economic roles including reproduction, child development, child and elderly care, social and emotional well-being, marriage, socialization, role-modeling, career counseling, and business. In contrast, in the developed economies of North America and Western Europe, many of these family roles are shared by other institutions primarily financed by the state like schools, career counseling centers, elderly care centers, social workers, health institutions, and business incubation and financial support systems. Moreover, entrepreneurship is described as the most important economic activity in bridging innovation, productivity, and better ‘resource orchestration’ (Carnes et al., 2017; Sirmon et al., 2011). Studies show a huge gap in entrepreneurship between developed and developing economies in many standard measures of entrepreneurship like start-up rates, number of entrepreneurial activities, capital, entrepreneurship environment, and market structure (Acs et al., 2008; Naudé et al., 2008; Desai, 2011; Williams & Gurtoo, 2016) and yet entrepreneurship is seen as a panacea for alleviating poverty in developing and emerging economies (Ács & Virgill, 2009; Amorós et al., 2011; Morris et al., 2020). Given the multiplicities of the family’s social and economic roles in the developing and emerging economies, and a huge wealth gap between the developing and the developed nations, an equally important question is how the family institution influences entrepreneurship and the transitioning of an aspirant youth entrepreneur to an entrepreneurial career. As implied here, an important question addressed in this thesis stretches out from the epistemological interest of how a typical novice and young entrepreneur in a family setting in an emerging and developing economy realizes an entrepreneurial career. And what is the role of the family in this. In discussing this, this thesis joins ongoing scholarly discussions on ‘*family entrepreneurship*,’ ‘*start-up ecosystem*,’ and ‘*entrepreneurship career development*’ in literature.

2.3 Theoretical perspectives

To guide my thinking, I rely on three streams of research: the embeddedness theory (both family and the individual), the individuation theory, and the career theory. I connect the *family institution*, the *individual family member*, and entrepreneurship career literature.

Literature connecting the *family institution* to the entrepreneurship process is limited (Aldrich & Cliff, 2003). Emperically the role of the family in the entrepreneurship process is visible. However, unlike scholarly work on the role of the family in career choice and developmment there have been fewer theoretical developments along this line and little is known about the role of the family in the process of entrepreneurship career development (Stafford et al., 1999; Upton & Heck, 1997). As discussed in the ealier sections, entrepreneurship as a career choice and career development is not well developed in literature except in studies on entrepreneurial education. This gap includes lack of knowledge about the family context and family interactions in the process of entrepreneurship theory. The recent scholarly invitation is for developing a field of study -- family entrepreneurship which links the family institution, the family member, and the process of stat-up/new firm creation (Bettinelli et al., 2014).

2.3.1 Embeddedness theory

According to Polanyi (1957) embeddedness is based on the logic that the micro activities (the atom) form a part of the larger social system, and therefore, understanding the larger system is based on an analysis of the micro activities that make up the social structure. Accordingly, the 'atom' becomes the source for constructing meanings out of and understanding the social system (Abolafia, 1998; Granovetter, 2002; White, 2002). Embeddedness is developing as a theory and is applied in various contexts in literature (Wigren-Kristofferson et al., 2022). Many scholars apply the embeddedness concept in various contexts such as networks (for example, Gulati, 1998), entrepreneurship (for example, Jack & Anderson, 2002), strategy (for example, Powell et al., 1996), and economic geography (for example, Hess, 2004).

In entrepreneurship literature, embeddedness is used for exploring the multiplicity of perspectives and contexts in which the entrepreneurship phenomena occurs (Jack & Anderson, 2002; Pasillas et al., 2017). Embeddedness has been positively correlated with entrepreneurship opportunities (Jack & Anderson, 2002; Hess, 2004). However, while embeddedness explicitly gives a context or a setting in which meanings and perceptions of opportunities are drawn, it may not imply creating opportunities (Beckert, 1999).

Entrepreneurship literature presents embeddedness as an enabler of and a source of opportunities for an entrepreneurship career (Aldrich & Zimmer, 1986; Carsrud & Johnson, 1989;

Uzzi, 1997). However, the entrepreneurship process could also be challenged based on contexts or surroundings to which the individual entrepreneur belongs. Karlsson and Dahlberg (2003) indicate that the entrepreneurial process is dependent on the level of the individual actor's understanding of the broader institutional context (Zukin & DiMaggio, 1990). This means that family embeddedness becomes an opportunity or a limitation for an entrepreneurial career depending on the social structure in which the family is embedded. I elaborate on this argument in the next section.

Family embeddedness perspective

Family embeddedness relies on the premise that individual family behavior (economic or non-economic) follows the practices in larger social relations (for example, Aldrich & Cliff, 2003; Bird & Wennberg, 2016). Historically, family embeddedness appeared in the literature as a form of social embeddedness to explain a family's relations with business. For instance, some studies show the family's impact on entrepreneurial decision-making and outcomes (Aldrich & Cliff, 2003; Cruz et al., 2012; Zahra, 2003). Family contexts (like family support) contribute and guide the entrepreneurial intentions of the children (Carsrud & Johnson, 1989). Against the individualistic and cognitive perspective of looking at entrepreneurship development, there is a scholarly call for studying the role of the family in entrepreneurship career development, governance, and ownership (Aldrich & Cliff, 2003; Mari et al., 2016; Osorio et al., 2017; Sieger & Minola, 2017).

The family embeddedness dimension looks at family relationships from market and economic perspectives (Joskow, 1988; Williamson, 2005). Much of this work considers family and social networks as the source of entrepreneurial opportunities in which individual entrepreneurial actors are embedded (Aldrich & Cliff, 2003; Bird & Wennberg, 2016; Jack & Anderson, 2002). However, social contexts differ from region to region (Greenwood et al., 2010) and the family structure may not always provide conducive grounds for individual entrepreneurs to independently pursue entrepreneurial careers. This approach may be challenged because it primarily focuses on family as an 'economic' rather than an 'institutional' dimension.

Family embeddedness literature explores the importance of family resources and spatial locations in entrepreneurial decisions and exit (Bird & Wennberg, 2016). Despite such research

findings on the role of family dynamics in entrepreneurship (Gras & Nason, 2015), the family as an entrepreneurial actor has received less scholarly attention (Aldrich & Cliff, 2003). Using data from India, Gras and Nason (2015) explored how family embeddedness influenced entrepreneurship and sustained new ventures. The conjunction between embeddedness literature and entrepreneurship relies on the premise that embedded actors get more access to resources through social networks (Jack & Anderson, 2002; Raderson et al., 2015). However, embeddedness literature has limitations in terms of clearly explaining what roles the family institution plays in the process of entrepreneurship. Studies targeting familial interactions among family members and exchanges of their points of view of entrepreneurship as a career choice provide an important foundation for answering the question on the role of the family in the early stages of transitioning to an entrepreneurial career via start-ups (Rodriguez et al., 2000) and regional social legitimacy of entrepreneurship (Kibler et al., 2014).

Drawing on a family embeddedness perspective, in this thesis I am interested in how family dynamics influence the transition to an entrepreneurial career.

The Individual embedded within the family

As discussed in the earlier sections, the embeddedness theory uncovers a social perspective in which agents or actors act in a predetermined structural setting (Bryant & Jary, 1991; Granovetter, 1985). The family gets its identity from the interdependent and collective actions of individual family members (Bettinelli et al., 2014). Both the role of the individual embedded in the family and the family embedded in the large social system have been introduced in entrepreneurship literature. Classic entrepreneurship scholars (for example, Schumpeter, 1934 and Kirzner, 1973) leave out the individual entrepreneur as 'under-socialized' and detached from the family institution. Such literature focuses on the role of individual behavior on entrepreneurial outcomes (Gartner et al., 2003; Shane & Venkataraman, 2000) emphasizing individual behavior that gives rise to entrepreneurial opportunities. For example, entrepreneurship literature in economics focuses on the rational school of thought concentrating on economic activities emanating out of individual actors' self-interest (Kirzner, 1973; Schumpeter, 1934). Schumpeter connects the emergence of opportunities to an individual entrepreneur's internal disposition to initiate changes in the economy. An en-

trepreneur is an innovator who 'shocks' and disturbs the economic equilibrium during times of uncertainty, change, and technological upheaval (Schumpeter, 1934). In contrast, the Kirznerian view implies that individuals secure entrepreneurial profits on the basis of knowledge and information gaps that arise between the people in the market (Kirzner, 1973). Here Kirzner specifically characterizes the individual as an 'a loner' discovering opportunities. Moreover, many authors following sociological traditions (for example, Granoveter, 1985; Aldrich & Cliff, 2003) brought important theoretical and methodological lenses to the study of entrepreneurship where the role of the family has got significant attention for understanding the entrepreneurship phenomena. The understanding to date is that entrepreneurial behavior can be both individual and collective. Because the entrepreneurship phenomena is complex, it needs the contribution of multidisciplinary knowledge and theories at various levels of analysis (Acs & Audretsch, 2010). The individual level of analysis can be important for understanding and explaining entrepreneurial behavior (Cardon et al., 2009). Many of these studies help in understanding the entrepreneurial concept based on psychological research (Barrett et al., 2007; Brundin et al., 2008; Russell, 2003; Yu, 2001) and on identity (Burke, 2006; Stryker & Burke, 2000).

There is growing recognition that families and individuals continue being important actors in influencing the processes and outcomes of entrepreneurship (Bettinelli et al., 2014; Raderson et al., 2015). This understanding of the retroactive relations between an individual's behavior as a family member and the collective behavior of persons in the family institution responds to a recent call for developing the field of 'family entrepreneurship' (Bettinelli et al., 2014; Raderson et al., 2015).

Entrepreneurial behavior like entrepreneurial passion (Cardon et al., 2009), entrepreneurial actions (McMullen & Shepherd, 2006), and entrepreneurial opportunity perceptions (Renko et al., 2012) are often observed at the individual level (Bird & Schjoedt, 2009). Moreover, individual entrepreneurs are both the means and the end of the entrepreneurial process (Raderson et al., 2015). Because individuals provide inputs such as knowledge and skills and other resources (Hitt et al., 2011) and take the risks involved in the entrepreneurship process they play an important part in understanding the entrepreneurship phenomena. However, extant entrepreneurship literature links individual actors on the one hand and the family and

the family firm on the other. This may be more visible in literature on family businesses which accounts for the family variable at the firm level of analysis (Brundin et al., 2010; Chua et al., 1999, 2004). At times, families lose their identity in the family firm and family ownership becomes more visible. However, there is underlying scholarly attention to conceptualizing entrepreneurship as a social process embedded in social relationships (Aldrich & Cliff, 2003; Chrisman et al., 2002). Individuals are embedded in multiple contexts and are affected by different types of institutions among which the family is the most important (Miller et al., 2009). The social embeddedness approach posits that individuals' behavior is embedded in social structures consisting of networks of interpersonal relationships and social ties that are based on trust and closeness (Granovetter, 1985; Uzzi, 1997). The family system leads to individual members who make the whole family interact and have an identity. The family is the primary point of social contact for human activities - economic, cognitive, and social which also includes entrepreneurship (Bettinelli et al., 2014; Rogoff & Heck, 2003). Individual entrepreneurs' intrapersonal and cognitive processes (Russell, 2003; Yu, 2001) in the process of founding a new firm /new venture creation (for example, Gartner, 1985) and growth (Gunning, 1997; Penrose, 1995) are a part of ongoing conversations in literature.

The individual entrepreneur resides in the family system and interacts with the rest of the family members (for example, parents and siblings) sharing the experiences and challenges of his or her business. In return, the parents and the other family members either give their support or discourage the entrepreneurial actions of the family member depending on the various institutional arenas in which the family is embedded. This entrepreneurial phenomena become an arena for the family and the entrepreneur's social interactions both influencing each other's behavior. The common understanding implied in entrepreneurship and family business literature, for instance, presents family embeddedness as a source of opportunities and resources for a firm. This literature also cautions about the negative aspects of family involvement which may limit entrepreneurial capabilities of the entrepreneurs in the family (Astner, 2020; Sieger & Minola, 2017). However, these studies consider the family as a unit and do not show how the intra-family relations contribute to the process of entrepreneurship or how a business is developed by a family member because they focus more on the post start-up stages of family firms. Therefore, in this thesis I demonstrate how family embed-

dedness influences individual family relations from pre-start-up and start-up stages till the business is up and running.

2.3.2 Individuation Theory

In classical entrepreneurship literature, psychological theories have contributed in many ways. For instance, Shane (2000) discusses two assumptions of entrepreneurship researchers subscribing to psychological theories: 1). Focus on the fundamental attributes of individual entrepreneurs, and 2). Individuals' willingness and ability to take action. He attributes this view to the opportunity exploitation perspective (Venkataraman, 1997) and explains why differences exist among individuals in their becoming entrepreneurs. Several researchers agree that the psychological views have limitations in accounting for how individuals develop entrepreneurial abilities and behavior. One possible limitation of such works is due to the limitation in terms of seeing the individual in the family system. Individual and family relationships rarely appear in discussions on entrepreneurship (Aldrich & Cliff, 2003). While ample work in occupational and career literature explains the family context as a predictor of career preferences and career development, entrepreneurship as a career is rarely discussed in these fields and as a consequence less is known about the role of family relationships in the process of entrepreneurship. Politis (2005), for instance, connects an entrepreneur's career orientation to an individual's opportunity seeking orientation. Career literature, however, documents how a family influences children's career choices and development (Schellenberg et al., 2016). Less is known about the role of the family in entrepreneurial career choices and how family career orientation impacts an entrepreneur's entrepreneurial career choices.

The individuation theory may help in filling this gap because it helps see family relations in context and not the individual person per se (Grotevant & Cooper, 1986). For example, Wood et al. (2014) found individuation as a mental model for individual differences in opportunity seeking. Levpušček et al.'s (2018) study on Slovenian emerging adults reported that individuation (measured as children's parental relations) predicted a child's career aspirations. Albeit with differences in parental gender, the study showed that the higher the child's connectedness with his/her parents the higher his/her intrinsic career goals will be.

Because individual entrepreneurs are embedded in a family system, family embeddedness literature gives background information for studying individual family relationships. Career, vocational, and occupational theories have documented family background as a predictor of children's career and occupational choices emphasizing on the individual's behavior. Individual family members' entrepreneurship careers may be conceptualized and explained as a process of individuation. For instance, family interactions may be reflected in studies that focus on an analysis of family communication to see the relations among families in the process of development trajectories (Cooper et al., 1983). Communication literature explains typical examples of how individual family members behave in relation to each other to keep their family relations intact and protect their individual space at the same time (Caughlin et al., 2006). Caughlin et al. (2006) discuss situations in which family members 'reveal' or 'conceal' private information (Caughlin et al., 2006, p. 322). An analysis of information sharing and concealing practices in a family helps understand family interactions and individuation and connectedness and separation in family life (Cooper et al., 1983).

In the process of becoming an entrepreneur, a family member needs to get the support and approval of his/her family. However, depending on the attachment and individuation during the development process, individual family members face both the conformance requirements of the family in which they are embedded and the self-interest assurance processes through counteraction and reinforcement (Daniels, 1990; Levpuček et al., 2018). Levpuček et al. (2018) report that children assume externally imposed careers for the sake of meeting parental expectations.

The individuation process and individual family members' identity assurance through engagement in business has been documented as a strategy in family business literature (Hall, 2003; Hall et al., 2001; Rogoff et al., 2003). However, individuation as a process of disembedding from family norms and ensuring self-identity in the process of entrepreneurship in general is less known.

There is emerging work connecting the individuation process and the family presenting individuation as the moderator in the relationship between identity formation and the family system's level of differentiation (Waldron-Hennessey & Sabatelli, 1997).

Hence, the individuation theory may give a more robust explanation of the entrepreneurship process as career development. I draw on the *theory of individuation* to explain the reaction and behavior of an individual family member in the process of becoming an entrepreneur. Individuals and institutions (here families) retroactively influence each other (Bruton et al., 2008; Henrekson & Sandaji, 2011).

2.3.3 Career Theory

The career theory explains why individuals choose some careers for their career development trajectories. Career theory evolves from cognitive theory (see Bandura, 1986, 1997) and its extensions - self-efficacy (Bandura, 1977), learning theory, theory of personality (Bandura, 1999), and human agency (Bandura, 2000). Many career theories add the cognitive theory with the prefix 'Social.' For instance, Lent et al. (1994) proposed a social cognitive career theory (SCCT) to explain the determinant factors related to educational and vocational choices. The social cognitive theory traces the connections among various dimensions -- "between the persons and their career related contexts, cognitive and interpersonal factors, self-directed and externally imposed influences on career behavior" (Lent et al., 2002, p. 256).

The career construction theory has evolved over time leading to a number of developments in the domains of psychology-vocational, counseling, and cognitive sciences (Lent et al., 2002). Cognitive theory sees people as active agents in shaping their career development and significantly influence SCCT (Borgen, 1991). One inspiration for this theory comes from the 'social constructivist assumptions' about human beings' capacity to influence their own developments and their surroundings (Gergen, 1992; Lent & Brown, 2008).

Developing on the social cognitive career theory many scholars have suggested career development interventions (for example, education and career counseling) in an attempt to answer career development questions (Niles & Harris-Bowlsbey, 2005; Russell, 1991). The career theory focuses on an analysis of career choices and career development from the individual's perspective often relying on occupational and employment related careers.

Developments in entrepreneurship research oscillate between seeing entrepreneurship within the space of a career and developing entrepreneurship as an independent career process

(Dyer, 1994; Rider et al., 2019). However, several works have attempted to connect occupational experiences and entrepreneurship to explain how experiences in occupational work (which normally takes place within the arena of established organizations) contribute to entrepreneurship (which largely takes place within the larger social sphere) (Rerup, 2005; Rider et al., 2019; Staniewski, 2016).

Disregarding the otherwise stark influence of contexts and the extra effort that setting a new enterprise demands of entrepreneurs, studies see entrepreneurship as one career alternative of being employed, changing employers, or engaging in entrepreneurship (Rider et al., 2019). Not surprisingly, however, comparative studies have found an inconclusive relationship between accumulated experience and entrepreneurship (Rider et al., 2019; Staniewski, 2016). Recent studies on entrepreneurship career transitions mainly draw on the positivist tradition and see entrepreneurial career transitions from an economic perspective (for example, cost of the transition) (Rider et al., 2019), and only a few see the cognitive and socio-emotional aspects of becoming an entrepreneur (Schindehutte et al., 2006). Entrepreneurship is more of a practice (Gartner et al., 2016), more of doing than theorizing (Claire et al., 2020; Thompson et al., 2020), and yet happening in diverse spatial, social, cognitive, and relational contexts (Aldrich & Fiol, 1994; Autio et al., 2014; Thornton, 1999; Wynn & Jones, 2019; Zahra & Wright, 2011). Many studies suggest the need to pay attention to the experiences of the entrepreneur in relation to the contexts in which the entrepreneurial process happens. Entrepreneurs do not operate in a vacuum and their activities are influenced by and influence their relations with significant others in society. The family institution, for instance, occupies a significant portion of entrepreneurs' relational connections in society. The purpose of my thesis is answering the call using the relational and interactional aspects of the entrepreneur within the family during the process of new firm creation drawing on the relational perspective (Tatli et al., 2014) and the individuation theory.

2.4 Chapter Summary

In summary, the purpose of this chapter was giving a brief overview of literature (Dubois & Gadde, 2002) that I draw on to understand the process of the transition to an entrepreneurial-

al career by a family member. It discussed how the family embeddedness theory, the career theory, and individuation may inform the transition process to an entrepreneurial career.

2.4.1 Embeddedness and Entrepreneurial Career Decisions

The decision to take up an entrepreneurial career is usually reported in research on ‘intention literature,’ which discusses how individual entrepreneurs develop entrepreneurial intentions (Sondari, 2014), motivations (Kim-Soon et al., 2014, 2018), or willingness (Costa et al., 2016). These strands of literature single out the individual entrepreneur in accounting for what motivates the entrepreneur towards an entrepreneurial career decision. Surprisingly, these views present the entrepreneur as a loner leaving out family and parenting factors which are intact in the process of entrepreneurship (Farrington et al., 2020; Waight, 2006).

An individual’s actions such as career choices and the decision to become an entrepreneur (Cooper et al., 1983) are dependent on social relations. Scholarly work on embeddedness primarily focuses on concepts such as relationships (for example, structuralists (Granovetter, 1985; Uzzi, 1997), spatial (Hess, 2004), or mixed (Kloosterman et al., 1999) placing more emphasis on the social perspective. However, using the family embeddedness theory for explaining the entrepreneurship phenomena is also increasing in literature (for example, Jack and Anderson, 2002; Johannisson et al., 2002; Evansluong, 2016) but less attention is paid to studying the ‘family institution’ or ‘familial relations’ as important components of the entrepreneurship process (Aldrich & Cliff, 2003) and exploring how family embeddedness informs the variations in individual career choices. Attempts at using the embeddedness approach for studying the entrepreneurial process account for how an individual entrepreneur gets the privilege to access resources to conduct economic and entrepreneurial activities (Jack & Anderson, 2002). These studies focus on individual entrepreneurs controlling for the impact of the family as an institution. Though the family plays a major role and contributes to career development and entrepreneurial aspirations, family embeddedness has been less discussed in mainstream entrepreneurship literature for various reasons (Aldrich & Cliff, 2003). Family gives the social infrastructure for career aspirations and validation (Zhao et al., 2021). Studies report that family background and parenting significantly influence adolescents’ self-esteem and career goals and aspirations (Sovet & Metz, 2014; Young, 1994). This implies that

families act as both antecedents and agents of entrepreneurship careers (Schröder et al., 2011; Tong et al., 2020).

2.4.2 Embeddedness and Individuation

Because individuation of a child occurs in a family environment, the family context influences the space of attachment and separation between the child and the parents (care givers) (Chun & MacDermid, 1997; Daniels, 1990). Depending on the family structure and psychosocial setting, parents define their child's individuation path, inhibiting or enabling the due process of individuation. Parents shape adolescents' self-esteem and identity development (Bartle et al., 1989). Literature on 'family embeddedness' mainly informs the dynamics of how family members conform or individuate in their families. Family factors like gender (Kruse & Walper, 2008), psychological control (Xiang et al., 2020), and parental expectations and practices (Pittman et al., 2012) compromise or contribute to successful individuation of adolescents. Therefore, embeddedness in family dynamics contributes to differences in children's development as autonomous persons or collective members of society (Kagitcibasi, 2003). However, the conceptualization of individuation (dis-embeddedness) and embeddedness as independent dimensions of a single continuum has been challenged in recent scholarship because many agree that both occur in parallel and are important for human development (Cross & Madson, 1997; Kagitcibasi, 2003; Raeff, 1997). There are ongoing discussions in adolescent literature on whether individuation (dis-embeddedness) from parents is required for an individual's successful individuation (Kroger, 1998; Steinberg & Silverberg, 1986) or whether embeddedness with parents encourages adolescents' autonomy (Grotevant & Cooper, 1986; Kagitcibasi, 2003; Ryan & Deci, 2000).

2.4.3 (Entrepreneurial) Career and Individuation

Individuation of a child is a continuous process of child -identity development in relation to families (parents) (Koepke & Denissen, 2012). Studies suggest two models of individuation of the child by his/her parents. First, child development literature which depends on parenting traditions in Western and Northern Europe, reports that parents encourage their children to grow into independent adults, normally discouraging a closer parent attachment or enmeshment, and giving support to the children when requested (Koepke & Denissen, 2012;

Mattanah et al., 2004). These studies, however, miss the context of families and parenting outside the western culture. The second stream views individuation as a relational approach involving mutuality and confluence between the child and significant others suggesting that separation is not necessarily a prerequisite for individuation to occur. Instead, individuation occurs in parallel with differentiation with significant others (Holmbeck & Leake, 1999; Meeus et al., 2005). These views see parent–adolescent relations as a continuous outcome of relational identity (Holmbeck & Leake, 1999).

Adolescent career decisions intersect with an adolescent’s individuation path because career development forms an integral part of his/her psychological development which reveals itself in the later stages of adolescence (Koepke & Denissen, 2012; Lucas, 1997). The process of individuation affects career goals (Levpuscek et al., 2018) and career decisions (Downing & Nauta, 2010; Kinnier et al., 1990).

Chapter 3: Empirical Setting

3.1 Introduction

This chapter studies transitioning to an entrepreneurial career in the context of Ethiopia. Drawing on the context of the entrepreneurship ecosystem in Ethiopia, the chapter describes the context of youth employment and entrepreneurship in Ethiopia and recent developments in promoting incubator-based entrepreneurship in the country.

3.2 Youth Employment and Entrepreneurship in Ethiopia

Ethiopia has an estimated population of 117.9 million (UNFPA, 2021) which makes it the second most populous country in Africa next to Nigeria. Age wise, this demographic estimation categorizes 41 percent of Ethiopia's population under the age of 15 years where more than 28 percent belong to the 15 to 29 years age group. However, despite this demographic potential, there are increasing concerns about ensuring the demographic dividend because of high dependency ratios and challenges in youth employment (Astatike, 2003; Berhe, 2021). Compared to sub-Saharan African economies, Ethiopia has the largest youth population in the region and employment creation for this increasing number of young people is becoming a constraining factor in the country's sustainable economic development (Berhe, 2021). Nearly 25.3 percent of the Ethiopian youth is unemployed (Central Statistical Agency (CSA), 2018) although there are significant variations between urban and rural areas.

For the last three decades Ethiopia has been in the process of experimenting with dynamic economic reforms and restructures from a 'developmental state' economic policy (1991-2018) to 'home-grown' economic reforms (since 2019). Following the structural changes in the economy, Ethiopia has shown promising economic growth with real GDP growth of 7.4 percent in 2019 and 6.1 percent in 2020 (AfDB, 2021). However, given the increasing proportion of the youth population in Ethiopia, the country's promising economic growth has failed to produce sufficient employment opportunities and bring the expected demographic dividend for Ethiopian youth. This has forced Ethiopia to continue facing a daunting socio-economic challenge of dealing with the adverse consequences of unemployment in general and youth unemployment in particular.

3.3. Ethiopian Entrepreneurship Ecosystem

Because entrepreneurship has many dimensions, an analysis from a standalone policy perspective obviously may not give a clear picture of the problem which needs revisiting from the perspective of a larger ecosystem (Isenberg, 2010; Wurth et al., 2021). According to Isenberg (2011) there are six domains in the entrepreneurial ecosystem: culture, policy, finance, human capital, market, and institutional support. This approach follows a lateral rather than the vertical structure of developing entrepreneurship and includes entrepreneurship support programs as major components (Wurth et al., 2021). Through these programs, stakeholders facilitate and enhance productive entrepreneurship practices in start-ups. For the purpose of this dissertation, I describe entrepreneurship developments in Ethiopia from the entrepreneurial ecosystem's perspective using three pillars: policy framework, culture, and institutional support.

Policies

The entrepreneurship ecosystem in Ethiopia is dominated by the state and there has been less participation of the private sector for long. The state induced entrepreneurship policies and strategies in Ethiopia have historically focused on reducing youth unemployment. The first set of these policies primarily focused on employment creation through the state machinery (bureaucracies) with a focus on promoting micro, small, and medium sized enterprises (MSMEs). Beginning in the early 2000s, the Ethiopian government set directions and strategies to transform the economy and create jobs. The strategies emphasized developing the base of the economy through job creation in MSMEs, particularly in urban areas. The strategies relied on women and youth employment-generating schemes and employment opportunity creation through organizing the youth in sectors like manufacturing and construction industries, providing training and financial access, and providing access to the market through government sub-contracts. Although this set of policies contributed to increasing youth employment opportunities, they are challenged because they encourage subsistence and prepare the youth mindset for a readymade resource opportunity, thus increasing youth dependence (Biru et al., 2021). The second set of policies focus on youth entrepreneurship development which has been regarded as a tool for sustainable employment creation for oneself and others through fostering high growth entrepreneurship and innovativeness. However, Ethiopia has a less business-friendly environment. According to the World

Bank's Ease of Doing Business report (2020), Ethiopia ranked 159th out of 190 economies and was considered as one of the countries with the lowest rate of youth entrepreneurial activity and business operations even in comparison to the sub-Saharan African region. Moreover, because formal economy cannot produce enough employment opportunities, many of the youth engage in subsistence activities in the informal sector (Astatike, 2003). This leaves behind the potential contribution of human capital to the country's economic growth.

Studies finding solutions to the problems with respect to youth entrepreneurship and youth employment in Ethiopia discuss limitations in formal and institutional policies (Ahmed & Ahmed, 2021). For instance, in a study on constraints of youth entrepreneurship in Ethiopia, Ahmed and Ahmed (2021) found that unfavorable government top-down policies were the most significant challenge followed by limited access to finance. Using a qualitative study approach, Biru et al. (2021), found that entrepreneurship support programs in Ethiopia followed a resource distribution strategy which discouraged competitiveness and being entrepreneurial. Given the implicit 'institutional voids' or absence of supportive institutions for entrepreneurship in the Horn of Africa in general and Ethiopia in particular, it is not surprising that many studies come up with unanticipated findings.

Culture

Despite increasing efforts by policymakers, entrepreneurship has not yet gained wider social support in Ethiopia (Amentie & Lalise, 2016). Many studies confirm the role of socio-cultural contexts in nurturing entrepreneurship (Abdi & Aulakh, 2012; Fayolle et al., 2010). Ethiopia does not have a conducive social setting for a career in entrepreneurship (Biru et al., 2021) and this is reflected in different ways in society. Entrepreneurs are discouraged by the negative perception and lack of support in society (Brixiova & Ncube, 2013), and a large segment of Ethiopian society still considers employment as a symbol of pride and security. Because Ethiopia is a multicultural, religious, conservative, collectivist society (Beugelsdijk & Welzel, 2018), entrepreneurial and monetary thinking is discouraged because it is equated with being greedy.

While a significant number of studies emphasize the importance of institutional and economic conditions (Davidsson & Wiklund, 1997; Frederking, 2004) for regional differences in entrepreneurship activities, they miss the role of the social context like the families (Krueger et

al., 2013). Families have a direct influence on career socialization and career choices of the young family members hence contributing to the socialization and legitimation of entrepreneurship careers (Krueger, 2003). Research shows that the context of the family and the social system in which the family institution is embedded impacts the entrepreneurial aspirations of family members (for example, youth transition to new careers) depending on whether business as a career is valued and practically encouraged (Scott & Twomey, 1988).

Institutional support

Ethiopia has experimented with nurturing entrepreneurship by developing institutions like the Center for Entrepreneurship Excellence, Micro and Small-Scale Entrepreneurial Development Agencies, and Women Entrepreneurship and Development Projects. Moreover, during the last ten years, incubator-based entrepreneurship and the development of start-ups particularly in Ethiopia's capital Addis Ababa are new ways of entrepreneurship development. These incubators aim to create a start-up ecosystem by becoming a hub for attracting aspiring youth with the potential to create innovations. These incubation centers have attracted the youth's attention to start-ups and new businesses. Literature reports that incubators and accelerators contribute to entrepreneurship through enhancing soft skills, cognitive and emotional development, and speeding up the transition to entrepreneurship careers (Carayannis & Von Zedtwitz, 2005; Bosma, 2018; Yang et al., 2018). Many studies show the significant influence of stakeholders in incubation and accelerators: investors, innovations, learning, networks, support, and finance (Cohen, 2013; Madaleno et al., 2018) and assume that social support exists for venturing which is drawn from the developed economies. Studies on the family's role in financial support to the entrepreneur in an incubator business show that entrepreneurs account family circumstances in their decisions of incubator-based businesses so as not to risk socialization (Burnett & McMurray, 2008).

3.4. About the Incubator Company: Agri Pivot

For the last decade, there has been a monumental promotion of start-ups and incubation business development initiatives in Ethiopia. This experience is mainly imported by individuals who are of Ethiopian origin and who have lived in the west. There are several hubs and incubators in various sectors (IT and agriculture, for instance), mainly located in Addis. One

such incubator program is Agri Pivot. Agri Pivot is an agri-based incubator company founded in Addis Ababa in December 2016 with the objective of creating an advisory and investment platform for youth agri-business initiators. It focuses on nurturing high growth business ideas particularly those related to agricultural production, agricultural technologies, agricultural value chains improvements, and agricultural marketing.

Agri Pivot serves youth entrepreneurs through entrepreneurial skill training, coaching, and providing facilities. It admits applicants in two rounds per year in an on-site program based in Addis Ababa. Agri Pivot receives applicants bi-annually in two cohorts -Winter (or Cohort I) and Summer (or Cohort II). Because it believes that start-ups have a better chance of success when they are established by more than one founder, Agri Pivot accepts applicants in teams with at least 2 to 3 co-founders. It has created a working space where the entrepreneurs meet and exchange information. Typical services that Agri Pivot provides to its clients include provision of a workplace, seed funds, training in both 'hard' and 'soft' business skills, progressive coaching, supporting start-ups on setting up activities, networking start-ups with industry, facilitating access to business support service providers, and one-on-one mentoring by business professionals.

Agri Pivot is a hybrid organization having both developmental and business goals although it operates and is registered in Ethiopia as a profit-making advisory business with limited liability. It raised funds from donors for its setting up costs. Moreover, it is financed by private investments in expectation of returns from partial ownership of the start-ups. Agri Pivot invests 200,000.00 Ethiopian Birr in every successful start-up it incubates in exchange for a 10 percent equity. It also collects revenue from office rentals and consultancy services.

Agri Pivot has a few teams which do not address themselves as employees and are instead partners working together for their clients' future. This working culture and employee relations can be observed when one passes by as an observer. There seems value impartation and leadership in the incubation process. During one of my observations during a training workshop of new entries in January 2019, I found the trainees saying after their trainers' *Cheetah's Oath* in which they loudly mention words of promise on what they would likely do for the betterment of this world were like the 'golden rules.' This looks like providing value to the trainees. Agri Pivot has 10 team members including the CEO, 1 incubator coordinator, 3 mentors, 1 corporate strategy lead, 1 finance manager, 1 curator, and 2 support staff.

Since its first admission in 2017 till the end of 2018, Agri Pivot had incubated 45 start-ups. Of these 45 start-ups, I followed the founders of 9 start-up companies. Table 3.1 gives a list of the start-ups that I followed.

Table 3.1 List of Start-up Companies in the Agri Pivot Incubation Company that were followed

No.	Company Name	Product/Service	Cohort	Year
1	Carbon Fert	Bio-organic fertilizers	I	2017
2	DaMa	Organic Pesticides	II	2017
3	Bunna Filter	Coffee drying machines	II	
4	Green Landescap	Landscaping and designing	II	
5	Garden Farms	Organic vegetable farming	II	
6	AniFeed	Hydroponic farming technology	II	
7	Loon	Application for veterinary services	II	
8	Damat Tech	Game application that teaches kids	II	
9	AmChe AD	Online advertising	II	

Chapter 4: Method

4.1 Introduction

In this chapter, I discuss the methods used in the process of developing this thesis. First, I discuss the philosophical stances including my ontological and epistemological perspectives in the research process. Second, I briefly highlight the research design specifically focusing on the nature of the empirical material, the methods used for collecting the empirical material, the data sources, unit and level of analysis, an analysis of the empirical material, and quality assurance approaches used during the work.

4.2 Philosophical Stance: An Interpretative- Social Constructionist Approach

As a researcher, I explain my notion of knowledge and reality that the reader of the thesis needs to note while reading and understating this work. First, I direct to the purpose of the thesis followed by a description of my views of knowledge and reality. The purpose of this thesis is exploring the role of family dynamics in the process of transitioning to an entrepreneurship career by youth entrepreneurs. This transition is bounded in the context of an 'extended family' and incubator-based entrepreneurship development. In this regard, I see reality as built in the process of interactions between the entrepreneur and his/her family members. The transition to an entrepreneurial career is co-constructed and shared through the interaction of the entrepreneur with his/her parents, other family members, and with individuals who give coaching services in the incubator company. Here, I see the parents (families), the entrepreneur, and the individuals in the incubator company as subjects having their own and independent (subjective) realities (Cunliffe, 2011) about a transition to an entrepreneurial career by the entrepreneur. Each actor's views are embedded in the social context to which he/she belongs and identifies with. Thus, their understanding is pretty much framed by the sociocultural contexts. I am inspired by the views of the *social constructivist* approach (Berger & Luckmann, 1991; Gergen, 1994; Prawat, 1999) in my interpretation of the empirical material because I subscribe to the interpretivist, linguistic, cultural, and humanistic features which are inherent in my research. The interpretivist approach helps me watch the process of

how entrepreneurs develop new meanings about their experiences and for illustrating the emergence of the entrepreneurship practice (Fletcher, 2006; Johannisson, 2011; Lips-Wiersma, 2002). The social constructionist lens fits this study because understanding the role of the family in the process of an entrepreneurial career leads to an interpretation and meaning of the relational, cultural, and cognitive aspects which are largely constructed through conversations between the entrepreneur and his/her family (parents). For social constructivists, entrepreneurship emerges through the cumulative process of human interactions and gets meaning as practiced in the life of the entrepreneur (Smith & Anderson, 2007). Cunliffe and Scaratti (2017) refer to such a meaning making process as 'dialogical sense making'.

I see reality as constructed and shared through human interactions and communication. I presume that it is through human interactions and communication that my subject of interest transitioning to an entrepreneurship career gets meaning and becomes a reality otherwise it does not have an objective existence. Therefore, I subscribe to the social constructivists' ontological stance - what is real is what is constructed and reconstructed through a reflexive process of interaction among the subjects (inter-subjects) (Cunliffe, 2011). This is an implicit rather than explicit position that the social constraints show towards ontological views. For a social constructivist, the main interest lies not in the ontological question of what the reality is but in the epistemological aspect of how reality is made (Berger & Luckmann, 1991). The common grounding for interpretivist and constructivist approaches is knowledge production through the meaning making process (Schwandt, 2000). In this study, I see knowledge about the family's role in a transition to entrepreneurship is constructed as a result of the interaction between the subjects in the study (the entrepreneurs, the families, and individuals in the incubation company) and it is not discovered (Berger & Luckmann, 1991; Burr, 1998; Schwandt, 2000). My role as a researcher is understanding what is known (that is, knowledge about the family's role in the transition to an entrepreneurship career) is constructed and the meanings given to it as perceived by the subjects (cases) and families. I do this through interpreting the empirical material collected and organized from the subjects situating myself in the context of the language and cultural settings of the subjects. I do not use a passive subjectivist and constructivist position, but believe that human beings confluence each other's understanding through intersubjective and reflexive interactions (Alvesson & Skoldberg, 2009; Cunliffe, 2011).

The objective of this thesis is understanding the world of lived experiences from the perspective of those who lived them. The empirical material collected focuses on the entrepreneurs' life stories of their start-up experiences collected through interviews and shadowing. Because the founders live in a social context of an 'extended family' and formal 'institutional voids,' families are part of their stories, and are a part of the empirical material. The founders' stories about how they perceived the role of their parents in their careers as implied from their reactions during the start-up decisions and the entrepreneurs' reactions to their parents' actions are used for making sense of how entrepreneurship and the entrepreneurial process were understood within the context of the families and the community in which the entrepreneurs live. Drawing on the social constructivist approach, the analysis and interpretation seek a meaning for the role of the family in the venturing process and in the dynamics of entrepreneur-family relations.

4.3 Qualitative Case Study as the Research Approach

This thesis draws on multiple case studies (Stake, 1995) as the overarching research approach because of the nature of the research questions and the philosophical lens of the study. The research questions or problematization are exploring *what* roles families play in entrepreneurial career transitions and *how* family relations influence the transitioning process to an entrepreneurial career. Such questions of *how* and *what* fit in the domain of research questions usually addressed in case studies (Yin, 2014). In line with the views of an interpretive researcher, I look at the relational meanings of entrepreneurial career transitioning as embedded in the 'extended family context' (Boblin et al., 2013; Crabtree & Miller, 1999). Such a case design helps me explore the social phenomena of transitioning to an entrepreneurial career in its 'naturalistic' setting (Stake, 1995; Yin, 2013).

I started by engaging in the process of inquiring what it takes to be an entrepreneur for the youth while transitioning from college to work life through self-employment. My inquiry was developed through a process of my immersion through iterative conversations with the entrepreneurs (Jackson et al., 2007). I draw on an understanding of the family's role in the venture creation process as an entrepreneurial career decision. This understanding does not come through isolation of the entrepreneurs per se but through situating the entrepreneur's activities in various overlapping contexts (Yin, 2003): the extended 'family context' in Ethio-

pia, characterized by informality and formal ‘institutional voids’ (Webb et al., 2020). Understanding the family’s role in the process of a new firm venturing process was done through placing the entrepreneur in the extended family context (Yazan, 2015; Yin, 2003) and analyzing the contexts of the conversations of the family members with the entrepreneur regarding the new venture creation process. Reactions, feelings, and perceptions of the family members (parents, siblings, uncles) as perceived by the entrepreneur were emphasized in the conversations considering relational outcomes. The interpretation of the meanings in the conversations were sought along processual stages of the venture creation process in the pre-start-up, start-up, and up and running stages to understand how the process influenced the family-entrepreneur relations. The case design was developed based on multiple contexts (Yin, 2013). The case, that is, an entrepreneur’s transition to an entrepreneurial career occurs in multiple contexts including the ‘extended family context,’ training in the incubator company, and stages in the venture creation in the pre-start-up, start-up, and the up and running phase.

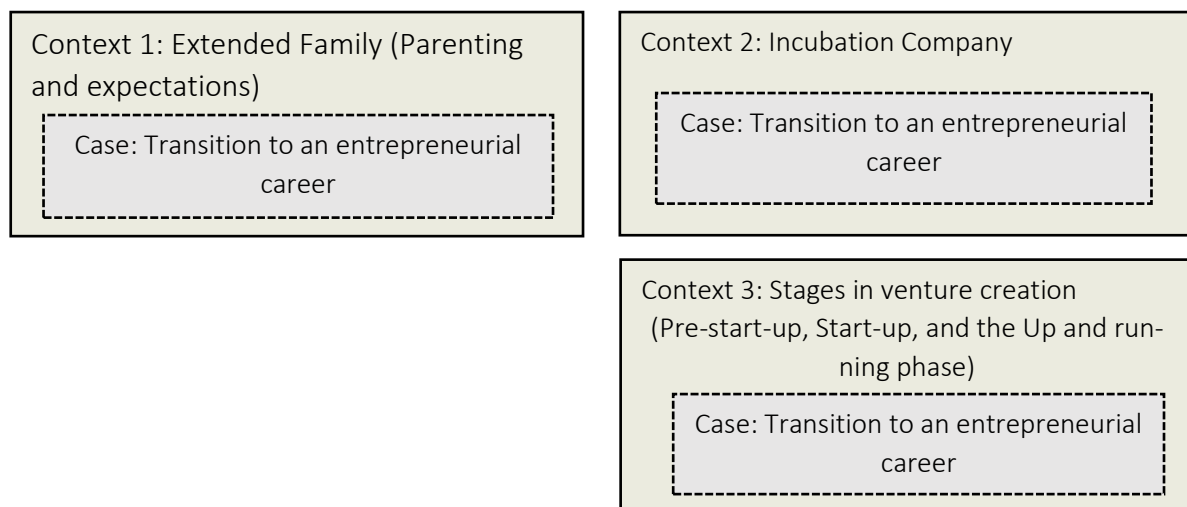


Figure 4.1. Case Design (Adapted from Yin, 2013)

The cases in this study were selected following the logic of theoretical replication as suggested by Yin (1994). I used a cross-case analysis to show the diversities in the experiences of the individual cases with the intention of understanding emergent concepts or themes under theoretical categories (Yin, 2009). Considering Yin’s (2009) case study design’s typologies, this study is characterized as a holistic study of multiple cases. Moreover, the cases are analyzed by a single unit of analysis, which is defined in this study as the process of transitioning to an entrepreneurial career.

4.4 Identifying Cases and Empirical Material Collection

With the research questions in mind, I looked for possible sources for the empirical material. When I started work on the thesis, I read a newspaper report which mentioned that Agri Pivot, an agri-tech incubator center in Addis Ababa, was making a call for new applicants. I later observed that the call was made for its third cohort or for the third round. I was inspired by the initiation of the incubation center for developing a start-up ecosystem in Ethiopia. I approached Agri Pivot's representatives and interviewed the incubation center's coordinators (2 delegates) for information about the incubation center's background, its purpose, the business model, and how they selected candidates. I also requested their cooperation in conducting some interviews about what they were doing and to connect me with their incubator companies for interviews.

In December 2018 I was introduced as a visitor and researcher to the team of co-founders of 2017 and 2018 entries in the incubation center. This was the beginning of the data collection process. For understanding the incubation process further, I rented a desk at Agri Pivot for two months in January and February 2019. I participated in three training sessions, approached the co-founders, and talked with them about their projects, they shared with me the challenges that they had faced, and, in the process, we exchanged our addresses. I was a part of some of the critical events in the incubation process like pitching programs called the *Lion's Den*, launching programs, and the Start-up Ethiopia Challenge 2019.

With smooth communication and understanding over time, I had coffee and talked over lunch with the co-founders when they shared their life stories informally. At times, they suggested, as if I were a representative of government authorities, to advise the government to smoothen the support systems for start-ups like them and asked me whether my research would cover the challenges that they faced during the start-up process. Some were unwilling to let me contact their parents when I wanted to interview them. Some were totally unwilling to connect me to their parents because they themselves did not talk about their start-ups with their parents or either their fathers or mothers for various reasons.

After getting more socialized with the selected co-founders and getting their permission for research interviews and follow ups, I arranged interviews at various times and at the convenience of the participants. I interviewed them in the incubation center where the offices of the

co-founders are located, and sometimes I organized the interview in hotel lobbies; a few were also done in the co-founders' homes. As much as possible I tried to get their full concentration and minimize barriers during the interviews. I sometimes met them off working hours in the evenings and on weekends because the founding process is very demanding and the co-founders were extremely busy working on their projects with limited resources. They were short on time because they were dealing with activities which they were unaware of and sometimes were too far removed from what they had studied and experienced. Many of them were engineers but they needed to work on contract administration, marketing, purchasing, developing business plans, accountancy, and taxation issues.

The Case Entrepreneurs

The case - transitioning to an entrepreneurship career -- is represented by the entrepreneurs who were young university graduates and who had little or limited business experience. They were at the early stages before their graduation from the incubation center. In age they were between 22 and 29 years. As youngsters they were dependent on their parents for covering their living expenses and accommodation, and also for emotional support. They were at the early stages of deciding their future careers. This study is about their part of a start-up life and their transitioning process to an entrepreneurial career. The founders mainly studied their first degrees in engineering and technical disciplines (see Table 4.1). Nine of them were born and grew up in Addis and the remaining six come from regions outside Addis Ababa.

Table 4.1 Profile of the entrepreneurs

No.	Cofounder	Company	Role	Age	Gender	Birthplace	Education	Field of study
1	Boru	Carbon Fert	CEO	27	Male	Wollega	BSc	Software Engineering
2	Kiros	Carbon Fert	CMO	25	Male	Adawa	BSc	Mechanical Engineering
3	Zerubabel	Carbon Fert	CMO	26	Male	Ambo	BA	Mechanical Engineering
4	Meri	Ani Feed	CEO	29	Female	Addis Ababa	BA	Marketing
5	Chekol	AmChe AD	CEO	24	Male	Addis Ababa	BSc	Civil Engineering
6	Amelu	AmChe AD	COO	22	Male	Addis Ababa	BSc	Construction Management
7	Dame	DaMa	CEO	24	Male	Addis Ababa	BSc	Chemical Engineering
8	Matewos	DaMa	CMO	27	Male	Bishoftu	BA	Chemical Engineering
9	Zak	Green Landscaping	CEO	29	Male	Hawassa	MA	Law and Environmental Engineering
10	Tedi	Green Landscaping	CMO	26	Male	Hawassa	BA	Law
11	Olana	Loon	CEO	26	Male	Addis Ababa	BSc	Software Engineering
12	Amanuel	Bunna Filter	CEO	25	Male	Addis Ababa	BSc	Mechanical Engineering
13	Getaw	Bunna Filter	COO	26	Male	Addis Ababa	BSc	Mechanical Engineering
14	Rebecca	Damat Tech	CEO	24	Female	Mekele	BSc	Civil Engineering
15	Abdu	Garden Farms	CTO	27	Male	Addis Ababa	BSc	Civil Engineering

4.4.1 Interviews

Interviews with Entrepreneurs (Co-founders)

On the first day, I approached the incubator company with a letter from Addis Ababa University addressed to the incubator introducing me as a doctoral student interested in doing my doctoral dissertation on start-ups and requesting support for this. This was important for first entry to the incubator center although it did not guarantee that I would get the information that I wanted. On my first day in the incubator, I was welcomed by a receptionist and given an appointment for a meeting with the coordinator. On my second visit, I was clearer about myself and what I wanted to do in the incubator, and who I wanted to interview. The coordi-

nator said to me: “bring your questionnaire and I will help you in filling it by the trainees.” I knew that it was common for quantitative researchers to go with prepared questionnaires for data collection. I understood his suggestion and said to him that I first wanted to be introduced and get in contact with the trainees and wanted to interview them later. This was the beginning of the collection of my empirical material and socialization with the people in the incubator.

Before organizing any formal interviews, I joined the planned events in the incubation center (trainings, project demonstrations, evaluations, project launching, and pitching). I rented a desk in the incubator and started working on my own projects besides them and joined them during coffee and lunch breaks. Gradually, I felt that I was not considered an outsider anymore when I saw the entrepreneurs come to me to share their ideas and ask what I thought about them, some asked me for reading resources and consulted me for their businesses. Gradually I was able to approach many entrepreneurs and exchanged emails and telephone numbers with them. From the first round of incubated companies, some entrepreneurs had already left the incubation center and were working outside but they came some times to handle their cases in relation to the incubation. I was also able to talk to them and requested them for meetings. They were working on tight schedules, and it took a lot of effort to get their time. From the cohorts of the co-founders in the 2017 and 2018 entries, following socialization and developing trust, I was able to continue with 15 co-founders who volunteered for formal interviews and shadowing; at that time there were 45 co-founders in the center.

I conducted interviews in three rounds (Table 4.2). The interviews were done through gradual preparation and conversations. I had formal interview meetings with the participants at least thrice apart from short and brief informal coffee break talks. The first-round interviews were done during December 2018 and February 2019. The average duration of the interviews was 70 minutes. I asked semi-structured, open-ended questions about their decisions to start a new firm and the reactions of their families (parents).

The second round of interviews were done from July 2019 to September 2019 and lasted for 60 minutes each on average. These interviews were done as a follow up of the first-round interviews. The interviews focused on intra-family issues which were voiced the most in the first-round interviews. Therefore, more emphasis was placed on understating the family (parental) perspectives and reactions as the founders continued working on their start-ups. The

focus was also on how the families reacted to the start-up process over time and how the participants managed their entrepreneurial careers and their parents' aspirations.

The third round of interviews was telephonic interviews in February to May 2020 which lasted for 48 minutes each on average. This time, the interviews concentrated on entrepreneur-family relations in connection with the post-start-up business development phase. These interviews were telephonically done because there was a fresh outbreak of COVID-19 and in-person meetings were unsafe and were not allowed. At that time, people were prejudiced against those who had travel histories from abroad like me for fear of getting COVID-19.

During the interviews and conversations, I was inspired by the role of reflexivity in the entrepreneurial process (Alvesson & Skoldberg, 2009) and the implied power of authority in the knowledge creation process. I presumed that my informants were also the active 'subjects' of this project and not passive informants in so far as the information they gave me (Brinkmann & Kvale, 2015). Because my material reflects narrative accounts of the interactions between the individuals (subjects) and their parents (another subject) on entrepreneurial careers (object) of the individual co-founders, I was interested in an inter-subjective study of the entrepreneur and his/her family during the venturing process. The process of venture creation per se was not the subject of this study, however, it was used as the 'entry' point (Simth, 1987; Tummons, 2017) to understand the family's (parents) role in entrepreneurial career transitioning in the context of an 'extended family' and formal 'institutional voids' in Ethiopia.

The subjects were allowed to voice and share their life experiences related to their start-up experiences through the interviews. Semi-structured questions were developed so that the process flew easily and was directed to meet the intended research objectives.

Table 4.2 Interviews with Subjects

Entrepreneur	First Round		Second Round		Third Round	
	Month, Year	Duration (minutes)	Month, Year	Duration (Minutes)	Month, Year	Duration (minutes)
Abdu	January 2019	90	August 2019	65	May 2020	40
Amanuel	December 2018	73	August 2019	60	April 2020	45
Amelu	February 2019	90	August 2019	80	April 2020	60
Boru	January 2019	61	September 2019	60	February 2020	46
Chekol	January 2019	60	July 2019	60	February 2020	45
Dame	February 2019	82	August 2019	53	May 2020	45
Getaw	December 2019	60	August 2019	64	May 2020	45
Kiros	January 2019	66	August 2019	65	March 2020	52
Matewos	February 2019	80	September 2019	66	February 2020	63
Meri	January 2019	65	July 2019	55	March 2020	44
Olana	February 2019	60	August 2019	50	February 2020	58
Rebecca	January 2019	76	September 2019	56	April 2020	45
Tedi	December 2018	62	August 2019	40	February 2020	44
Zak	December 2018	60	July 2019	63	March 2020	40
Zerubabel	February 2019	65	September 2019	66	February 2020	55
Total duration		1050		903		727
Average duration		70		60		48

The First round of interviews

The first-round interviews were unstructured asking for general information about how the entrepreneurs started their businesses, the organization of their businesses, their experiences in the incubation center, and their family backgrounds. After a thorough understanding and transcribing of the first-round interviews, 'family or parental' influences were seen emerging from the conversations which became an input for the next round of interviews.

Second round interviews

Questions for the second-round of interviews focused deeply on family and parents' role in the business in addition to follow up questions about business progress. These interviews included follow-up questions about business and incubation experiences gradually moving towards family matters. The conversations moved without sudden and quick shifts of attention away from business matters to the family so as not to be predictable about what I was looking for in particular.

Third Round Interviews

During this round of the interviews the interviewees raised family and parenting issues and business matters asking for changes in the progress of their businesses and family's role. In the second round of interviews, asking the participants perceptions' about family and parenting matters, I learnt that many interviewees were secretive about their businesses with some of their family members. Hence, I used triangulation for checking the reliability of this information. I collected further information through interviewing selected parents of the entrepreneurs. I also interviewed the incubator company depending on the nature of information that the interviewees had provided. For example, for background information and the behavior of the parents of the entrepreneurs, I cross-checked the information by interviewing selected parents of the co-founders. For data related to new firm founding processes like resource raising and getting access to incubator support, I interviewed the incubation center's coordinators.

Interviews of Families (Parents)

I triangulated the material with interviews from other sources. More precisely, I conducted interviews with parents of the co-founders regarding their parental role and perceptions dur-

ing the venturing process by their family members. For triangulation and a detailed understanding, I interviewed six parents (Table 4.3) to understand their perspectives about their children's entrepreneurial career choices. The male parents (fathers) had a history of employment in some organization and the female parents (mothers) were either unemployed or were self-employed in a small trade. My interviews with the family members (parents) focused on how they experienced the process of their son or daughter transitioning to an entrepreneurial career to get their perspectives.

Table 4.3 Family members interviewed

No.	Entrepreneur	Name of the family	Family relations with the entrepreneur	Month, Year
1	Amanuel	Lemlem	Mother	April 2020
2	Amelu	Enat	Mother	June 2020
3	Getaw	Lake	Father	September 2020
4	Matewos	Bekelu	Mother	Junly 2020
5	Zak	Mitiku / Mulu	Father/Mother	May 2020
6	Zerubabel	Wonde	Father	Februray 2020

4.4.2 Shadowing

To complement the data collected through interviews and for overcoming the shortcomings in line with self-reporting by the interviewees, I used shadowing (Bellinger et al., 2004; Walcott, 1973; Bartkowiak-Theron & Sappey, 2012) with unstructured observations of the incubation company and the activities of the entrepreneurs and got implicit contexts of the venture creation process. In the early stages of my data collection, I rented a desk in the incubation center for two months in December 2018 and January 2019 working as an independent researcher. I attended some events like training in the incubation, participated in the evaluations of the business together with the juries, attended some events like competitive business challenging events, product launches, and pitching events which the entrepreneurs

attended. This helped me engage in an informal communication and get implicit information apart from what I knew from the media about the incubation and the processes involved in it. Shadowing allowed me to collect contextualized data within the context of the observer and the subject being shadowed (Gill, 2011). In the early stages, my observations focused on the activities and events related to the venturing and business-related processes to understand the motives driving the entrepreneurs in choosing entrepreneurship careers and in a way helped me create connections and intimacy with the entrepreneurs.

To make sense of the context of family and parental aspects at the later stages of my interviews, I also visited two parents (a mother and a father) who lived in Addis Ababa at their home with the knowledge of the entrepreneurs. This gave me a better understanding of familial emotions and sociocultural cues implied in the venture creation process. Table 4.4 gives a summary of the shadowing activities.

Table 4.4 Shadowing events and activities

Observations	Date	Venue	Purpose
I observed Bega incubation entrants of 2019 at Agri-Pivot Incubation Center. I observed 25 participants (19 male and 6 female) in training on team building.	January 31, 2019	Agri Pivot Office in Addis Ababa	Understanding the activities in the incubation process.
I attended a coaching program on branding given by the training team including the founder and manager of Agri Pivot. Start-ups entrepreneurs were asked to develop brand strategies based on the branding manual that they were provided. In the meantime, visitors from the French Embassy in Addis Ababa came to visit to find out about the start-up experiences of Agri Pivot. I was also introduced to the visitors as a visiting researcher at Agri Pivot. As part of motivation of the youth participants, the coaching was supported by video shows.	February 28, 2019	Agri Pivot Office in Addis Ababa	Understanding the activities in the incubation process.
I attended a branding evaluation session – a meeting where the incubation team of judges listened to the presen-	February 28, 2019,	Agri-Pivot Office in Addis Ababa	Understanding the entrepreneurs' activities in the incubation

tations of the incubator teams on their branding strategy.			process.
Attended launching programs in the Start-up Ethiopia 2019 Challenge competition where Agri Pivoters and other start-uppers participated. Two of my interview participants, Bunna Filter and Ani Feed, won the first and second ranks respectively.	July 2019	Millennium Hall, Addis Ababa	Understanding the entrepreneurs' activities in the incubation process.
Visited Amelu's family (mother).	June 2019	Cherkos area Family home in Addis Ababa	Understanding families' implicit insights and socio-cultural perspectives.
Visited Getaw's family (father).	September 2019	Gerji area Addis Abeba	Understanding the families' implicit insights and socio-cultural perspectives.

4.5 Analysis

Enquiries, interpretations, and an understanding of the empirical material does not occur sequentially but instead happens in parallel. While collecting the empirical material during interviews and participant observations, I was also embedded in parallel interpretations of the meanings given to events, perceptions, relations, and emotions. In this regard, my interpretative approach was framed in *abductive* logical reasoning where I moved from theory to empirical material and to theory development (Jackson et al., 2007) to understand and interpret the empirical material. I started by understanding the empirical material and exploring for situated meanings of what was emerging around the experiences of the entrepreneurs and their perceptions of their families' role in the process. Second, I interpreted the meanings of the conversations (language content and context) between the entrepreneurs and their families on how they perceived the transition to entrepreneurship careers by the entrepreneurs in the cultural and historical context in which they are embedded. The empirical material represents a pool of conversations between the entrepreneurs and their families (parents) while exchanging information about the progress of the business from the time of

starting till I stopped interviewing them. I interpreted these conversations for the meanings they inferred in terms of entrepreneur-family relations as the venture creation progressed, and hence constructed theoretical dimensions. Therefore, I see myself not as a loner but as a co-producer of knowledge from the empirical material. I see my empirical sources as subjects and co-producers of knowledge rather than passive participants. This is indicated in the analysis process where I show my interpretative move from the empirical material to theory construction being inspired by inductive approaches and the Gioia methodology (Gioia & Pitre, 1990; Gioia & Chittipeddi, 1991).

I did a step-by-step analysis starting from within a case to a cross-case analysis of the entrepreneurs' transition processes to entrepreneurship careers using the logical flow of theory from empirical material to an abstract theoretical interpretation (Philipp, 2000; Sutton & Staw, 1995). The analysis started with an understanding of the empirical material and was followed by a step-by-step coding and inductive interpretation. These processes are discussed next.

4.5.1 Transcription and Translation of the Empirical Material

The interviews were done both in Amharic and English depending on the preferences of the interviewees. In fact, many of the participants preferred Amharic. For the interviews done in Amharic, I hired a transcriber. I edited the text of the interviews in Amharic after reading it and listening to the audio. I translated the transcribed Amharic text into English. This transcription and editorial activities gave me ample opportunities to listen to the audios, reflecting and making comments and notes on the transcribed texts being mindful of the location of the interviews, the facial expressions, and the emotional, non-verbal signals that gave me the feeling of connection and attachment to the phenomenon. It also helped me to be mindful of the non-verbal signals, volume of the voices used, and the venues which may influence an understanding of the text.

After transcribing the interviews, I emailed the transcribed interviews to the participants after every stage of the interviews to comment on them and confirm that the text represented what they had said to me during the interviews. After accounting for their feedback I re-sent the text to the interviewees and secured their confirmation. The transcribed material was imported to NVivo for coding.

4.5.2 Coding

Inspired by the grounded theory tradition and the Gioia method (Gioia & Pitre, 1990) for coding and interpreting my data, I read the empirical text of each case and coded it iteratively. I analyzed the content of the empirical material to understand what emerged progressively with regard to the question of inquiry in mind. In the language of methodology, I relied on content analysis and an interpretative approach (Gioia & Pitre, 1990; Lueger et al., 2005). I immersed myself in the empirical material to learn as much as possible. Sometimes when I felt lost and confused, I took help from literature. The process of my learning influenced both the initial research questions and the responses. It helped me see the questions and the answers. This process was not sequential but ran in parallel. I used the abductive approach for the empirical material to inform theory and used theory to evaluate the empirical material (Alvesson & Kärreman, 2007). First, I investigated the individual cases (entrepreneurs), followed by an analysis of how the entrepreneurs' families reacted to the entrepreneurial process. I captured first-level constructs with the aim of understanding the entrepreneur's relationship with his/her family to draw relational level meanings. Second, drawing on the collective meaning of these first-order constructs, I moved to the second order and third level constructs which form a part of my aggregate dimensions (theory). These iteration processes involved a series of meaning making exercises through the construction of constructs from the empirical subjects (Aspers, 2009; Schütz, 1962).

I used coding by labelling the meanings of the contexts of the text using 'verbatim' or NVivo' coding (Saldana, 2015). Verbatim coding helps capture the participant's voice and drives interpretations from the life stories of the participant (Stringer, 1999) giving less authority to the researcher. The subjects in the study were allowed to tell their stories during the interviews and my responsibility as a researcher is to retell their stories. I started coding after reading the transcripts in line with my research questions and generating codes (themes) iteratively. After the coding, the codes were rearranged along three stages of the new venture creation process - pre-start-up, start-up, and up and running. References to these stages were made vis-a-vis the likely time when events or activities occurred (as narrated by the informants) along the various stages of the venture creation process. After reading the empirical material, phrases or statements which were coded in the transcribed documents were

imported to a spread sheet for further coding. My interpretation of the entrepreneur-family conversations was first done following the chronological order of the interviews. But with a further understanding, I sensed emerging dynamics of entrepreneur-family relations during the various stages of a new firm's creation. Each stage of the new firm's creation resulted in language with messages about exchanging views, information sharing or not sharing, approvals and disapprovals, urges and expectations, support and discouragement, concerns, thoughts, and suggestions.

First level empirical interpretations were done of the empirical material (quotes), followed by interpretations of first-order codes, second-order codes, and aggregate themes. I developed data structures along three phases of new firm creation from pre-start-up till the running stages.

The coding and organization of the empirical material was done following the occurrence of activities, events or conversations or emotions along the artificial stages of a new firm creation process starting from the pre-start-up and start-up stages to the up and running stage. This is because the stages along the business invited changes in entrepreneur-family relations because of the inherent challenges in the stages and the emergent demands by family relations.

For instance, the quotes from the empirical material: "before I started my business....", "my parents see being employed and working in offices as respectful....", and "my parents expect me to be employed" are coded under the *pre-start-up* stage because they refer to events before the starting of the business by the entrepreneur. Similarly, the quotes "my parents provided me the initial capital for starting my business....", and "when I started my business, I explained about it" were coded under the *start-up stage* of the business.

Tables 4.5– 4.8 give the coding processes with reference to the pre-start-up stages of venturing (see the highlighted columns). The same iterative coding approach also applies to the other two stages (start-up and up and running) of the venturing process. The underlying logic of the empirical material's structure map shows that data guides theoretical development (Alvesson & Kärreman, 2007; Eisenhardt & Graebner, 2007), and in this case I was induced by the research questions which guided my thinking and analysis abductively. As suggested by

Eisenhardt and Graebner (2007) and Locke (2007), case studies provide the grounding for inductive theory building.

Table 4. 5 Examples of First Order Codes (Pre-Start-up Stage)

Entrepreneur (Case), Company	Stage in the venture creation	Empirical material (Quotes)	Cross Case First Order Codes
Amelu, Am-Che AD	Pre-start-up	I shared with my mother about my business AmChe AD, that I had decided to get involved in a new business and she was the only one in the family who knew what I was doing.	Sharing venture idea with chosen family members
Chekol, Am-Che AD	Pre-start-up	Only my mom knew about my business start-up at first, but later my uncle also knew about it.	
Zerubabel, Carbon Fert	Pre-start-up	First, I shared details of my business with my uncle who is also in business. I felt that he would understand and advise me. Then I told my mother about the business because she often worried and asked about my employment.	
Amelu, Am-Che AD	Pre-start-up	My dad and my sister know that I am employed and studying. I did not want to face the negative energy from their side because I know of them making negative comments about doing business.	Limiting socializing with perceived unsupportive family members
Amanuel, Bunna Filter	Pre-start-up	My father and I shared about my education and other stuff. Because he oftentimes travels for fieldwork, we have sporadic interactions. I do not feel easy sharing my career interests and business with him. I understand that he does not want me to be in business.	
Kiros, Carbon Fert	Pre-start-up	When I took the step to launch my new company, I kept it secret from my parents. I did not tell them right away because I did not want negative energy.	
Getaw, Bunna Filter	Pre-start-up	I am very good at receiving advice on whatever I think necessary, but the person who gives me the advice must be the one in business or in the sector I am involved in you know! I have no room to be influenced by people who do not understand what I am doing, even my parents.	
Abdu, Garden Farms	Pre-start-up	I did not tell my parents about my start-up right away. It was only on the last day that they got to know about it. I was not at home over night for the project task	

		without telling them about it. To be honest my dad was excited, and he did not know what to say because this was something that I had not told him.	
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Table 4. 6 Examples of Second Order Codes (Pre-Start-up Stage)

Entrepreneur (Case), Company	Stage in the venture creation	Cross Case First Order Codes	Second order codes
Amelu, Am-Che AD	Pre-start-up	Sharing the venture idea with chosen family members.	Sharing business information with perceived supportive family members
Chekol, Am-Che AD			
Zerubabel, Carbon Fert			
Amelu, Am-Che AD	Pre-start-up	Limiting socializing with perceived unsupportive family members.	Keeping business information secret from perceived unsupportive family members
Amanuel, Bunna Filter			
Kiros, Carbon Fert			
Getaw, Bunna Filter			

Table 4. 7 Examples of Second Order Themes and Aggregate Dimensions (Pre-Start-up Stage)

Entrepreneur (Case), Company	Stage in the venture creation	Second order codes	Second order Themes
Amelu, AmChe AD	Pre-start-up	Sharing business information with perceived supportive family members.	Securing attachment with supportive family members
Chekol, AmChe AD			
Zerubabel, Carbon Fert			
Amelu, AmChe AD	Pre-start-up start-up	Keeping business information secret from perceived unsupportive family members.	Self-distancing from non-supportive family members
Amanuel, Bunna Filter			
Kiros, Carbon Fert			
Getaw, Bunna Filter			

Table 4. 8 Examples of Aggregate Dimensions (Pre-start-up and Start-up Stages)

Entrepreneur (Case), Company	Stage in the venture creation	Second order Themes	Aggregate Dimensions
Amelu, AmChe AD	Pre-start-up	Securing attachment with supportive family members.	Business intentions triggering entrepreneur family relational tension
Chekol, AmChe AD			
Zerubabel, Carbon Fert			
Amelu, AmChe AD	Pre-start-up	Self-distancing from non-supportive family members.	
Amanuel, Bunna Filter			
Kiros, Carbon Fert			
Getaw, Bunna Filter			

4.6 The Unit and Level of Analysis

The objective of this thesis was exploring the role of family dynamics in the process of transitioning to an entrepreneurial career by an entrepreneur. The empirical material came from the experiences of individual entrepreneurs about their families with reference to their transitioning to entrepreneurial careers. The transitioning process to an entrepreneurial career refers to individual entrepreneurs' career decisions bounded within the extended and collective family context in Ethiopia. Therefore, the unit of analysis focused on individual entrepreneurs, while the level of analysis was based on the transitioning process to an entrepreneurial career.

4.7 Mechanisms of Quality Assurance

To ensure 'rigor' in this study, I tried to reduce the possible influence of my presence as a researcher on the findings of the study because of my common sense, intuition, and possible biases in the interpretation of the empirical material (Stake, 1995). I believe that ensuring rigor in a study is not a particular event along the various stages of the research process but is a part of the whole process from the inquiry stage to empirical material collection, analysis, and interpretation (cf. Stake, 1995). I, therefore, focused on tracking my path at the various stages of the research process: the fieldwork, work on the tables, and an evaluation of the findings from extant literature. Stake (1995) suggests 'triangulation' to include the overall quality assurance process in qualitative studies. There is no doubt that there are controversies on the use of language and concepts in relation to what they mean for quality assurance particularly in qualitative inquiries (Leininger, 1994; Lincoln & Guba, 1985; Morse et al., 2002; Rubin & Rubin, 1995). There is no consensus among qualitative researchers on the use of terms pertaining to acquiring rigor in qualitative research (Morse et al., 2002). For instance, Altheide and Johnson (1998) and Leininger (1994) suggest the terms 'reliability' and 'validity' even when referring to rigor in a qualitative inquiry, although these terms are long known in the positivist tradition. Moreover, Guba and Lincoln (1980), use 'trustworthiness' instead of reliability and validity. Accordingly, I aimed to create 'trustworthiness' which has four aspects: credibility, transferability, dependability, and confirmability. For the constructivist ap-

proach in particular, Guba and Lincoln (1989), suggest '*trustworthiness*' as a criterion that may be used to show rigor in the study.

4.7.1 Creating 'trustworthiness' in the study

In this study, I triangulated the participants' interviews with shadowing and interviews with entrepreneurs' parents to understand the phenomena of transitioning to an entrepreneurial career from different perspectives.

The interview process was guided by a series of conversations during various stages reminding the interviewee where we paused in the last conversation. I tried to make the interviewees comfortable and let them talk freely as they were the subject of the study during the interviews and thus were the co-creators of knowledge. This helped me in the conversations to see newly emerging ideas after every conversation. At times, I observed that the interviewees misunderstood my questions and I had to pause and repeat the questions or ask them in other words to make sure that they understood the questions; in the process an understanding was created.

4.7.2 Ensuring Credibility of the study

To maintain credibility, I used the abductive reasoning approach moving back and forth along the path of initial inquiry and empirical material collection, analysis, and interpretations (Gibbert et al., 2008).

My initial research questions and the interviews were partially shadowed by literature on career and individuation which at times tended to reshape my thinking and interpretations not to get completely lost in the interpretive iteration process. The coding and the interpretative data analysis were supported by step-by-step iterative processes inspired by the Gioia methodology (Gioia et al., 2013). Comparisons between cases were made using within case analyses followed by a cross-case analysis. Moreover, the empirical material's mapping showed the logical interpretative development from empirical material to theoretical constructs showing coherence of the findings and the emergent concepts. Research shows that credibility is maintained at the analysis stage of the research when the researcher provides

logical arguments to justify the conclusions drawn (Riege, 2003; Yin, 1994). I also used triangulation with theory (Yin, 1994) in setting my initial research questions and interpretations of the findings from the empirical material.

4.7.3 Ensuring transferability in the study

In this study, I used the multiple case study and cross-case analysis which allowed me to generate themes from the empirical material to develop theoretical categories. My findings show family perspectives of the meanings attached to an entrepreneur transitioning to an entrepreneurial career. This is a '*theoretical*' or '*analytical generalization*' (Sato, 2016; Stake, 2006) not a statistical generalization which often relies on an inference to population in the study. Moreover, the research setting of an '*extended family*' in a developing economy was used in a comparative understanding of a family's dynamics in the transitioning to an entrepreneurial career in developing and emerging economies. This is in congruence with literature which states that transferability helps in applying the research findings beyond the boundaries of the contexts in which they are studied (Gibbert et al., 2008).

4.7.4 Ensuring reliability in the study

I developed databases and documented audio records and transcribed texts of the empirical material collected through interviews, participant observations, and spreadsheets showing the coding procedures and analysis. I used the NVivo software only for the organization of the empirical material. These activities helped ease accessibility and retrieval for users who may be interested in working on similar studies. These approaches are supported by Yin (1994), and Denzin and Lincoln (1994). Moreover, after every transcription, I requested the participants to review the transcript via email and what we had discussed during and after the interviews.

4.7.5 Ethical Considerations

During the first round of interviews, I told the interviewees that the information they provided would be used only for academic purposes. I asked for their permission if I could audio

record the interviews and told them that I will get back to them for their approval after I had transcribed the audio. After every interview, I collected their feedback and crosschecked that my transcripts matched what they had told me during the interviews.

I checked with them if I could use their names and their companies' names. I got authorization from some of the participants for using their information provided during the interviews after I briefed them about the purpose of the interviews. Not all of them were willing to use their names and their companies' names in my research. Moreover, some did not want me to interview their parents let alone to use their parents' names in the report. I use pseudonyms in the description and representation of all personal and company related subjects in the study to ensure confidentiality. Moreover, I coded the interviews' audios and transcripts to restrict unauthorized access to the information in the empirical material.

I also requested the participants if I could talk to their parents. Those who were hiding what they were doing from their parents did not want me to talk to their parents as they did not want to disclose their business information to their parents. I respected their views and excluded their parents and instead talked with the parents of entrepreneurs who allowed me to talk with their families.

Another approach that I followed to reduce the risk of information bias in the empirical material was transcribing the interviews in English and editing the transcribed documents of those interviewees which were done in Amharic. This helped me reduce the possible information loss had all the transcriptions been done by someone else. It also helped me use the contextual meaning of the venues of the interviews when reading and coding the transcripts.

Chapter 5: Case Vignettes

5.1 Introduction

This chapter provides the background of the cases, that is, the entrepreneurs who are in the transitioning stage of their entrepreneurial careers through establishing new ventures. The description of the cases is placed in the context of the family and the incubator. As stated in Chapter 4, I followed 15 co-founders (entrepreneurs) who have jointly founded start-ups in the Ethiopian capital, Addis Ababa, since early 2017 with support from a business incubation company called Agri Pivot. In the next section, I describe within case narratives of these entrepreneurs along with details about their childhood, adolescence, and adulthood and their transition to entrepreneurial careers. My role here is not to sell the entrepreneurs' stories but to tell them to the reader in the way the entrepreneurs told them to me (van Maanen, 2011).

5.2 Case Vignettes Description

Case Vignette 1: Boru

Childhood

Boru, 27, was born in Wollega in the western part of Ethiopia. His parents lived in different parts of Ethiopia like Walkite and Bonga in the south of Ethiopia, and later moved to Addis Ababa. He thinks that these opportunities exposed him to the diverse culture of Ethiopia. Since a young age, he read a lot, in particular about influential people. His reading of such material inspired him to work to positively impact many lives and helped define his life purpose.

Education

Boru attended grades 8 -12 in Bonga, southwestern Ethiopia. As he performed well in high school, he had a good record to join the university in 2012. When he was accepted by the university, one of the challenges was choosing a field of study that would help him achieve his dreams. He was looking forward to joining the Software Engineering department when he joined the university. However, he was also contemplating Mechanical Engineering. Finally,

he chose the Software Engineering department and graduated from Adama Science and Technology University in 2016.

Family relations

Boru comes from a working family. His father is a teacher, and his mom does domestic work and at times earns from petty trade. He defines them as hard workers. Boru says his family is his role model in terms of their commitment to their duties as parents and employees. Boru got their support particularly for his studies. They encouraged him to perform well in his studies and get better jobs. His father inspires him as a committed government employee, but he is more attached to his mother because she takes care of him while also doing her domestic duties and is always available. His father is usually away for work and at times works over the weekends and late at night. Although his parents wanted him to get better employment after his graduation from university, they never put pressure on him when he decided to do his business because they saw him working on his business project although they did not understand what it was. He thinks that he has inherited his commitment and determination for achieving his goals from his parents. As he continued working on his business, he saw increasing pressure from his parents to be employed and earn a salary. He did not feel good because he was living with his parents and had to report when they asked him how the day had gone and what he had been doing during the day. They could not complain about him because they also saw him working hard, sometimes even overnight. Boru's parents were concerned about what was going on around him although they were encouraged that he was not doing something wrong. They were eager to see progress and money coming in his pocket. This made him seek work on the side so he could get financial support in a short time. Because they watched his energy, as parents they did not want to discourage him to withdraw from his career choice. They wanted to see him make progress. This was a big support to him in his business journey. He heard many others outside his family who commented that "this boy needs to find a job and join one." This was painful for him. He is thankful that this suggestion did not come from his parents.

Business Start-up decision

During high school, Boru had a business idea in mind. Since then, he had developed the idea of what he could do in his mind and had been preparing. But he did not have the exact details

of what he wanted to do. He contemplated about what he had and what he could contribute. He connected his career aspirations to what his role could be in contributing to his sense of purpose. Back then he was thinking of a career in network and software development. While preparing for starting his career in business, Boru met two friends- Kiros and Zerubabel- to discuss his business. Later, his friends heard about Agri Pivot, the incubator center, and called him. He sat with them and discussed what business idea they could apply for to be admitted to the incubator after looking at its requirements. They talked about what business they thought could do well in Addis Ababa and also what problems they might solve with it. They raised the problem of waste management in the city and identified the possibilities of producing organic fertilizers. They planned to solve this problem if they developed composite and produced organic fertilizers. This was their business model. Apart from solving the problem, Boru and his friends wanted to demonstrate to their fellow Ethiopian youth that it was possible to earn without migrating to other countries in the west. Boru had heard bad stories about migration in his family and the neighborhood. With his friends, Boru co-founded a start-up called Carbon Fert that produces organic fertilizers from city waste; he works as the CEO.

Case Vignette 2: Kiros

Childhood

Kiros, 25, was born in Adawa, northern Ethiopia. He was the second child in a family of 8. He grew up supporting his family in farming work and he understood what it meant to work as a farmer. As a child, Kiros had an ambition of improving his parents' lives when he grew up.

Education

Kiros attended primary and secondary school in Adawa, northern Ethiopia. He joined university in 2012 and graduated in Mechanical Engineering from Adama Science and Technology University in 2016.

Family relations

Kiros comes from a family whose livelihood mainly depends on farming. His father was educated till grade 5 and is a farmer who is sometimes involved in trade to complement his income as a farmer. His mother does domestic work. His father is a wise person and advised

him to learn and decide on his career. Kiro's family wanted him to get employed because they connected being employed with being salaried and having financial security. He says that they are gradually changing this attitude.

Business Start-up decision

Kiros had no working experience when he decided to start his business with his friends soon after graduation. After his graduation, Kiro's elder brother who resides in Addis invited him to move to Addis and apply for a job, but Kiro insisted that he should start his own business. He convinced his brother and got his support. As siblings both Kiro and his elder brother also started supporting their other siblings financially. According to Kiro, he and his brother had better incomes as compared to their peers in their neighborhood who were employed which influenced his parents' views. Kiro adds that his community associates being a businessperson with a social status which does not have to do with being educated. Many people in his community have negative views about running one's own business. They suggest getting employed in a government job. However, Kiro also saw that there was increasing unemployment going against the expectations of those who believed that the government or a private person needed to provide jobs. Kiro also challenged the dependency on others like relatives and government institutions to create jobs and the high expectations of the youth that the government should provide jobs and the decreasing tendency of self-initiation and creativity. With his friends Boru and Zerubabel, Kiro co-founded a start-up called Carbon Fert and assumed the role of its Chief Marketing Officer (CMO).

Case Vignette 3: Zerubabel

Childhood

Zerubabel, 26, was born in Ambo town, 100 km to the west of Addis Ababa. He is the eldest son. As the eldest child, he shoulders the family responsibility of taking care of his siblings.

Education

Zerubabel attended primary, secondary, and preparatory school in Ambo, western Ethiopia. In 2012, he joined the university. He studied his first degree and graduated in 2016 with BSc in Mechanical Engineering. Zerubabel appreciates his university life as he developed networks for his future career with his friends while studying there. He shared the vision of his

peers when he was studying in the university. He talked to his friends about engaging in business after their graduation. He took the initiative to convince them to start their own business instead of getting employed.

Family relations

Zerubabel's parents are working - his father is a government employee and his mother owns a retail trade shop. His family's background is connected to agriculture as his father is an agricultural professional. He has a close connection with his mother and wonders how she grew her business from a very small microbusiness to a retail shop. According to Zerubabel, his observations of his mother's life as businesswoman sparked a business mindset in him. However, she never encouraged him to be in business. As the first-born, they expected and wanted him to focus on his education and prepare for getting a job to support his parents. His parents look at owning one's own company and becoming a business owner full of hardships which also needs a lot of money so they did not want him take on this stress.

Business Start-up decision

Even though his parents wanted him to be employed after his graduation, Zerubabel insisted on pursuing his entrepreneurship choice. Zerubabel initiated a company called Carbon Fert together with his friends and applied to Pivot incubation company for internship and got a place. He informed his parents of his decision to start a new business with his friends, but his family wanted him to be employed. Gradually his family started supporting him in his business when they realized that he was not going to change his mind. As a recent university graduate, Zerubabel lives with his parents and shares resources. When he got admission in Agri Pivot incubation in 2017, it was challenging for him to leave home and relocate to Addis where the incubation is located. His parents' small support was not enough to cover living expenses and he had to find additional job opportunities. This put pressure on him and his parents. He was forced to live with his relatives in Addis sharing their accommodation. Zerubabel had a problem focusing on the start-up's activities because of resource limitations. He struggled to sustain his and his companions' business trying different options for resource mobilization and working on additional income generating activities.

Case Vignette 4: Meri

Childhood

Meri is in her late 20s. She was born and grew up in Addis Ababa. She was born to entrepreneurial parents. During her childhood she was attached to her parents, particularly to her mother who oriented her to be successful in her education and be employed in a high paying job. She is the youngest child in her family and grew up with 6 siblings. In her spare time after school, Meri helped her parents in managing their restaurant in Addis.

Education

Meri attended school in Addis Ababa. She got her first degree in marketing in 2014. She likes innovation and design arts and has been preparing through short-term training and self-skill enhancement programs.

Family relations

Meri's parents have their own businesses. Her parents encouraged their children to get educated and employed. But none of her siblings were employed and chose to be in business after they graduated from college. They have always owned their own companies regardless of their parents' interests. Meri says that her parents wanted her to have a "stable job with good pay." She saw her siblings as her role models, and she never applied for a job and never had the mentality of working in a job. She owned a company while she was in college.

Business Start-up decision

After her graduation, Meri managed her family's restaurant business. Thereafter, she opened her own restaurant and managed it for 2 years. But, because of relocation, her parents closed the business. After that she started her own Baltena shop. Baltena is a traditional spice business done by women in Ethiopia, and is perhaps a gender stereotyped business. Thereafter, Meri got married and became a mother of 2 which made it challenging for her to manage her business and she had to close her shop. However, she never stopped searching for business opportunities even while taking care of her kids. The idea of working for herself and starting her own business had been in her mind for a long time even though she had started her own businesses and closed them twice. Meri was the main architect in initiating her new start-up with her friends. She recalls the time the idea of producing hydroponic plants for animal feed

and human consumption came to her mind. Meri underlines how she came to learn about her business from the internet. She got some information about hydroponic technology from the internet and tested it on a small scale at home. She is a keen observer and saw that this could become a business opportunity. Meanwhile, she got information about the incubation company Agri Pivot.

Meri discussed her new business decision with her parents and her husband when she started her new business. Her parents commented on the risks in her start-up and the challenges of owning a business in terms of capital requirements and the effort it would take as a mother of 2. They suggested she should find employment in a secure job. However, Meri insisted and applied to the incubator company along with her husband as one of the co-founders together with her friend. Meri and her co-founders established a company called Ani Feed Share Company and got admitted to the incubation in 2017. Since then Meri has been in charge of managing the company as CEO. The company produces vertical shade structures that help grow hydroponic plants for animal feed.

The company has got recognition and awards from various organizations which has improved Meri's image in the media. When they see her success, Meri's parents are happy. They see her becoming influential in many start-ups and being invited for motivational speeches and getting media coverage. Meri says her family was encouraged and started sending positive messages that she was becoming an owner of a company. According to Meri the services of the incubation center in terms of providing the expertise for developing her business idea to a company level was an important springboard. She was fast to learn and apply the training and coaching given by the experts in the incubation center. She says she came to the incubator with only a glimpse of an idea and could turn it into a company.

Case Vignette 5: Chekol

Childhood

Checkol, 24, was born in the northern part of Ethiopia in Zalambessa on the border of Ethiopia and Eritrea. His family moved to Addis Ababa because of the Ethio- Eritrean war from May 1998 to June 2000. Checkol was only 9 months old then. He is the youngest among his

siblings from his mother's side. He has two siblings from his mother's side. His father had four children from another wife before he married Checkol's mother. He and his sister live with their parents.

Education

Checkol attended school in Addis Ababa. He describes himself as being in the top list of students who were 'bad characters' because he was extremely 'impatient.' He was expelled from school many times because of his behavior. However, he was also a high performing student. Three of his schools preferred to expel him because of his behavior yet protected him. After he completed his high school, Checkol joined Dire Dawa University in 2015 in the eastern part of Ethiopia. An entrepreneurial interest developed while he was studying in the university. He dropped out of his studies when he was in his third year because he was interested in working on a business and moved to Addis Ababa. Alongside working on his business idea, he rejoined a private college to study Construction Management till he dropped out again to start his entrepreneurial career because of his high achievements in the school. His behavior improved as he grew up.

Family relations

Checkol was born to working parents. His mother and father studied up to grade 12 and both are employed. His mother works as a store manager for a health center, and she prepares spices, chilly, and bean powder for selling while his father was a logistic manager of Coffee Farm till he started his own business. Checkol is close to his mother.

Checkol's parents were worried about him because of his childhood behavior and he was very restless. Since he was 7, Checkol would disassemble whatever toys he was bought as also household electronics including the television. He wanted to examine what was inside. Checkol's family wanted him to focus on his education, yet they allowed him to work on the side. However, because of his high learning abilities and creativity, he got quickly bored and had difficulties in adapting to situations. He quickly got bored with his studies and rebelled against his parents when he was in grade 10. He challenged them that they expected him to focus on his school studies. He wondered why he should waste time on studies only to specialize in one thing. His parents asked him what he wanted to be, and he answered that he

wants to be a programmer. They bought him a computer with the promise that he would focus on his studies.

Business Start-up decision

Checkol is a keen observer and passionate about doing what he loves doing to become independent. The genesis of the business idea of developing a digital online advert platform was during a trial and experimental process at exercising his independence. He observed the customary advertisement practices in Addis where the advert agencies rented space in buildings and highways for placing their clients' ads using high resolution pictures placed on walls or on billboards. As an advertising agent, you paid to the building owners or to city administrator for the highways. Checkol and his co-founder Amelu changed the same practice to a digital system using the internet where they rented space on companies' webpages. The advertisers paid them for their services. They realized the huge potential in digital as they continued learning. While helping his mother in promoting her business in spices he understood that the cost of advertising on television was extremely high for small companies like his mother's. Checkol realized that advertising was costly for small businesses. He knew how television ads were a problem in reaching targeted customers while talking to his mother.

Understanding the problem, Checkol and his friend started thinking about developing a system that solved the problems of both those who wanted to advertise and those who published the ads on the internet with better niche and targeted ads. Checkol and his friend Amelu saw a huge opportunity in the targeted and customized digital advert system. So Checkol started an advertising company, AmChe AD with his friend and become the CEO. They found that their business was unique because the ads had high targeted customer reach.

Case Vignette 6: Amelu

Childhood

Amelu, 22, was the youngest of all the interview participants. He was born and grew up in Cherkos, a marginalized village in Addis Ababa. He belongs to a family of 5 and is the first-born son. He has one elder sister who is a government employee.

Education

Amelu did his primary and secondary schooling in Addis Ababa. He was studying his first degree in Construction Management apart from being involved in business activities.

Family relations

Amelu was born to a working father and a housewife mother. He has an intimate relationship with his mother, Enat. She is his confidante, and he not only listens to her but also shares everything with her as a close friend. Because of his understanding of the differences in family expectations, Amelu manages his relations with family members according to their different perceptions. Amelu got discouraging and cautionary comments from his father and siblings in his conversations about his career and schooling so he does not want to share his decision about starting a business and his career preferences with them. Amelu's father and his sister look at business as a risky endeavor and Amelu says he does not want to hear negative comments from them and he wants to keep his business decision a secret. Amelu's mother supports his position. His father and sister think that he is studying in a college while he has already dropped out and is doing business. He shares everything about his business and studies with his mother. Neither he nor his mother want to inform the other community members about his engagement in business. He believes that his mother understands and always feels confident in what he is doing. He gets motivation and positive energy from his mother and shares the challenges and achievements of his business with her. He interacts with his mother only because he feels that she understands him and always had confidence in what he is doing.

Business Start-up decision

As a young university dropout, Amelu had no prior business or working experience. However, he talked about business with his neighbor and friend, Chekol. With Chekol he co-founded an online advert company called AmChe AD PLC in 2017. When he co-founded this start-up Amelu did not tell his father and his sister and only his mother knew about it.

Case Vignette 7: Dame

Childhood

Dame, 24, was born and grew up in Addis Ababa, Ethiopia.

Education

Dame did his high school in Addis Ababa. He studied Chemical Engineering and graduated in 2017. He was one of the best students in his class.

Family relations

Dame has one working parent. His father works as an employee in the agriculture sector and his mother is a housewife, but she is involved in trading homemade products. Dame has a loose connection with his father because his father often travels for fieldwork and stays out for long. Dame's parents were a big challenge for him when he started thinking about starting a business. His family wanted him to get employed and earn a salary. His doing business was not their choice for his future.

Business start-up decision

Dame started thinking of business opportunities after his graduation. He worked as an intern in three companies. He says that even though he was one of the top students, he did not want to just get a degree and do nothing with it. He was aspiring to work on a project which could solve real problems. He was surprised at how eager he was to develop on the knowhow he got while working as an intern in soap factories and foam manufacturing factories. He started producing soap recipes at home before the idea of pesticide production came to his mind. He co-founded a business called DaMa PLC with his friend, Matewos. DaMa produces organic pesticides. Because Dame lives with his parents, when he shared his business idea and his acceptance at Agri Pivot for incubation, they responded with "let it be." At the time of starting his business he was occupied with his project work and spent less time with his parents. He oftentimes stayed in the office till 8 pm. He continued working overnight on his laptop 24/7. He worked with motivation and commitment till all the dots were connected. His parents were surprised because this was not something a person his age usually did. During the few hours he talked to them his family gave him space because they saw him working hard, even though he was departing from their expectations. Out of con-

cern, they encouraged him to rest and take care of himself. They were surprised with what was going on - calls, writing projects, and arranging meetings; they believed that normally only an adult person did these things. His parents were surprised because they saw him working overnight and wondering what was going on with him.

He discovered different feelings of concern about his family on his career choice. This led to conflicting feelings in him. However, there were moments when Dame questioned his decision with reference to what his family expected him to do. He sometimes panicked because of the challenges in the start-up. He was disturbed when something did not go right and work well. He questioned himself whether he was on the wrong track not listening to others. But he always listened to himself and when he sometimes got small results he was happy. Dame decided to look for other sources of income to continue his entrepreneurial career and become independent of his family. But he understood that complete departure would take longer. He understood that as time went on it would become difficult for him to continue asking his family for money, and he had to compete for some contracts to get some income. He developed soap detergent at home and earned some money which helped him work on his business for some time. He had to avoid some extra things that he wanted after his graduation and come out of his comfort zone.

Case Vignette 8: Matewos

Childhood

Matewos, 27, was born in Bishoftu, 45 km from Addis Ababa. He comes from a family of 6. His father is a government employee and his mother owns a retail business. He is the youngest child and all his siblings have their own businesses which he says influenced his career decision towards owning a business instead of getting employed.

Education

Matewos did his BSc in Chemical Engineering.

Family relations

Matewos' parents have always encouraged him to perform better in his education and get employed. When he insisted on starting his own business, they let him do it but with the condition that he started earning and became independent in a short period of time.

Business start-up decision

Dame co-founded the organic pesticide making company called DaMa with his friend, Dame. This time his parents accepted his business decision with the condition that they will give him no financial support. However, when they saw he was earning nothing from his business his parents started sending him signals to get employed in a company that they suggested. His parents' conditional acceptance of his business decision was because of their concerns about the risks and the time it takes to start generating revenues. Because his parents expected quick progress in business and focus on business risk aversion, it was challenging for Dame to meet their expectations.

Case Vignette 9: Zak

Childhood

Zak, 29, was born and grew up in Hawassa, in the southern part of Ethiopia. He has 2 sisters and 4 brothers and lives in a family of 9 members.

Education

Zak did his pre-college education in Hawasa, southern Ethiopia. He graduated with a first class degree from Hawassa University in Environmental Health Science. While he was working in Addis Ababa as an employee, he studied for his MSc in Environmental and Landscaping from Addis Ababa Science and Technology Institute.

Family relations

Zak was born to self-employed parents who had their own businesses. Zak's parents prepared their children for education and employment even though they themselves were in business. They wanted their children to be educated and employed in offices. They believed that a business never gets respect and prestige in society. Therefore, they did not employ their children when they wanted to get involved in supporting their parents' businesses because they were afraid that their children would use them as a benchmark and aspire for careers in business.

Business Start-Up decision

After his graduation, Zak was assigned to Addis Ababa as a government employee. He served for 3 years in Addis Ababa. During this time in Addis Ababa, he performed well as an employee. He was awarded in many competitions at the city level and for high achievements in job performance. After he finished his service commitment, he withdrew from the government job. While studying for his MSc, Zak thought about exploring opportunities on how to get a life changing job. His aspiration was to get employment which paid as much as 25000 Birr (nearly 800 USD) per month. He made frequent attempts to apply for vacancies and applied for 80 jobs in a month after his MSc. Unfortunately, none of them offered him a job. He got a job in data management for 3 months and worked for 2 other agencies (faith based and an international NGO). He kept thinking about how to become a successful entrepreneur. With his friend, Zak co-founded a landscaping and designing company called Green Land Escaping PLC in 2017.

Case Vignette 10: Tedi

Childhood

Tedi, 26, was born and grew up in Hawassa in southern Ethiopia. His family has 6 members. He is the oldest son and is more attached to his mother. Tedi has less connections with his father because his father is a government employee and often travels for fieldwork.

Education

Tedi did his primary and secondary education in Hawassa, southern Ethiopia. He graduated for his first degree in law in 2016. After his graduation, he left his parents' home seeking employment in Addis Ababa.

Family relations

Tedi has working parents. His father is a government employee and his mother is a housewife. His parents advised him to make career choices in the field of his studies (law). His parents wanted to ensure that he took the right decisions thoughtfully. Because of the influence of his background as an employee, Tedi's father wanted his son to be employed. He saw the challenges involved in creating a business and wanted to ensure that Tedi's choices were right. When his parents learnt that Tedi was in the process of starting a business, his business

matters become an agenda of conversation with his parents. Although the family connections loosened with time because Tedi took more time with his start-up work, his mother called often and advised him about his work and asked him to reconnect with his family.

Business start-up decision

Even though Tedi had graduated from law school, he was slowly inclined towards starting a business and joined his friend Zak in a project to establish a landscaping business called Green Landscaping in 2017. Tedi's family insisted that he should not leave behind his field of studies while choosing a career. He was expected to show them that he was in a career related to his field of studies. Tedi describes his father as a role model as a government employee but he never liked the fact that his father was not getting paid more for the work that he was doing. As a matter of fact, Tedi developed a negative attitude towards employment but also understood the challenges involved in starting his own business.

Case Vignette 11: Olana

Childhood

Olana, 26, born and grew up in Addis Ababa. Born in a family of 8, Olana is the second child eldest. Since his young age, Olana often visited his grandparents who live in a rural area in a farming community.

Family relations

Olana's father has been a government employee for 27 years. He is the breadwinner of the family. His mother is a housewife. His elder brother is also a government employee. His other siblings are studying. Olana is close to his mother and shares his secrets with her. His father usually encouraged and expected him to perform well in his studies and get employed. He often told him that he would be happy if Olana became a medical doctor.

Education

Olan did his primary and secondary studies in a public school in Addis Ababa. He finished his BSc in Software Engineering in 2017. At the time of studying in the university, his connection with projects taught him the need to solve problems and at the same time earn money.

Business Start-up decision

During his studies in the university, Olana saw his friends involved in conversations about business and he was attracted and influenced by their motives. They worked as freelancers to earn some money. He also formed connections with people who wanted to hire freelancers in software development projects. By then he had decided that he did not want to be employed. He decided to become an entrepreneur. According to him, there is a huge tech gap in Ethiopia. He was able to cover transportation and other personal expenses from the money he earned. That was the time when he recognized that he needed to own his own business. After he graduated in 2017, he jumped into entrepreneurship and started his own business. However, he was faced with a huge challenge from his family because they wanted him to move to the workforce. After he completed his education, his parents strictly asked him to find a job and get employed in some company and earn a salary so that he became independent and started living his life as quickly as possible. Olana's parents' expectations were that he would find employment and not start a business from scratch soon after his graduation. They expected him to opt for a less risky career option because they could not afford to finance his business. According to Olana, his parents' suggestion of getting employed and his personal motivation to have his own business created a conflict. His father warned him that if Olana followed his decision of becoming an entrepreneur, he was not going to get his financial support. Olana was short of resources to move forward in his business. He lived with his parents sharing accommodation and food, but it was difficult for him to cover transport and other expenses for his business. He got support from his friends and borrowed some money from them to cover his expenses for the first month when he started his business. Thereafter, he had to struggle to find contracts so that he could cover his expenses. Olana was determined to make a success of his decision of becoming a businessperson having his own start-up company. He had to develop strategies for managing the transition time till he had proved that he could get money from his own company for covering expenses. He decided to become an entrepreneur and established a company called Hut Crypts, an online pharmacy. Following that he established an agri-tech company called *Loon* PLC with his friends. Loon is an online veterinary drug sales company.

After struggling in establishing his start-up, Olana started getting income from other work on the side and become independent and started taking care of his personal expenses. His parents had no information about his start-up and what he was doing because he did not tell them. He hid his source of income from his parents. He said he did not tell them the details about his business, and told them that he had got some jobs. He also did not want them to know that he was getting money from side jobs because he was afraid that his parents' might think that his business start-up did not get him any money as they had warned him and would insist that he should stop it. He pretended that he was getting money from his business start-up. Sometimes, he also supported them financially. When he contributed some money for home expenses, his parents were silent and stopped challenging him. Olana continued struggling to meet his entrepreneurial career's aspirations and his parents' career expectations. There was rough communication with his father. His mother was supportive of him. At times he tried to get money from other sources and gave it to his parents to secure smooth relations. Olana wanted to leave home and get his own place on rent. To increase his income, he got involved in other start-ups because his start-up Loon, is not yet performing well enough to get him enough money. Regardless of the efforts Olana put in to convince his parents, they expect him to change his mind and get employed one day. His parents believe that a business will not get him a secure income. For them, the normal expectation after a child's graduation is getting employed to start earning as an independent person away from home.

Case Vignette 12: Amanuel

Childhood

Amanuel, 25, was born and grew up in Addis Ababa. Amanuel is the second born in his family.

Education

Amanuel did his primary and secondary schooling in Addis Ababa. He joined Addis Ababa University School of Engineering in 2012 and studied Mechanical Engineering and graduated in 2016.

Family relations

Amanuel's father is a self-employed private contractor working in the construction industry. His mother works at home as a domestic worker. Amanuel's family wants him to work independently as a professional. His elder sister advised him to get employed as she was already an employee in a bank. Amanuel made site visits with his dad and realized that his father was a contractor who did construction jobs. However, he did not see him as 'a businessman.' From his practical experience, Amanuel aspired to work on technical skills like his father, and he decided to study mechanical engineering. Amanuel's parents saw the entrepreneurship process as risky and did not want him to get involved in it straight away after he graduated from university.

Business start-up decision

Amanuel had a strong aspiration to start his own business. Even while he was studying he had established two projects. However, because he couldn't support his businesses both failed. He learned from these failures while he was studying at the university. He regrets that because he did not spend enough time supporting his businesses and changing ideas now and then, his businesses failed.

After he graduated from university, he co-founded Bunna Filter S.C with his partner, Getaw and is now working as the CEO. At the beginning of his start-up, Amanuel shared his business intentions with his parents. He knew that both his father and mother wanted him to get employment as a professional. However, he refused and started his own company. When they saw he was not going in line with their choices but continued to be involved in a start-up, they started supporting him financially and emotionally. He says they became proud of him gradually because they saw his successes and the awards his company got. Nevertheless, when they saw his business was not generating money as per their expectations, they regretted their support and started signaling him not to continue investing in an insecure start-up business and find employment instead. He pointed out that their main focus was risk aversion. He said his mother and sister always told him about the risks in his work and what made them good risk analysts. This may be because of their prior understanding of entrepreneurship from the social system in which they lived and because of their role as parents of protecting him from business and psychological risks. Amanuel realized the context of his fami-

ly's understanding of a career choice. He pointed out the implicit social contract between parents and their children where parents expected their children to become independent by getting employed and then supporting their parents. His parents thought that choosing a business was risky and therefore, it was difficult for them to think of getting into business.

Amanuel's prior business experience was important in taking another entrepreneurial decision. It was smoother for him to move out and decide on his entrepreneurial career. He had already managed the internal conflict with himself. However, he had to work more to address his family's expectations.

Case Vignette 13: Getaw

Childhood

Getaw, 26, was born in Addis Ababa. He was bold and firm since childhood. He never submitted to the family norms easily and this behavior made his parents give him the nickname, 'master.' He is close to his mother.

Education

After finishing his primary and secondary education in Addis Ababa, Getaw successfully got admission in a university in 2012. He did his BSc in Mechanical Engineering from Addis Ababa University in 2016.

Family relations

Getaw comes from a working family. His father worked as an agronomist till his retirement and his mother works as a construction manager. Getaw's father has enough experience as a government employee of over 30 years working in the Ministry of Agriculture. He understands the problem of getting employed. His income was just for subsistence, and he also understood establishing one's own business has lots of challenges and needs more money. With this in mind, he did not want his son to face these challenges so soon but once he had been employed for some time and had got some experience in the field of his study he could start his own company. So, the challenge for him was the timing and risks involved in starting a business.

Business start-up decision

After his graduation, Getaw was trapped into searching for a job. He took his time searching for a job and start life as a worker. He worked for various organizations and industries as an engineer, a consultant, and a technical advisor. He also notes that his family's background as a working family also influenced his decision to look at agriculture. Later with a strong aspiration of becoming an innovator and entrepreneur, he started working on coffee drying machine production and design. Getaw co-founded the start-up, Bunna Filter PLC in 2017 with his friend Amanuel.

After starting the company Getaw informed his parents about his start-up. He pointed out that his mental transition to business was because of multiple influences from his peers and education. He noted that he knew that he had to struggle twice as hard with himself and his family's career aspirations for him. He admitted that the connection he had with his parents from early childhood helped him make this career choice.

Case Vignette 14: Rebecca

Childhood

Rebecca, 24, was born in Tigray, northern Ethiopia. She is the youngest child in her family. Because she lost her mother when she was 7, Rebecca grew up under the care of her siblings. She believes that she was well taken care of and loved by her siblings. She appreciates the care and love she got from her siblings as it shaped her into becoming who she is today.

Education

Rebecca did her primary and secondary schooling in Mekelle, northern Ethiopia. She studied Civil Engineering and got her degree in 2015.

Family relations

Rebecca connects her success to the support and care she got from her siblings which developed in her a need to care for others. Her father and siblings wanted her to be successful in

school particularly as an engineer. Three of her siblings studied engineering and work in their own construction companies. They are her role models and she aspires to follow them.

Business start-up decision

At the time of my meeting with Rebecca, I saw a welcoming face with smile full of hope and energy. Rebecca exemplifies an emerging, vibrant, and educated youth group which is confident and creative. She is determined to make her vision real with commitment and she has the personality that looks for solutions rather than the challenges. She said, “cook the first part to make the meal complete.” As a civil engineer, she worked for 2 years in different organizations and held various responsibilities. She also worked for different companies as a teacher, structural designer, and civil engineer. Rebecca is happy that she has started a new project on educational and entertainment technology not only for money but also because she believes that she is solving the community’s problems through market solutions. The project has given her a sense of purpose. As she states it, a business idea needs to make sense first to the initiator and second to the target customers. She co-founded and became the CEO of Damat Technologies in 2017 in Addis Ababa, Ethiopia.

Case Vignette 15: Abdu

Childhood

Abdu, 25, was born and grew up in Addis Ababa. He has a strong connection with his mother.

Education

Abdu did his primary and secondary schooling in Addis Ababa. He joined university in 2012 and graduated in Architecture in early 2017.

Family relations

Abdu has working parents. His father works in a private company as a civil engineer. His mother is an entrepreneur involved in designing and selling pillowcases and sometimes he helped her in designing pillowcases after school. In this way he was able to learn about the business and developed a close connection with his mother. Abdu’s father told him how being an employee for almost 30 years was challenging. His father suggested that Abdu should

first get work experience and then think of a business. His father's concern was that a business takes a long time and a lot of effort before it starts making money.

Business start-up decision

After his graduation, Abdu took some time to look for a job. He did not pursue his career in architecture. However, because it was hard for him to get a job, he joined a construction company with his friends to become a part of the Small and Micro Enterprise Program of the Ethiopian government in an effort to create employment opportunities for the youth. He had some questions in mind on why being in Addis Ababa people failed to get enough good quality produce like fruits and vegetables at affordable prices. He thought one of the reasons why living in the city was expensive was because of a poor supply of consumer vegetables and less urban agricultural productivity. He was studying and making documentaries when he came up with the idea of vertical farming. Subsequently, Abdu co-established an agribusiness called Garden Farms PLC with his friends after he applied and got admission in the Agri Pivot incubation center. During the early days of the start-up, family support was important in helping Abdu not give up.

Following his business start-up, there was increasing pressure from Abdu's family to withdraw from the business and get employed. Abdu feels his parents are not used to entrepreneurship and advise him not to waste his time in business. When he applied to Agri Pivot, he did not tell his parents about his start-up activities right away. He was afraid he would be discouraged because his parents did not encourage business as a career.

After some time his father did not pressurize him to leave his entrepreneurship career. However, when he saw that Abdu was not progressing well, he sent a message that Abdu was wasting his time. Nevertheless, Abdu acknowledged that his family's support was important for him not to quit early on in his attempt to start his company.

Abdu's reaction to his parents is that he is investing for the long term even if he is not earning right now. Even if it took time to get returns he would carry on. Now after 2 years, he is hoping that things will eventually get better. He is working towards creating a better future in 2 to 3 years. Abdu and his parents continue having conversations about his business. Abdu tries to keep business information out of family conversations so as not to face criticism about his

start-up's progress but tries to maintain closer parental relations. However, his parents question the reliability of his income and hope that he will eventually withdraw from his business.

Chapter 6: Findings

6.1. Introduction

In this chapter, I give an empirical description of young entrepreneurs' transitioning to entrepreneurial careers. This transition is depicted through a narration of stories about new venture creation by the entrepreneurs and the conversations they had with their family members about opting for entrepreneurial careers. The chapter draws on a new venture creation process which leads to a detailed description of the interactions between the entrepreneurs and their families. It portrays the entrepreneurs' social space and the families' subsequent reactions, opinions, feelings, emotions, and at times perceptions during the new venture creation process. The entrepreneurs are committed to pursuing entrepreneurial careers despite their families' reactions since an entrepreneurial career is uncommon in the family setting of this study. They talk about their experiences of transitioning to entrepreneurial careers in connection with their relational dynamics with their families.

The step-by-step interpretations of entrepreneur-family interactions are merged into larger concepts or aggregate dimensions along three phases¹ of the venturing process: pre-start-up, start-up, and up and running. During each of the new venture creation phases, the entrepreneurs and their families have a different understanding of the new venture creation process from their points of reference; they communicate with each other about the business in relation to their worldviews. Communication and conversations during the three phases of the new venture creation process result in different relational outcomes in the three phases. These outcomes are discussed in the next sections.

6.2. Findings

In this section I introduce and explain six aggregate dimensions identified in an analysis of the empirical material along the three phases of the new venture creation process. During the

¹ There are various views on a start-up's development 'phases' or 'stages' in literature. I follow the Start-up Common's classification approach of formation, validation, and growth with some adaptations (<https://www.start-upcommons.org>).

pre-start-up phase, two aggregate dimensions emerged from the interpretations. The first captures statements related to how *business intentions triggered entrepreneur-family relational tensions*. The second presents the *perceived entrepreneur-family occupational goal incompatibility*. These two dimensions characterize the cognitive dissonance among the young entrepreneurs in the early phases of the start-up process because of entrepreneurial career indecisions.

During the start-up phase, two more aggregate dimensions were identified: *familial scaffolding in business* and *attracting parents to business conversations*. This phase is characterized by familial support and an entrepreneur's self-identification in family relations.

Even in the up and running phase of the new firm creation process, two aggregate dimensions emerged: *parents' interests in holding on the entrepreneurs and entrepreneurs' interest in letting go of parental influences*. The up and running phase is characterized by loose relations between the entrepreneurs and their families and the entrepreneurs' independence from familial influences.

6.2.1. Entrepreneur-Family Interactions during the Pre-start-up Phase

The pre-start-up phase is characterized by the entrepreneurs considering business careers and committing to them. Prior work experience, skills accumulated through studies, discussions held with college peers about future career plans, and networks created during internships during college inspire a career as an entrepreneur. The entrepreneurs resided away from their families when studying in college as many of the colleges in Ethiopia are residential. When they graduated from college, they rejoined their families till they secured jobs or decided to pursue entrepreneurship careers. They started living under one roof with their families and were subject to immediate family supervision after a few years of staying away from the family domain. Since getting employment was challenging for these youth, they started looking for other employment options. They were attracted by entrepreneurial motivations that they had developed during their college. During this phase, the entrepreneurs do not tell their family members about their career aspirations because they know from experience that their parents will not support engaging in a business. This led to frictions in the relations between the entrepreneurs and their families. My analysis of the entrepreneurs' rela-

tionships with their families during the pre-start-up phase emerged in two overarching dimensions which are discussed next.

6.2.1.1. Aggregate Dimension I: Business Intentions Trigger Family Relational Tensions

The dimension - *business intentions trigger family relational tensions*- captures the entrepreneur-family communication patterns showing the family relations during the early stages of the venturing process. It shows how the entrepreneurs were selective in terms of sharing business information with their family members because of their perceived expectation of support from their family members. They shared information about their business and intentions only with family members they saw as being supportive of their business ideas and keeping the information secret from those family members who they perceived as being unsupportive. The aggregate dimension - *business intentions trigger family relational tensions* - emerges from two themes: *securing attachment to supportive family members* and *self-distancing from non-supportive family members*. These themes reflect two sides of the story concerning the entrepreneurs and their family relations due to the introduction of business matters in the family's ordinary conversations.

Theme 1: Securing attachment to supportive family members

The pre-start-up phase is the moment of take-off for the entrepreneurs when they decide on a career in business. On the one hand, it is the ideational² phase for the entrepreneurs, which means that the entrepreneurs have business ideas in mind because of their exposure to opportunities thanks to being a part of a business incubation center and peer influences, but their businesses are not yet established. The entrepreneurs are young university graduates who are in the process of deciding on their careers. From experience during their upbringing, the entrepreneurs understand that their parents' supported and encouraged them to be employed because many of them were employed themselves. The entrepreneurs

²According to Start-up Commons, an idea (or ideational) phase is the very early phase of the milestone new firm development from 'idea to product' and from 'team to company.' This is characterized by having a product or service idea to start a new business.

struggled between their wish to share their business ideas with their parents and the fear of losing support for their business decisions. Therefore, some entrepreneurs preferred sharing business information with only a few select family members with whom they had a close attachment and connections, who they thought would support them at the beginning of their businesses. This is captured in the theme: *securing attachment to supportive family members*. This theme is reflected and captured in the statements that the entrepreneurs made, for example, that they shared information with selected family members (for example, mothers rather than their fathers or outsiders) about their business ideas.

The entrepreneurs showed some anxieties or tensions about choosing between a business start-up and regular employment. Their prior understanding of parental attitudes towards career expectations do not make them comfortable enough to share their business ideas freely with their parents and sometimes even with their siblings because they think that their parents' perceptions about starting a business are not positive. For instance, entrepreneurs Chekol, Amanuel, and Amelu shared their business ideas with their mothers when they started their businesses, but they kept them secret from the other family members:

I shared details about my business, AmChe AD, with my mother. I told her that I had decided to be involved in a new business and she was the only one in the family who knew what I was doing (Amelu, AmChe AD, co-founder).

Amelu's mother trusted her son and wanted to support his interests. She showed her support as a mother without focusing on her son's business. Her attachment was based on parental sentiments focusing on encouraging her son's efforts. She said:

I believe that it is better to say words of encouragement rather than sending him negative messages when my son comes up with new ideas. This is what I do, unlike his father who rejects his ideas (Enat, Amelu's mother).

Chekol also shared his business ideas and other details about his business intentions with his mother because according to him he was confident that his mother would never discourage him when he thought of trying something new. He thought that he was close to his mother and he selectively socialized with his father on non-business and non-career matters. He would rather share his business and career matters with his uncle who he thought would be supportive:

To begin with, only my mom knew about my business start-up, but later my uncle also knew about it (Chekol, co-founder AmChe AD).

Entrepreneur Amanuel was very attached to his mother who gave him opportunities to easily share his emotions. His mother said that she closely watched over her son to protect him from deviant boys in her community and was always happy with Amanuel because he listened to her:

When I shared information about my business with my mom, she encouraged me to check out the risks that may accompany the business (Amanuel, co-founder Bunna Filter).

Other entrepreneurs preferred sharing their business ideas with their extended family members (for example, uncles) before they shared them with their parents:

First, I shared details of my business with my uncle who is also in business. I felt that he would understand and advise me. Then I told my mother about the business because she often worried and asked me about my employment (Zerubabel, co-founder Carbon Fert).

Theme 2: Self-distancing from non-supportive family members

The entrepreneurs kept their business information secret from their perceived unsupportive family members. This notion was noted in the dimension *self-distancing from unsupportive family members* and *withholding business information*. Self-distancing implies less socialization and providing limited personal and business information to expected unsupportive family members. Moreover, the entrepreneurs' familial relations changed during this time due to their engagement in the activities of the start-up. The entrepreneurs' families observed new and unusual behavior by the entrepreneurs in terms of working extra hours on their projects. This invited questions from their parents and the other family members with increased interest in knowing what was going on in the entrepreneurs' lives.

In reaction to expected parental influences, the entrepreneurs showed reactive behavior like limiting their conversations with family members whom they thought would be unsupportive of their participation in business affairs, defending business as a career choice through comments, self-distancing from unsupportive parents through information secrecy, resisting parental negative influence on business as a career choice, and hiding start-up information from unsupportive family members.

The entrepreneurs became passive when sharing business information with some family members who they perceived would resist them:

My dad and my sister just know that I am employed and studying. I did not want to face the negative energy from them because they had been making negative comments about doing business (Amelu, AmChe AD).

Amelu gave wrong information to his father and sister that he was studying even when he was in the incubation center for his business project. However, he told his mother about his business. This created information asymmetries among the family members as they had different information about the entrepreneur. Amelu and his mother kept information about his career a secret from the other family members. Both Amelu and his mother systematically

managed this information and decided who among the extended family members should know about his business.

Another entrepreneur, Amanuel, had loose communication with his father. He never shared his business intentions with his father because according to him his father had told him to study engineering and find employment. His father worked in construction as an entrepreneur, but he did not want his son to be in business:

My father and I rarely share information about my education and other stuff. Because he oftentimes travels for fieldwork, we have loose interactions. I find difficulty in sharing information with him about my career interests and business. I understand that he does not want me to be in business (Amanuel, co-founder Bunna Filter).

Kiros chose not to share information about his business with his parents during the early days when he decided to do business. According to Kiros, he understood that his mother would not resist his business choice though she did not understand business. He saw that his father's position was against his becoming an entrepreneur. Kiros did not see the relevance of telling his parents about his business at the beginning and kept silent about it.

Kiros thinks that keeping information about his business a secret from his parents helped avoid negative energy that would otherwise come from his parents. His parents had been orienting him to become employed after his graduation and he did not want to counter their expectations at least in the early phases of starting his business:

When I took the step to start a new company, I kept it secret from my parents. I did not tell them right away because I did not want to hear negative comments (Kiros, Carbon Fert).

Getaw was bold enough to tell his parents partly about what he was doing without telling them that he was thinking of starting a business. He instead told them parts of his business story that he was inventing a machine for coffee drying. He thought that his parents would not understand a business and therefore avoided telling them the details to avoid their possible negative influence:

I am very good at receiving advise on whatever I think necessary, but the person who gives me advise must be the one in the business or in the sector I am involved in you know! I have

no room to be influenced, especially by people who do not understand what I am doing even if it is my parents (Getaw, co-founder Bunna Filter).

Involvement in pre-start-up business activities forced entrepreneur Abdu to deviate from parental expectations of a career for him. This gave his parents an opportunity to doubt and challenge him about what he was doing, but it also surprised them:

I did not tell my parents about my start-up activities right away. It was only on the last day that they got to know about it. I was out of home for the night for the project task without telling them about it. To be honest my dad was excited, and he did not know what to say because this was something I had not told him (Abdu, co-founder Gardern Farms).

Abdu said that he normally reported his day-to-day activities to his parents. However, because he suspected that his parents would resist his starting a business, he did not share details about his start-up with his parents.

Chekol did not tell his family members that he had started his business. He also did not tell his father that he had dropped out of university to do his business; his mom knew about it.

6.2.1.2. Aggregate Dimension II: Perceived Entrepreneur-Family Occupational Goal Incompatibility

This aggregate dimension shows the existence of career goal disparity between family members and the incumbent entrepreneur. Parents show pre-set expectations about their career options for their children. Parental career expectations are built in the family's social setting in Ethiopia and East Africa where families often live in a communal social system and rely on subsistence economic activities often involving less risk-taking. The social and economic setting in the region encourages occupational careers because the high social value attached to them and also because of risk perceptions about self-employment and business. These disparities in parental career *expectations* and the entrepreneur's entrepreneurial *career aspira-*

tions lead to relational friction. This relational friction during the early phase of the venturing process is seen because of the value that parents' attach to occupational careers, which is discussed in Theme 3 next.

Theme 3: Parental Valence of an Occupational Career

Parents signal their career expectations for their children by referring to what has been encouraged over generations and what they want their sons or daughters to become. The entrepreneurs' parents have been oriented towards an occupational career and thus urged their children to become employed. These statements are represented by the construct *parental valence of an occupational career*. This study found that parental preferences for an occupational career for their children were characterized by two categories: parents viewing employment as prestigious and business as risky.

Parents viewing employment as prestigious

The social setting in which the entrepreneurs' parents live give more value to social acceptance rather than economic and monetary benefits. However, there is an increasing generational gap in views about career preferences that became evident when parents and entrepreneurs had conversations about their career preferences and why this was important when the entrepreneurs started new ventures. Business was often not discussed in family conversations in the entrepreneurs' families. Parents in the rural areas inherited the model of urban parents who sent their children to school expecting that they will get jobs and employment in urban areas. Parents transmitted their career-related cues to the entrepreneurs by telling them their expectations. One the reasons for tensions between the entrepreneurs and their families was because parents connected an occupational career or employment with prestige compared to doing business. Parental career expectations were inferred from the parents' interactions with the young entrepreneurs which showed that parents set occupational roles as their preferential career choice.

The entrepreneurs stated that their parents oriented them in line with occupational careers in family conversations. Because the entrepreneurs were young, there were less chance of their have social networks outside the family, particularly in the early phases of their transi-

tion to a career and because of this, they adhered to family expectations in their career decisions. Parents in Ethiopia take pride in their children and in their children's success. Children are seen as resources by their parents and parents have expectations from them.

In their socialization process, parents envision the lives of their children and imagine them taking on roles that they would want them to play when they grow up. They usually prefer employment rather than being in business because apart from financial security, they connect being employed with prestige. Hence, the entrepreneurs grew up under parents who normally encouraged employment and values of positively attached to it. For instance, Amanuel, one of the founding members of Bunna Filter worked with his father, who is in the construction business, but he never knew his father as a businessperson. According to Amanuel, his father did not encourage him to start his business and instead wanted him to get educated and employed:

I knew my dad as a contractor whose job was building homes, but I never thought of him as a businessman (Amanuel, co-founder Bunna Filter).

Similarly, Zak, who is the co-founder of Green Landscaping, comes from a family which has been in business but his family members never encouraged him to get into business:

My mom and dad have been in business for more than 20 years, they had a milling plant providing milling services and storing grains for retail. When my siblings and I went to their workplace after school, they did not allow us to stay with them. They wanted us to remain at a distance and not get connected with their business and nor did they look for our services in their business. Instead they encouraged us to get educated well and get employed (Zak, co-founder and CEO, Green Landscaping).

Zak's parents feared that their children's connection and involvement in their business may trigger career aspirations in business which they did not want to encourage out of fear that their children will lose interest in their studies and they did not see doing business as socially valuable and prestigious. This notion was also evident the conversation that I had with Zak's mother when she shared her thoughts about a career in business with me:

In earlier times in our generation, we valued and gave more prestige to those who were educated and worked in the government system and were soldiers. Our society gives prestige to

rulers, governors, and soldiers, and not to businesspeople. My husband and I wanted our kids to get educated and we were committed to that (Zak's mother, Mulu).

Another parent gave her views what society thought about in business or having a career:

...I am from a family of farmers who are illiterate. My parents are among the very few who sent their children to school. I was sent to the nearby towns for schooling. Their expectation was that I would study hard and become employed. They did not see any other option for me as almost none existed except farming. 'You will continue being a farmer or get employed,' I was told. Society saw traders as less prestigious, because trading was done using animal transportation with horses and donkeys. Those involved in such a trade were not given social respect and were associated with maleficence (Zerubabel's father, Wonde).

Zerubabel's father had been under society's influence and parental views when he was growing up. He studied agriculture and joined the agricultural bureau as a government employee. He encouraged his son (Zerubabel), to get employed. Zerubabel's business idea was influenced by his father's career background:

I think my father's background as an agricultural expert influenced my interest in an agricultural business (Zerubabel, co-founder Carbon Fert).

Parental aspirations of their children's employment transgress beyond exchanging ideas and passive suggestions. For instance, Boru, Tedi, and Olana's parents searched for job opportunities for their children through their family networks and suggested that their children apply whenever there were vacancies:

My family expected me to apply for a vacant post in my field and get employed. They refused to give me permission when I told them I wanted to start a business (Olana, co-founder Loon).

In summary, two ways of parental influence were visible among family members. The first was parental work behavior impartation. Regardless of whether the parents were employed or self-employed, their work behavior like commitment influenced the children who grew up watching their parents and often asked what they did and how they did it. They learnt work behavior from their parents while supporting their parents in their work, taking advice on careers, adapting work commitments, and determination. Second, parents oriented their children's career choices by expressing their opinions and sending them messages.

Chekol shared his views about his parents' opinions about starting a business. Chekol realized how he was oriented about work and career in his family and surrounding community. The community at large and his family associated earning by being employed for someone. He concluded that the wider community's narrative was about getting employed and being paid. He also challenged the fact that schools geared their students for employment. However, his father keenly encouraged him so Chekol could try things in his own way and not only think about getting employed but following things independently. It was this mentoring which led Chekol to gradually understand that his father was taking more care and supporting his elder sister than him expecting him to do things on his own. His father created some conflicting emotions in Chekol and he became jealous of his sister. This created discomfort for Chekol because he thought that his father did not like him as much as he did his sister. Soon Chekol understood his father's intentions of orienting him to becoming a stronger and independent person. Chekol's family wanted him to focus on his education and get employed after graduation. Table 6.1 shows additional exemplary quotes of families' preferences for occupational careers.

Table 6.1: Exemplary quotes of families' preferences for occupational careers

<i>Exemplary quotes</i>
<i>My elder sister wants better jobs to get employed (Amanuel, co-founder Bunna Filter).</i>
<i>My father is a reputed government employee. He recommended starting life by getting employed first (Tedi, co-founder Green Landscaping)</i>
<i>My dad and mom saw being employed and working in an office as respectful and being a figurehead in their generation (Zak, co-founder Green Landscaping)</i>
<i>My parents always expected me to be a medical doctor because you know that is a big post in Ethiopia. This was their expectation (Olana, co-founder Loon).</i>
<i>My father is proud of his job as an employee and never encouraged us [my siblings and me] to be in business. My sister strictly follows his example (Amelu, co-founder AmChe AD).</i>

Parents think business is risky and time consuming

Another reason for parents discouraging their children from starting their businesses was the time and effort needed to reap the benefits compared to getting regular employment. Parents wanted their children to get married and earn a stable income, and normally discouraged materialistic and monetary goals that may compete with the reproductive time in their children's lives. Parents were happy when they had grandchildren. In fact, the few parents who were lucky and could afford to send their children to school hoped that their children would get educated and provide for themselves and the extended family in return for the support they were given for their schooling. When the children graduated from colleges, at least in the near past, it was not a problem for a graduate to get a government job. This prepared the children to take up less risky government employment contracts. However, business is not common and is probably a risky and time-consuming endeavor. This made parents discourage their children's entry into business after graduation because they thought that it took longer to get returns from a business. The business' longer lead time also affected parental expectations when it came to supporting their children who decided to start their own businesses.

The findings provide various reasons why parents preferred their children being employed. These parental influences emerged from parental care and protection.

Protection from business challenges and financial insecurity

Parents thought that involving in a business as the first career move was financially insecure and hence, did not advise their children to make this their first career choice. For instance, co-founder of Gardern Farms Abdu got suggestions from his father to start a business step - by - step if he insisted on starting one. He showed parental care and protection:

My dad is from a working group, an employed professional civil engineer who works in a private company. He understands the challenges of starting one's own business and therefore advised me to try gradually after gaining experience in employment (Abdu, co-founder Gardern Farms).

Social status influences family career orientation

Unlike an occupational career, an entrepreneurial career is less familiar to the families, and thus parents urged their children to pursue occupational careers that they knew about. For example, a career in business was not seen as an option by Amelu's parents:

My parents have been employees and always thought that business was not meant for someone from a family of our status. We belong to a low status family (Amelu , co-founder AmChe AD).

Amelu 's father and elder sister thought that business was an engagement which some lucky people could get involved in and take a risk. They thought that their families were not fortunate enough to get involved in a business. They stood against Amelu's business decision.

Advising gradual stepping into business to minimize risks

Parents advised the entrepreneurs to join businesses gradually starting with getting employed. This parental advice was given so as to minimize the risk of business failure. Moreover, the parents wanted their family members to get quick access to financial security, and first learn the lessons from practice in the work environment. For instance, Getaw's parents were concerned about a dependable income from a start-up business as compared to employment:

My parents' were concerned about income stability and security. They demanded consistency in income generation. That was their major concern. But, as I told you this did not affect me even a little bit (Getaw, co-founder Bunna Filter).

Similarly, Olana's parents resisted his decision to become an entrepreneur because the family expected him to apply for vacant posts in his field and get employed. According to Olana, his parents emphasized on business risks and no income dependability:

My parents' concern during the start-up process was security. As an entrepreneur starting a new business, there is no assurance that you will be successful ... you might fail and lose everything (Olana, co-founder Loon).

Similarly, Amelu's mother was worried about the success of her son's business even if she did not want to tell him this:

I am not interested in sharing his business details with others including my husband and my daughter till I am sure that he will be successful and this success shows. His father is resistant, and his elder sister negatively views a career in business. I do not want them to say any discouraging words to my son (Amelu's mother, Enat).

Table 6.2 below gives additional evidence on parental advises against starting business.

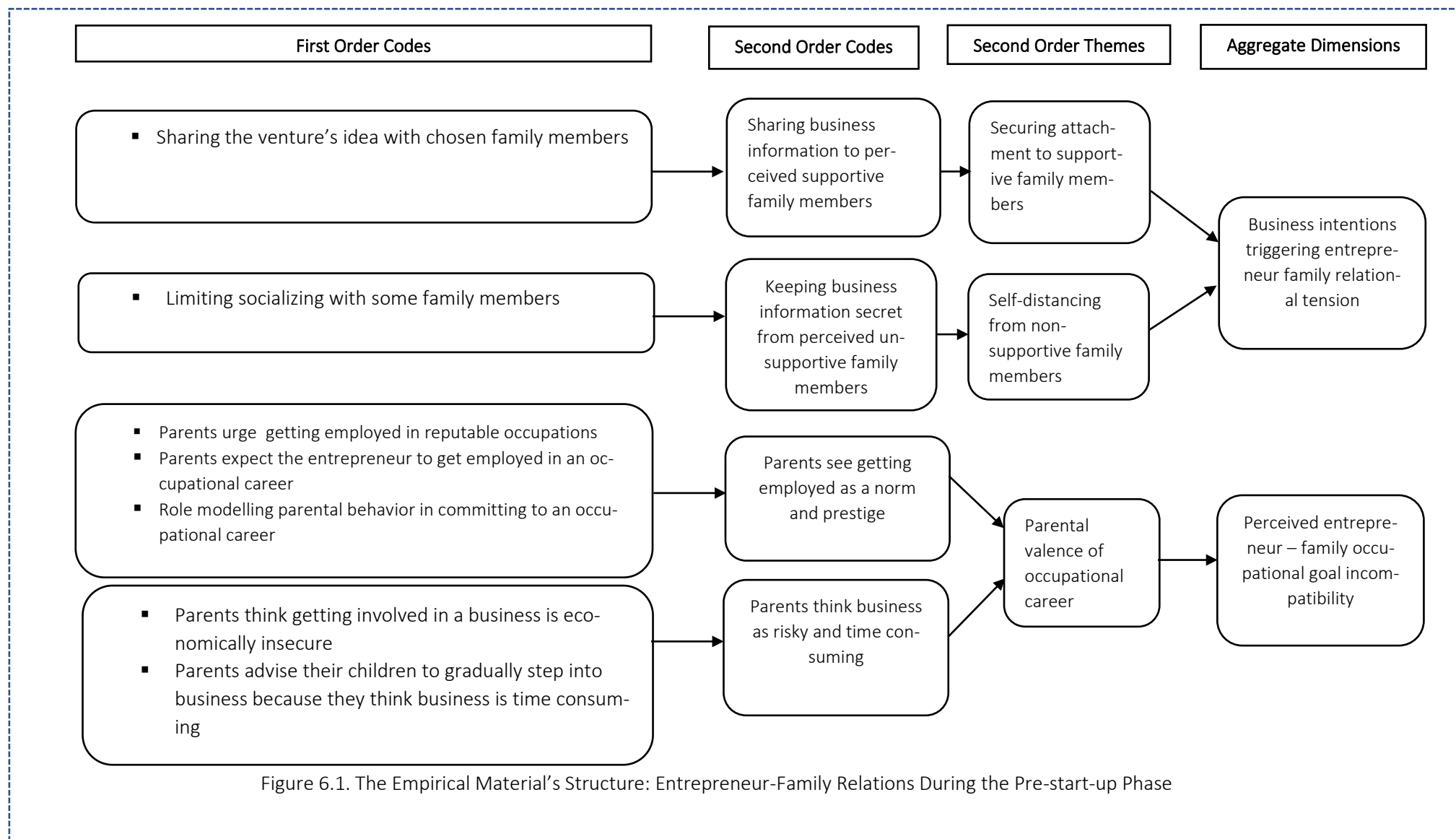
Table 6.2 Exemplary quotes on parental advice against quick entry into business after college to minimize risks

Exemplary quotes
<i>My parents felt my sister who is employed and paid regularly was more secure financially than I was because she was employed and getting an income (Amanuel, co-founder Bunna Filter).</i>
<i>Before I decided to start my business, my dad suggested that I get employed because he did not want me to face the risks related to starting a business. My mom worried about the possible risks involved in a business (Kiros, co-founder Carbon Fert).</i>
<i>My father is an employee of the government. Though he regrets that getting employed in exchange for a regular salary did not benefit him, but he did not advise me to move out and get involved in a business at least not as soon as I graduated from university (Zerubabel, co-founder Carbon Fert).</i>
<i>When I decided to become an entrepreneur, my parents were concerned because they saw the challenges involved in it and they preferred that I would leave this challenging path (Boru, co-founder Carbon Fert).</i>
<i>After I got accepted at the incubator, Agri Pivot, my dad was excited and that was something good. He usually encourages me to try things my way. On the other hand, he felt that entrepreneurship was not easy to be engaged in (Abdu, co-founder, Garden Farms)</i>
<i>As I continued working on my start-up, I could see that my parents never asked me to get employed. Their point as I can see it is security and prestige. They kept telling me that 'Look when you are in business there is no insurance that you will become successful. If you work for a huge organization, you get the pride and you get the money' (Olana, co-founder Loon)</i>
<i>I was cornered in my parents' expectations about a career and my interest in becoming an independent entrepreneur (Dame, co-founder DaMa)</i>
<i>My parents just wanted me to have a successful education and a successful job and to be hired or to be employed in a stable job with a good income (Meri, co-founder AniFeed)</i>

In summary, Figure 6.1 gives the differences in perceptions in entrepreneur-family relations when an entrepreneur transitions to an entrepreneurship career. Two aggregate dimensions emerge during this phase. The first aggregate dimension, *business intentions triggering entrepreneur-family relational tensions*, shows moments of the intersection of the entrepre-

neurs' inclination for a business career and cognitive dissonance of the conflict that this might create among the rest of the family members. Here, the entrepreneur contemplates what would happen if he or she told his/her parents about their business intentions and decides who to share this information among family members.

The second aggregate dimension, *perceived entrepreneur–family occupational goal incompatibility*, gives intrafamilial competitive views of career choices. On the one hand, it shows the traditional occupational career expectations that parents have of their children and on the other, there are the entrepreneur's self-employment and entrepreneurial career aspirations. Here, the parents see the entrepreneur's career choices from the perspective of what it means for the entrepreneur's future in terms of minimizing risks and increasing their social acceptance as parents.



6.2.2 Entrepreneur -Family Relations during the Start-up Phase

During the start-up phase, the entrepreneur engages in extensive activities although he or she lives with his/her parents in one household or depend on parents' support for living expenses. The entrepreneur decides on an entrepreneurial career despite perceived resistance from his/her parents. The main highlight of this phase is that there is high resource need for setting up the venture and the entrepreneur needs to pool resources (financial and non-financial), formally register the business as a legal entity, and partner with others for support. Many of the entrepreneurial activities during this phase are characterized by explicit rather than implicit entrepreneurial activities such as working extensively on business projects, networking, and resource mobilization activities. During this time, the parents and the other family members observe and hear that something odd is going on with the entrepreneur's family. Many parents (particularly fathers) and other family members who were not informed about the business during the ideational (pre-start-up) phase of the business now have access to information from public sources that the family member is involved in some business activity.

Parents, particularly fathers, who have the authority to decide about the family's resources get to know about the entrepreneurs' business activities. Hence, business matters become the topic of conversation in the family. The entrepreneurs are motivated about starting their businesses. They are in urgent need of resources for registration of their businesses and for this as they have to meet the incubator's contractual demands for a minimum deposit and they need seed money for this. The rule of thumb is '10-10-1.' Agri Pivot invests the equivalent of 10,000 USD in each start-up in return for 10 percent equity and requires each team to invest 1,000 USD.

Although the fathers had resisted the entrepreneurs' business decisions, they cannot ignore and turn their back on their entrepreneur sons or daughters because they are happy when they get to know about the business from the media or neighbors. They feel the need to give familial support as fathers and mothers. Given these conditions, the start-up phase is accompanied by parental support and the entrepreneur making efforts to engage with his/her parents so that they can understand the business. Two aggregate dimensions were found in this phase which characterized the entrepreneur-family interactions and relations

during the start-up phase (Figure 6.2): *familial scaffolding* and *inviting parents to business related dialogues*.

6.2.2.1 Aggregate Dimension I: Familial Scaffolding

In this aggregate dimension, I explain the findings related to the development of the entrepreneur's familial connections during the start-up phase after the tensions seen in the pre-start-up phase. Familial scaffolding implies that the families (parents) temporarily put on hold their expectations of an occupational career and instead support the business efforts of their sons or daughters.

Because the entrepreneurs live with their parents and other family members sharing social space and resources, the new behavior while working on business projects as manifested by the entrepreneurs contributes to a new relationship between the parents and the entrepreneurs and the rest of the family members. While the entrepreneurs seek parental support, parents and other family members show an increasing interest in what is going on in the entrepreneurs' lives. This leads to exchanging information and emotions about the business, explicitly or implicitly, and an increased interest in the family to underhand and know more about the business. In the following sections, I explain the theme *family support in business* which was identified as improving familial relations during the start-up phase.

Theme 1: Family support in business

Family social support emerges from a step-by-step increasing interest of family members in an entrepreneur's business which originates in parental and familial relations. The entrepreneur continues to cut the time on socializing with the family and focuses on his/her business affairs working extra hours on the business and reducing communication with his/her parents. This is seen as odd by the parents and leads to an interest in approaching and closely supervising the entrepreneur. Because the parents and the entrepreneur are able to create some communication and interaction, the entrepreneur starts sharing business information with his/her parents for seeking parental support. This support includes *emotional support*

for the entrepreneur (for example, encouraging) and *instrumental support* through resource contributions and investing in the business. These two are symbolic indicators of increasing parental scaffolding.

Family Emotional support

The transition to an entrepreneurial career accompanies tensions and pressures for the entrepreneurs. The emotional support that families give during this phase helps ease these tensions. As discussed earlier, during the early phases of a new firm's formation, many of the entrepreneurs shy away from directly telling their parents about their businesses and this puts them under mental distress in addition to the demanding activities of the start-ups. They are concerned that their parents may not approve of their business ideas and discourage them while they need to commit themselves to the demanding tasks of the business. Therefore, they reduce the time that they spend in parental interactions. These actions limit the entrepreneurs' connections with their parents.

The entrepreneurs try to secure support for their businesses using different mechanisms. Some entrepreneurs prefer to get in touch with outsiders like friends and people other than their parents. For example, Andumalak and Chekol talked of their connections for mobilizing support from their uncles:

I got in touch with my uncle who is a businessperson and exchanged ideas. Because he has experience in business, I learnt a lot from him. We exchanged ideas on business matters (Amanuel, co-founder Bunna Filter).

My uncle watches me at every step as my business progresses and encourages me (Chekol, AmChe AD).

Other entrepreneurs became selective in seeking support from family members, usually seeking support from their mothers. Mothers shared their pain. They supported, encouraged, and defended their entrepreneur children keeping their business decisions a secret from the other family members who they thought will have a negative approach. Mothers'

emotional support was important in keeping the young entrepreneurs in the start-up process. For example, entrepreneurs Amanuel and Amelu are exceptionally attached to their mothers:

My mom makes follow up calls quite often. She has the ability to assess things from the risk perspective. I usually shared with her what we were doing in the start-up phase and she usually cautioned me from the risk perspective (Amanuel, Bunna Filter).

As I continued working on my start-up, even though I have strong attachment with my parents, I interacted more with my mother. She was very supportive. She can easily read my face and often asked me whether I had any problems in my job. They showed huge trust in me and I feel I am responsible for living up to my promises to her (Amelu, AmChe AD).

Family emotional support transcends beyond conscious one-to-one transactions between the entrepreneur and his/her parents. There were instances when parents approached other family members and gave their support to their children because they wanted to know what the entrepreneurs were doing out of concern about their tensions and tiredness. For example, Dame's parents did not advise him to take up an entrepreneurship career at least in the near future. The family was not happy about his choice and told him to 'tone it down' when he shared his ideas about his start-up with them. The family said '...you may go with what you prefer.' However, they saw him working very hard and were surprised at what was going on around him. The family wanted him to find a job instead. When he returned home at night from work, Dame's parents wanted to approach him and talk to him to show their connection with him and give him his space. Because they saw him working hard even if he was departing from their career choice, they let him follow his own interests. Out of curiosity, they said, 'Alright, you may ignore what we expect you to be, but why don't you find some time and rest?'

Like these entrepreneurs, another entrepreneur Meri discussed her family's emotional support in the start-up phase. Meri informed her family about her business decision at the beginning though her parents wanted her to succeed in her education and get a good job. Meri said that her parents wanted her to get a 'stable job with good pay.' Unfortunately none of her siblings were employed. They owned their own companies regardless of what their parents wanted them to do. Meri added that she saw her siblings as her role models. She never applied for a job and did not have the mentality of working for someone. She owned her own company while she was in college. Meri's parents commented on the risks involved in her start-up and the challenges of starting her own business in terms of capital requirements and the effort needed. They suggested that she should get employed and get a regular job. Her family was, however, happy after some time because of her success and because she did well in many start-up competitions; they saw her being invited for giving motivational speeches and getting media coverage. Meri said her family started sending positive messages like: 'Now you are in a position to own your own company.'

Zak and Boru's parents gradually withdrew their resistance and started providing them emotional support during the start-up phase:

Even though my parents knew that I had a history of failing, they never complained but appreciated that I had tried my best and I would succeed in something else. I was given emotional support and was also motivated by them (Zak, co-founder Green Landscaping).

Even though my parents did not support my getting into business, they never turned their back on me. When they saw me so engaged and determined, they started supporting me and encouraging me emotionally. They saw my persistence while working at home so they encouraged me to keep on. They said, 'if this is what you believe in ... pursue it' (Boru, Carbon Fert).

Table 6.3 gives some additional quotes on emotional support by family members for the entrepreneurs' business decisions.

Table 6.3 Exemplary quotes on family emotional support

Exemplary quotes
<i>My mother nurtured my idea and she did not impose her own ideas on me. My mother has a big influence on me. She sometimes felt sympathetic. She built on what I wanted to be rather than influencing me to follow her interests (Amanuel, co-founder Bunna Filter).</i>
<i>My mother and my brothers were very helpful as was my dad. All in all, my family was very helpful, even my mother-in-law was very supportive in raising my kids (Meri, co-founder Ani Feed).</i>
<i>After I told my dad about my start-up, he encouraged me that this was something good and I had to follow it (Abdu, co-founder Gardern Farms).</i>
<i>I come from a large family. I got a lot of love from my family members. Because I lost my mama when I was 7, my brothers and sisters took care of me. And the love they gave me shaped me into becoming better (Rebecca, co-founder Damat Tech).</i>
<i>My mom felt sympathetic towards me and gave me her hand whenever I needed it in the critical phases of my business. She sensed my pain while working on the start-up and she would talk about her concerns about my well-being: 'Son you are toiling too much!' My parents helped me and they have a big role in my business. Had they pushed me to follow their way, I would have been a different person (Amanuel, co-founder Bunna Filter).</i>
<i>I feel I am closer to my mother than the other family members. She is a great supporter, and she can easily read my face and ask me, 'Is there anything not going well in your job?' She encourages me to brief her about my day and I do tell her (Amelu , co-founder AmChe AD).</i>
<i>My family is very helpful, even my mother-in-law is very supportive and helps in raising my kids. Being a mother and company founder is tough. As a mother I have to juggle between various jobs as being a mother is a full-time job too. But I have a very good support system at home. My family helps me out by taking care of and raising my kids (Meri, co-founder Ani Feed).</i>
<i>My dad advised me not to focus on improving our family's life. He said, 'This is our life and what we are going through. But you are young, you can make your own life far better. So, you do not worry</i>

about improving our lives.’ I sometimes shared business problems with my dad. When I shared the problems with the start-up my dad encouraged me saying that our main resource problem would gradually be solved and that we were probably in rush (Kiros, co-founder Carbon Fert).

They [my parents] advised me to take some time out from my start-up stress. My parents tried to tone down my temper when I got disturbed in the start-up phase (Dame, co-founder DaMa).

My elder sister encouraged me when I was low on motivation (Getaw, co-founder Bunna Filter).

I come from a large family. I get a lot of love from my family. Because I lost my mama when I was 7, my brothers and sisters took care of me. And the love they gave me helped me become a better person (Rebecca, co-founder Damat Tech).

Family instrumental support

As indicated earlier, the start-up phase demanded entrepreneurs interacting about their business decisions and selling their business ideas to their parents and other important people in their networks.

During this phase, the entrepreneurs needed family involvement in terms of resource pooling and creating a conducive family environment. Apart from emotional support, the start-up phase also needed the entrepreneurs to make financial contributions as seed capital to start their businesses. This financial support depended on the families’ understanding of the business and trust in the entrepreneurs. This meant that emotional support became a precondition for financial support. The sources for financial support for the young entrepreneurs’ start-up businesses’ initial capital depended on the perceived emotional support of family members. Because the entrepreneurs were young they primarily depended on financial support from their families. The financial support that the parents provided came from familial relations and did not depend on expectations of economic returns. The families’ financial support showed parental attachment to the entrepreneurs:

My parents encouraged me whenever I faced financial constraints because of time commitments in organizing my start-up. In addition to covering my living expenses, my parents contributed the seed money. Their support gave me energy (Amanuel, Co-founder, Bunna Filter).

Table 6.4 Exemplary quotes on family instrumental support

Quotes
<i>My parents provided me the initial capital for starting my business soon after my graduation and they continued providing me support whenever I faced financial shortages because of my time commitments for organizing my start-up (Zak, Cofounder, Green Landscaping).</i>
<i>My mother gave me pocket money for transport and other services. In addition to covering my living expenses, my parents contributed 20,000 Birr (650 USD) for the seed money deposit (10 percent) set by the incubator (Agri Pivot) to show my commitment to the start-up. They provided me assets for getting business licenses. This was not because they are rich as they have a low income but they supported me with whatever limited resources they had (Amanuel, Cofounder, Bunna Filter).</i>
<i>Initially, I used my own savings for the start-up. I exhausted my savings over time, but the good thing is that I live in my family home, do not pay rent, and get food and accommodation in my parents' home (Boru, Co-founder, Carbon Fert).</i>
<i>Right now I am living with my parents. I share everything thing that I need -accommodation and food – with them (Getaw, Co-founder, Bunna Filter).</i>
<i>I get good support from my parents and my husband who bought shares and became one of the shareholders in my company (Meri, Cofounder, AniFeed).</i>
<i>I shared my room with my elder brother who lives in Addis before I rented my own accommodation. I visit him every weekend (Kiros, Carbon Fert).</i>
<i>My parents' give me immense support. I live with them and depend on them for food and accommodation expenses (Dame, DaMa).</i>
<i>My elder sister bought me a laptop and also supported me financially at times (Getaw, Bunna Filter).</i>
<i>My uncle provided me the seed money that I needed to launch my start-up (Chekol, AmChe AD).</i>

Family financial support was extended to encourage the entrepreneurs rather than expectations of financial returns and was hence connected to emotional attachment.

Two entrepreneurs, Chekol and Meri, shared their experiences:

My uncle provided me the seed money that I needed to launch my start-up (Chekol, Co-founder, AmChe AD).

I got financial support from my parents and my husband. My husband bought shares and became one of the shareholders in my company (Meri, co-founder and CEO, AniFeed).

6.2.2.2 Aggregate Dimension II: Inviting Parents to Business Conversations

This dimension captures conversations between the entrepreneurs and their families to reduce the entrepreneurs' feelings of being neglected and ignored by their parents, particularly by their fathers. The entrepreneurs tried to explain their business activities to their families. The entrepreneurs did not want to continue being rejected by their parents and thus smoothly withdraw from them. Because of a need for resources and for maintaining familial relations, the entrepreneurs created a positive impression of their businesses in front of their parents by telling them stories about their businesses to catch their attention.

Theme 2: Engaging parents in business decisions to create a positive image

The entrepreneurs consciously made maximum efforts to attract their parents to their start-ups. The entrepreneurs' motivation for doing this was creating an understanding about their businesses among the rest of their family members. They shared business information and reported the progress being made to them. However, parents responded differently. When an entrepreneur expected positive feedback from his/her parents, he or she more likely shared the business' progress and engaged with his/her parents. Mothers were found to be closer and more approving of the businesses as compared to the fathers. This may be because of close relations and attachment with mothers as compared to fathers. The entrepreneur's actions included increasing parental attachment through sharing business infor-

mation. On their part, parents showed an increasing interest in the business and its future and gradually got connected with business matters.

The entrepreneurs made efforts to convince their families that their choice of entrepreneurial careers made sense. They sought family support for their businesses for which they sought parental approval through creating positive impressions about their businesses. An entrepreneur's actions for creating trust and family belongingness included inviting family members' participation in the business, engaging parents in business decisions, and consulting their parents when taking business decisions.

The entrepreneurs minimized parental distance particularly with their fathers, because the fathers and the rest of the family members knew about the businesses and started watching out for what was going on. The entrepreneurs tried to change the views of the family members who had resisted involvement in a business. The entrepreneurs told their parents that their business careers were promising and the right choice and invited them to conversations about their businesses. This made them appear socially welcoming. The entrepreneurs struggled to maneuver relations with family members (parents) during the start-up phase because families in the context of the Ethiopian communal family system share both their physical home and social space with their family members and this continuity in familial relations was demanding.

The entrepreneurs wanted to address familial needs by talking about their businesses. For instance, Amanuel shared stories about his business' success with his parents to catch their attention and to tell them that he was doing fine:

Last time we won a 1 million Birr award in the start-up Ethiopia challenge 2019 I told my parents about the award. My mother cried and told me that she was very happy (Amanuel, Bunna Filter).

Amelu added that he shared details about his business with his mother to keep her motivated so she would continue giving her support:

I was quick to tell breaking news to my mom about our start-up and the progress it was making. Whenever we received orders and signed contracts, whenever we attended big meetings and conferences she was the first one I told (Amelu, AmChe AD).

Table 6.5 Exemplary quotes on engaging parents in business Affairs

Exemplary quotes
<i>I shared the details of my business emphasizing the successes with my parents. I saw them increasingly interested in knowing about the business and I hope I manage to develop their trust (Boru, Carbon Fert).</i>
<i>I shared my motives for launching the start-up with my parents and my husband (Meri, AniFeed).</i>
<i>When I co-founded Carbon Fert, I shared the news with my parents (Zerubabel, Carbon Fert).</i>
<i>When I started my business, I explained about my start-up to my parents (Getaw, Bunna Filter).</i>
<i>When I shared my decision to launch a start-up with my dad he challenged me whether it was connected to my field of study [law]. At times he asked me what I was doing in my field of study (Tedi, Green Landscaping).</i>
<i>When I informed my siblings about my start-up, they wanted to know more about the business and started following up on it (Rebecca, Damat Tech).</i>
<i>I shared with my mom that I was going to establish my own company (Dame, DaMa).</i>
<i>I have had a strong connection with my parents and have been consulting them about my start-up decisions (Zak, Green Landscaping).</i>
<i>At the beginning I consulted my parents that I wanted to start my business (Olana, Loon).</i>

Apart from the entrepreneurs' attempts to engage with their families, the families too looked for updates on business performance and its progress. Meri's family, for example, asked her to tell them more about the progress her start-up was making:

During the start-up's early phases, whenever I told them there was a peak, my family was happy and whenever there was a dormant phase or nothing was happening or taking more time than I thought it would they told me that I was not moving forward I was frustrated (Meri, AniFeed).

Entrepreneur Chekol tried connecting his parents to his business affairs as he hoped that when they understood about his business, they would go easy with their expectations that he should drop his business and get employed. Chekol's father knew that his son was in some business which he did not understand. Chekol briefed his father that he was developing his business in advertising and told him that he was working with big persons his father knew. Chekol said: 'He left me alone. He never followed up on progress henceforth. He looked comfortable with it.'

Figure 6.2 gives an overview of the structure of the empirical material concerning entrepreneur-family relations during the start-up phase. The figure shows two overarching dimensions: *familial scaffolding* shows that the families supported the entrepreneurs because of the very nature of familial relations, although the parents themselves did not support the entrepreneurial careers of their children but they supported their activities as parents. The second dimension, *inviting parents to business conversations*, shows the entrepreneurs attempts at inviting their parents for business conversations for developing family relations in their businesses.

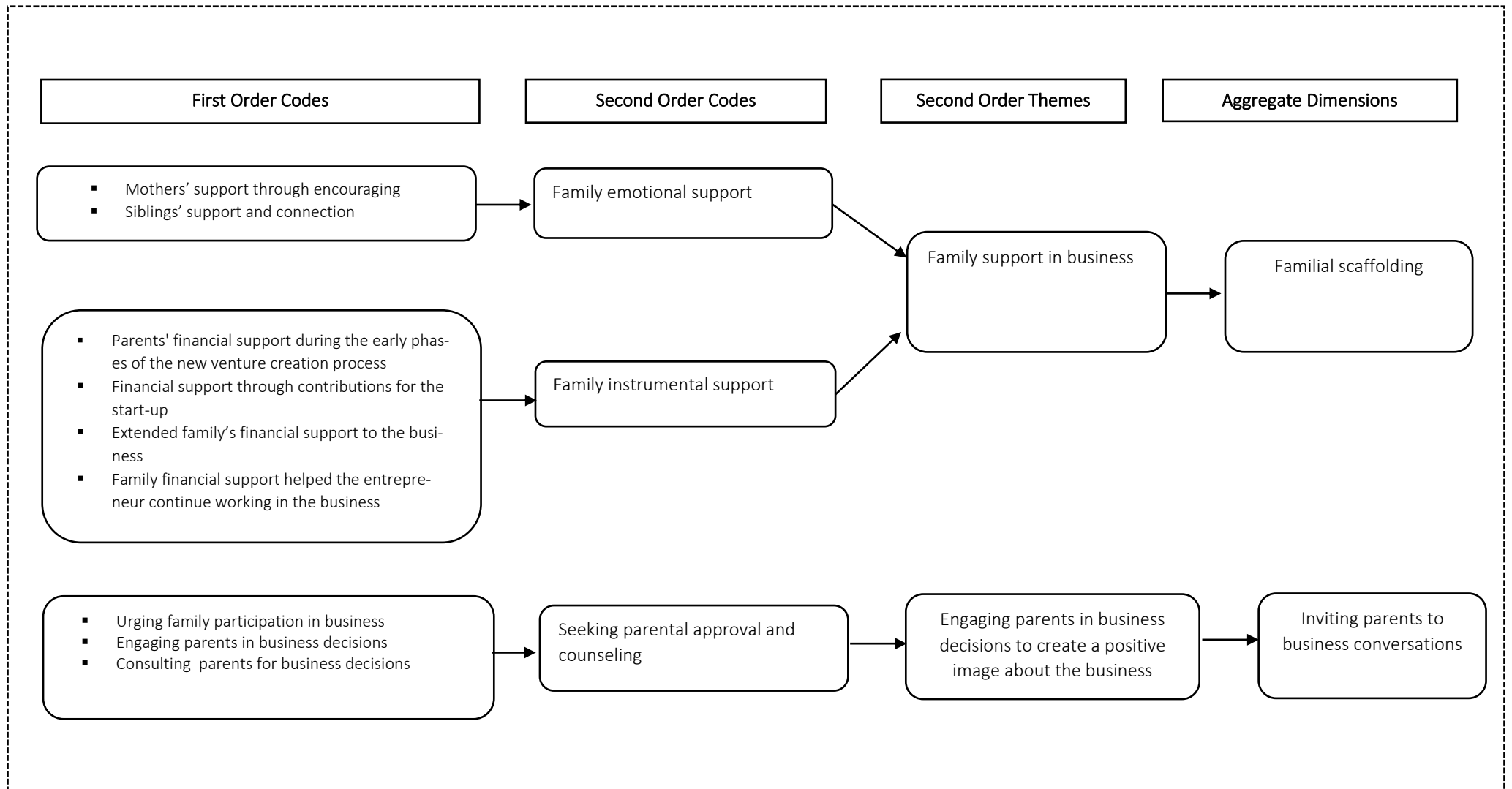


Figure 6.2 The Empirical Material's Structure: Summary of Family Entrepreneur -Relations During the Start-up Phase

6.2.3 Entrepreneur-Family Relations during the Up and Running Phase

This phase explores entrepreneur-family relations after the entrepreneurs have founded their businesses. The section presents changes in family- entrepreneur conversations after the business has been established and the entrepreneurs have spent some time in the business. The phase involves new family- entrepreneur relations. In this phase entrepreneurs actively looked for markets, created networks, and mobilized resources while struggling to organize and develop their businesses, dealing with clients, and further improving their products. This was the moment of take-off for the business despite the challenges. In this phase the entrepreneurs worked cross- functionally as marketers, owner-managers, producers, and financial analysts because they could not afford to hire other employees. The entrepreneurs became outward looking making connections with non-family members like customers, investors, government service providers, and employers.

For the entrepreneurs' families, this phase was characterized by increasing parental expectations of support from the businesses' earnings. In the eyes of the parents a business takes a long time in terms of rendering profits. Hence, they were discouraging about the businesses' future and at times also suggested that the entrepreneurs should find employment. Since there was already increasing friction between the entrepreneurs and their parents with respect to their entrepreneurial choices, the entrepreneurs aspired to become independent of family influence. In particular those entrepreneurs who lived with their parents and interacted with them every day, going for work was a challenging task as they were closely monitored by their parents about their businesses and they had to respond to family demands. Entrepreneurs were increasingly interested in leaving home and becoming independent. However, it is the norm in Ethiopia that a family member does not withdraw in hostility from parental advice without getting the family's 'blessings.' This is true of getting married as well. The entrepreneurs wanted to ensure their relational safety with their parents which eased possible cognitive dissonance and familial socialization. These entrepreneur-family frictions are discussed in the next section. Figure 6.3 gives the summary of the empirical material's structure on entrepreneur-family relations during the up and running phase.

6.2.3.1 *Aggregate Dimension I: Parental interest in holding on the entrepreneurs*

In this dimension, I show how the parents want to hold on their entrepreneur sons or daughters from a career in business and taking up employment. The parents are in a regret because their son or daughter chose a business career which in their perception delayed the expectation of getting support from their sons or daughter. Moreover, parents attempt to safeguard their entrepreneur children from their perceived risky entrepreneurship career choices.

Theme 1: Parental discouragement about starting a business

Parents are inclined to resist entrepreneurial career choices because they think that the business process takes very long in generating an income. This delays their expectations of getting financial support from the entrepreneurs and also support for other siblings. In the context of the family in Ethiopia, parents expect their children's support when they become adults. This includes financial support and caring for the parents and younger siblings. However, it takes a long time for a business to get established and this delays the expected time when the family will get support from their children. Family (particularly parents) members are discouraged because they see the business making no profits in the time, they expect it to. Further, they see that the entrepreneurs are persevering in investing time and resources in the business. Parents increasingly regret their children's entrepreneurial career decisions because of delay in meeting their expectations. They feel that engaging in a business takes a long time when compared to getting employed and therefore, parents encouraged their children to get employment so that they can meet their social obligations of supporting other family members.

Because of business delays parental expectations of receiving support are impacted

As highlighted earlier, the family system in Ethiopia encourages social and communal living styles instead of a solitary life. The social norms of the family system in Ethiopia mean that

parents need to feed and provide shelter to their children till they graduate and start earning. The adult children are expected to finance their younger siblings and take care of their parents as social security and social insurance. Parents in such a community consider children a blessing. However, the involvement of family members in business negatively affects parents' expectations especially those who are aged and retired. This also depends on the age of the entrepreneur and whether he/she is the first-born in the family. First born children normally assume the main responsibility for caring and supporting their younger siblings.

For instance, Getaw's father Lake, is a retired government employee who expected his son to get employed and get some experience and make some money before directly jumping into business, but he was struggling to shape him with care. Parents were full of care. His father affectionately called him 'Getaw' which in Amharic means 'Master.' Getaw was bold enough to discuss what was on his mind with his parents. His parents' background as working people influenced his decisions. His father, Lake had a lot of experience as a government employee, as he had worked with the Ministry of Agriculture as an Agronomist for over 30 years. He understood that returns from employment were less, and he did not want his son to pursue his way, though he also saw that establishing one's own business meant lots of challenges and needed a lot of money. He advised his son Getaw to first get employed and accumulate experience and gradually develop his own company. Moreover, he expected his son to get married and also support him as his first-born son:

It will give me great pleasure if Getaw gets an income and makes his own home. What else would make a father happy but seeing his grandchildren? (Lake, Getaw's father).

The entrepreneurs recognized that it was customary to meet parental expectations of providing support even though this was more an implicit demand rather than an explicit one in parental conversations:

My parents expect support from me not in the short term but in the long term. Even I am interested in supporting them (Getaw, Bunna Filter).

Parental expectations of getting support from their children became increasingly demanding especially when parents faced social problems, and the community conveyed these expecta-

tions to the children as adults to support their parents. For example, Olana's parents expected support from his business income:

My parents do not understand when I tell them that I am working on my start-up but not earning any money yet. They lose patience. When my mom needs money, she expects me to provide it because she thinks that I am doing business and generating money. But she never asks directly but through my dad because dad can put pressure on me (Olana, Loon).

Families felt that the business process was taking a lot of time and even those who were supportive at the beginning of the start-up phase started questioning and showing concern at the lack of profits. However, as parents they could not afford to exert pressure on their children and continued supporting them but slowly decreased their parental support (see Table 6.6 for additional examples).

Table 6.6 Exemplary quotes on increasing parental expectations of financial support from their entrepreneur children

Exemplary quotes
<i>We also started getting orders and income from our business. I am almost financially independent of my parents and I am reaching the stage when I will become independent and start supporting my parents. This is one of my main goals (Amelu, AmChe AD).</i>
<i>There was a time when my dad was short on money, and he requested me to give him some. But I said, 'I don't have any.' He asked me to leave home because he was angry. So, we had a rough conversation. I left home and worked and after a few weeks I was able to give him some money (Olana, Loon).</i>

Parents return to resisting an entrepreneurial career choice

Their negative attitude towards business regardless of a promising business performance made parents gradually withdraw from supporting their children's entrepreneurial careers because they became doubtful of the reliability of such a career choice. For instance, Matewos' parents urged him to take up employment because the start-up was not making profits in a short time:

As time passed, my parents started sending signals for me to get employed in a company; they even connected me to an employer, but I resisted (Matewos, DaMa).

Table 6.7 Exemplary quotes on parental resistance of an entrepreneurial career choice

Exemplary quotes
<i>With time my parents' started focusing on the risks of the business and the time it takes to start generating revenues (Matewos, DaMa).</i>
<i>Whenever I told my parents that I got some money from side work and started paying for my personal expenses, they insisted that I should seek employment (Olana, Loon).</i>

Theme 2: Familial safeguarding

Parents were eager to know about the progress being made in the business as a part of their familial follow-up as time moved on. During this phase, parents wanted to see that their entrepreneur sons or daughters were following a good career path before they left them alone. This was an offer of parental safeguarding. Perhaps it may be true for parents elsewhere but parents in the Ethiopian context never rest till they are sure that their sons' and daughters' lives, including education, career, marriage, and childcare move along the way they think is right. Here, out of curiosity, entrepreneurs' parents increasingly followed-up on how the businesses were progressing. For instance, unsure of his ability to manage his business, Amanuel's parents followed-up on him about how he was dealing with contracts from his clients:

They [my parents] doubted that I was doing fine even if I told them that we were getting contracts for sales. They felt that generating sales income from a business was not sustainable. The voice in which my parents asked me about what was happening with my business signaled a message that I was not yet mature enough as per their expectations (Amanuel, Bunna Filter).

In another example, Getaw's father Lake insisted on accompanying a team of his son's company, Bunna Filter, on a business trip to Jimma, 358 km from capital Addis, to create

a linkage with a coffee farming company. He suggested that he would connect them to a company he knew in his network while he was working as a government employee in Jimma, which is one of the coffee producing regions in Ethiopia. Because he was worried that his son and his companions were young for doing good business dealings and also felt that it was not safe for them to travel away from home.

Time and again Zerubabel's parents showed their disagreement about the start-up activities every time he faced some business problems reminding him that '...we didn't suggest that you do this, but you chose to be in this trap...'. When his business was not doing well, they wanted him to move to employment.

Parental interest in getting involved in their children's business decisions

Parental involvement in their children's business affairs increased in terms of following up on day-to-day activities, interest in hearing updates on the progress being made, and giving advice. This increasing interest among the parents to follow-up the business' progress and know more about it is connected to parental concerns about the business' future. Parents expressed their concerns using different mechanisms and providing both verbal and non-verbal cues. For example, Kiros' father expected periodic reports on the progress being made and gave advice accordingly:

After founding our company, my dad continued asking me to tell him what was new in my business' progress. After he knew that I had started the business, my dad started giving advisory services for the business (Kiros, Carbon Fert).

Parents also gave advice once they understood the business' context, and thought that the entrepreneur was a child who needed support:

When I told him that for now, we had paused the business, my dad said, 'Cool down, it will be fine!' He added, 'you need to remember that a business naturally takes time and grows gradually. Maybe you are so young that you expect results in a short time.' So, he advised me to relax and to see how I could earn in a short period of time (Kiros, Carbon Fert).

Getaw's father followed-up on his son's business venturing process:

My dad was concerned mainly about our organizational strength. He asked me whether we were well organized and had rules and regulations, responsibilities and duties in the start-up (Getaw, Bunna Filter).

Parental reactions to a business' success also influenced their attitude. For example, when Amanuel's parents saw his business succeeding they changed their attitude and started supporting him. He became the role model for his siblings. His parents changed their perceptions about a start-up business because his business was doing well:

Parents are happy when they see your success. They were happy with my success. They even suggested that my sister should be like me because she is employed in some organization. They understood that we had not yet achieved what we can (Amanuel, Bunna Filter).

Table 6.8 gives additional examples of families' increasing interest in getting involved in business decisions .

Table 6.8 Some exemplars on families' increasing interest in getting involved in business matters

Exemplary quotes
<i>My family had high expectations and I sometimes did not know what to say when they wanted to know about the business' progress in a week or a month (Kiros, Carbon Fert).</i>
<i>My dad was very involved in supporting and advising me about my start-up. He asked me to brief him on the progress. He was particularly concerned about organizational issues (Getaw, Bunna Filter).</i>
<i>My mother was very eager to know about my daily activities for my business. I interacted with her and she was very supportive. She can easily read my face and asked me whether I had any problems with my job (Amelu, AmChe AD).</i>
<i>During this start-up move, whenever I told my parents that there is a peak in sales, they were happy and whenever there was a dormant stage or nothing was happening or taking more time than I thought it would they asked me why I was not moving forward I got frustrated then (Meri, AniFeed).</i>

6.2.3.2 Aggregate Dimension II: Entrepreneurs' Interest in letting go of parental influence

In this dimension, I show how entrepreneurs aspired to be independent. However, their family relational independence was not automatic and involved negotiations between the parents and the entrepreneurs. In this dimension the entrepreneurs were inclined to add another aspect where they wanted to appear as '*entrepreneurs*' instead of being treated as sons or daughters in the family. In the next sections I give empirical support for this dimension.

Theme 3: The entrepreneurs' shielding from direct parental influence

As the entrepreneurs moved on in the new venture creation process, they needed resources for developing their businesses which was more than what the parents had been providing in terms of pocket money and covering living expenses. They committed themselves to resource pooling tasks by working on projects on a part time basis, networking with investors through pitching their projects, dealing with potential customers, and creating business partners. These tasks diverted the entrepreneurs' focus away from their parents and the rest of family members. These business activities gave the entrepreneurs a protection from direct parental immediate contact and influence. Those who were directly connected with the business partnership became the entrepreneurs' primary associates.

Self-association with non-family members

The entrepreneurs' social circle expanded beyond the boundary of the extended family. Their connections with those outside the family increased as the venturing process moved on. With increasing activities in the venture, the entrepreneurs started working with non-family members like customers, investors, and business partners. Over time, the entrepreneurs' social networks increased as the business activities grew. Moreover, some entrepreneurs had left their parents' homes early and started living independently and isolating themselves from close supervision of their business matters during parental conversations. This shows a gradual increase in the venturing boundary from the family (household) level to the firm level. The entrepreneurs associated themselves with those who they met because of their business activities and they started acting as independent adults with their parents.

For instance, Getaw commented that his father could not see him as an independent entrepreneur:

Although I have established and own a company and am recognized, my father still advises me as though I am a little boy and does not believe that I am a grown-up entrepreneur (Getaw, Bunna Filter).

With gradual advancement of the businesses, the entrepreneurs engaged in income generating projects which took up their time and limited the time available for socializing with parents and other family members:

I have rarely talked to my parents in the last three months because I won a contract to work on a machine design and energy conservative tools with a Germany based development organization (Amanuel, Bunna Filter).

Table 6.9 gives some more examples.

Table 6.9 Some Exemplary Quotes on Entrepreneurs' Self-Association with employers and investors

<i>Exemplary quotes</i>
<i>I established a software development tech company that helped me generate money quickly for my start-up (Olana, Loon).</i>
<i>I joined my friends and found a system that helps develop business incubation services. We were sponsored by Total Ethiopia and this helped us a lot in making progress in our start-up (Boru, Carbon Fert).</i>
<i>I am investing 25 percent of my time working as a marketing and sales advisor for a Chinese company in Addis (Kiros, Carbon Fert).</i>
<i>We approached an NGO working in drought pastoralist areas in Ethiopia and got a contract to produce animal fodder for it. The contract made a significant contribution for us in terms of raising cash and networking with customers in the pastoralist areas in Ethiopia (Meri, AniFeed).</i>

My friend and I often travel outside Addis and stay away from home for months to test our coffee drying machine in coffee farms. My parents often worry about my safety (Amanuel, Bunna Filter).

We pitched our start-up to investors for the third round to get them interested. We have been working with a promotion company which showed interest in investing in us to demonstrate our product. As their interest is making profits, investors rarely get interested in the developmental part of our project and want us to show them that the business is feasible right at the beginning (Chekol, AmChe AD).

With increasing tensions with the parents questioning how the businesses were progressing and their urge to revisit employment as an option, entrepreneurs considered leaving their parents' homes as an option to ensure their independence. For instance, Getaw, Olana, Zak, Tedi, and Amanuel married and left their parents' homes. They believed that their choice of entrepreneurial careers contributed to their decision to get married and leave their parents' homes. They said that their spouses supported and worked with them in their new businesses.

In summary, during the up and running phase in the new venturing process, the parents and the entrepreneurs experienced two competing relations. First, pursuant to their discouragement of the businesses and out of their concern for guarding their entrepreneur sons or daughters from business risks, parents showed an interest in holding back the entrepreneurs from doing business. Second, because of increasing connections with social networks outside the extended family due to their business activities, entrepreneurs became interested in leaving parental influences.

Figure 6.3 summarizes the entrepreneur -family relations during the up and running phase. The figure shows that the entrepreneurs inclined towards becoming independent of family influence and stretched out to make a complete transition to entrepreneurial careers in spite of family efforts to keep them away from entrepreneurship careers. This parental interest in holding back the entrepreneurs' made the entrepreneurs move out from parental supervision and act independently of the parental sphere of influence. During this phase the

entrepreneurs moved to working with non-family members like clients, partners, part time employees, and investors which reduced their connections with their parents.

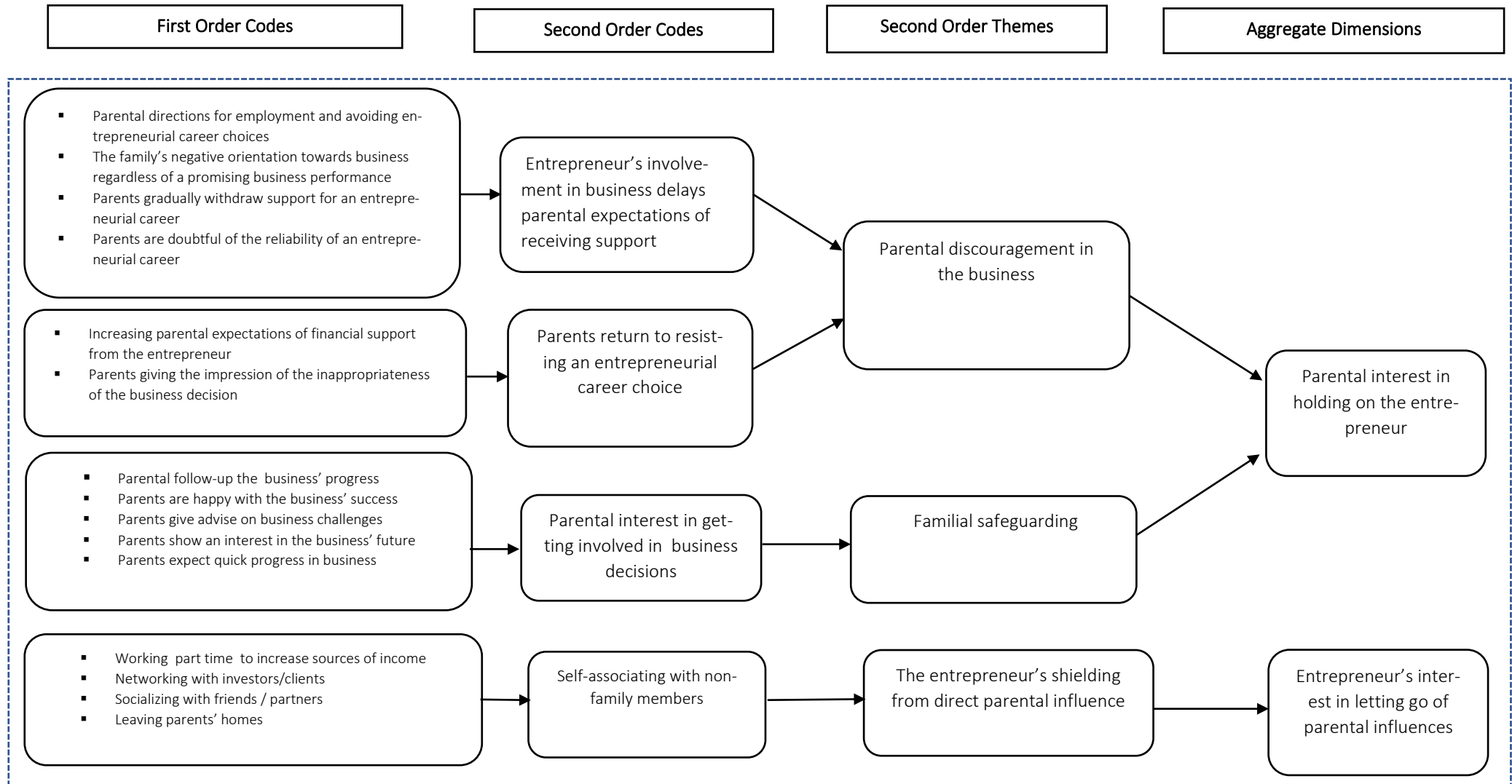


Figure 6.3 Summary of the Empirical Material's Structure on Entrepreneur -Family Relations During the Up and Running Phase

6.3 Summary and Concluding Remarks

This chapter identified six aggregate dimensions along the three phases of a new firm creation process from the pre-start-up phase to the up and running phase: *Business intentions trigger entrepreneur-family relational tensions, perceived entrepreneur-family occupational goal incompatibility, family scaffolding in business, attracting parents to have business conversations, parental interest in holding on the entrepreneurs, and entrepreneurs' interest in letting go of parental influences.*

The dimensions reflect the familial relational dynamics during an entrepreneur's transition to an entrepreneurial career through new firm creation. Because the entrepreneurs were young, the career transition process of being an entrepreneur was influenced by their emotional need for familial attachment and support from the family (parents) and the need for securing familial relations in the process of new firm venturing.

The process of transitioning to an entrepreneurial career was characterized by a step-by-step attachment and separation process of the entrepreneur and the family (parents) along the process of the new firm creation. Each phase of the venturing process led to different entrepreneur-familial relations.

The first phase of the firm creation (that is, the pre-start-up phase) led to family-entrepreneur relational tensions about the business demanding redefinition of entrepreneur-family relations. The first dimension discussed the early moments of venture creation which led to redefining familial relations between the entrepreneur and his/her family. Since the entrepreneur comes from a family context which encourages employment and discourages engaging in business activities, the entrepreneur experienced career indecisions. Parents acted as the main career counselors in such cases. The entrepreneurs responded by distancing themselves from the family and sharing business information with only select family members. The entrepreneurs were in a dilemma about their entrepreneurial career choices.

The second phase (the start-up phase) of a new firm creation was characterized by increasing demand for family's support by attracting family members to the business. The second dimension focused on start-up moments, the phase when an entrepreneur transitioned to an entrepreneurship career through founding a new venture. This phase increasingly demanded

family entrepreneur- relations in a business context for the entrepreneurs. Business matters appeared in family conversations with the entrepreneurs. The family's support, both emotional and material, for the business led to new familial attachments. This phase was also characterized by the entrepreneur's struggle to create a positive impression about the business among family members and attracting parents' engagement in the business. These interactions contributed to family-entrepreneur interactions from a venturing perspective.

The up and running phase of the new firm creation process was characterized by more of a separation rather than the entrepreneur's attachment to close familial relations and his/her increasing interest in independence and assurance of individuality despite the family's follow-up of the business' progress. This phase included contradictory actions by the families (parents) and the entrepreneurs where the families were discouraged by the business activities and the entrepreneurs tried to detach themselves from their families and become independent.

In conclusion, the venturing process reflected an individuation process, that is, a gradual involvement of the entrepreneurs in entrepreneurial careers while maintaining familial relations. This is discussed in the next chapter.

Chapter 7: Discussion

7.1 Introduction

In this chapter, I develop a framework explaining how family dynamics influences young entrepreneurs' transitions to entrepreneurial careers. The proposed framework presents the transition to an entrepreneurial career as a process of individuation. The framework demonstrates the individuation process along three phases of relational transitions: the pre-start-up, the start-up, and the up and running phases. Moreover, the entrepreneur also individuates and develops a career as an entrepreneur during transitions in family relations from one phase to the next in the venturing process. The next section discusses entrepreneurial careers as a process of individuation, as illustrated in the framework (Figure 7.1). The figure shows the proposed framework of transitioning to an entrepreneurship career as a process of individuation. The reader may be directed to see two dimensions of the framework. The first focuses on entrepreneur-family relational dynamics represented by the circles on the top of the figure. These three relations are: 'Entrepreneur-Family Relational Tensions', 'Normalizing Entrepreneur- Family Relations', and 'Entrepreneur- Family Relational Boundary Spanning.' The dashed rectangles in each of the phases are imported from the empirical material's structure (Figures 6.1, 6.2, and 6.3 given in Chapter 6).

The second dimension includes the individual process given by the one-directional arrow which shows that the entrepreneur's individuation continues as he/she progresses along the phases in the venture creation process.

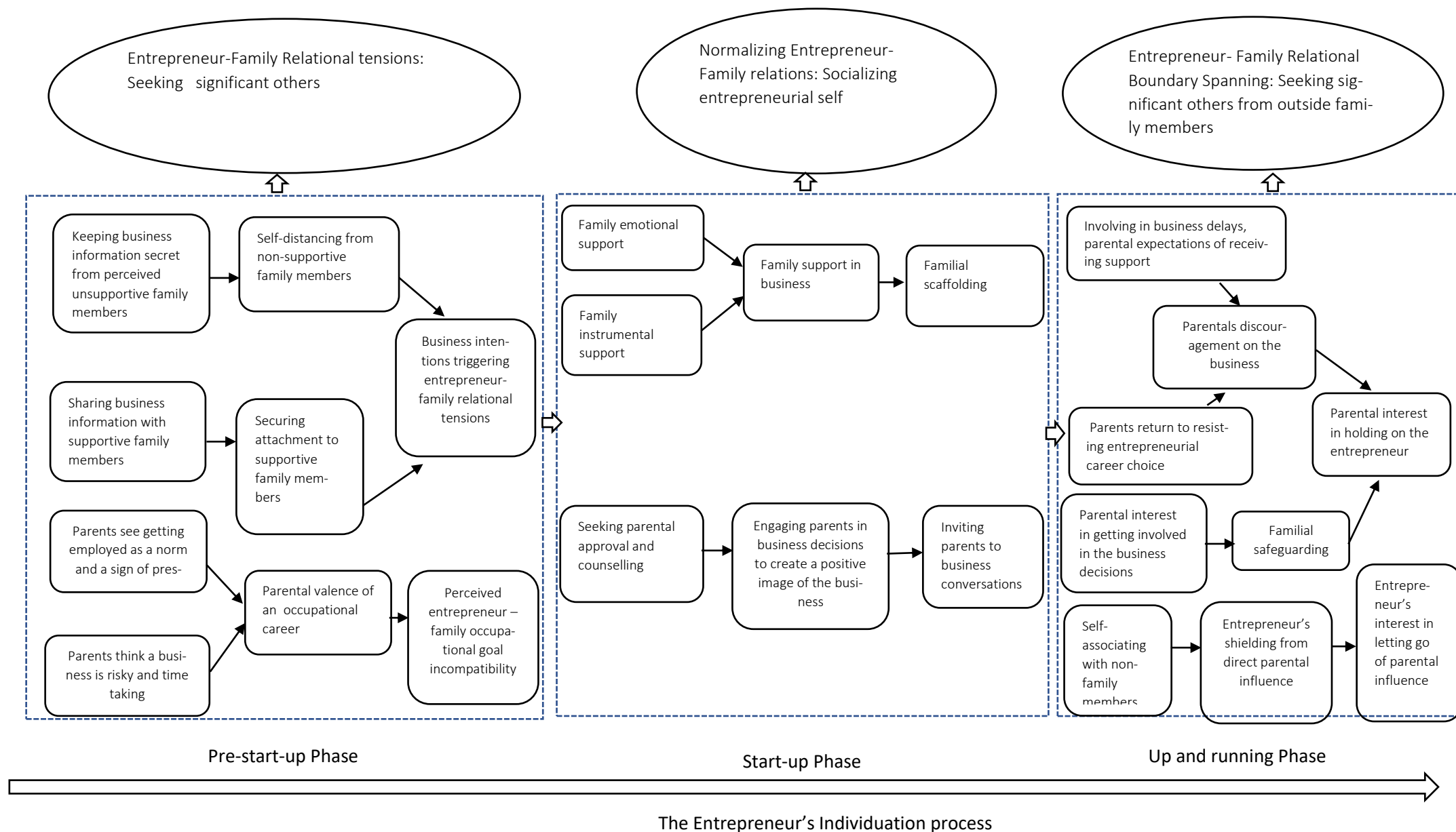


Figure 7.1 Transitioning to an entrepreneurship career as a process of individuation

7.2 Transitioning to an Entrepreneurship Career as a Process of Individuation

The findings of the thesis show that family dynamics influences the transition to an entrepreneurial career. Chapter 6 discussed career transition experiences of youth entrepreneurs embedded in a business unfriendly family and social system in Ethiopia and how they struggled to manage familial relations on one side and the venture creation process on the other. Because the youth entrepreneurs chose careers in entrepreneurship, the process of transitioning to these careers intersected with the existing entrepreneur-family relations, for instance, the relation between parents and their children. The transition in family relations is linked to the phases of a new firm creation process from the pre-start-up to the start-up and the up and running phases. As entrepreneurs pass through these phases, they face different challenges with reference to their family relations. The process gradually leads to the individuation of the entrepreneurs in family relations. These phases bring with them unique experiences, demands, and challenges for the entrepreneurs that need a readjustment of relations with their families (parents in particular).

The second part of the model includes entrepreneur-family relations showing the psychosocial space (Lekaviciene & Antiniene, 2016) of the entrepreneurs and their families during the venturing process' phases. These relations show family members' reactions and entrepreneurs' reactions in the new venture creation process. Since the entrepreneurs are young, college graduates, they have less developed professional networks and less chances of networking with people outside the family. Due to the extended family system, parents in Ethiopia have strong social connections and influence their children's careers.

This thesis found that parents were the most significant others in the entrepreneurs' entrepreneurial career decisions. The process showed a reciprocal influence of the relationships between the entrepreneurs and their parents in the new venture process.

While intrafamily relations like motherhood, fatherhood, sisterhood, and brotherhood remain stable, their level of emotional attachment and connections change over time. These changes occur because of social transitions like changes in roles (Kreppner, 2000). Development literature shows that transitions from childhood to adolescence bring in new relations in the child -parent dyad, parent-parent dyad, and sibling-sibling dyad and the

whole family. For instance, when a child transitions to adolescence, the transition is usually accompanied by a new identity, ability to overcome pressures from parents, and aspirations to socialize with non-family members (Kreppner, 2000). The adolescent develops communication patterns over time in parents-children's relations and adjusts to changes (Hill, 1987; Kreppner, 2000). In the context of this thesis, the entrepreneur's transition to an adult overlaps with his/her transitioning to an entrepreneurship career. In other words, the entrepreneur transitions to an entrepreneurship career despite the family's resistance, and this influences entrepreneur-family relations. As shown in Figure 7.1, the entrepreneur-family relational dynamics change along the phases of the venture creation process. These relational dynamics and transition involve dealing with family *relational tensions* during the pre-start-up phase, *normalizing* entrepreneur-family relations during the start-up phase, and *entrepreneur-family relational boundary spanning* during the up and running phase. Each of these phases is discussed next.

7.2.1 Entrepreneur-Family Relational Tensions during the Pre-Start-up phase: Seeking Support from Significant Others within the Family

During the early stages of pre-start-up phase, the entrepreneur faces challenges in getting parental support which leads to relational tensions. However, because of family dynamics in terms of parents' connections and the extended family, entrepreneurs benefit from their historical maternal and emotional connections with their mothers. Entrepreneurs discuss business related matters with perceived significant others among family members because as explained earlier not all family members understand business and nor do they have similar social relations with the entrepreneur although parents expect their children to take up employment careers in occupational and professional jobs. The family responds to the entrepreneur's entrepreneurial career decision depending on the family socialization experience (parenting processes), familial kin relations (for example, siblings, uncles, father, mother), and attachment showing family members' diverse reactions along the stages of new venture creation process.

First, parents expect their children to become employed after graduating from college/university and this influences existing entrepreneur-family relations during the early phase of the new venture creation process. This marks a symbolic transition to adulthood

from finishing school and entering the workforce through self-employment, while parents normally expect a transition to employment and an occupational career. This decision, therefore, affects relations between the entrepreneurs and their parents. The entrepreneurs deal with this by reaching out to family members who would continue providing support regardless of their individual views about their decision to become entrepreneurs. The early phase of the new venture creation process leads to the creation of new relationships and networking within the family where some of the family members become more 'significant others' (Andersen & Chen, 2002) as compared to other members.

The findings show entrepreneur-maternal relations to be particularly important in the early phases of the venturing process where mothers become the 'given significant others,' and entrepreneur-paternal relations and relations with siblings are seen as secondary. Mothers are the most significant others in the process because they show consistent and intrinsic support to their entrepreneur sons or daughters. Mothers prefer motivating their entrepreneurial sons or daughters, leaving out their personal views of their career choices.

Disregarding their personal opinions about the entrepreneurs' career choices, mothers give closer support (sometimes hidden) to their sons or daughters seeing their career interests. However, fathers and some extended family members are not informed about the business because of historical relations with the entrepreneurs and fears of possible resistance. This shows the presence of the entrepreneur's emotional disconnection from family members who are perceived as not supporting his/her business idea. Such intra-family confidentiality connotes attachment and distance between the entrepreneurs and their parents and reflects disparities in parenting approaches. The entrepreneur-maternal relations and close attachment encourage the sharing of business intentions and ideas with mothers. This information sharing and selective socialization divides the family into two sub-groups from the entrepreneur's family relational perspective: those who are chosen as 'significant' for business purposes and those who the entrepreneur perceives as secondary. The entrepreneurs' distance themselves from family members who they feel have a negative view about their becoming entrepreneurs. Fathers, for example, were kept at an emotional distance as explained by the entrepreneurs. The entrepreneurs were attached to their mothers and told them stories about their business initiatives and daily

routines because of trust and intimacy with their mothers developed over time in other matters in life. They felt secure in sharing business information with their mothers because maternal relations were based on personal and emotional attachment and not on power and hierarchical relations.

The mother-entrepreneur relations during are strong and characterized by maternal emotional attachment where mothers show unconditional support for their entrepreneur children. Mothers have a special and continuous connection with their child entrepreneurs during the new venturing process. Moreover, mothers play a significant role in encouraging, becoming their children's confidantes, and defending them from possible external distractions from other family members who resist the business ideas of their entrepreneur children. Although both mothers and fathers expect and value an occupational career after college, mothers do not behave authoritatively to stop their children from pursuing a business career and instead listen to their children and support their business decisions and manage the resistance from the other family members. For example, the quality of maternal-entrepreneur child relations was revealed in the entrepreneurs' socialization with their mothers. Mothers acted and may have seen the relationship from socio-emotional and psychological perspectives to alleviate possible challenges that their children faced during the transition to entrepreneurship careers. Mothers perceived their entrepreneur children's success as theirs and the entrepreneurs also attributed their business successes to their mothers' support.

Another interesting finding of entrepreneur-family relations during the early phases of venturing is the existence of cultural and intergenerational gaps in career choices. Parents connect an employment career with reputation and normatively value it. In contrast, they see a business career as risky and time consuming and do not encourage their children to pursue a career as entrepreneurs at least in the early phases of their career trajectory. These differences in views on career choices lead to perceptual career differences and a relational distance between the parents and the aspiring entrepreneurs who are looking for a quick transition to an entrepreneurial career.

In summary, the model shows that during the ideational phase of an entrepreneurial career, the entrepreneur teams up with selected 'significant others' in the family seeking

familial relations with intimate family members and socializes less with other family members who do not support his/her business career decisions by limiting the sharing of business information with such members. This friction is designated as *entrepreneur - family relational tensions*. These tensions imply that in the early phase of starting a business, pursuing an entrepreneurial career was disruptive and contradictory to their parents' expectations. This created emotional distance in family–entrepreneur relationships especially with the father and siblings who shared the same physical household but were not aware of what the entrepreneur was doing.

Entrepreneurship literature recognizes entrepreneurs' emotional challenges (Baron, et al., 2012; Henderson & Robertson, 2000; Patzlet & Shepherd, 2011; Solesvik, 2013) and the role of negative emotions in entrepreneurial intentions following a decision to pursue an entrepreneurship career (e.g., Patzlet & Shepherd, 2011; Jayawarna et al., 2013; Criaco et al., 2017). In congruence with existing studies, this study offers an entrepreneur-family relational perspective on the possible emotional challenges in relation to youth entrepreneurs' transition to entrepreneurship careers. It shows that youth entrepreneurs psychologically distance themselves from unsupportive family members and define and seek support from significant others among family members who support their career choices.

Moreover, this study also shows that one of the reasons for relational tensions during the early phase of the entrepreneurship career decision is because of intergenerational differences within the family in relation to the career continuum -occupational (employment career) and entrepreneurial career. In this connection, research shows that parents' occupation, education levels, and expectations define their children's career aspirations (Adragna, 2009; Berzin, 2010; Ningthoujam et al., 2021). However, many studies draw on the general notion of the Western culture where an entrepreneurial career is largely encouraged by family members. For instance, a study made on teenagers in the UK showed that teenagers' own aspirations were the most strongly influenced by parental aspirations (Schoon & Parsons, 2002) which is not the case in this study because of intergenerational career goal incompatibility.

7.2.2 Normalizing Entrepreneur-Family Relations during the Start-up phase: Socializing the Entrepreneurial Self

During the start-up phase, the family starts recognizing the entrepreneur's career decision and as a matter-of-fact business matter and this becomes a part of the family's normal conversations. This phase is shown as the second phase in Figure 7.1. During this phase, the entrepreneur launches his/her business from the ideational phase to the start-up phase which is often followed by more visible activities like making pitches to investors publicly in search for mobilizing resources which show the entrepreneur's career decision to the rest of the family members. This phase becomes challenging for the entrepreneur as he/she has to raise resources and he/she demands the family's support. This is followed by the entrepreneur's plea for family support and increasing interest in the business because parents understand that they need to support their entrepreneur children's interests.

The entrepreneurs present themselves to the family as entrepreneurs and demonstrate an entrepreneurial self in family relations. During this phase, the entrepreneur invites his/her parents and the rest of the family members to business conversations about the business and seeks their approval and support by telling them success stories about his/her business. During this phase, a new atmosphere of entrepreneur-family relations emerges such that the entrepreneurs socialize with their families not as sons or daughters but as entrepreneurs. The intriguing part of this phase is that fathers become a part of familial conversations and become aware of their children's business careers. Unlike in the early phase of the career venture creation where the fatherhood figure is emotionally less connected and passive, the entrepreneurs engage with fathers more in this phase in the expectation of approval and counselling, to create a positive impression about their entrepreneurial careers. Although as the norm, the fatherhood figure is authoritarian and children are advised to be submissive, normal entrepreneur-paternal relations during this phase deviate from the norm and parents' expectations because of the entrepreneurs' strong aspirations to create new ventures.

However, because fathers are expected to support their children regardless of their decisions, they cannot afford to ignore and withdraw from their role, so they approach and

attempt to know more about the business and provide necessary support during the start-up period of venturing. This new relationship creates emotional proximity which tends to normalize the relational tensions during the pre-start-up phase.

During the start-up phase of the venture creation process, entrepreneurship activities became apparent to family members including those who resist business as career. The entrepreneur's aspirations and motivation for an entrepreneurial career become known to the rest of the family members including their fathers. The entrepreneurs make an effort to provide some sense of their business careers to their family member seeking familial support. The entrepreneurs challenge existing family norms in the first phases through business related conversations in family communication and introduce their entrepreneurial self in familial relations. This is seen vividly during the start-up phase of venturing which demands pooling resources including financial and emotional resources and telling business stories to family members attracting more significant others like the father who decide on providing resources. The entrepreneurs discuss business activities with family members during this phase to create a positive impression about the business and continue realizing the business through networking. Some entrepreneurs are not successful in getting family support during this phase but they continue working on their businesses by working long hours and pooling resources from extended family members like uncles and investors.

During the start-up phase, successful entrepreneurs are able to transfer their entrepreneurial and business matters to familial relations thereby building their entrepreneurial self in familial relations. Their parents, particularly fathers, join the conversation leaving their self-interests behind and start giving familial support. These interactions are labeled as *normalizing entrepreneur-family relations*.

The relationality between the family and the entrepreneur during this phase is reflected by a mutual confluence between the entrepreneur and family members (Lerner & Spanier, 1978; Lerner et al., 2015). While the family responds with instrumental and social support to the entrepreneur, the entrepreneur removes the family's negative perceptions about business through periodic updates about the business telling them stories about successes, awards, and exemplars. This mutual influence leads to the family's perceptions being

revised and attracts the family's interest in business conversations. In effect, the entrepreneur evolves his or her 'entrepreneurial self' in family relations during this phase.

Extant entrepreneurship literature generally reiterates the inherent role that the family has in entrepreneurship activities (Aldrich & Cliff, 2003; Jennings & McDougald, 2007; Xu et al., 2020). First, the family creates an enabling environment for a family member to consider a career option in entrepreneurship because families who are embedded in business positively contribute to a family member's entrepreneurial intentions and also influence entrepreneurial outcomes (Aldrich & Cliff, 2003; Jennings & McDougald, 2007; Mungai & Velamuri, 2011; Sharma, 2004). Second, the family has a direct and significant role in the entrepreneurship process because entrepreneurs are bound by the family's social relations (Aldrich & Cliff, 2003; Aldrich & Kim, 2007; Xu et al., 2020). In social exchanges with family members, entrepreneurs may benefit from family support through pooling resources that help create the new venture (Aldrich & Cliff, 2003; Rogoff & Heck, 2003). Moreover, family emotional support (e.g., motivation, approvals, encouragement) reduces the emergent negative emotions in the path of transitioning to an entrepreneurial career (Patzelt & Shepherd, 2011; Schmitt-Rodermund, 2004). In agreement with these views, the findings of this study confirm that family support helps an entrepreneur's transition to an entrepreneurship career particularly during the start-up phase of venture creation when the entrepreneur is in dire need of support. However, the findings give more importance to the fact that family-entrepreneur support is not merely based on transactional and economic relations but on familial relations drawing on the logic of familial scaffolding. This finding supports Xu et al. (2020), who reported that a family's support in entrepreneurship drew from the family's expectations of returns (economic or social). However, the findings of this thesis show the existence of heterogeneity (e.g., the parents, siblings, and extended families) among family members in terms of their decisions and the mode of support. These findings contradict the implicit assumption in extant family embeddedness literature that a family supports an entrepreneurship career only if it is embedded in a positive business setting. Even though the family is embedded in a business unfriendly social setting from where the empirical material for this study comes, the family supports an entrepreneur's entrepreneurship path when the entrepreneur takes the actual steps in creating a new venture.

7.2.3 Entrepreneur-Family Relational Boundary Spanning During the Up & Running Phase: Relating to Significant Others from Outside Family Members

During the up and running phase, parents increasingly show their dissatisfaction with the entrepreneur's business performance. In particular, fathers who customarily decide on family resources, regret that their son or daughter is not doing well in his or her entrepreneurial career. Although as parents they support their children's entrepreneurial choices regardless of their reservations about the start-up phase, they advise them to revisit their entrepreneurial careers and instead seek employment in this last phase of the venturing process. One of the reasons for their resistance is because of the perception that a business takes a relatively longer time to establish and therefore delays the entrepreneurs' familial and social obligations of supporting their parents and younger siblings.

The venturing activities during the up and running phase demand that the entrepreneurs make linkages outside familial networks. Business activities force the entrepreneurs to get into partnerships with people outside their families where parents become smaller agents in business matters. Despite increasing parental discouragement about the performance of the business and a strong interest in controlling and guarding their entrepreneur children, the entrepreneurs show an increasing interest in becoming independent in their business careers by crossing the entrepreneur-family's social boundaries. This phase results in an entrepreneur's inclination towards individuation as an entrepreneur. Nevertheless, as the arrow in the continuum in Figure 7.1 shows, individuation does not stop but goes on as the entrepreneur continues venturing along his/her entrepreneurial career.

In summary, family relations during the up and running phase of the new venture creation process reflect increasing pressure from parents who also show a strong interest in getting involved in the entrepreneur's business decisions. The entrepreneur-family relations during this phase are characterized by parental discouragement about the business and their increasing influence in safeguarding the entrepreneur in the process of business decisions (see the third phase in Figure 7.1). This phase is also characterized by the family's doubts about the viability of the entrepreneur's enterprise and parents want to hold the entrepreneur back and guide him/her to a safe employment career.

Nevertheless, the entrepreneurs focus on networking with non-family significant others like customers, investors, part time employers, and friends during this phase to discuss business matters rather than discussing them with their families. There is a decline in interest in involving family members in business matters because the entrepreneurs focus on securing individuality with significant others outside their parents' home crossing the entrepreneur- family social boundaries. They show increasing intentions of leaving home, act independently, and come out of the family sphere of influence and want their parents to let them go. They attempt to cope with the resource pressures by working overtime to generate money. The entrepreneurs often socialize with people outside the family looking for opportunities.

Family development theory explores how family relationships change over time (Bengtson & Allen, 1993; Elder, 1984). It emphasizes the relationships between changes in the life accounts of family members and overall family relations (Elder, 1984). Elder (1984) argues that duality exists in family development, that is, family relationships change in response to individual family members' developmental paths. In retrospect, changes in the patterns of family interactions shape individual family members' life paths (Aquilino, 1997). Many studies agree that age-wise transitions from adolescence to adulthood accompany both stability and change in parent-child relations (Caspi et al., 1986; Elder & Caspi, 1988; Aquilino, 2006; Elder et al., 1988). In agreement to these perspectives, the findings of this thesis confirm that the transition in an individual entrepreneur's family life course is accompanied by emotional disturbances in parent-adolescent relationships (Holmbeck, 2018; Nydegger, 1991). For instance, this thesis found that parents panicked when their adult children left home following a transition into an adult because of a career choice in entrepreneurship. Eventually the relationship evolves from an entrepreneur's dependence on his/her parents to reciprocal adult child-parent relationship.

Furthermore, the findings of this study also confirm that family-entrepreneur relational changes occur because of changes in the life course of family members (that is, entrepreneurship career choice) which leads to the entrepreneur's independence from family influences. Although the impact of decisions like career choices on family relations has been addressed in earlier studies (Bronfenbrenner, 1979; Elder, 1998; Holmbeck, 2018; Lerner & Spanier, 1978), the findings of this study depart from this conclusion and show that fam-

ily embeddedness intersects the normal child transition to adulthood along the individual family member's life course. Because of their families' embeddedness in a business unfriendly social setting, the entrepreneurs in this study were challenged by their parents' career expectations, parenting style, and level of parental control and attachment. In fact, career decisions are significantly influenced by family dynamics in relationships among siblings (Schultheiss et al., 2002), kin and non-kin relationships (Finn, 2017), and connections to self, others, and society (Motulsky, 2010).

In summary, as the entrepreneurs move through the pre-start-up, start-up, and the up and running phases, family members become less significant others in the transition to entrepreneurial careers which, in other words, means that the entrepreneurs' individuate in their relationships with their families. This process is shown by the continuum arrow in Figure 7.1.

Individuation in this case refers to entrepreneur's self-identification as an entrepreneur during the phases of a new venture creation process. It combines family relational dynamics with entrepreneurial activities moving from entrepreneur-family tensions during the pre-start-up phase, normalizing entrepreneur-family relations during the start-up phase to entrepreneur-family relational boundary spanning during the up and running phase.

Individuation in family relations is raised in extant literature on child development from the lens of child-parent relationships of individuality and connectedness (Grotevant & Cooper, 1986). Human development theory describes individuation from a relational perspective as a process that leads to changes in child development from childhood to young adulthood (Grotevant & Cooper, 1986; Meeus et al., 2005). Drawing on individuation as a process of transitioning to an entrepreneurship career, this thesis gives a different context of individuation – an entrepreneur's aspirations for separation and individuality occur through a step-by-step process of family interactions and relational dynamics (Aquilino, 1997). This is in congruence with research giving evidence that the child and the parent co-influence each other and that separation and individuation occur simultaneously during adolescence (Anderson & Sabatelli, 1990; Downing & Nauta, 2010; Hall & Brassard, 2008; Meeus et al., 2005; Tokar et al., 2003). Socialization literature also supports the co-occurrence of individuality and connectedness in family relations (Grotevant & Cooper,

1986) and that parental relational support helps a child in the formative phase of self-identity building (Buhl et al., 2015; Cooper et al., 1983; Hall & Brassard, 2008).

However, the findings of my thesis depart from the individuation referred to in development literature for two reasons. First, such works are based on cross-sectional data drawn from life course based adolescent transitions to adulthood. Such results may be different if studies were designed using a longitudinal approach following transition phases, for example, from lower school to college (Kim, 2013) and a transition to work and a new career (Downing & Nauta, 2010). Second, many studies rely on child parental dyads and assume an authoritative parental system of the Western culture and fail to account for intrafamily relational dynamics in relation to the child (Levpuscek et al., 2018). Using a longitudinal study and empirical material drawn from an authoritarian family context in Ethiopia, this study makes the first attempt to show that the entrepreneur child takes business initiation and redefines family relations. Extended family structures, usually featured with authoritarian parenting systems discourage child individualism and self-development challenging the normal occurrence of individuation (Hammershøj, 2009; Carlson & Corcoran, 2001). In Ethiopia, almost all mothers take on the role of childcare which might help them understand their children's aspirations and place them in a position where they can follow up and monitor their children's day-to-day activities, providing emotional encouragement, and discipline more closely. However, fathers are not involved in childcare and intimate relations with their children. The children prefer talking to their mothers who in turn pass the information to their fathers. Moreover, because of a patriarchal parenting system, it is not the norm for children to speak their minds and convey their decisions. Decision-making power is given to the fatherhood figure in normal parenting - both male and female parents living under one roof.

The framework (see Figure 7.1), demonstrates how transitions in entrepreneur-family relations occur along three phases in the venture creation - pre-start-up, start-up, and up and running. I show how the entrepreneurship phenomena affects entrepreneur-family relations because of family dynamics and interactions between family members and the entrepreneur. Along the phases of the venture creation process both the entrepreneur and his/her parents react and interact in the process of venturing starting from the early start-up to the up and running phases. The early phase of the venture creation (pre-start-

up) process is characterized by entrepreneur-family relational tensions and competitive entrepreneur-family relations. This phase characterizes the interface of entrepreneurial goals with unknown social spaces of business putting the entrepreneurs in cognitive dissonance.

In the start-up phase, the entrepreneur explicitly seeks parents' (families') support because this phase is characterized by a huge demand for resources for setting up the company. Parents offer their familial support and also express their disagreement about the entrepreneur's career choice and the entrepreneur identifies him/herself as an entrepreneur in family relations. This is a significant indication of 'familial relations' because the parents cannot let down a family member. The entrepreneur devises mechanisms for creating entrepreneur-family intimacy and attachment. In the final phase of the venture creation process, the parents seek to hold the entrepreneur in familial relations and the entrepreneur seeks independence from the family to move towards independence in family relations.

The findings of this study show family relational dynamics across the process of new venturing. I draw on family relational dynamics in connection to the venturing process. Family relations involve complex intrafamily relations between and among parents and their children, siblings, and other extended family members. I see entrepreneurship as a relational act (Breen, 2020; Selden & Fletcher, 2020; Johannesson, 2012; Seltsikas & Lybereas, 1996) and propose a theory on the transition to an entrepreneurship career as the process of individuation. The study shows that the nature of the interactions between the entrepreneur and his/her family members during the new firm creation process imply intrafamily relations and exchange of messages, emotions, and oral and verbal cues which mark the state of family-entrepreneur relations and relational dynamics during the various phases in the venturing process.

In congruence with child development literature, this study also shows that the nature of parent-entrepreneur relations transforms following the entrepreneur's developmental trajectory (Almeida & Galambos, 1991; Amato, 1994; Collins & Russell, 1991; Steinberg,

1981). Nevertheless, the changes in family interactions involve conflicting patterns between parents and the entrepreneurs (Steinberg, 1981). Like Wang et al. (2007), I show that although parents are the most significant players in influencing the youth in their career decisions, children need to learn how to cope with parental relational changes whenever they pursue their own career paths.

Parents were found to assume contesting roles as 'significant others' for the entrepreneurs during the venturing process. These differences were visible between male and female parents. For example, even though fathers had a significant role in the context of families because of their figurehead role, they were less attached to the entrepreneurs. The patriarchal family system in Ethiopia empowers fathers to decide on many family matters including taking decisions about resources and family roles and careers.

One interesting finding of this study is that family relations (particularly parent- entrepreneur relations) vary during the venturing process depending on the parent's gender. Other studies report how parents play a significant role in the construction of stories about 'their children's careers' (Pizzorno et al., 2014) notwithstanding the fact that parents talk of their career preferences when preparing their children for future careers. In contrast, this study shows that because of differences in parents' and entrepreneurs' career expectations the family entrepreneur relational dyads involve tensions and vary between fathers and mothers along the venturing phases from the pre-start-up phase to the up and running phase. This study's findings show that maternal attachment to the entrepreneurs continues across the venture creation phases from the pre-start-up to the up and running phases.

The entrepreneurs experience their mothers' continued emotional support. While mothers show consistent emotional attachment to the entrepreneurs, the male parents show discontinuity in the pre-start-up phase, attachment in the start-up phase, and the entrepreneur individuates from the father parent after the start-up phase perhaps because of parenting and the family structure in which the families of the entrepreneurs live. This may also be because Ethiopian mothers develop a close connection with their children because of their social role of childcare which may give them opportunities to interact and

socialize with their children. The family setting in Ethiopia promotes strong maternal child dyadic relations which are not discussed in development literature.

Literature which mainly depends on Western cultural contexts suggests separation and individual development of the child instead of overly close attachment or 'enmeshed' mother-child dyads in family relations (Rothbaum et al., 2002) unlike the parenting system in Ethiopia. However, these theories are developed based on Western ways of thinking and Western patterns of relatedness and need to be revisited in the context of non-western cultures. My finding is in congruence with other studies which suggest 'parenting as a relational role encompassing multiple occupations' and that 'motherhood is comprised of multiple interconnected roles as caregiver, nurturer, educator, protector, and learner' (Sethi, 2020, p. 163). Moreover, my study confirms Peterson et al.'s (1985) findings, who found parents to be significant others influencing their children's career decisions. As discussed earlier, familial relations are 'embedded' in complex networks of relationships (Nordqvist & Smart, 2014; Smart, 2007) and affect the transition to an entrepreneurial career and an entrepreneur's individuation.

Chapter 8: Conclusions, Contributions, and Future Research

8.1. Introduction

In this chapter, I suggest the conclusions, and discuss the contributions and implications of the thesis. First, I spark the reader with the possible conclusions from the findings of the thesis in relation to extant literature. Second, I discuss the contributions to theory and practice. Lastly, I conclude by discussing the limitations of the study and opportunities for future research.

8.2. Conclusions

The purpose of this thesis was exploring the role of family dynamics in the process of youth entrepreneurs' transitioning to an entrepreneurship career. The findings showed how youth transitioning to entrepreneurial careers struggled with existing familial relations through managing family expectations, norms, and cultures and meeting individual career aspirations. Drawing on the individuation theory, the study showed how the youth entrepreneurs 'dis-embedded' themselves from existing familial relations and expectations in the context of families in Ethiopia, and how they influenced their parents into mutual and bidirectional relations so that they gradually developed an entrepreneurial self-showing an individuation process.

Individuation as a process of evolvment in familial relations may be in a stark contrast with social cognitivists' views of the individuation process as they see the individuation of a child's development from childhood to late adolescence as the separation of the self from family (Mazor & Enright, 1988; Mazor et al., 1993). In an 'over socialized' families in the East African context where the parenting system is characterized by authoritarian power, children are socialized to submit to what is 'socially acceptable'. Rather than being encouraged to develop their individual self-identities, children are expected to submit to existing social values (Damon, 2020).

This thesis relied on the grounding that the entrepreneurs' career aspirations in entrepreneurship provided the opportunities for challenging their families' negative views of entrepreneurship careers through influencing family relations. A step-by-step relational transference occurred first with the family's significant others followed by non-family significant others in pursuit of realizing entrepreneurial careers. Significant others for the entrepreneurs varied depending on the phases of the entrepreneurial process as the entrepreneurs passed through the various phases of the new venture creation process starting with ideational and moving to formative, growth, and exit phases.

Earlier research has shown how a family influences an entrepreneur's career (Aggarwal & Shrivastava, 2021; Dyer & Handler, 1994). Some studies also focus on the role of the family during the children's formative years till they become adolescents and then show their entrepreneurial career intentions (Aggarwal & Shrivastava, 2021; Ahmed et al., 2020; Zellweger et al., 2011). Dyer and Handler (1994) maintain that family and entrepreneurial dynamics overlaps when an entrepreneur starts a new business and the family involves and supports him/her in the early start-up activities. The main argument here is that families play a significant role for the success of the business member in terms of providing initial capital, giving emotional support, and providing access to networks. These studies rely on the assumption that families (parents) support their children's entrepreneurial choices (Dyer & Handler, 1994). Many studies draw on quantitative and cross-sectional surveys (for example, college students) which depend on one time data which probably misses the dynamics of family support or lack of it during a new venture creation process.

However, because 'inter-familial' relations effect family support or lack of support they do not remain constant since family support or lack of support for business varies among family members. This could be the case between mothers and fathers as the findings of this study showed. This thesis addressed these gaps and showed how family dynamics influence entrepreneurs' careers along the process of new venture creation using a longitudinal case study. Many studies miss how families influence the process of venturing once the venture is established. This study diverged from previous works in that it connected family relational dynamics with the process of new venture creation showing how family relations varied along the phases of the new venture creation process in a longitudinal study. These findings show the implications of the interface between family relation-

al dynamics and the process of venture creation during the start-up phase and the role of family dynamics in entrepreneurship particularly in those regions where entrepreneurship careers are not culturally encouraged.

8.3. Theoretical Contributions

In this thesis, individuation represents the entrepreneur's self-identification as an entrepreneur along the stages of a new venture creation process. Individuation combines transference in family relational dynamics (entrepreneur–family tensions, normalizing entrepreneur-family relations, and entrepreneur -family relational boundary spanning) as the venture formation process progresses from the pre-start-up phase to the up and running phase. Through conceptualizing family relational dynamics and entrepreneurial careers, this thesis contributes to the literature on family embeddedness in entrepreneurship, entrepreneurship career literature, and individuation theory.

8.3.1 Contributions to Family Embeddedness Literature

In this thesis, I show the role of family relational dynamics (i.e., changes in entrepreneur-family relations) because of the family's role during the process of new venture creation. I see entrepreneurship as a relational act (Breen, 2020; Selden & Fletcher, 2020; Johansson, 2012; Seltsikas & Lybereas, 1996) and entrepreneurship ideas develop and occur in the sphere of the family social space (Kruse & Walper, 2008). As the findings of this thesis show, the family plays a significant role in terms of encouraging or discouraging the entrepreneur's business ideas, approving or disapproving, setting expectations, and becoming the basis of psychosocial and emotional contexts. Family factors like psychological control (Xiang et al., 2020) and parental expectations and practices (Pittman et al., 2012) are a part of the discussions in family embeddedness literature. By showing the changes in entrepreneur-family relations along the different phases of venturing, this thesis contributes to the literature of family embeddedness in business (Aldrich & Cliff, 2003). The thesis discusses the emerging premise that families are both the context and the agents in the entrepreneurial process; an important aspect that is recognized but understudied in entrepreneurship research (Heck & Mishra, 2008). A family acts as context, resource, and agent in the entrepreneurship process (Aldrich & Cliff, 2003; Johannisson, 2003; Rander-

son et al., 2015; Westhead et al., 2001) and this role of familial relations in business has been given less attention in entrepreneurship literature (Aldrich & Cliff, 2003). Understandably, one of the challenges in this regard comes from the analytical difficulties in linking familial relations to the process of entrepreneurship and the multifaceted relations between the family, individual family members, and family businesses (Bettinelli et al., 2014). Entrepreneurship is becoming an important agenda in development policy because of its direct contribution to employment creation, increasing wealth, and fostering innovations (Bruton et al., 2008; Cieřlik, 2016).

The focus of many public policies is creating a conducive entrepreneurial environment (Gnyawali & Fogel, 1994; Metu & Nwokoye, 2014). However, many of the models and guidelines for formulating entrepreneurship development policies are influenced by entrepreneurship literature drawn from the Western and more developed economies which are built on the assumptions of profit maximization, self-interest, and opportunistic and individualistic behavior which may not be universal and thus may not reflect the context of entrepreneurship in developing and emerging economies (Bruton et al., 2008; Pasillas et al., 2017). Moreover, these literatures shy away from accommodating familial relations in the studies of entrepreneurship (Aldrich and Cliff, 2003).

8.3.2 Contributions to Entrepreneurship Career Literature

The findings of this thesis add to the entrepreneurial career model developed by Dyer (1994) by showing that entrepreneurship as a career is a process of individuation in familial relations. Thus, it provides insights into how the family acts as an antecedent in a career choice and how family relationships matter for career development and socialization. Moreover, the thesis also discusses the social cognitive career theory (SCCT) (Lent et al., 1994), which explains the antecedents related to children's educational and vocational choices. SCCT traces the connections between career and interpersonal factors and sees people as active agents in shaping their career development (Borgen, 1991). In congruence with the social constructivist views of career construction, the findings of thesis show that individual entrepreneurs have the capacity to influence their career progression and their families (Gergen, 1992; Lent & Brown, 2008).

8.3.3 Contributions to Individuation Theory

This thesis contributes to the individuation theory by developing a framework for the individuation process which connects family relational dynamics and the new venture formation process. By doing so, it extends individuation literature which is normally discussed under child development literature on the identity development process as it occurs in child-parent relations. Through connecting familial relations to the different phases of a new venture creation process, I show the application of individuation to entrepreneurship and new firm formation literature. By showing that the young entrepreneurs' entrepreneurship career choices and their involvement in new venture creation act as a booster for individuation and dis-embeddedness of the entrepreneur from a business unfriendly familial setting from where my empirical material comes. Moreover, the thesis contributes by suggesting a redefinition of individuation as a process of self-identification as an entrepreneur in family relations as the entrepreneur passes through the phases of a new venture creation process.

The process symbolizes the moving of the boundary of the entrepreneurial career from the social /familial sphere to the organizational field. Individuation literature generally recognizes that adult child-parent separation-individuation is important for promoting the child's autonomy, independence, and personality development (Blum, 2004). Individuation literature mainly relies on tracking the continuum of separateness /detachment-closeness / and attachment through a gradual process of differentiation that leads to identity building and role identification by the dependent child in relation to parents and caretakers (Koepke & Denissen, 2012; Mattanah et al., 2004). Individuation literature draws on the assumption that parents encourage their children to grow up as independent individuals. Literature focuses on what the parents do or believe they do with respect to influencing the behavior of the dependent children to grow up as independent individuals.

This study, however, shows that the individuation path may be influenced not only by the parents (caretakers) but also by the context of the families and parenting which is highly dynamic due to the family's embeddedness and psychosocial setting. Individuation literature is largely drawn from the Western notion of the family that parents encourage individuation and individuality in their children. In contrast, this thesis proposes that in family

systems where individuation is discouraged, an entrepreneurial career choice acts as an accelerator of adult child-parent individuation showing that individuation is context and phenomena driven (Holmbeck & Leake, 1999; Meeus et al., 2005). These findings contribute to individuation theory by extending the extant adult child attachment-individuation theory adding that interacting conditions like transitioning to an entrepreneurial career influence the state of individuation (Koepke & Denissen, 2012; Lucas, 1997).

8.4 Practical Contributions

8.4.1 Entrepreneurship Development Policy

This thesis shows how family/parental contexts in Ethiopia -parents' occupational careers orientations, career expectations, parental differences based on gender, expectations of financial support and care from children, and parental risk perceptions of business - influence the entrepreneurial career choices of incumbent entrepreneurs. These findings imply that entrepreneurship policymakers and entrepreneurship development incubator centers should account for family (parental) issues in their programs for sustainable promotion of entrepreneurship. Rather than simply focusing on developing individual entrepreneurs through career development interventions (for example, training, mentoring) (Niles & Harris-Bowlsbey, 2005; Russell, 1991), entrepreneurship policymakers in developing and emerging economies may redesign their intervention programs in such a way that they fit and accommodate local contexts. For instance, promoting *family entrepreneurship* and *community entrepreneurship* may help better acceptance and scaling up of entrepreneurship practices in some regions because the family structure is built on the fabric of communalism rather than individualism. The family level of entrepreneurship training and development programs may help in boosting entrepreneurship acceptance and pooling the family's resources for joint business development which is culturally and psychosocially fine-tuned.

Another related finding of the thesis is that because of parental valence of occupational careers for their children and parental association of a business with risk and negativity, the 'entrepreneurial' family members have to struggle to get parental support and ap-

provals -none of which are addressed in incubation and accelerator programs' training and coaching programs. This thesis calls out to incubators, accelerators, and educators to include psychological and social matters in their developmental programs for businesses and entrepreneurs. It also suggests appreciation of local and contextual matters instead of placing entrepreneurship out of context. Because learning is highly influenced by grass-root level structural and agentic contexts (Aronsson, 2004; Annala et al., 2023), the influence of these factors needs to be revisited by educators and incubators for effective entrepreneurship learning outcomes.

Not surprisingly, entrepreneurship in developing and emerging economies is predominantly under the influence of the institutional environment (Ahlstrom & Bruton, 2002; Peng & Heath, 1996; Smallbone & Welter, 2006) given that entrepreneurial behavior is culturally bound (Bruton et al., 2008) and entrepreneurship policies in these regions miss accounting for local contexts. This study shows that an understanding of the variations that need to be incorporated in entrepreneurship policies for addressing these local contexts in emerging economies. These will also benefit policymakers and help them understand and develop contextualized entrepreneurship development policies (Bruton et al., 2008). These policies need to reduce institutional barriers for entrepreneurs and increase the number of entrepreneurial ventures (Ahlstrom & Bruton, 2002). Research also gives evidence that government policies can be both an enabler and a challenge for entrepreneurship even in societies where entrepreneurship has had a short history (Xheneti & Smallbone, 2008). Biru et al.'s (2021) work maintains that entrepreneurship support programs in Ethiopia underperform in terms of competitive resource distribution and support eventually leading start-up firms to concentrate on survival rather than being growth oriented.

8.4.2 Entrepreneurship Education and Business Incubators

This thesis shows how parents' predetermined occupational career orientations influence the process of new venture creation although parents' views change step-by-step in the

venturing process. Entrepreneurs have to resist existing views and values about business and gradually socialize their families to business as a career. This thesis informs how family and community level socialization of business helps in grassroot level transformations in favor of doing business thus leading to poverty reduction. This has important implications for entrepreneurship training and education.

However, the common trend of organizing the youth for SME development in Ethiopia, for instance, shows limitations in terms of creating entrepreneurial minded youth and sustainable business development options because this trend gives youth support for creating jobs rather than making them create their own businesses through building entrepreneurial capabilities.

Entrepreneurship education relies on the cognitive assumptions that entrepreneurship can be thought, entrepreneurial competencies can be built, and entrepreneurial orientation (that is, a positive attitude towards entrepreneurship) can be developed in the learners' minds and overall cognitive skills can be developed for taking entrepreneurial career decisions (Henry et al., 2005; McMullan & Long, 1987; Von Graevenitz et al., 2010; Volkmann & Audretsch, 2017). Entrepreneurial education has been increasing for the last two decades and gaining legitimacy (Kuratko, 2005). In fact, research supports positive links between entrepreneurial activities and economic outcomes (Fayolle, 2018; Van Praag & Versloot, 2007). Because entrepreneurial education draws on the learning theory and centers on developing individuals' self-esteem, knowledge, and skills to act entrepreneurially and initiate business ventures (Jones & English, 2004), it automatically controls the impact of contexts like families and economic, cultural, and psychological factors that may facilitate or hinder entrepreneurial learning. As is the case with most of entrepreneurship literature, entrepreneurship education reflects the institutions of culture in Western societies (Jones & English, 2004; Kuratko, 2005).

8.5 Limitations and Future Research

This thesis is not without its limitations, but these also provide inspiration for future research. The first limitation comes from the subjects that formed a part of the research

setting but were not addressed by this thesis. For instance, the study was done with entrepreneurs who passed through the incubation process at the Agri Pivot incubation center. I observed them to understand the context of the trainings and the entrepreneurs in the incubation center. However, I did not analyze the role of the incubation center as such on entrepreneurs' careers and its role in the individuation process. Future research may assess the role of incubation-based training in the transition to an entrepreneurial career and its impact on the entrepreneurs' family contexts. Furthermore, this thesis was inspired by the relational approach to see the relational social space between the entrepreneurs and their families (parents) in the process of new firm creation with an interest in seeing how entrepreneur-family relations changed as the venturing process unfolded. The study focused on interactions and family inter-relations during the new venture creation process and it does not cover the influences of other non-family and external factors like advisors, business development coaches, and the overall role of the incubation center in building efficacy in youth entrepreneurs' transition to entrepreneurial careers.

Although the incubation center, Agri Pivot, helped in developing entrepreneurial motivation among the youth, this thesis does not directly address this. Therefore, future research may focus on studying the role of incubation-based support in developing youth's entrepreneurial capabilities in emerging and developing economies.

Second, although the entrepreneurs in the study co-founded their start-up businesses as a team, the thesis focused only on the role of entrepreneur-family relations during an individual entrepreneur's transition to an entrepreneurial career and does not analyze the role of the co-founders as significant others. Future studies may look at the behavior of teams in terms of development and performance in the incubation center. One aspect of such a study may look at how co-founding team members share roles, mobilize resources, and envision meanings in their entrepreneurship career decisions (Fauchart & Gruber, 2011). Another study may be designed on what drives and motivates the co-founding entrepreneurs. The role of the founder's identity including individual and social identity in new venture creation has been rarely addressed in nascent entrepreneurship literature (Iacobucci & Rosa, 2010; Kamm et al., 1990).

Third, this study shows that the social boundaries of entrepreneurs' careers increase from bounded family relational circles to unbounded organizational boundaries as the entrepreneurs individuate from familial relations along the different phases of the venture creation process. However, the study does not address the performance of the new ventures created in terms of their growth trajectories and failure histories. Further studies may concentrate on how familial support contributes or hinders the performance of new ventures created by nascent and youth entrepreneurs operating in institutionally constrained settings (Manolova et al., 2019; Sieger & Minola, 2017; Xu et al., 2020).

Finally, this study shows how the youth entrepreneurs struggled in terms of pooling resources to support their venture creation activities by working overtime and getting involved in parallel businesses which earned them money in a shorter time. Further studies may be needed to address how freelancing and involving in other businesses for short-term financial gains may affect the continuity of start-up businesses through exploration of firms in the formation phases (Feldman, 1990; Reynolds, 1997).

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Publications and Papers Submitted to a Journal



The Entrepreneurial Career Path: A Systematic Literature Review

Jebessa Teshome Bayissa¹

Department of Management, Addis Ababa University, Ethiopia, & Jönköping International Business School, Jönköping University, Sweden

Abstract. Maneuvering towards a framework of entrepreneurship as a career path, first I carried out a systematic review of the literature including both bibliometric and document review. There is a scholarly understanding of entrepreneurship as a career although a great deal of entrepreneurship career research focuses on the founding of a new venture and yet less is known about entrepreneurship as a career path. Emerging works on the entrepreneurship career are disconnected and explain the various dimensions of the entrepreneurship career from the stages of entry, success, and outcomes instead of seeing them as a connected career trajectory. The bibliometric review identified five themes signaling the ongoing semantic conversations with reference to entrepreneurship career. Moreover, through the systematic review of documents, I identified three themes that hint at activities and possible transitions occurring along the entrepreneurship career path. I propose a framework on entrepreneurship as a career path and suggest potential directions for future research.

Keywords: entrepreneurship, career, career path, new firm creation, career goals.

1 Correspondence to: Jebessa Teshome Bayissa, Department of Management, Addis Ababa University, P.O. Box 5563, Sidist Kilo, Addis Ababa, Ethiopia. E-Mail: jabessa.bayissa@gmail.com or Jebessa-Teshome.Bayissa@ju.se. Tel: +251911466399.

Papers Submitted to a Journal and Underreview

1. Bayissa, J.T., Karin, H., Brudin, E. & Abitew, M.S. (Upcoming). Transitioning to an entrepreneurial career as a process of individuation: a study of graduate entrepreneurs in Ethiopia. Submitted to International Journal of Entrepreneurial Behaviour & Research.
2. Bayissa, J.T. & Abitew, M.S. (Upcoming). Entrepreneurship as a boundary-less Career: A Systematic Literature Review. Submitted to Journal of Innovation and Entrepreneurship.