INTEGRATING GROUNDED THEORY AND NARRATIVE ANALYSIS FOR UNDERSTANDING ENTREPRENEURIAL LEARNING OF CREATIVE WOMEN ENTREPRENEURS

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Abstract

Entrepreneurship academics emphasises that entrepreneurship research should embrace the complex process of entrepreneurial activity and the underlying contextual factors. Not only the entrepreneurial process but entrepreneurial learning too is equally influenced by variety of contextual factors because entrepreneurs continually have to respond to their environments. Gender and industry context are another dimensions that potentially add to this complexity. Present paper seeks to offer insights in to the use of grounded theory and narrative techniques for researching entrepreneurial learning of creative women entrepreneurs. In this article grounded theory and narrative techniques are integrated and applied to the same data set (collected through in-depth interview technique) to generate multidimensional view of entrepreneurial learning of creative women entrepreneurs. Findings from both are integrated to offer an understanding to this complex phenomenon in a dynamic context. Grounded theory allowed an inductive analysis of the data which facilitates to see not only the patterns within data but also provides insight in to how these patterns are associated with each other while narrative analysis append chronological dimension to the data which allowed us to see how the learning evolve over time and the respective role of each time period in the learning process. It is concluded that grounded theory analysis when integrated with narrative analysis generates a rigours and multidimensional understanding of entrepreneurial learning and gender in the dynamic context of creative industry.

Key words: Entrepreneurship, Learning Process, Grounded Theory and Narrative Techniques
Introduction

The recent streams in social research are increasingly using the idea of integrating methods (or methodologies). The justification is not just to strengthen the methodological approach, rather, the amount of rigour it can generate at all levels of research is the main attraction. Particularly, at the level of data analysis, the integration of two or more methods can be helpful to offer deep insights into the subject matter at hand.

The present paper seeks to offer insight into the use of grounded theory and narrative in entrepreneurship research. The data utilised in this paper was collected for the doctoral research. The research focused on the entrepreneurial learning of women entrepreneurs in creative industries. In this article, grounded theory and narrative techniques are integrated and applied to the same data set to generate a multidimensional view of entrepreneurial learning of creative women entrepreneurs. The entrepreneurial learning in itself is a complex phenomenon which is highly influenced by personal history and background of the entrepreneurs, social interactions and the context of the learning (Cope, 2005) and in turn affects the behaviour of the entrepreneur. Moreover, behaviour is the factor on the basis of which women entrepreneurs are differentiated from their male counterparts (Bruni et al., 2004). The current research thus, focuses the entrepreneurial learning in a gender specific and industry specific context. The different segments of this research increased the complexity of the project due to which the authors decided to opt for a multi method approach (integration or triangulation of data analysis techniques) for the purpose of data analysis to add more rigour to the findings.

In this regards, (1) Grounded theory is chosen to see the emerging patterns and the respective relationship and connection between these patterns (2) narrative analysis was adopted to see the chronology and temporal dimension of the entrepreneurial learning within complex environments. Findings from both are integrated to offer understanding of entrepreneurial
learning of female entrepreneurs.

The paper precedes as in first section the assumption and techniques of GT and narrative analysis are summarised to generate the understanding of their role in this research. Second, the techniques used for data gathering, sample size and sample selection and are described. Third the results of two sets of analysis are explained and to show how the hybrid of these two analyses have been utilised to explain the complexity of the entrepreneurial learning within creative industries with gender specific stance (female entrepreneurs).

**Grounded Theory Method (GTM)**

The use of grounded theory in entrepreneurship research has gained currency over last couple of years. The strength of the grounded theory method not only lies in the systemic approach it offers but also in its intuitive appeal, conceptualisation potential and the rigour that it adds to the data and analysis. The procedures of applying grounded theory are basically no different in entrepreneurship than in other fields of research (Mäkelä & Turcan, 2007). This section will explain the existing conception and variants of grounded theory. The discussion regarding how grounded theory techniques were utilised to analyse the interview data and the themes thereby emerged will be explained in later section.

Grounded theory, first incepted by Glaser and Straus (1965), is aimed at generation of hypothesis on the basis of bottom-up analysis of data thus provided ample chance to capture the contextual influences in qualitative research. Grounded theory can be understood as “inductive theory discovery methodology that allows the researcher to develop a theoretical account of the general features of the topic while simultaneously grounding the account in empirical observations of data” (Martin and Turner, 1986: 141). The grounded theory is an extensive and systematic general methodology (independent of research paradigm) where actions and concepts can be interrelated with other actions and concepts – in grounded theory nothing happens in a vacuum (Glaser, 1978; Glaser & Strauss, 1967 cited in Fernandez,
2004). Since its first coining by Glaser and Straus in 1965, the grounded theory methodology has been subjected to a lot of ontological and epistemological debates. This method belongs to the field of sociology as Glasser and Straus introduced this method during their study in hospital environment, staff, patients and family relations and communications.

The GTM offered systematic and disciplined yet flexible approach for collection and analysis of qualitative data and facilitates theory construction grounded in the data (Charmaz, 2006). The GTM offered a procedure to discover a theory from the data (Bryant, 2002). The researcher does not go to the field with a preconceived framework or theory, rather, the researcher begins with a concept and then allows the theory to emerge from the data (Strauss & Corbin 1998).

There are several variants of the grounded theory approach illustrated in figure 1. All these approaches hold many ontological and epistemological differences. However, despite of these differences, there are certain similarities that all grounded theory theorists agree upon. These include:

- Rigorous and exhaustive interviewing.
- In-vivo/line-by-line coding whereby the codes must be reflective of data material.
- Constant comparisons between respondents, events, circumstances.
- Open/Focused coding – sorting codes holding similarity with each other into broader categories of similar concepts.
- Axial coding – connecting open codes holding similarity with each other to form the broader subcategory and to see the relationship between the sub categories
- Selective coding: see the relationship between categories to make the core category or the main storyline.
- Memo-writing – elaborating relationships between codes and categories in an early attempt to organize the data into an emergent theoretical network of relationships.
Theoretical sampling – interviewing a variety of respondents to delineate the boundaries of one’s theory (Floersch et al., 2010).

Hallberg (2006) emphasis that the ultimate outcome of grounded theory must be a theory, which is a set of propositions that describes the mechanics of the phenomenon under study and from which further study hypotheses can be generated.

The grounded theory approach is a bottom-up approach towards data analysis and in this way allows the data to speak rather than based on categories or themes from the literature. These qualities of grounded theory make it good for research with the aim of:

- Exploration
- Disciplined development of new ideas
- Finding theory and structure in domains where there is no a priori guidance
- Keeping an open mind as you explore a new domain

In order to understand the entrepreneurial learning of female entrepreneurs, researchers found it potentially beneficial to employ the grounded theory techniques for the purpose of data analysis. The GTM not only allowed a systematic and disciplined analysis of the data but its
conceptualisation potential helped in unfolding the emerging themes of the data. However, it is necessary to mention here that grounded theory is being utilised as a methodology, a research method and a method for data analysis. For current research grounded theory is utilised only as a method of data analysis and not as methodology or research method. Within this research, grounded theory techniques of open, axial and selective coding were used to analyse the qualitative data collected via in-depth interviews by incorporating story telling techniques.

Grounded theory method facilitated the outcome driven explanations of this research. What triggered the learning, the major themes and process and how the learning was beneficial to the business was highlighted in the data via grounded theory method.

**Narrative Analysis**

Narrative analysis has become increasingly popular since the 1970s, and scholars in a number of disciplines, including linguistics, sociology, anthropology, psychology, education, communication, history, philosophy, political sciences, art, and marketing, have shown an interest in narratives (Johnston, 2004).

It is very difficult to define narratives as many conceptions exist to explain narratives. Across many disciplines, no agreed upon understanding about the narratives can be found (Herman, 2007; Riessman, 2008 cited in Floersch et al., 2010) as oppose to grounded theory. According to Riessman (2008), Narrative analysis refers to a family of analytic methods for interpreting texts that have in common a storied form. Similar to other methods having variants, conflict and disagreement exists among those holding different perspectives within narrative research (Riessman (2008). “Analysis of data is only one component of the broader field of narrative inquiry. Methods are case centred, and the cases that form the basis for analysis can be individuals, identity groups, communities, organizations, or even nations” (Tavakoli, 2013:389).

Narrative inquiry is based on the premise that human beings are essentially raconteurs who
experience the world and interact with storied lives (Holly & Colyar, 2009). The narrative inquiry facilitates the researcher to look for a storied form of analysis. The narrative analysis also facilitates the researcher to highlight the temporal dimension of the subject matter at hand. This has also been emphasised in their groundbreaking work on narrative inquiry by Clandinin and Connelly (2000) “Narrative studies have temporal dimensions and address temporal matter; they focus on the personal and the social in a balance appropriate to the inquiry; and they occur in specific places or sequences of places” (p. 50).

The narrative analysis has gained currency as a credible source of theory building and analysis in entrepreneurship research. Hjorth and Steyaert (2004) have identified narrative based methods as valid and rigorous in the interpretive and constructivist studies of entrepreneurship.

Larty and Hamilton (2011) have employed the narrative structural analysis to uncover contemporary understandings of entrepreneurship in different contexts. Within the field of entrepreneurship and entrepreneurial learning, Rae (2004, 2006) has utilised narrative methodology to explore entrepreneurial learning within creative industry entrepreneurs. Warren (2004), by employing narrative analysis, offered a systematic framework of entrepreneurial learning. Another major proponent of narrative methodology within entrepreneurship is Steyaert (2007). However, all the above mentioned researchers have utilised narratives as methodology. For current research narrative analysis is employed only as a method of data analysis and not as methodology.
The Two Stage Analysis

This research paper is based on the analysis of the qualitative data set which was collected for the doctoral research project. The main purpose of the research was to explore how female entrepreneurs learn and the respective role of their learning during their entrepreneurial journey in their ventures. As mentioned earlier, the qualitative case study research aided the exploration of entrepreneurial learning of creative women entrepreneurs. Data was collected by conducting in-depth interviews with female entrepreneurs by employing story telling techniques.

For selecting respondents, a sampling framework was formulated which included purposive, criterion and snowball sampling (Patton, 1990). Purposive sampling was used to identify female entrepreneurs for participation in this study based on the characteristics and criteria relevant for the research. Following criterion was formulated for selection of respondents:

- She independently or together with a partner started and established a venture, and is still in business or still running and managing her venture.
She is a primary decision maker in her venture.

She has been running her business for more than three years

She is married

Table 1 shows the brief profile of the research participants. Open ended in-depth interview (Patton, 1990) was used as data gathering tool. Each interview conducted, was started by inviting a story from the respondent. They were asked to share the story of their career. This was particularly useful to give an in-depth view of the unique experiences that they hold. However, to make sure all the relevant question were covered, a topic guide was also utilised and was developed and modified after each interview inorder to investigate the emerging themes. Thus, each interview revolved around (but was not confined to) the career story (before and after setting up a venture), factors that made them choose entrepreneurial career, how ideas were turned into a venture, what kind of resources of learning they prefer to employ, steps taken to fill the perceived gap in their learning, any critical situation they had confronted during their entrepreneurial journey. All the interviews were conducted face-to-face and were audio recorded. An explicit permission of the respondent was sought prior to actual interview day.
<table>
<thead>
<tr>
<th>Respondent</th>
<th>Name</th>
<th>Type of business</th>
<th>Background</th>
<th>Transition into entrepreneurial career</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Henna</td>
<td>Consultant by design, global arts projects</td>
<td>Worked as singer, worked as project manager for large organisations, worked as trainer to dyslexic people</td>
<td>Childbirth, better life for family</td>
</tr>
<tr>
<td>B</td>
<td>Karon</td>
<td>Music Consultancy, Business trainer, Life coach, music retailer</td>
<td>Worked as banker, financial advisor</td>
<td>As a hobby with her husband</td>
</tr>
<tr>
<td>C</td>
<td>Bevina</td>
<td>Training consultancy, e-learning and training consultancy</td>
<td>Employee as manager in various companies</td>
<td>Wish to be one’s own boss, first venture failure experience</td>
</tr>
<tr>
<td>D</td>
<td>Ketherine</td>
<td>Image consultant, online cosmetic outlet, training and development for executives, teams and female entrepreneurs</td>
<td>Multiple employment experiences as librarian</td>
<td>Desire for change, Sudden interest developed into image consultancy</td>
</tr>
<tr>
<td>E</td>
<td>Jenitt</td>
<td>Creative consultant, Card designer</td>
<td>Employee as a creative consultant</td>
<td>Redundancy, desire to be one’s own boss</td>
</tr>
<tr>
<td>F</td>
<td>Andreana</td>
<td>Jewellery designer, Jewellery design trainer, Design business, garage business with brother, Personal preference for jewellery designing</td>
<td>Design business, garage business with brother</td>
<td>Personal preference for jewellery designing</td>
</tr>
<tr>
<td>G</td>
<td>Denneis</td>
<td>Cross cultural communication consultant, training, workshops and seminar with business executives</td>
<td>Worked in family business</td>
<td>Left family business, interest in cross cultural communication</td>
</tr>
<tr>
<td>I</td>
<td>Lynne</td>
<td>Event manager</td>
<td>Designer, manager in post office</td>
<td>Desire for change, ex-designing business sold off</td>
</tr>
<tr>
<td>J</td>
<td>Emma</td>
<td>Clothing and jewellery retail, saddler retail, Training and teaching horse ridding</td>
<td>Sports women (horse ridding) at international level</td>
<td>Age factors</td>
</tr>
</tbody>
</table>

Table 1 (Source: Authors)

**Grounded Theory and Narrative Analysis Findings:**

Interviews were transcribed and research analysis broke down the data into distinct units of meaning. The process started with the open coding of data that guides the sampling process in many directions until core variables, which were constantly sensed in the data, were found. Quoting Charmaz “Coding is the pivotal link between collecting data and developing an emergent theory to explain these data. Through coding, you define what is happening in the data and begin to grapple with what it means” (Charmaz, 2006: 46). The researchers preferred Charmaz’s method because it is more direct, facilitates the creation of codes with an open
mind, and is not preoccupied with a process of standardized codes that will be used to provide an axial cross verification, in which selective result could be hard to define and eventually not be relevant. Moreover, the coding was done manually as the use of software was hindering the process of analysis in a way that the focus was more on the use of software and less on interpretation. However, the software was used for data management. During this process, each interview was analysed individually and then compared to previously collected data with a vision to identify categories that embraced similarities and differences between interviews. Thematic narrative analysis was employed for analysing the data to come up with a temporal and thematic story that highlights the contextualised learning process.

<table>
<thead>
<tr>
<th>Analytic framework</th>
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<tr>
<td><strong>Level</strong></td>
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<tr>
<td>Level 1: Full transcription of Interviews (Bauer &amp; Gaskell, 2000)</td>
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<tr>
<td>Level 2: Familiarization (Ritchie &amp; Spencer, 1994) and initial Interpretation of the transcripts (Patton, 1987 cited in Cope, 2001).</td>
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<tr>
<td>Level 3: a) Grounded theory procedure of open, axial and selective coding (Strauss and Corbin 1994) b) Cross-case comparison of all cases at each step of open, axial and selective coding. c) Narrative analysis</td>
</tr>
</tbody>
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Table 2 (Source: Authors)
Entrepreneur’s biography: The first concept that emerged is that of entrepreneur’s biography. Every entrepreneur holds a unique biography characterised by educational experiences, early family life and multiple phases of employment. Each of the female entrepreneurs in this study highlighted the significance of situations, relationships and people, and endows them with specific meanings based on her personal interpretation. The educational experiences provided grounds for employment opportunities which in turn gave them chance of accumulating necessary skills that were then utilised for enactment on opportunities for venture creation.

Socio-experiential processes of learning

The second theme is that of experiential and social process of learning. Central to entrepreneurial learning are the personal experiences of the entrepreneurs, gained via encountering different situations, and the social experiences formed by the relationships and people over a period of time. Entrepreneurs do not operate in vacuum, rather they continually respond to their environment (Gartner, 1988). During their entrepreneurial journey, they have to manage relationships with people around them including friends, family, and business people, and this network of people often proved to be a great learning resource.

The contextual forces of creative industry

The creative industry, due to its distinct environment characterised by rapid changes and volatility, sharply influenced both the content and process of entrepreneurial learning. It directed the content of learning in a specific direction and hence shaped the learning. What to learning “now” followed by the question of “how” to learn it was highly influenced by the context. Due to the rapidly changing situation of the industry, the entrepreneurs kept on responding by acquiring new and relevant skills and knowledge to smoothly run the venture and to better serve their customers. The context of creative industry poses
customers’ demand as important trigger for learning. On one side, it is the technical knowledge and skill about the product offered by the entrepreneurs that need constant polishing and renewals. On the other hand, it is the knowledge and skill related to the venture management. To manage the venture effectively, the creative women entrepreneurs had to strive on both aspects.

**Managing gender based roles and responsibilities**

The creative women entrepreneurs faced another challenge of keeping a good harmony between their professional life and their family life. One of the important elements in their learning was time management, which was essentially directed to bring harmony between business management and family life. This came forward as an element for which they kept striving time to time.

**Venture emergence**

The third theme is that of venture emergence. Entrepreneur and the venture both are contextually embedded. Creative industry (context of the research) is characterised by dynamic and complex environment. As the female entrepreneurs go along their entrepreneurial journey, they engage in variety of activities. The centre of their focus is their own venture and they make every effort to make it better. For that matter, they adopt various roles in their ventures. Female entrepreneurs constantly thrive to make improvements in her business. Thus the skills accumulated via experiential and social process of learning are actively applied to develop and grow her venture more and more.

<table>
<thead>
<tr>
<th>Entrepreneurs biography</th>
<th>Educational experiences:</th>
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<tbody>
<tr>
<td></td>
<td>&quot;when I finished school, I taken my A-levels, and I had, absolutely no idea about what I wanted to do for job, the only idea that I had was that I didn’t want to go to work coz I wasn’t, I didn’t want to start 9 to 5 at that age, so I thought I might as well go to a university, and do, a higher qualification, so, I went off to, I actually went to, what is not Thames Vally University, it was then Ealing college of higher education, and I did a humanities degree, (Ketherine) &quot;</td>
</tr>
<tr>
<td>Multiple</td>
<td>Well, I started working from very young age and worked</td>
</tr>
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104
<table>
<thead>
<tr>
<th>Employment experiences:</th>
<th>Skills and knowledge gained from employment career</th>
</tr>
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<tbody>
<tr>
<td>with several organisations, so yeah, I had the opportunity to see from very young age how organisations work (Karon)</td>
<td></td>
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<tr>
<td>I went to the local college here I worked as the head of learning resources at Walthom forest college, for 11 years and in that job I was responsible for all library and information services and things like media resources everything from laptops to white board in the class rooms and those such things, because I have been working in further education, part of my responsibility in all the college I worked at was user education so its teaching students how to locate in formation, how to use it, how to interpret it, and then how to use to to produce assignment, so lots of research skills, information searching, that kind of stuff, I really enjoyed that kind of work” (Henna)</td>
<td></td>
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<table>
<thead>
<tr>
<th>Experiential and social process of learning</th>
<th>Critical events during entrepreneurial life:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and knowledge gained from employment career</td>
<td></td>
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<tr>
<td>............along the way back in 1990, the first recession hit and I thought to myself there has got to be a better way to run the business and what I realise that I knew how to do every job in the business but I didn’t know how to run the business, so I set out to learn” (Denneis)</td>
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<tr>
<th>Learning from personal experiences</th>
<th>Social/shared learning</th>
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<td>started to do that I got opportunity of working in Finland one week a month, for business consultancy, and so I was working in my own family business for three weeks a month and then one week in a months I was flying off to the Nordic countries to work with all sorts of business who wanted to internationalise and I just loved it, and that’s when I got to learn about different or cultural differences, and different approaches to doing business, Denneis</td>
<td></td>
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<td>but there was a time when I wanted to change the business, and nobody would listen to me, because, everybody was older then I am, my husband is 15 years older than I am, everybody had been in the business much much longer then I had, and they didn’t wanted to change and I just thought, I did wet turn, so I went to see this man and I said to him, terry, if u tell me I am wrong, I will believe you coz everybody else is telling me I can’t do what I want to do. (Denneis)</td>
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<thead>
<tr>
<th>The contextual nature of entrepreneurial learning</th>
<th>Managing gender based roles and responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To the customer, it is always yes, you can’t just say no to them. (Emma) Well you simple had to learn it for your client, like, one of my client said she needs such and such jewellery and I never made it before, so I taught myself how to do it and learnt a new design (Karon)</td>
<td></td>
</tr>
<tr>
<td>So at night I used to woke up to feed my son, and always kept a diay with me, so while feeding my son, I wrote I new ideas that popped up in my mind for my business. (Lynne) Yes, the most difficult time was when my daughter was diagnosed with serious illness. She was hospitalised and I just did not know what to do, how to manage business and her illness, and to arrange for her care when she will be discharged. (Emma)</td>
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</table>
Narrative analysis

Previous themes emerged from grounded theory which highlighted the importance of context for the purpose of learning and the way the entrepreneurs use their learning for the development and growth of their venture. To add rigor to the findings the, narrative analysis was used to look at the storied nature of the entrepreneurial learning. It facilitated the event driven explanation of entrepreneurial learning of creative women entrepreneurs. Narrative analysis was adopted to append chronological dimension to the data which allowed us to see how the learning evolve over time and the respective role of each time period in entrepreneurial learning. The purpose was also to see if the interview data could be reconstructed to examine (Ryan, 2007) the temporal dimension of entrepreneurial learning and to see the crucial events in relation to each time period. The reconstruction of the interview data generated three main phases. The first phase was pre-business era, secondly the time of transition from employment to entrepreneurial career, third, the business start-up and entering the world of entrepreneurship.

1) Before hitting the pitch: the learning in pre-business Era

Female entrepreneurs within this study mentioned several instances of learning in their pre-business time. This includes previous work and employment experiences. During this time period, various skills were acquired which latter on helped in business start-up. The most important source of acquiring skills and knowledge was the employment experience which gave female entrepreneurs an opportunity to learn by actual experience of doing. During the pre-business era, important events occurred which either proved as push or pull factors latter to make female entrepreneurs think about pursuing an entrepreneurial career.

| Well with two kids and a business, you have to be very very organised. So now what I do is, I keep a to-do-list, so I have to tick off the things that I do, I always plan my day (Henna) |
2) Transition into Entrepreneurial Career

This period has crucial impact upon the decision to entre entrepreneurial career, and choice of business sector within creative industry. This phase in the learning holds a unique position as it is the time between pre-business career and entrepreneurial career. Essentially, this era is characterised by critical events some of which are gender specific such as redundancy, gender discrimination at employment place, marriage, realising unsuccessful marriage (divorce), child-birth, chronic illness. These factors acted as trigger to choose entrepreneurship as career and female entrepreneurs took a review of their skills and knowledge that they hold inorder to make choice of business career.

3) Experience of entering into the field of entrepreneurship: (Business start-up)

The review of skills is one of the essential step in entering the entrepreneurial career and choice of type of business. Once this decisions has been made, the process of setting up venture starts with accumulating every kind of resource required. This was further followed by steps that will give a “boost” to their entrepreneurial career like building reputation, getting referrals from served people, popularising business, marketing and advertisement of business, setting-up rules for the business, managing surprising situations in business, steps to grow the business, self-formulated evaluation for business growth and success, Managing relationships with customer, relationship with employees, relationship.

Conclusions:

By utilisation of grounded theory and narrative analysis, it was revealed that entrepreneurial learning is a dynamic process that occurs by interaction of personal and social experience of creative female entrepreneur during her entrepreneurial journey and is highly situated. Narrative analysis in this research revealed the temporal dimension and phases of learning relevant in relation to the development of female entrepreneur and the venture owned by her. Thus grounded theory allowed an inductive analysis of the data which facilitates to see not
only the patterns within data but also provides insight in to how these patterns are associated with each other while narrative analysis append chronological dimension to the data which allowed to see how the learning evolve over time and the respective role of each time period in entrepreneurial learning.

Clearly, this is not the first attempt to adopt a multi method, triangulation, integrated or hybrid approach to data analysis. Moreover, this approach can be adopted at various levels of research and at ‘different stages of a study and unfold in differing combinations. . .’ (Padgett, 2008:170). Rather ‘mixing at the analytic level can be problematic if the underlying philosophical paradigms are in conflict’ (Padgett, 2008: 170). Although, GTM and Narrative analysis are two different techniques of analysis, however, the philosophical and procedural techniques hold similarities and overlaps with each other. Despite of these overlaps, the GTM facilitated the outcome driven explanation of entrepreneurial learning while narrative analysis facilitated the event driven explanation of entrepreneurial learning. Moreover, the GTM captured the major themes regarding entrepreneurial learning, gender and creative industry. The narrative analysis captured the temporal nature of entrepreneurial learning and venture start-up.
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