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Success Factors in Social Entrepreneurial Start-ups Among Mature Women in Aotearoa New Zealand

A thesis presented in partial fulfilment of the requirements for the
degree of

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Abstract

Although women are living longer, their employability or ability to find work diminishes with age, effectively creating a shortened runway for their financial stability in their later years. Entrepreneurship is proposed as a viable solution for extending the working lives of mature women (over 50). Mature women tend to move into social entrepreneurial startups when they set up ventures. However, little is known about what contributes to successful outcomes when starting a social enterprise in Aotearoa New Zealand. An initial focused review of literature on mature women's social entrepreneurship revealed a lack of research regarding their experiences. Consequently, a wider literature was collated and analysed to identify themes common across relevant studies to identify theories, concepts and models on which to build a conceptual framework of what is known and not known about mature women social entrepreneurs.

Data collection and analysis were performed in accordance with Interpretative Phenomenological Analysis (IPA) (Smith & Nizza, 2022). Informed by phenomenology, first-person in-depth accounts from five mature women social enterprise founders were conducted. Cases were analysed idiographically (case-by-case). In all, seven Group Experiential Themes (GETs) were identified: starting out, funding challenges, entrepreneurship as continuous learning, building and managing relationships, founder identity, support wanted, and reflections.

Results were discussed in relation to the existing literature. While findings suggest mature women entrepreneurs, and indeed social entrepreneurs, share challenges similar to their younger counterparts, a sense of purpose and resilience appears to set them apart. Themes shared between participants in this study and those in the literature review material are: challenges with securing funding; limited access to business skills development; limited access to mentoring opportunities; and few opportunities for building networks. Considerations include this study's small sample size, although the use of IPA mitigates this as it is a method suited to systematic in-depth analysis of the type conducted in this research project. Success of these women and future social entrepreneurial women could be enhanced through providing tailored support during start-up which is necessary to overcome the challenges identified.

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List of Abbreviations

B-2-B-2-C	Business-to-Business-to-Customer
CSR	Corporate Social Responsibility
GEM	Global Entrepreneurship Monitor
GET	Group Experiential Theme
IPA	Interpretative Phenomenological Analysis
MSD	Ministry of Social Development
NGO	Non-Governmental Organisations
NZ	New Zealand, Aotearoa
PET	Personal Experiential Theme
RFP	Request for Price
UK	United Kingdom
VC	Venture capital

1. Introduction

1.1 Background

The 'third age' is defined as the period of transition from traditional family and earning responsibilities, to the retiree looking forward to enjoying their final 20 or so lived years (Patterson, 1999). Life expectancy in Aotearoa New Zealand (NZ) is steadily increasing, although New Zealanders are also afflicted by age-related health decline (Fasoro et al., 2023; World Health Organisation, 2024). The age for superannuation entitlement has progressively increased from 60 to 65 years between 1992-2001 (Hunard, 2025). There is still a general expectation of a 'job for life' and being able to retire with a large superannuation package accrued during employment (Patterson, 1999), although this expectation is increasingly untenable. The labour force participation rate for eligible active workers in the 60-64 and 65-69 age groups has also increased by 44% and 48% respectively between 1987 and 2023, with female labour force participation rates increasing compared to male rates of participation (Olsen, 2023).

While many mature people are willing to work, they struggle to find employment (Soto-Simeone & Kautonen, 2020). Mature workers as defined in this thesis are those over the age of 50 (Office for Seniors, 2022). Concerns for an increasingly aging population and the need to extend working life is not isolated to NZ (de Bruin & Firkin, 2003; Squire, 2020; Simeone & Kautonen, 2021). Encouraging seniors into entrepreneurship is seen to not only extend the working lives of older people and therefore minimise reliance on welfare services (Squire, 2020), but provides both a sense of purpose and fulfilment (Le Loarne-Lemaire et al., 2017; Pearman et al., 2022; Soto-Simeone & Kautonen, 2020; Squire, 2020). Additionally, seniors have different motivators to their younger counterparts, with studies demonstrating socially motivated entrepreneurship increases as a product of both aging and changes in life goals or situations (Fernandez-Guadano & Martín-Lopez, 2023; Le Loarne-Lemaire et al., 2017; Soto-Simeone & Kautonen, 2020; Squire, 2020). However, gaps have been identified in support mechanisms for seniors wanting to start a business (Pearman et al., 2022; Soto-Simeone & Kautonen, 2020; Squire, 2020).

Having access to life-stage career support advice is crucial, as older workers take twice as long to find employment following job loss (Pearman et al., 2022). The United Kingdom, Australia and Singapore have initiatives to counter the precariousness of mid-to-late-career employment changes (Pearman et al., 2022), especially when older workers are displaced by the adoption of new technologies that have led to changes in the labour market (Aisa et al., 2023; Pearman et al., 2022). These countries have developed early intervention programmes, identifying and ensuring at-risk workers receive support, to transition on in their working journey. This support is inclusive of seniors. For example, Australia does not restrict participation in business support funding on age according to Pearman et al. (2022).

New Zealand is considered a hotbed for entrepreneurial activity, ranking among the top three countries as having a favourable environment for women entrepreneurs (Mastercard Index of Women Entrepreneurs, 2021). However, research into mature women entrepreneurs' experiences remains limited. Discrimination affects marginalised groups such as women, Māori, and Pasifika peoples, impacting start-up viability as successful entrepreneurs are often framed as being young people who are driven by technology and innovation ahead of purpose (Pearman et al., 2022). Mature entrepreneurs are more likely to start social enterprises that are value-driven and face obstacles in obtaining the necessary funding to start or scale their enterprise. Lenders circumnavigate age-related discrimination for those seeking start-up funding by placing qualifying criteria on loans (Clement, 2021; New Zealand Herald, 2014; Pitchers, 2025).

Another factor contributing to the invisibility of women social entrepreneurs is that the media does not recognise and celebrate women achieving later-in-life career successes. Barratt (2021) discusses the actions taken by the CEO of a women's start-up coach who has helped mature women into entrepreneurship, suggesting society does not appreciate the skills many of these women have accrued over their lifetime. Azoulay et al. (2020) suggest the success rate for 50s-plus women entrepreneurs is twice that of those in their 20s. Barratt (2021) attributes this success to mature women having both clarity of purpose and wanting to make the world a better place. Purpose-driven companies led by mature women are four to six times more likely to attract women customers (Barratt, 2021).

In sum, mature women entrepreneurs face gender and age bias (Barratt, 2021). Described by Lindström et al. (2022) as a “double jeopardy” (p. 435), this often leads to stigmatising mature women who do not fit the stereotypical masculine norm of who could be an entrepreneur. This double jeopardy underpins this research which aims to delve into the experiences and challenges encountered by mature women social entrepreneurs in NZ when starting a new venture in order to identify avenues to support their enterprises.

1.2 Defining Social Enterprise

Social enterprises emerged in the 1990s to address emerging social needs (Defourny & Nyssens, 2006). They are distinguished from their private-sector counterparts by a number of non-negotiable factors central to their operations. Defourny and Nyssens (2006) describe these as serving the on-going interests of those within their community. Although often reliant on external funding sources, social enterprise management remains independent from outside influence. Furthermore, their operation relies on high levels of stakeholder engagement, ensuring customers or end-users participate in decisions that influence outcomes affecting them. Lastly, although profits may be generated, they are not seen as the primary driver of economic activity (Defourny & Nyssens, 2006).

Social entrepreneurship is not a new phenomenon. As a field of research, it has evolved from civic innovation or non-profit entrepreneurship in the 1990s. The 2000s saw the emergence of social entrepreneurs as change-agents. With more emphasis on inclusiveness and diversity in the 2010s, social entrepreneurship was embraced as a way to promote inclusivity with entrepreneurs noticed for their pro-social motivations and desire for collective good.

Business structures take different forms and come in a variety of sizes, from sole-traders to partnerships and companies. Each structure has a different level of set-up costs and operating complexity, in addition to risk-levels and regulatory compliance (Falcon, 2021). Social enterprises are defined by their contribution to, or impact on, making purposeful lasting change in society, blending financial and socially responsible components (Pearman et al., 2022).

Moe (2017) defines a social enterprise as “an autonomous organisation that combines a social purpose with entrepreneurial activity” (p. 27) encompassing three important

dimensions: entrepreneurial, social and governance. Moe (2017) suggests the contribution to social performance of the various legal structures within NZ can be described along a spectrum of 'goodness'. These are first: really 'good', which are not-for-profit, such as traditional charities and Non-Governmental Organisations (NGOs) (civil society); second, 'good' social enterprises which have a community focus, but operate as a business to generate profit to support their purpose (businesses with a for-good focus); third, pretty 'good' businesses which donate time or a portion of profits for some community purpose; and, fourth, not as 'good' profit-focused companies with no charitable or community purpose, apart from the occasional token gift.

Examples within the first category are the not-for-profits including the New Zealand Red Cross, World Vision New Zealand, and the Auckland City Mission. The second category include those organisations who operate under a buy-one give-one scheme (otherwise known as purpose marketing or BOGO) such as Eat My Lunch (donate a school lunch for every corporate lunch sold) and Frank Stationary (who donate an exercise book for every journal sold). The third category are often businesses who donate time or money, which in some cases may amount to conducting a community event once a year or making a cash donation (Moe, 2017).

Third sector organisations and enterprises are those falling outside the public (government) and private (business) sectors (Defourny, 2014; Northern Bridge, n.d.). These include NGOs, such as charities, not-for-profit community and voluntary groups, and values-driven social enterprises (Northern Bridge, n.d.). Crampton et al. (2001) argue the significant role the third sector contributes to communities by filling gaps in primary care ordinarily undertaken by government organisations, either explicitly through policy or through de facto arrangements. Jeffs (2006) adds local context by saying such is the significance of the contributions the third sector makes within NZ, that without their help, "the country would be in chaos" (p. 12).

The fourth sector encompasses for-benefit enterprises, including the for-profit private sector, the not-for-profit social and environmental sectors, and the government's public sector, using a market-based approach to resolve the many social and environmental challenges faced today (Fourth Sector Group, n.d.; Linley, 2023). Readily visible examples of

the fourth sector are B-Corp certified businesses, cooperatives, and those participating in impact investing, fair trade and the circular economy (Fourth Sector Group, n.d.). Examples include Trade Aid, a wholesale fair-trade food and craft importer; the Ākina Foundation, a B-Corp certified company providing social impact reporting and conformance; and Emma Lewisham, a skincare brand committed to creating sustainable beauty products using a circular business model.

This study will follow Moe's (2017) definition of social enterprise, those whose focus is on the 'good' not-for-profits civil society and the 'good' social enterprises having a community focus, and the emerging fourth sector that uses profit for purpose.

1.3 Problem Statement

Research into women entrepreneurs in NZ has tended to focus on younger women, particularly those in technology start-ups (Swail, 2021) and on 'mumpreneurs'—the stay-at-home mothers juggling family and work demands (Khan & Rowlands, 2017). However, little is known about mature women and social enterprise.

NZ's population is living longer and with this has come an expectation that mature people will continue working past retirement age currently set at 65 years (Pearman et al., 2022). While the United Kingdom, Australia and Singapore provide support for senior workers transitioning from traditional employment into business ownership at this important life juncture (Pearman et al., 2022), more research into understanding how mature people in NZ can be supported during this journey is needed.

Likewise, despite evidence that senior women are more motivated towards social entrepreneurial activity than men (Fernandez-Guadano & Martín-Lopez, 2023; Le Loarne-Lemaire et al., 2017), little is known of what contributes toward the successful start-up and running of women-led social enterprises in NZ. This research gives voice to the lived experiences of mature women social entrepreneurs, and seeks to identify what contributes to supporting their success.

1.4 Research Aim, Research Question, and Objectives

The aim of this research is to understand the challenges and successes that mature women social entrepreneurs experience when starting and running a social enterprise.

Research Question

How do mature women interpret success in social enterprise start-ups in Aotearoa New Zealand?

Research Objectives

To answer the research question, the following objectives have been identified:

1. **To build a conceptual framework** for understanding mature women's social entrepreneurship by critically reviewing existing literature on social enterprise, gendered entrepreneurship, and later-life entrepreneuring.
2. **To explore the lived experiences** of five mature women social entrepreneurs using IPA.

This includes conducting semi-structured interviews, developing detailed interpretative notes, identifying emergent themes, clustering themes into personal experiential themes (PETs) and GETs, and producing an interpretative account grounded in participants' meaning-making.

1.5 Research Purpose

Patton (2015) distinguishes between different research purposes, noting that the purpose shapes the type of knowledge produced and the audiences it intends to reach. The purpose of this study is to generate new empirical and conceptual insights into how mature women founders in NZ understand and experience 'success' in the context of social enterprise start-ups.

The study adopts an interpretivist paradigm, recognising that reality is experienced and constructed through the meanings individuals assign to events. This worldview aligns with the chosen methodology, IPA, which focuses on exploring how individuals make sense of significant experiences. Semi-structured interviews were conducted with five mature women who founded a social enterprise start-up. The interviews were analysed following IPA procedures to produce a rich, interpretative account of their lived experiences.

The rest of the thesis is organised in the following way: First, the researcher undertakes a review of the literature, next they outline the methods used in this research, followed by the findings. Finally, the researcher discusses these findings and presents their conclusions and limitations.

2. Literature Review

2.1 Introduction

The purpose of the literature review is to critically evaluate existing literature on social enterprise, gendered entrepreneurship, and mature entrepreneurship on which to build a conceptual framework for understanding mature women's social enterprise start-up success.

The conceptual framework provides connection to what is already known, effectively setting boundaries for the study and directing the researcher towards a gap in the existing body of knowledge or limitations of what is currently known (Larsen & Adu, 2021). Thus, the conceptual framework provides not only a pathway of enquiry for the researcher to follow but provides the foundation on which the research is built. Larsen and Adu (2021) suggest a scoping review provides the ideal platform to evaluate literature for the purpose of identifying theories, models and concepts necessary to develop the conceptual framework.

2.2 Search Strategy

A literature search was conducted to find theories, models and concepts having relevance to this topic of research interest—mature women social entrepreneurs. The initial search was conducted using two different methods: first, searching the Massey library and Google Scholar databases using keyword search terms to identify material relevant to mature women social entrepreneurs. Authors cited in these studies were then followed up to identify additional literature with an NZ context first, using Google Scholar as an author search; and second, conducting a keyword search using Scopus. This appeared the most effective way to locate studies, as keyword searches using Google Scholar and Scopus provided zero study materials once all the inclusion criteria were applied (refer to Table 2, Search Terms Used and Document Numbers Found). Thus, mature entrepreneurial women AND Aotearoa New Zealand appeared mutually exclusive search terms. In saying this, studies 'not fitting' the search criteria were not discarded by the researcher as they provided a starting point and understanding for what success factors – or not – could look like.

Articles were arranged by author and the researcher was able to sort by date, thereby presenting the most recent material at the top and easily locate material within the 2005-2024 date range. Appendix B, Figure B1: Google Scholar Author and Publication Search uses

Dr Kirkwood and Prof. de Bruin as examples for identifying material relevant to this study, entering 'Jodyanne Kirkwood' in Step 1; clicking on the user profile in Step 2; and sorting the articles by date to find those with relevance in Step 3. Clicking on the 'Follow' tab shown in Step 3 allowed the researcher to receive updates (if any) to already published material, as well as receive notifications for newly published material. Step 4 provides similar content for Prof. de Bruin.

Scopus searches followed a process articulated by Larsen and Adu (2021) using various combinations of Boolean operators to show relationships between word combinations. For example, "AND" or "NOT" or "OR" between words changes the database extraction relevance of documents (or not) to particular words. For example, "senior OR older" indicates either word has relevance; while "senior AND woman" indicates both words must be present. Lastly, wild card searches can be used to substitute letters within words or extensions to words. For example, "entrepreneur*" selects "entrepreneur", "entrepreneurs", "entrepreneurship" or "entrepreneurships"; and "wom?n" will identify "woman" and "women" in the search.

On this basis the researcher initiated the Scopus search selecting 'Article title, Abstract, Keywords' under search within and using key word searches identified in Table 2 to narrow the data base search. The inclusive date range was set to between 2005-2024; the subject area limited to social sciences and business, management and accounting; document types were limited to articles, book chapters, conference papers and books; publication stage set to final; and language set to English. The keyword search was left open to allow the greatest number of potential documents.

The initial Scopus search used a combination of 'Older OR senior OR mature' and 'Wom?n OR female*', identifying 36,273 potential documents. The second layer of search terminology added 'Social AND enterprise*', narrowing the studies to 49. Adding 'Entrepreneur* OR start-up*' further narrowed the search to 15 studies. Finally, adding 'Aotearoa OR New AND Zealand' to the search terms used resulted in zero studies.

Literature search inclusion and exclusion criteria are displayed in Table 1: Literature Search Inclusion and Exclusion Criteria.

Table 1*Literature Search Criteria*

Step	Inclusion Criteria	Exclusion Criteria
1	Publication date: documents published between January 2005 and December 2024	Documents published <i>prior</i> to January 2005 and <i>after</i> December 2024
2	Subject area: social sciences and business, management and accounting	Subject area <i>not</i> social sciences and business, management and accounting
3	Document type: article, book chapter, book and conference paper	Document types <i>reviewing</i> articles, book chapters, books and conference papers
4	Document language: written in English	Documents <i>not</i> written in English
5	Studies exploring mature women starting a social enterprise	Studies <i>not</i> exploring mature women starting a social enterprise
6	Studies relevant to a NZ setting	Studies <i>not</i> relevant to a NZ setting

Search terms used and document numbers found are displayed in Table 2 below.

Table 2*Search Terminology Used*

Search Name	Search Terms Used	Document Numbers
Mature	'Older OR senior OR mature'	36,273
Women	'Wom?n OR female*'	
Social enterprise	Previous search + 'Social AND enterprise*'	49
Start-up	Previous searches + 'Entrepreneur* OR start-up*'	15
Aotearoa New Zealand	Previous searches + 'Aotearoa OR New AND Zealand'	0

A snip showing the Scopus search terms is shown Appendix B, Figure B1: Scopus Key Word Search, showing terms used.

A comparison between material identified in the 49 studies using Scopus and the 37 studies found using the Massey University library search function and the Google Scholar author search function was conducted to ensure no duplicates were found. The researcher determined study inclusion suitability on the final 15 studies, conducted by completing a full-text article assessment for eligibility, as seen in Appendix A, Figure A: PRISMA 2020 Flow Diagram. The four studies identified using Scopus did not fulfil the NZ context relevance, although they provided materials with insight into women social entrepreneurs and therefore were incorporated into this study. Studies not available for download were obtained by sending a request through the Massey Library service and receiving the document via a link to the Online Computer Library Center article exchange facility.

As the nature of IPA is iterative, it is not uncommon to conduct a second or subsequent literature review following the original analysis to frame new themes emerging from the data as and when they appear (Smith et al., 2022). In this way the researcher identified a number of studies that provided secondary literature to support the studies identified in the literature review and these were subsequently used in the Discussion Chapter.

2.3 Literature Review on Women Social Entrepreneurs

Search findings in this literature review drew on a broad range of geographical locations, ages, education levels, types of enterprises or businesses, experiences from male and female participants, and quantitative and qualitative studies, providing insight into the experiences of women social entrepreneurs. Although the preference was for studies using interpretative phenomenology, the researcher remained open to reading any literature that developed an understanding of social entrepreneurship from various methodologies and sources. From these a number of theoretical and conceptual frameworks and models were identified in the literature search. Not all studies from the literature review identified a theoretical or conceptual framework. However, those that did are presented below in Table 3 Literature Review Concepts.

Literature is arranged under the following concept subheadings, viewed in the first column: Factors Influencing Entrepreneurial Identity; Starting Out; Entrepreneurial Leadership; Securing Funding; Mentoring Support; Building Social Capital; and Family Influence on Business Performance. A summary of the literature is provided in the row aligned

with each concept's subheading. The second column provides the summary or a synopsis of each theme found in the source literature (third column), identified by author(s) and publication date. Last, the fourth column provides where the theory, concept or model identified in the literature originated.

Table 3

Literature Review Concepts

Concept	Summary	Sources	Theory, Concept or Model
Factors Influencing Entrepreneurial Identity	Entrepreneurial identity is unique set of beliefs, values and behaviours that set entrepreneurs apart from non-entrepreneurs. Findings from the literature review discuss how women entrepreneurs take on this set of characteristics. Importantly women's identity is influenced by how society perceives women entrepreneurs should behave or conduct themselves. Without positive support or role models, women could likely sabotage their own success through stereo-type threat.		
	Seeking non-monetary rewards	Soto-Simeone and Kautonen, 2021.	
	Entrepreneurship viewed as heterogeneous	Halvorsen and Morrow-Howell (2017), Stirzaker and Sitko (2018).	Self-employment in Later Life Conceptual Framework (Halvorsen & Morrow-Howell, 2017)
	The impact of identity transitions on opportunity discovery and exploitation	Lewis et al. (2016).	Social Cognitive Theory (Fiske & Taylor, 1984)
	Emphasising intersectionality: gender, aging, equality, justice, social entrepreneurship and climate action	de Bruin et al. (2024), Lewis (2015), Pearman et al. (2022), Soto-Simeone and Kautonen (2021).	
	The effects of negative identity and decision-making – self-doubt, sabotage, low self-confidence – on entrepreneurial intentionality	Gupta and Bhawe (2007), Kirkwood (2009a), Laguía et al. (2022), Squire (2020).	Theory of Planned Behaviour (Ajzen, 1991)
	Societal impressions of being 'entrepreneurial', for example conforming to gendered constructs or expectations	de Bruin et al. (2007b), Henry et al. (2015), Kirkwood (2009b), Said and Enslin (2020), Stirzaker and Sitko (2018).	Social Role Theory (Koenig & Eagly, 2014)

Concept	Summary	Sources	Theory, Concept or Model
	Finding purpose in what you do	Le Loarne-Lemaire et al. (2017), Pearman et al. (2022), Soto-Simeone and Kautonen (2020), Squire (2020).	Self-Determination Theory (Deci & Ryan, 2012)
	The invisibility of being an older woman entrepreneur	Stirzaker and Sitko (2018)	
	Engagement with different social networks allows women to characterise themselves as entrepreneurs	Stirzaker and Sitko (2018)	Social Identity Theory (Tajfel & Turner, 1986)
Starting Out	The decision to start a new venture appears as the intersection of personal motivations, opportunity recognition, resource identification and availability, and timing. Push factors are those that direct the entrepreneur through necessity to make a change. Conversely, pull factors see the entrepreneur drawn towards an opportunity, often seeking to benefit financially or improve their lifestyle.		
	Push away from unfulfilling work or work that fails to provide autonomy	Dawson and Henley (2011), de Bruin and Firkin (2003), Kirkwood (2009b).	Push-Pull Theory (Amit & Muller, 1995)
	Pull towards work autonomy, lifestyle improvement or a better quality of life	Dawson and Henley (2011), de Bruin and Firkin (2003), Kirkwood (2009b).	Push-Pull Theory (Amit & Muller, 1995)
	Responding to a changing work environment or following a life-changing event	Kirkwood (2009b), Pearman et al. (2022).	Push-Pull Theory (Amit & Muller, 1995)
	Entrepreneurial discussions centre around opportunity recognition and exploitation without consideration for gender differences	de Bruin et al. (2007a).	A Gender Aware Framework (de Bruin et al., 2007a)
	Opportunities prompted through new ways of working, seen as necessary for entrepreneurial success	Bagheri et al. (2023), Teasdale et al. (2023).	

Concept	Summary	Sources	Theory, Concept or Model
	Opportunities identified as benefitting the entrepreneur or benefitting others	Lewis et al. (2016).	Social Cognitive Theory (Fiske & Taylor, 1984)
	Discovery of a creative outlet or self-actualization identified as a primary trigger for mature women	Logan (2014).	
	Opportunity recognition and business training seen as beneficial for nascent entrepreneurs	Squire (2020), Soto-Simeone and Kautonen (2021).	
	New venture value creation is the result of combining opportunities, resources and ideas	Said and Enslin (2020).	The Entrepreneurial Value Creation Theory (Mishra & Zachery, 2015)
	Women motivated by social value creation versus men motivated by financial goals in start-up	Fernandez-Guadano and Martín-Lopez (2022).	Social Role Theory (Koenig & Eagly, 2014)
Entrepreneurial Leadership	Leadership is not viewed as inately present in entrepreneurs, but develops through exposure to learning experiences. Entrepreneurial leadership traits align with the stereo-typical masculine perception of risk-taking, initiative and sense of accomplishment. Naturally empathetic yet competitive women leaders may be perceived as arrogant, therefore down-play their capabilities or accomplishments. Reflection is seen as a tool for women to tap into their innate leadership		
	Leadership is progressively integrated into the female entrepreneur's identity	Lewis (2015).	Entrepreneurial Leadership Model (Lewis, 2015)
	Leadership and entrepreneurship are often inextricably connected	Lewis (2015).	Entrepreneurial Leadership Model (Lewis, 2015)
	Initiative-taking, accomplishment and risk appetite define entrepreneurial leadership, aligning with masculine traits	Lewis (2015).	Entrepreneurial Leadership Model (Lewis, 2015)
	Self-reflection as a tool for founders to appreciate both identity and uniqueness	Ilac (2017).	

Concept	Summary	Sources	Theory, Concept or Model
	Founders identify with customers through building trust and adapting to demands	Soto-Simeone and Kautonen (2021).	Social Identity Theory (Tajfel & Turner, 1986)
Securing Funding	Women entrepreneurs identified access to funding as a significant impediment to starting and maintaining the momentum of their start-up. This barrier to women appears to not be industry, region, culture or education-dependent. Women seeking funding from banks were not always successful, with smaller businesses resorting to bootstrapping to circumnavigate this. Women founders in technology start-ups overwhelmingly reported a disparity between their (in)ability to secure funding and the funding awarded to male-led technology start-ups.		
	Women more than men face greater barriers to accessing funding in the technology sector	Meliou et al. (2019), Swail (2021).	
	Access to funding and a lack of accounting or business skills seen as a barrier to entry for many women starting a business	Alreshoodi et al. (2022), Said and Enslin (2020), Squire (2021).	
	Bootstrapping seen as a means to self-fund after banks refuse to lend	Cruickshank and Eden (2005).	
	A partner's income gives women the time and confidence to seek funding	Swail (2021).	
	The experiences of women raising finance through angel investors or venture capital	Swail (2021).	
Mentoring Support	Mentoring appears as a relationship where the knowledge and learnings of an experienced person is shared with an often younger 'apprentice'. Within the context of providing mentoring support for would-be entrepreneurs, mentoring provides nascent entrepreneurs with much needed confidence to learn through trying and failing under supervision. Beyond one-on-one personal mentoring relationships, mentoring could also be viewed as collaborative partnerships between two organisations, where knowledge and learnings are shared.		
	Younger aspiring women social entrepreneurs often learnt through the lived experiences of mature women role models	Sritanyarat and Sakdiyakorn (2020).	Social Cognitive Theory (Bandura & National Institute of Mental Health, 1986)

Concept	Summary	Sources	Theory, Concept or Model
	Gaining confidence is seen as impactful for would-be women entrepreneurs, ahead of acquiring business skills	Kirkwood (2009a).	
	Little attention is placed on how the entrepreneur develops the necessary knowledge for new venture creation	Politis (2005).	
	Learning experienced as an ongoing process by all entrepreneurs, whether nascent entrepreneurs or serial entrepreneurs	Squire (2020).	
	Collaborative partnerships between social businesses and social enterprises provide the means for knowledge sharing and learning	de Bruin et al. (2017).	
	Social/ parental generativity or giving back: providing the next generation with a 'leg-up'	Le Loarne-Lemaire et al. (2017).	Theory of Generativity Versus Stagnation (Erikson, 1963)
Building Social Capital	Building and maintaining social capital came as an important factor for women in the literature review. The structural elements of social capital are observable through the connections and network spans developed. However, what makes the difference between average and exceptional customer relationships could be seen as the underlying details that add a layer to these connections. Developing soft skills within teams, along with building trust and a willingness to adapt to a customer's demands could be seen as factors influencing how these networks operate successfully.		
	The development of soft skills seen as essential in building and maintaining positive relationships, including those with family members	Adom et al. (2017), Alreshoodi et al. (2022), Kirkwood (2009c), Kirkwood (2012).	The Family FIRO Model (Parr, 2010)
	The importance of developing coaching and interpersonal communication skills	Fernandez-Guadano and Martín-Lopez (2022).	

Concept	Summary	Sources	Theory, Concept or Model
	Personal networks seen as crucial when starting-out	Cruickshank and Rolland (2006).	Social Capital Theory (Bourdieu, 1986)/2011
	Social networks go beyond inspiration to provide emotional and financial support	Ilac (2018).	Social Capital Theory (Bourdieu, 1986/2011)
	Using relationships to enhance the exchange of resources and cooperation	Ilac (2018).	Social Capital Theory (Bourdieu, 1986/2011)
	Using word-of-mouth to drive new and repeat customers	Henry et al. (2015), Lewis (2015).	Entrepreneurial Leadership Model (Lewis, 2015)
	Women-only networks reflect relationship-building that goes beyond the transactional to the transformative	Stahl et al. (2023).	Social Capital Theory (Bourdieu, 1986/2011)
	The transferability of skills between interpersonal and organisational relationships	Pearman et al. (2022).	
	Conflict within workplace relationships and challenges within collaborative relationships are seen as sources of discord	Sritanyarat and Sakdiyakorn (2020), de Bruin et al. (2017).	
	Structures including networks affecting access to money and markets has greater effect on women	de Bruin et al. (2007b).	The '5M' Framework (de Bruin et al., 2007b)
	Composition of male versus female networks – men's tend to be homogenous, while women's are heterogeneous	de Bruin et al. (2007a).	
	The resources and experience senior women bring counter the effects of age-related biases	Dibek and Aydin (2024)	

Concept	Summary	Sources	Theory, Concept or Model
Family Influence on Business Performance	Family appears to play a significant role in the establishment and performance of businesses founded by women. Partners, spouses and family members were seen to provide not only advice and support with duties within the enterprise, but a steady-hand. This could be seen as providing the women space to start their venture in a safe environment. Life changes appear as significant junctures in the life of these women, including those changing roles from employed to self-employed stay-at-home ‘mumpreneurs’. However, this was not necessarily the case. For some women, additional income provided choices otherwise unavailable for those on a fixed work schedule. Whatever the reason, family support provided options ordinarily unavailable to those without partners or family to help.		
	The positive influence of spouse and family in new venture creation, providing encouragement and managing business finances	Adom et al. (2017), Alreshoodi et al. (2022), Cruickshank and Rolland (2006), Dibek and Aydin (2024), Kirkwood (2012).	
	Women can never separate family affairs from work affairs, questioning whether work-life balance is truly achievable	Johnstone-Louis (2017), Kirkwood and Tootell (2008).	Production and Reproduction in CSR Conceptual Framework (Johnstone-Louis, 2017)
	Raising capital viewed as an effort-intensive exercise requiring households to coordinate business and domestic activities	Swail (2021).	
	‘Mumpreneurs’ face the stigma of not being recognised as legitimate business owners	Khan and Rowlands (2017).	
	Senior women have moved beyond limitations or stigmas their younger counterparts or ‘mumpreneurs’ experience	Dibek and Aydin (2024)	
	Entrepreneurship is seen as a means to provide choices, including time with family, even if this meant a drop in income	Adom et al. (2017).	

2.4 Elements of the Proposed Conceptual Framework

The previous section identified a number of theories, concepts and models through which the various aspects of being an entrepreneur or social entrepreneur are experienced by women. How or when participants are impacted by these theories, concepts and models, the researcher suggests, could be life-stage dependant, providing the rationale for this study.

Through the review of existing literature, the researcher identified key elements that dictate the theories, concepts or models on which to build the conceptual framework. These elements are factors that influence the would-be entrepreneur to starting a new venture; the acquisition of resources necessary to fuel the start-up; building leadership capability to drive the start-up; and, social capital that not only provides a competent and skilled workforce, but importantly, the social connections necessary to expand the start-up. In identifying these key elements, the researcher suggests Push-Pull Theory, Entrepreneurial Value Creation Theory, Entrepreneurial Leadership Model and Social Capital Theory have the most relevance for progressing the conceptual framework. These are detailed below. The finalised conceptual framework for understanding how mature women interpret success in Social Enterprise Start-ups in NZ is presented at the end of the Discussion Chapter.

2.4.1 Push-Pull Theory

Drawing on Kirkwood (2009b), and Dawson and Henley (2011), what pushes or draws a person into business start-up can be associated with both push and pull factors. This demonstrates the unseen opportunities that often happen from bad situations. Push factors are often driven out of economic necessity and therefore associated with negative connotations. This includes workers finding their employment under threat or when laid off, or if unreconcilable conflict exists within the workplace. Pull factors have positive connotations, including a desire for economic benefit derived from being the captain of one's destiny, self-actualisation or in the case of women (mostly) as a way to reduce tensions between home life and work commitments.

2.4.2 Entrepreneurial Value Creation Theory

Said and Enslin (2020) highlight the importance of entrepreneurship value creation theory in research to understand the experiences and challenges faced by women when starting a new business. Entrepreneurial value creation is vital for contributing to economic prosperity at a national level, for job creation within communities and lastly and of especial concern for this research, for seniors as providing a sense of self-worth. Value creation is seen as the outcome of combining ideas, opportunities, resources, and innovation to create a new venture, the outputs of which are not only consumer products, but profits shared among investors or returned to the community in the case of a social enterprise, along with value added to a company (Mishra & Zachary, 2014; 2015).

Entrepreneurship value creation is experienced as a succession of events. This starts with the emergence of an idea, experienced as the outcome of a specific triggering event. Fuller et al. (2008) consider emergence as the outcome of an interaction between the would-be entrepreneur and their environment. Kuvshinikov and Kuvshinikov (2023) propose the triggering event creates a divergence in the would-be entrepreneur's pathway, resulting in identification of an alternative route that *could* lead to external opportunity recognition. Triggers do not always translate into action, with Ajzen's (1991) Theory of Planned Behaviour providing insight as to why some people choose to act, while others do not.

Seen as the next crucial step in new venture creation, opportunity recognition requires the entrepreneur to not only gather the necessary capital resources to acquire entrepreneurial competence (Mishra & Zachary, 2015; Vogel, 2016), but have the entrepreneurial intention or drive necessary to maintain focus and forward momentum towards realising entrepreneurial reward or appropriating the value created (Mishra & Zachary, 2015). Intentionality is seen as central to a person's proclivity towards taking action. The stronger the intention or focus placed on something – viewed as their willingness to try something new – is seen as a predictor of future success (Ajzen, 1991).

2.4.3 Entrepreneurial Leadership Model

Lewis (2015) suggests entrepreneurship and leadership have historically been seen as distinct pathways of enquiry. However, entrepreneurial leadership has emerged as a

legitimate stand-alone domain. Leadership is integrated with the identity of the entrepreneur, therefore influencing the values and beliefs founders hold. This drives not only the culture within the business but impacts the relationships held with external stakeholders (Lewis, 2015). Swail (2021) considers this is an area where entrepreneurial women often struggle. Lewis (2015) also notes that start-ups tend to be small-to-medium sized enterprises, and as such, have a scarcity of resources. In this instance, Lewis (2015) suggests boundaries between roles becomes blurred as the leader assumes other roles as necessary.

2.4.4 Social Capital Theory

Cruickshank and Rolland (2006) describe the embeddedness of social capital's role in sustaining and growing both the entrepreneur through networking and the entrepreneurship through networks. Communication networks facilitate access for the entrepreneur to different forms of capital resources available, in particular social capital (Cruickshank & Rolland, 2006; Mishra & Zachery, 2015). Social capital is seen to go beyond the network structures evident at both personal and organisational level. Networks encompass the unseen rules and norms that determine how people and organisations behave and operate (Anderson & Jack, 2002).

Mishra and Zachery (2014) argue social capital's ability to enhance other forms of capital through collaborative efforts. This includes the correlation between human capital and the creation of trust and commitment to the enterprise, along with knowledge capital and the production of intellectual property and reputation. The relationship between a collaborative work environment and customer satisfaction and explained by trustworthiness (Mayer et al., 1995) and value creation (Malhotra & Agarwal, 2021).

Squire (2020) suggests social capital generated from having well-established social networks provide key functions during start-up. These include the impetus for new venture creation and supporting early-phase activities such as securing funding, acquiring human capital, along with providing crucial emotional support. Squire (2020) qualifies this by saying mature people often lack social capital, placing them at a disadvantage. The disadvantaged include those unemployed for long spells or those re-entering the workforce from another industry.

This literature review chapter saw the researcher identify theories, concepts or models relevant for use in constructing the conceptual framework. In total, three theories and one model were identified. These are Push-Pull Theory identified in Kirkwood (2009b) and Dawson and Henley (2011); Entrepreneurial Value Creation Theory, Said and Enslin (2020); Social Capital Theory, Cruickshank and Rolland (2006); and Entrepreneurial Leadership Model (Lewis, 2015). The methodology chapter presents the IPA process used to answer the research question: how do mature women interpret success in social enterprise start-ups in Aotearoa New Zealand? Participant experiences identified in the results chapter, together with the discussion of findings in relation to the literature review was used to identify the success factors. These, along with the finalised conceptual framework, are presented in the discussion chapter.

3. Methodology

3.1 Introduction

This chapter provides a detailed account of how the research was conducted. This includes the research question; the methodology used; the research orientation; the recruitment process; a description of the participant's journey to date; justification for the use of semi-structured interviews; how the data was analysed; explanation of the audit trail; the study's limitations and challenges; the researcher's positionality statement; how potential biases were mitigated, and ethical considerations.

3.2 Research Question

Research questions are shaped by the paradigm the researcher adopts (Pretorius, 2024). While positivist questions are framed around hypothesis testing, variable measurement or causal relationships, those employing an interpretivist paradigm couch the research question in a way that probes our understanding of human experiences (Pretorius, 2024). To achieve the aim of this study, the following research question was asked: how do mature women interpret success in social enterprise start-ups in Aotearoa New Zealand?

In-depth, semi-structured interviews were conducted (Smith et al., 2022; Smith & Nizza, 2022), eliciting rich detailed accounts of participant experiences and views. Interview questions are found in the Interview Process and Question Guide (Appendix O).

3.3 Research Orientation

Comprising three components, the research paradigm represents the researcher's ontological position reflecting their beliefs about the nature of reality or what can be known; their epistemological position or beliefs about the nature of knowledge or how we can know reality; and the method by which knowledge is revealed (Davies & Fisher, 2018; Pretorius, 2024).

Dibley et al. (2022) argue researchers must understand their world view as this directly influences their ontological and epistemological position. This position in turn dictates the research paradigm used for gathering, interpreting and analysing data (Davies & Fisher, 2018; Guba & Lincoln, 1994; Pretorius, 2024). As a business project conducted under the disciplinary

umbrella of the social sciences, the selection of methodology was important to the researcher.

Guba and Lincoln (1994) suggest factors that negate the suitability of quantitative studies to research involving human experiences. The positivist paradigm views knowledge as directly observable and measurable. Generalisable findings from group-level data are then applied across a wider population (Guba & Lincoln, 1994; Smith et al., 2022). Conversely, the interpretivist paradigm, where theories are socially constructed through interactions between participant and researcher (Davies & Fisher, 2018; Guba & Lincoln, 1994; Pietkiewicz & Smith, 2014; Smith & Osborn, 2008), aligns with the researcher's world view in this study.

3.4 Research Design

3.4.1 Interpretative Phenomenological Analysis Methodology

The focus of research on women and social enterprises to date has centred on large-scale, cross-country quantitative studies that do not represent the majority of women social entrepreneurs, many of whom “tend to work at a local scale and in ‘grass roots’ mode rather than at the social innovation end of activity” (Lewis & Henry, 2019, p. 123). To counter this, Lewis and Henry (2019) propose small-scale qualitative studies that seek to capture experiences of the entrepreneurs rather than the task itself. In this way, Lewis and Henry (2019) provided the researcher with indication towards identifying a suitable methodology.

The researcher considered how participants' experiences could be collected and analysed given the potential for differences in start-up models used. Smith et al. (2022) describe this as “how particular experiential phenomena (...) have been understood from the perspective of particular people in a particular context” (p. 24). IPA was adopted as it is a phenomenological methodology that explores complex, poorly understood or previously unexplored experiences (McCormack & Joseph, 2018).

IPA's goal is to make sense of people's experiences (Pietkiewicz & Smith, 2014; Smith & Nizza, 2022). Smith et al. (2022) suggest experiences cover a broad range of events in a person's life, from the everyday to the significant. Experiences accompanying significant life changes, although often separated through time, are connected through common meaning. It is these experiences, Smith et al. (2022) argue, researchers seek to capture using IPA. The

relevance to the study of enterprise start-up could be viewed as a shared journey connected by significant milestones.

Our understanding of these experiences is shaped by IPA's three main influences of phenomenology, hermeneutics and idiography (Smith et al., 2022; Smith & Nizza, 2022). Chatfield (2022) suggests although IPA is often compared to other qualitative approaches, these main influences provide subtle yet distinctive features. The phenomenological feature promotes the understanding of the subjective lived experiences of the individual participants. IPA's idiographic (Lamiell, 1998) feature reflects the analysis of each participant's case in turn before undertaking the cross-case analysis in multicase studies. Last, the hermeneutic feature sees the researcher as interpreter making sense of the participant's sense-making of their experience. Importantly, this last feature describes the unique double hermeneutic of IPA (Smith et al., 2022).

Describing the hermeneutic circle in relation to the iterative nature of IPA, the researcher moves back and forth while developing an understanding of where the part fits in relation to the whole experience. This occurs within and across cases, with the researcher often revising decisions previously made (Smith & Nizza, 2022).

3.4.2 Participant Recruitment Process

Eligibility criteria for this research required women to be aged 50 years and over and to be either the founder, on the founding team or the chief executive officer of a social enterprise. Ideally, the enterprise had passed the 'launch phase' (Lidow, 2016) by bringing a product or service to market and was on its way to becoming an established business. The Global Entrepreneurship Monitor (GEM, 2023) defines established business ownership as one that has been managed and run for a minimum of 42 months.

Smith et al. (2022) suggest IPA designs typically adhere to finding participant samples that have a degree of homogeneity regarding the phenomena under investigation. They also encourage researchers to use bolder designs such as employing a multiperspectival design to provide a more nuanced understanding within a group. According to Smith et al. (2022), this helps the "IPA analyst to develop a more detailed and multifaceted account of that phenomenon" (p. 47). Applied to this study, potential participants were purposively sampled

to not only meet the characteristics of the study group, in this case mature women in social enterprise start-ups in NZ, but to find women with a range of experiences across the third and fourth sectors to present information-rich cases (Patton, 2015; Smith & Osborn, 2008).

The researcher considered a number of options to find potential participants, although most of these would prove fruitless. Initial searches included identifying participants through online searches such as professional memberships, directly approaching umbrella groups supporting smaller start-ups with a sustainability or social focus, contacting participants via LinkedIn and finally, using an email address or phone number on their organisation's contact page. Potential participants were invited via email or contacted directly where a phone number was available. This resulted in zero positive responses, requiring the researcher to tackle this using a different approach.

By using the Companies' Office and the Charities' Office registers, the researcher was able to match the names of five women to their respective organisation's postal address. Each was sent a personalised Letter of Invitation (Appendix L); the Information Sheet for Participant Interviews (Appendix M); and the Consent Form (Appendix N). These documents were couriered, along with a pre-addressed return courier pack for return of the completed consent form.

Three of the five couriered invitations were returned and were followed-up with an email exchange and phone conversation to confirm a mutually suitable time, date and means, in addition to emailing the Interview Process and Question Guide (Appendix O). A fourth participant was later referred by a mutual contact. After verifying details, a personalised letter of invitation, the information sheet for participant interviews and the consent form were emailed. One additional contact from the fourth participant declined an invitation to participate.

Table 4*Participant Recruitment Process*

Step	Action taken
1	Participant criteria identified – 50 and over woman; founder, co-founder or executive role within a SE established minimum of 48 months; operating within NZ
2	Identified organisations with knowledge of SEs fitting the criteria using internet search, word-of-mouth, on-line article searches and a LinkedIn search
3	List of eligible participants fitting criteria constructed
4	Identified founder's email details from website; six prospective participants sent a personalised letter of invitation and information sheet for participant interviews; one positive response received
5	Identified SE founder's physical address from company's or charitable organisation's register; six prospective participants couriered personalised letter of invitation, information sheet for participant interviews and preaddressed courier pack for return post; three positive responses received
6	Email and couriered package responses followed-up, sending each a participation consent form, interview process and question guide
7	Signed participation consent form received from each of the five participants over four cases; briefed each on interview process via email
8	Participant availability confirmed and interviews booked using either teams for a remote event or an in-person interview at location of participant's choosing
9	Semi-structured interviews conducted with four cases; two interviews conducted remotely via teams and digitally recorded on Massey's secure drive; two interviews conducted face-to-face and digitally recorded on the researcher's password protected phone
10	Each participant was given a pseudonym, and the participant's name plus any names of associates, businesses etc. were anonymised following transcription

3.4.3 Participant Numbers

Smith and Osborn (2008) suggest that for students performing IPA for the first time, less is better. Smaller sample sizes allow for a detailed examination without becoming overwhelmed by data, with three being a good start at master's level. A smaller sample size allows for a greater depth or richness of data, rather than scrambling to gain breadth that often results in the production of 'diluted' or low-quality data (Smith and Osborn, 2008).

Eligibility (50 and over) and availability (location) of potential participants were identified. The researcher had a preference for in-person interviews conducted in Auckland, although offered meeting using remote platforms (Zoom or Microsoft Teams) if outside of Auckland.

3.4.4 Overview of Participants and their Enterprise

Participant One. Haki is a 59-year-old Pākehā woman. As an early childhood educator Haki noted the amount of clothing left by children at the close of each year. At the end of 2011 Haki took home all uncollected clothing, which was washed and donated to a local women's refuge. To her surprise she discovered their difficulty with finding children's clothing donations, providing Haki with a ready-made opportunity. Haki went on to establish her charitable organisation in 2017, with the aim of providing food, clothing and bedding materials to support women and children of Tāmaki Makaurau leaving violent family relationships. As the founder of a registered charitable organisation, Haki is dependent on receiving funding from government grants, large donations from wealthy individuals and money from public donors. Sisters is a fulltime operation managed by Haki.

Participant Two. At 69 Eva is the oldest of the participants and the only one with prior business experience. Eva gained recruitment, marketing and leadership experience as one of the most successful sales people for a direct-to-sales marketing company here in NZ. Working as a mentor for young people in her church provided the germ of an idea when asked to coach a young woman with the skills needed to make her way independently in life. Such was the change in this young woman, Eva began to consider if she could she make something of this positive experience. After incubating the idea over 18 months, Eva finally committed. She launched her charitable organisation after five months of intensive planning, with the four-week programme developed to help teenagers transition from school into adulthood.

Participant Three. Nicki works as a PhD researcher in the medical biotech industry. A Pākehā woman, she describes herself as "over 50". Originally from a clinical background, Nicki started a research group in 2011. With a focus on childbirth's impact on pelvic floor health, she oversaw the development of a medical device that has the potential to improve muscle function and quality of life for women experiencing incontinence post-birth. This has

encouraged Nicki and a fellow research colleague to commercialise their product, registering their start-up as a business in May of 2018. Now in the commercialisation phase, the focus is on securing venture capital (VC) funding to scale their enterprise and establish overseas markets.

Participants Four and Five. Caz and Emma met in Sydney while working in queer community health. Coming to NZ around 2014, they had difficulty finding work and soon discovered the cost of living unaffordable in Wellington. Completing a Be Your Own Boss programme through a government agency and six months' worth of funding allowed them to start a commercial cleaning business and take on their first employee. Determined to make their employees' lives better, they started paying the living wage at a time they themselves were using foodbanks to supplement their meagre salary. Both Caz and Emma's responses were captured as one with both contributing and encouraging the other to share their experiences. Table 4 below provides an overview of participants in this study.

Table 5

Participant Overview

Interview sequence	Pseudo-nym	Age	Industry	Development phase	Prior business experience	Year SE started	Year SE formalised
1	Haki	59	Women's domestic violence support	Maturity	No	2011	Charity registered 2017
2	Eva	69	Transitioning children from school to adulthood	Maturity	Yes	2009	Charity registered 2011
3	Nicki	>50	Medical devices, feminine technology	Launch	No	2011	Company registered 2018
4	Caz & Emma	50 & 46	Commercial cleaning	Growth & expansion	No	2014	Company registered 2017

3.5 Materials

Various items were necessary to gather, complete and submit prior to undertaking this research, beginning with the research proposal's submission, identifying the research

supervisors, and a Massey University's Ethics Committee application. Other documents supporting this proposal included drafting letters inviting participants, consent forms and the draft question guide.

Although not undertaking indigenous research, the researcher was mindful of the approach taken during the interview process, remaining respectful to all, whether Māori, Pasifika or otherwise and following Tikanga Māori and best cultural practices. As the researcher is a mature woman herself with an insider status, a positionality statement was seen as a helpful addition to this thesis. This positionality statement was supported by journaling and practicing reflexivity. A discussion of these considerations and how they impacted on the interpretative process of analysis is provided at the end of this chapter.

3.6 Data Collection

Smith et al. (2022) suggest the use of semi-structured, one-to-one interviews for IPA, as it provides the best method for prompting “detailed stories, thoughts and feelings from the participant” (p. 54). Additionally, the use of semi-structured interviews provides not only an opportunity to develop a rapport between interviewer and interviewee, but importantly allows the interviewee the time and space to collect their thoughts, respond and be heard (Smith et al., 2022), while having autonomy over the direction of flow (Smith & Osborn, 2008), demonstrating IPA's commitment to understanding the “participant's point of view” (p. 75). Smith and Osborn (2008) suggest that the use of semi-structured interviews allows the organic meandering of communications into unexpected areas; however, downsides include the interviewer's decrease in control over the direction of interview flow and length, and difficulties with analysing results.

The recording of interviews provides verbal communications only. Smith and Osborn (2008) describe IPA transcriptions as being conducted at a semantic level – the spoken word – not at a level required for conversation analysis, such as pauses or laughs. Although the researcher has experience in conducting and transcribing interviews as part of workplace incident or accident investigations, they must remain mindful that the experiences recorded must be handled with care and respect as they may be privy to information not in the public domain.

IPA's iterative process of reading, re-reading and sense making can be lengthy and time-consuming (Pietkiewicz & Smith, 2014; Smith et al., 2022) indicating five to eight hours per one hour of recording is required for transcribing text (Smith & Osborn, 2008). The use of voice-to-text transcription quickens this process, but deep familiarity with the text is still required.

Prior to starting the interview, the researcher went over both the Information Sheet for Participant Interviews (Appendix M) and the Interview Process and Question Guide (Appendix O) with each interviewee, reiterating their right to privacy and withdrawal from the study at any time. Interviews lasted between 30 minutes and two hours. Interviewee rights were again reiterated after interview completion, at which time, two participants asked for specific sections to be removed from the transcript. These participants were sent their revised transcript as confirmation of this action.

Transcription methodologies used:

- F2F interviews recorded using cell phone and manually transcribing that required further checking
- Remote recording using Teams that required further checking

In all, four interviews were conducted between early August and late November 2024. One interview involved two people.

3.7 Data Analysis

Once transcribed, messaging relevant to the interviewer and interviewee are identified using initials for the interviewer and a pseudonym for each of the interviewees. This is completed prior to starting the analysis. Pietkiewicz and Smith (2014) emphasize the importance for researchers to "totally immerse themselves in the data" (2014, p. 11), moving between taking an emic (or subjective/ insiders) perspective and an etic (or objective/ outsiders) perspective. Pietkiewicz and Smith (2014) rationalise that viewing data from an etic perspective allows the researcher the opportunity to develop theories that expand their thinking beyond limitations imposed by Western culture. They are however quick to point out that applying theories developed from one culture does not easily transfer to another. In this regard, culture could be considered not only ethnicity or country-related, but viewed regarding sets or subsets of entrepreneurs and organisational structures.

IPA focuses on understanding the subjective personal experiences of each participant in turn. Once all cases have been individually analysed, the researcher will identify patterns of convergence or divergence in personal experiences across the group. These patterns allow the researcher to generate theory from the responses to the questions, and importantly, inductive reasoning allows for digressions or additions (exploring other avenues) by the interviewee to be represented in the data produced.

The context and personal meaning behind spoken words is of far greater importance than the frequency of these words in the conversations, with the researcher “engaging in an interpretive relationship with the transcript” (Smith & Osborn, 2007, p. 66). Commitment to the idiographic nature of IPA requires the researcher to complete the transcription of each participant interview in turn before starting the next. Smith and Nizza (2022) suggest the results write-up are but the “starting point” of an IPA study as the writing process “leads to more interpretative thinking and possible restructuring of the analytic framework” (p. 56).

Davis and Fisher (2018) argue interpretive research finds the researcher “entwined in the knowledge being produced” (p. 23), with the researcher’s involvement in developing ideas generated from conversations between the interviewer/ researcher and the interviewee. Described by Harding (2018) as “woman talk” (p.10), this minimises the power differential between interviewer and interviewee, while allowing the researcher to draw on their own experiences. Pietkiewicz and Smith (2014) suggest this approach enables the researcher to understand the participants' experiences by being able to “stand in the shoes of their subject” (p. 13) which arguably is not entirely possible.

3.8 Audit Trail

Levitt et al. (2018) provide guidelines for promoting methodological integrity as the basis for trustworthiness in qualitative studies, proposing two ways in which integrity can be determined. First, through using a collection method that promotes “fidelity to the subject” (p. 10) or experience providing as close to a true representation of the experience related to a specific event; and second, through “utility in achieving goals” (p. 10) of the study, by asking whether the goals of the study have been achieved.

Chan et al. (2013) consider bracketing an important tool to ensure validity of phenomenological approaches to research, particularly in the data collection and analysis

stages. Bracketing requires the researcher to put aside their beliefs about a phenomenon or what is or could or should be known when conducting the research. In this way, maintaining an etic perspective, the researcher remains open to ideas while minimising influence. Although Chan et al. (2013) argue that it is not entirely possible to eliminate biases, through bracketing and practising reflexivity researchers can come as close to this as possible.

Smith and Nizza (2022) suggest no one “single necessarily correct IPA” (p. 32) method is required as long as the researcher can demonstrate a both systematic approach to the analysis and write-up, and the audience can follow and understand the audit trail process. Smith and Nizza (2022) provide examples of constructing a table of PETs, placing the experiential statement under the personal experiential theme, and the page or line number(s) alongside with a brief quotation from the transcript. For example, 6.22 refers to page 6, line 22.

Table 6

IPA Data Analysis Procedure

Step	Action	Task performed
1	Listening and reading	<ul style="list-style-type: none"> Highlight important phrases and words
2	Initial note taking	<ul style="list-style-type: none"> Write initial comments in the right-hand margin
3	Identify Experiential Statements	<ul style="list-style-type: none"> Write experiential statement in the left-hand margin Remove repetition – any variations on the same theme
4	Search for connections across Experiential Statements	<ul style="list-style-type: none"> Develop a master list of Experiential Statements Identify clustered themes
5	Move to the next case	<ul style="list-style-type: none"> Repeat Steps 1-4 for the next three participant transcripts
6	Identify patterns across ALL cases	<ul style="list-style-type: none"> Compare clustered themes across transcripts Develop (n) PETs from all transcripts in this study Continue clustering, discarding any Experiential Statement not fitting within a cluster Create (n) GETs in this study

Terminology follows that used in Smith et al. (2022) and Smith and Nizza (2022)

Smith and Nizza (2022) suggest for post-graduate research, the thesis should contain sufficient detail of each stage of the research process as a means to generate methodological integrity. Results and findings should support claims using quotes representative of the

corpus, along with supporting commentary. Tables provide an organised visual representation of findings and the connection that supports substantive claims (Smith & Nizza, 2022).

Additionally, by ensuring data is grounded using richly captured examples of participants' experiences provides further assurance of integrity. Smith and Nizza (2022) describe the presentation of data using thematic tables to further demonstrate integrity. Their use can be seen in the audit trail provided in Appendices D through J inclusively, and summarised below in Table 6.

Table 7

Audit Trail Data Summary

Location	Data Description
Appendix D	Table D1: Data Development (overview of the steps in data development) Figure D1: Author cutting Experiential Statements prior to initial clustering under PETs Figure D2: Initial clustering of Experiential Statements to identify PETs – Caz and Emma (demonstrates the initial search for connection across Experiential Statements – Step 4) Figure D3: Using a whiteboard and post-it notes to identify and develop the GETs (clustering themes across transcripts and is the start to identifying GETs – Step 6)
Appendix E	Table E: Page 7 from Caz and Emma's recording, with analysis and exploratory notes (transcription analysis to demonstrate construction of experiential statement/ original transcript/ exploratory notes)
Appendix F	Table F: Caz and Emma's transcript with Experiential Statements ordered in appearance
Appendix G	Table G: Caz and Emma's transcript with Experiential Statements organised under PETs
Appendix H	Table H: Haki's transcript with Experiential Statements organised under PETs
Appendix I	Table I: Eva's transcript with Experiential Statements organised under PETs
Appendix J	Table J: Nicki's transcript with Experiential Statements organised under PETs

3.9 Limitations and Challenges

Researchers must be mindful of limitations in their ability – specifically the novice – in how IPA is applied. These include interpreting participants' experiences, particularly those

relating to how participants feel; underestimating the time required to read and re-read data when identifying themes; finding sufficient eligible research participants; and the researcher's ability to establish and maintain a strong rapport with participants.

While IPA data collection methods can utilise a number of written and spoken delivery approaches, the use of multiple sources of conversations is likely to be beyond the capabilities of the novice due to difficulties in extrapolating the individual voices from the group, along with the additional complexity of multiple hermeneutics of a group exercise (Love et al., 2020).

Data validation in qualitative research is an important aspect, one that Creswell and Poth (2024) propose using a process from start to finish. Data validation ensures not only the reliability of results within the research conducted but gives confidence to other researchers that the method can be used in other projects. This is achieved using a variety of strategies as accuracy assessment tools, including generating rich thick descriptions, researcher closeness to the participant, member-checking to ensure accuracy through participant feedback, and peer reviewing the data or debriefing the process (Creswell & Poth, 2024; Levitt et al., 2018).

Criticisms of IPA centre around the usefulness of the information generated due to its idiographic nature and the smaller sample sizes used, often seen as limiting the generalisability of findings to a larger group (Davies & Fisher, 2018). Another challenge new researchers using IPA may face is to unintentionally assume a positivist's position of cause-and-effect. This is perceived by experienced IPA researchers as driven from the perspective of the researcher and not the participant (McCormack & Joseph, 2018). For example, how the researcher's assumptions and preconceptions influence the interpretation of collected data.

3.10 Ethical Considerations

Reviewing Massey University's Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants (2017) alongside each step of the research process has been essential to identifying and applying best practice. This includes information on how interviews are performed and recorded, and the handling and management of data generated. The ethic's application process effectively becomes both ethical and social contract between the participants as holders of the knowledge and the researcher as the seeker of knowledge.

The ethics process requires the researcher to gain informed consent to conduct this research and ensures a number of important steps are undertaken. This includes how the participant's privacy and confidentiality is maintained; how data is managed with regards to authorship, ownership, access and use; the disposal or destruction of identifiable data; and the permissions to share or make available data for re-use in future research purposes.

All information that could identify participants was anonymised or removed (Smith and Nizza, 2022). This not only included the participant's name but extended to the names of associates or family members, the name of their business or charitable organisation and the names of businesses with whom they had a relationship. Each woman has consented to publication of the results.

Procedures identified by Creswell and Poth (2024) and Levitt et al. (2018) were used to ensure the validity of findings, including member-checking involving participants and supervisors. This was conducted from the initial data collection and transcription, through to the data analysis. Participants in all four cases received a copy of the transcript and were asked to verify accuracy. Two participants received the initial transcription without data removed, with this data going on to be used as the final transcription for analysis. Two participants requested sections of their transcription to be removed. One of these requests followed from the interviewer asking if the interviewee wanted to stop the recording during the recollection of a traumatic incident. Once completed, a copy of the finalised transcript was sent to the participant in question as verification that the embargoed section had indeed been removed.

Both the researcher's lead supervisor and co-supervisor were kept updated with copies of each participant's completed transcript. Additionally, the following was shared with the supervisors: the transcript arranged to present the recording with analysis and exploratory notes; the transcript with Experiential Statements ordered in appearance; and the experiential themes arranged under the PETs, along with selected sections of the transcript.

The researcher has maintained material related to the transcriptions, including identification of experiential themes, PETs and the GETs in a secure password protected folder on their laptop. Once grading has been completed, all material will be securely deleted.

The Massey University Ethics Committee process was conducted with a submission and submission concluded with the issuance of Low-risk Ethics Notification, which was acknowledged with a MU Ethics Committee Number 4000028634. This letter, along with the application, is included in Appendix K.

3.11 Researcher's Positionality Statement

I am a mature Pākehā woman who spent my childhood and early schooling in Fiji before moving to NZ in the late 1960s. My professional and educational background includes long engagement with community organisations and a range of studies at Massey University, most recently a Master of Emergency Management. My interests have consistently centred on food insecurity, poverty alleviation, and the ways communities organise for preparedness and response. These commitments shape how I understand entrepreneurial activity, particularly when it is undertaken by women later in life and anchored in service to their communities.

Entering this project as a first-time researcher, I was conscious that my worldview, experiences, and assumptions could influence how I understood the participants' accounts. I approached the study from an interpretive perspective, recognising that knowledge in IPA is co-constituted through the interaction between researcher and participant. My own position as a mature woman, an entrepreneur, and someone involved as a volunteer with local social enterprises made me a partial insider. This facilitated rapport and trust, and it undoubtedly opened conversations that may not have unfolded in the same way with a researcher of different age, experience, or gender. At the same time, I remained alert to the risks of over-identification. Throughout the project I used reflective journaling, post-interview memos, and careful attention during transcription to distinguish participants' meanings from my own expectations or preferences.

My insider proximity shaped access, but it also required disciplined reflexivity. I regularly questioned how my background in community work and my personal interest in social enterprise might be colouring my interpretations. I treated each interview as an opportunity to bracket, as far as possible, my prior assumptions and to attend closely to how participants articulated their challenges, motivations, and interpretations of success. Member-checking transcripts with my supervisors, both experienced interpretive

researchers, helped ensure that the accounts represented their voices faithfully rather than my projections.

This research has been a significant learning process for me. Undertaking IPA with women whose experiences resonate with aspects of my own highlighted both the generative potential and the methodological demands of interpretive, case-based inquiry. My aim throughout has been to honour the specificity of the participants' experiences while acknowledging the interpretive work inherent in analysis. This project began from a perceived gap in the literature regarding mature women social entrepreneurs and how they understand success. While this study does not claim exhaustiveness, it offers an initial exploration shaped by my situated perspective, my commitments to community wellbeing, and an ongoing reflexive awareness of the influence of my positionality on the research process.

4. Results

4.1 Introduction

This chapter starts by providing the thematic overview of the GETs and the PETs that have emerged for the four transcripts. Findings presented follow the order of interviewee sequencing—Haki, Eva, Nicki, and Caz and Emma. Selected sections of dialogue are used to illustrate findings from each case in turn. Findings are referenced to the corresponding section of transcript with page number and line number. Lastly, cross-case findings are presented, with examples illustrating convergence and divergence occur across participants' accounts where appropriate.

Results from the identification of GETs and PETs follow IPA methodology (Smith et. al., 2022; Smith & Nizza, 2022) and are summarised in Table 8. Using Caz and Emma's transcript (Appendix G) as an example, the Experiential Statements are ordered under the PETs in the left-hand column. The centre column captures the page and line number(s) for each Experiential Statement. For example, 7.14-15 refers to page 7, lines 14-15. Lastly, the right-hand column provides a brief quotation from the transcript. The remaining transcripts are provided as Appendix H for Haki's transcript; Appendix I for Eva's transcript; and Appendix J for Nicki's transcript.

Each participant's audit trail shows Experiential Statements organised under PETs. These are organised in the Appendices: Appendix G for Caz and Emma's transcript; Appendix H for Haki's transcript; Appendix I for Eva's transcript; and Appendix J for Nicki's transcript.

4.2 Group Experiential Themes and Personal Experiential Themes Summarised

Seven GETs emerged from the interpretative analysis. These are 'Starting Out', 'Funding Challenges', 'Entrepreneurship as Continuous Learning', 'Building and Managing Relationships', 'Founder Identity', 'Support Wanted' and 'Reflections'. Not all GETs were shared among the four participants: Haki shared five; Nicki six; and lastly, Eva, and Caz and Emma shared all seven. In all, 14 shared PETs were identified. These are shown in Table 8 below.

Table 8

Group Experiential Themes and Personal Experiential Themes

Group Experiential Theme 1. Starting Out				
Shared Personal Experiential Themes	Haki	Eva	Nicki	Caz & Emma
Idea emergence	X	✓	✓	✓
External opportunity identified	X	✓	✓	✓
Group Experiential Theme 2. Funding Challenges				
Shared Personal Experiential Themes	Haki	Eva	Nicki	Caz & Emma
Access to funding	✓	✓	✓	✓
Different approaches to managing finances	✓	✓	✓	✓
Group Experiential Theme 3. Entrepreneurship as Continuous Learning				
Shared Personal Experiential Themes	Haki	Eva	Nicki	Caz & Emma
Operations impacted by founder's health/ wellbeing	✓	✓	X	X
Challenges external to the enterprise	✓	✓	✓	✓
Group Experiential Theme 4. Building and Managing Relationships				
Shared Personal Experiential Themes	Haki	Eva	Nicki	Caz & Emma
Cultivating client relationships	✓	✓	✓	✓
Developing organisational capabilities	✓	✓	✓	✓
Group Experiential Theme 5: Founder Identity				
Shared Personal Experiential Themes	Haki	Eva	Nicki	Caz & Emma
Their experience of 'being' a mature woman social entrepreneur	✓	✓	✓	✓
Finding purpose in helping others	✓	✓	X	✓
Group Experiential Theme 6. Support Wanted				
Shared Personal Experiential Themes	Haki	Eva	Nicki	Caz & Emma
Networking opportunities	X	✓	X	✓
Mentoring opportunities	X	✓	X	✓
Group Experiential Theme 7. Reflections				
Shared Personal Experiential Themes	Haki	Eva	Nicki	Caz & Emma
Measuring what matters	✓	✓	✓	✓
Doing things differently 'next time'	✓	✓	✓	✓

4.3 Haki's Entrepreneurial Lived Experiences

4.3.1 *Funding Challenges*

As a registered charitable trust, Haki's organisation is reliant on recurrent fund-raising for its continued operation. Coming from a number of sources, they include grants from government, individuals or corporate sponsors or through donations of money, goods or time from the public.

Haki sees government funding as requiring a higher-level of accountability from her charity, leading her to comment "[I'm not] interested in Ministry of Social Development (MSD) or government funding, right?" (21.30-31), something her organisation currently cannot provide as "they want to know the bottom line" (22.2). Haki considers collecting evidence in support of funding applications is an unnecessary use of her time, saying "we don't do box-ticking...or f*ck it, log books" (22.14-15).

Haki's abrupt manner reflects her frustration at the high level of accountability required to gain government funding and is now changing her approach. She is now focussing on wealthy private individuals or corporate sponsors, whom she describes as those "who aren't so attached" (21.33-34) or questioning of where funding is used. However, she now understands future funding applications must be substantiated with empirical evidence and has recently commissioned a consultant to write a "qualitative, narrative" (22.5-7) impact report, detailing the positive impact both she and the Sisters whanau have had on the women's and their children's lives.

Prior to Covid-19, Haki took a laissez-faire approach to managing finances within Sisters, "that's been a real challenge, because I wasn't fiscally responsible enough" (21.1-2) adding that "money is in the bank" (21.3), and there to be spent on the women without consideration for "future-proofing" (21.5).

4.3.2 *Entrepreneurship as Continuous Learning*

Sisters does not use volunteer help. As Haki explains, "I don't let anybody near them (the women)" (20.17-18). Up until the time of her husband's death five and a half years ago, Haki had managed all operational tasks single-handedly. This included the sorting and storage

of non-perishable food, clothing, bedding and furniture donations prior to distribution to either women within the Sisters Whanau or other charitable organisations with whom goods are shared.

Haki had not taken a complete break since starting Sisters and “stopped doing that” (20.8-9) in reference to managing the storage facility. Recognising Haki needed time away, there was an extended period when “they didn’t contact me” (20.11). It was here that two of the women stepped-up in Haki’s absence and “started doing the storage” (20.14-15), an arrangement that continues today.

Hard learnings have come in other ways too, with Covid-19 contributing to “two or three years of rainy days” (22.33-34), whereas previously Haki had taken a “if the money is there, it’s there to be spent” (22.35) approach. Haki indicates monetary donations have “really dropped off since ‘they’ got into government” (23.10-11), referring to the change of government following the general elections held in October 2023. Many of those who previously supported Sisters “have been through violence themselves, are white middle-class f*cking public servants” (23.12-14), with Haki suggesting this demographic has been the hardest affected.

4.3.3 Building and Managing Relationships

Relationship management for Haki is not only about the interactions she has with the whanau women she serves but is as much about the people donating goods and money, and the other charities Sisters supports by sharing donated goods. This ‘gatekeeper’ role Haki performs is crucial in maintaining donation quality, as other charities Sisters shares goods with are reliant on the ongoing control of quality for the used clothing, bedding and non-perishable foodstuffs collected, adding “there’s, you know, also stuff like the quality of donations” (2.11-12).

Haki has found that although “New Zealanders are incredibly generous human beings...they are very bad givers” (3.32-33), with people emailing or messaging her “we’re moving out of New Zealand in two weeks – I’ve got a house full of stuff” (4.7-9). This would set off “Alarm bell. Alarm bell. Alarm bell” (4.10) in Haki, who found people invariably

offloaded rubbish they could not sell onto charities “they wanna divest themselves of their shit – I don’t want it” (4.11-12), thus transferring responsibility for disposal elsewhere.

Haki has taken a firm approach to ensure donations meet certain minimum requirements, not only for the women and children within the Sisters whanau, but for the other charitable organisations with whom Sisters shares goods. Haki understands what the women need; “you know what they need because you have actually asked them, and not just given them random shit” (4.4-6), illustrating the divide between public perception versus the reality of what they are giving “to most people who give, beggars can’t be choosers” (5.1-2). However, Haki sees differently, drawing parallels between the women having nice things and feeling worthy and asks, “How can you feel powerful when someone is giving you f*cking dirty old socks?” (5.6-7). For this reason, Haki has been, “wheat from the chaff. Wheat from the chaff for 11 years about the quality of donations” (5.18-20).

Haki sees her ability to bring supporters or donors is one of her key strengths, forming the community Haki calls Sisters or “people who donate time and money, right, and stuff to us. Not a lot of time, but money and stuff to us” (1.28-30), adding “I’ve kind of learned how to cultivate that...that’s really about the relationship between them and the women” (1.31-34), with these donors developing a special bond with the women and becoming “their Christmas Fairy or their Easter Fairy or being their food fairy” (2.4-5).

The board of directors was originally set-up by Haki to provide function differentiation between her role of managing operations and the boards’ role of financial oversight and funding procurement. However, a rift between the two appeared as money became tight “in the last year and a half, a lot of dollars have dropped off” (20.22-23) as people’s “financial circumstances have changed” (20.24-25). Haki acknowledged she lacked the necessary business acumen when establishing the board “that’s been a challenge...to acknowledge that the board set-up was my problem, my fault” (20.26-28). In reality, accountability between operational and board roles appeared muddled, leading Haki to exclaim to the board “you know what? This is operational—stay the f*ck out of it” (20.29-30) regarding money management.

And now Haki, who has up until now self-funded her role as operations manager by putting in fifty percent of her own capital, has given the board a directive “you’ve got a year

to get my salary back” (19.10-11). Acknowledging a lack of fiscal nous on her part, Haki has purposefully brought a chartered accountant onto the board to manage not only the finances but importantly, finding funding as fundraising has been another of Haki’s responsibilities “none of them are doing grants or anything like that” (21.17-18).

4.3.4 Founder Identity

When asked what is your experience of ‘being’ a mature woman social entrepreneur, Haki took little time in replying “I don’t think I am a social entrepreneur. I don’t think I am what you call an entrepreneur” (1.15-16). She defines her role as being “A money maker” (1.18), someone who attracts sponsors. “I used to be really, really good at it. By knowing how to tell stories. By knowing how to appeal to people’s hearts” (1.23-25), something she has been doing “for 11 years” (1.26-27) now.

Prior to starting Sisters, Haki says some people made her feel inadequate and “made to feel I was a cluster-f*ck...unproductive my entire life. I was a f*ck-up my entire life” (13.14-17). Sisters gave her life not only purpose “I started doing this. And I found out I was really f*cking good at something. And it took me years to figure that out” (13.18-20), but discovering later in life that she was “a bad-ass mother-f*cker...in terms of how good I am at the relational stuff” (13.21-24), certainly far more capable than she could have imagined.

Working with mostly Māori and Pasifika women, Haki feels “comfortable in their presence. Accepted and more importantly, felt accepted in a life I didn’t feel accepted by anybody” (14.5-7), adding “These women...they don’t judge me” (14.12). Of their relationship, Haki questions whether society sees all of their mothering as “being good mothering” (8.31-32), a reflection of her own lived experiences. Haki suggests people are often quick to judge these mothers as “bad parents” (8.33) without knowing or indeed wanting to know their back story.

4.3.5 Reflections

Building and maintaining rapport with the women has been another important client relationship for Haki, describing the intensity over an extended period of time “I have 11 years of relationship with these women, with these 26 women” (6.17-18), describing this as having

been a “long time to know the ins and outs” (6.27) of a person’s life and get “really close” (6.28) to them. Ranging in ages from 32 to 70 years, although “most of them are, sort of 40 to 50” (14.21), Haki says their relationship has “coalesced at this magic” (14.23). Haki further qualifies this by saying it “doesn’t feel magic to the women...Because, you know, shit goes wrong in their life all the f*cking time” (14.23-27), suggesting for these women, recovery may never be complete.

Haki often finds herself challenged, “putting aside my judgement” (15.1-2) whenever she disagrees with the “decisions they have made” (15.5); however, understands that “I can’t make decisions for them. They have got to make their own” (15.14-15). Providing a supportive environment, the women find their power as an outcome of taking ownership of their decisions, with Haki stating to one “do you understand where you are...I’ve criticised the choice you have made to get you to this place, but you are f*cking doing it” (15.30-32).

Haki sees the positives in these women that is not easily discernible to outsiders, experienced as the relationships they have with their children, with other people, with themselves and with Haki (7.9-13). “They can tell themselves they are proud of themselves. Never would have said that 10 years ago” (7.14-15) as Haki reflects on where they have come from to where they are now, seeing the progress made between as gains in self-esteem.

Haki identifies three things she would do differently ‘next time’ including “funding for a van. Funding for a large warehouse space...And...to be more aware of future-proofing, fiscally” (22.25-29). This is the second time Haki has mentioned “future proofing” fiscal responsibilities, along with items not previously considered as necessary for ensuring the organisation’s continued viability.

4.4 Eva’s Entrepreneurial Lived Experiences

4.4.1 *Starting Out*

Eva had been mentoring young adults “doing an internship at Church on leadership principles” (35.10-11) when she was approached by a man who asked Eva to help his 21-year-old daughter “living in Ponsonby...earning the minimum wage...she had one foot in the city and one hand in dad’s pocket. That’s how it all started” (34.31-34). Taking this girl for two hours a week for 10 weeks, Eva taught her about money management and living

independently, so much so that “her life had changed so dramatically that she got a 70% pay rise at work...because I taught her how to ask for it” (36.2-4).

This left Eva to wonder “what's just happened here? Is this a one off or could I replicate this?” (36.10-12). Thinking “I'd left my run too late. I was 54” (36.15-16), Eva kept the idea close to her for 18 months “massaging it, talking about it. Imagine if I ran a program to help kids become independent” (36.18-19). With 30 years of business, Eva had reached a turning point while on a business trip to Russia in June 2009.

Presenting to a crowd of business people in Moscow, Eva retold her story of helping the 21-year-old girl and the audience of “5000 people went absolutely nuts.” (37.2-3). Those in the audience were the parents of children born around the time the Berlin wall came down. “Those kids were 20. This was 2009” (37.10) and their parents did not know how to prepare them for integrating into western culture “they said ‘we need help’” (37.12). Eva received the same response from a presentation in Siberia the following week, declaring “I’m done” (37.33).

On her flight home, Eva wrote “all the outlines and the bullets for what I would need for a four-week programme” (38.2-3), launching her new enterprise at the end of November, just five months later. Declaring “when the time is right and you have nothing else to stop you” (38.11-12), Eva started the first programme “with 15 young people’ (38.15) on November 23rd 2009.

4.4.2 Funding Challenges

Whilst funding is an essential component of operating a charitable organisation, Eva was to learn that “whoever pays your way controls your life’ (12.13-14), adding “whoever gives you funding, invariably has strings attached” (12.15-16) which for Eva meant taking at risk youth. These children had a number of mental health issues that impacted the learning of other kids in the programme, with Eva finding “I could no longer cope with all the dynamics that can be present with youth at risk” (12.30-31). Changing the programme to four days meant a faster-paced delivery. With this, Eva changed the business model “therefore didn’t want anyone’s funding” (12.32-33), dropping the charitable status.

A large corporate sponsor provided much of the early support by funding children of employees through the initial programme: “I never could have done it without the Building Company: they got me started” (38.20-21). Eva leveraged a win at the National Speaker of the Year award ceremony in late 2009 to secure more funding. The Building Company had originally sponsored 10 spots, but after Eva’s win, they gave a further five “I had \$45,000 right there to take me through the first two programs (39.24-25). Eva was now on her way.

Eva Recalls how planning in her early 20s led to her first business start-up with the business where she had the idea “to create an income so that when I had kids I didn't have to go back to work” (4.30-33). The ongoing passive income from her business would provide Eva with the “set-up funding” (25.20) to start-out with MyWay, along with financial security if needed.

4.4.3 Entrepreneurship as Continuous Learning

Eva was diagnosed with breast cancer in 2012, closing “the program down because I've had to do treatment and there was no one else that could run it” (8.27-28). Therein lies a problem Eva had not anticipated. She had assumed a significant portion of the responsibilities for running MyWay, including content development, marketing the product and presenting the programmes and found “the downside from me and the challenges for me is that I was the show” (25.22-23).

The previous year saw Eva “shoulder tapped to do the world strictest parents” (9.21), a television reality show that takes two “very off-the-rails kids” (9.23) and places them in another country “with a strict parent for between 12-16 hours filming a day” (9.32-33) over a full week. Exhausted and drained, Eva attributes her cancer diagnosis to the self-imposed work pressures “I had to stop the program. I was absolutely emotionally, physically, spiritually exhausted” (8.24-26). With no one else available to relieve her of presenting, Eva closed the programme to receive treatment.

It would be three years before Eva would restart the programme, but not before making significant changes to reduce her stress levels, achieved by simplifying and compressing the original four weeks into four days. Eva would place “the emphasis back on the parents much more...realizing once again the importance of the parents in this transition”

(9.15-18). Her cancer would return in 2019, this time “being a much bigger deal” (12.5) that required a mastectomy and necessitated the sale of the business.

When Eva founded MyWay, content delivery relied on her ability to speak to parents at schools and deliver the programme face-to-face to teenagers in the classroom. The business model changed once again in response to physical constraints imposed by Covid-19 “has now developed and morphed into a digital program which has all sorts of different connotations to it” (3.15-17), some good and some not so good according to Eva. The human contact of “touch...eye-to-eye, skin-to-skin...hug-to-hug...can never be replaced completely” (3.17-19), however Eva understands “the reach that the program now has is much broader because of its digital ability” (3.19-21), taking MyWay to a global audience.

4.4.4 Building and Managing Relationships

Eva understood the need to align service delivery with her client’s needs “you can get carried away with your own widget, which is your own product or service, because you think it's fabulous” (6.22-24), however if either those distributing the product or service or the end user – the client – cannot find utility in it, then it is worthless.

Eva highlights the importance of maintaining strong relationships within your team and with your clients as this “makes you very sensitive to what they actually want and need” (6.21-22), effectively providing a feedback loop and a reality check for the founder. It has been Eva’s ability to ‘read’ her clients and understand their needs that has helped her adapt the programme when needed to maintain relevance.

Telling her backstory allowed Eva to engage and quickly establish rapport with her much younger audiences “I was 17 with 60 bucks in my pocket, got on a ship, went to Australia” (35.30-31). The children understood "I get it" (35.33) and able to gain their trust.

The business provided Eva with the right environment and opportunities to learn skills that would prove invaluable when developing MyWay. This included recruitment and developing leadership, giving her a “strong base in understanding people and how to develop teams” (5.12-13) and more importantly “how to develop teams of people that didn't work for me” (5.13-14). This allowed Eva to “get alongside” (5.17) teenagers who did not want to

participate in the programme because they “didn’t wanna be fixed” (5.18-19). Although parents wanted their children on the programme, sitting in a classroom was the last thing the kids wanted: this was their final freedom before embarking on to adulthood and Eva understood the fight she had as “I was taking their freedom, their downtime” (5.25).

4.4.5 Founder Identity

Reflecting on where she has come from, Eva contemplates what lies ahead, suggesting that at 69 she may still have another 20 years left to positively impact people’s lives “what have I got? 20 years probably... what am I going to do with those now? (15.9-11). The ongoing commission Eva earns from the business has provided the financial security to not only start MyWay, but continue her focus on helping others so she “was truly driven by my desire to change the world in some meaningful way” (15.17-18).

Eva shares details of another project she has recently started out of her church, “Community Care” (14.29), providing community outreach “beyond the scope of the agencies” (14.33) within her community. Eva suggests the reason women start social enterprises is that “this is a calling that they have later on in their life” (15.4-5), possibly as some women are considering their own mortality “because that’s where the years are getting shorter” (15.7-8) and want to leave impact.

Eva considers older women have moved beyond “trying to climb a ladder of success” (24.2) that would otherwise prevent them from sharing work or recommending other women, qualifying this by adding that the advantage they have over younger people is that “older people I think are way more aware of their capacity and limitations” (24.8-9). On gender, as a small business speaker in 34 countries Eva felt “esteemed around the world as a female” (27.2-3), although she understands that her positive experience does not mirror how other women are treated. Eva reflects on the breadth of experiences and opportunities afforded her, being both amazed and grateful to find passion in what she does, including speaking in schools, presenting on radio and television, coaching and writing books, declaring “I just love every moment of it” (33.14-15).

4.4.6 Support Wanted

On starting out, Eva surrounded herself with 20 presenters, “all but one of them was in my network” (17.1-2), each a specialist with expertise in “just absolutely everything” (17.5-6) that these children needed to be successful going into adult life. Eva sees one of the advantages of being older for many women is that “you've built a big life, and if you've built good relationships, you should have a vast network of people” (17.11-13) whom you can call upon and work with.

On start-up, family members rallied around to support core business functions based on their competencies, Eva suggesting “It was my baby...but the whole family helped” (1.14-15), grateful for the help from her daughters, but the “most phenomenal support” (34.10) received from her husband throughout the business' lifetime.

“Why are you doing this? What outcomes do you want? How will this change society?” (34.19-21). Eva hired a marketing and branding expert, drilling down into the “whys”, “whats” and “hows” that gave her new venture a focus even before starting. Although “extremely expensive” (34.24), Eva considered this was worth it, understanding that mentoring is neglected by many who “don't.... give enough credence to that” (34.27-28). Entrepreneurs “get an idea and they start running with it” (34.28-29), often without consideration for where they are heading or how they will arrive. Eva states the importance of having a “start with the end in mind” (34.25-26) mentality, in reference to Stephen Covey.

Business owners need a mentor, according to Eva, someone without a financial interest in the enterprise, “somebody you can trust that you can talk to” (27.34). For the leader, this means looking outside of your organisation for the “encouragement or correction or perspective” (28.3-4). Eva provides the criteria for selecting a mentor, suggesting you cannot “share with people who work for you or with you, that won't kill their dream, that won't...burden...them” (28.5-7), yet be someone who has the expertise to help and “willing to take some of the burden” (28.13-14). Eva remarks “but is this right...or are you just transferring the load” (28.15-16), suggesting care in delegating responsibility is required to avoid burning another out too.

4.4.7 Reflections

Eva considers it easy to measure the impact MyWay has made, not only from the numbers positively impacted, but the lasting change these youths have experienced, as a measurement of the “number of young people who had been through” (17.32-33) the programme, and “feedback on how their lives had turned out” (17.34). Some of the kids have gone on to marry and start families of their own, and “since 2009 I’ve been tracking these kids” (18.10-11), with Eva adding that seldom a “week goes by” (18.16-17) when she is not contacted by one of them.

Looking back on how she managed the programme, Eva cannot think of anything she would do differently. If something was not working, “I was quick to change it” (31.31), adding her pragmatism allowed her to optimise the delivery by making adjustments as she went: “Not working, gotta go! It’s working, ramp it up!” (31.32-32.1).

4.5 Nicki’s Entrepreneurial Lived Experiences

4.5.1 Starting Out

With a focus on understanding the impact childbirth had on women’s health and to improve muscle function, Nicki founded a research group in 2011 to “look at women’s pelvic floor muscle function and dysfunction over time” (1.28-31).

Product development was seen as necessary to fill a clinical need “because we didn’t know what was happening at the level of the pelvic floor” (3.2-4) region. Seeing the potential for positive change in women’s lives gave Nicki and her research partner the necessary pull that “kinda drove us” (3.6-10) to establish a company in 2019.

4.5.2 Funding Challenges

Moving from research and development to commercialising a product requires the entrepreneur to find alternative funding sources, as “you are no longer able to rely on grants...you’ve got to swap your hat and become much more commercially focused” (3.15-17), meaning they needed to fundraise. Nicki says the downside to raising capital is where she

finds herself “pitching to predominantly...older male audiences” (3.22-23), where men “can’t relate” (3.25) to the problem or the positive health outcomes Nicki’s enterprise is addressing.

With an annual lean operating cost of \$1M (4.34-5.2), Nicki wonders how long they can continue operating before returning a profit “you’ve got to become a commercial venture; you’ve got to be able to support yourself” (5.3-7). She ponders the time it takes from when money is invested to the time to generate a 10x return, adding of the investors while “most of them are prepared to wait...they’re not there primarily for health outcomes of...the population” (5.9-11).

4.5.3 Entrepreneurship as Continuous Learning

Relying on Business-to-Business-to-Customer (B-2-B-2-C) for sales has proven problematic with unforeseen challenges from the healthcare professionals with whom they partnered. “The other big learning for us is we have partnered with healthcare professionals as our...channel-to-market” (7.30-32), only to learn over the last year “that they are not salespeople” (8.3-4). Taking the product from the healthcare professional to the end-user has been “much more challenging than we anticipated” (8.5-6).

4.5.4 Building and Managing Relationships

Nicki sheds light on a truth she faced and one most likely shared by other entrepreneurs “when you first start you got what you think is the greatest product in the world” (7.11-12) and as though by magic, buyers would appear and be lining up to buy your product. Nicki found that in reality selling her product was somewhat different, stating “and of course, that’s not the case” (7.14-15). This suggests Nicki must work at not only promoting her product, but in changing how her target-market – women who have had children – prioritise their health needs over those of their family’s “especially after babies or when they’re more vulnerable, they will prioritise family members w-a-y before themselves” (7.21-24).

Along with the realisation that healthcare workers are not sales people, the understanding of how women perceive themselves as lacking importance has presented Nicki with another obstacle she has yet to overcome and one that possibly holds the key to sales:

how to educate women that “it’s not something they just have to put up with” (7.28-29), with a product that could literally be life changing “but they don’t” (7.29) want to take that step.

Nicki associates her enterprise’s success with the support she finds across the organisation, along with its ability to remain relevant within the medical device sector. While Nicki does not view the challenges encountered as barriers, they were nonetheless “not something we anticipated” (8.10) suggesting “we’ve made assumptions that this would be easy...and it hasn’t been” (8.11-13). Having a board that backs you as the founder and an organisation that remains agile are seen as important stabilising factors, allowing the enterprise to “change direction” (8.15) as is necessary “otherwise you’re not going to be sustainable anymore” (8.15-16).

4.5.5 Founder Identity

Running a research group and working alongside other research professionals and PhD students, the focus was on collaborating and contributing knowledge to product development. “Working with...bioengineers, who had expertise in creation of instruments” (2.9-11), Nicki says she never found “that my age was a barrier” (2.11-12), indicating that some of her co-workers were “much older than me” (2.13), instead seeing gender a far greater barrier than age, especially when seeking VC funding “perhaps the area we were in was more of a barrier than age” (4.5-6) in reference to selling fem-tech to potential funders. Nicki sees the need to “swap your hat” (4.16-17), as much in reference to the changing role of the founder as it is to developing new strategies to secure funding.

With a background in research, Nicki reflects on where she has come from when asked about her experience of ‘being’ a mature woman social entrepreneur. Working within a predominantly male environment, Nicki suggests her experience of “being in research as a mature woman has been good and bad” (1.10-11) and has found “drawing on your life experiences is also very helpful” (1.11-12). Nicki suggests resilience “to things” (1.14) comes with age, viewing this as “just the function of life experience” (1.14-15). Although Nicki says she has had to “adopt and get familiar with new technologies” (1.16), she has not seen this as a challenge, suggesting the importance of adaptation and ability to learn new skills when aging.

4.4.6 Reflections

Feedback from customers has up until recently been given voluntarily, however Nicki says that now “we’ve done that purposefully” (6.21), actively solicitating feedback. “When you have stories of people actually being able to live their lives better” (6.25-26) not only captures the positives these stories make, but provides validation for Nicki’s team that the life-changing impact they are making “motivates us to carry on” (6.26-27).

Nicki reflects on how or what she would do differently if given a next time. Coming as no surprise, these are the relationships founders have with funders and raising funds. This for Nicki would be performing “due diligence on the VCs” (12.26-27) investing in your company, to ensure “best fit” (12.28) for your start-up. “Raising funds is very, very hard” (12.29-30) work, with founders often accepting the first offer they receive; however, Nicki suggests “in retrospect, we have a lot more power than we imagine” (12.31-32). It is not only about the money, but finding those who “share your vision, and support you emotionally as well” (13.3-4) on this start-up journey.

4.6 Caz and Emma’s Entrepreneurial Lived Experiences

4.6.1 Starting Out

Moving from Australia, Caz and Emma stumbled into cleaning “by default” (6.19) due to work unavailability. Although both had extensive backgrounds in drug rehabilitation and queer community health, neither could find a job on arrival in Wellington, lamenting that “even, you know...jobs like night-filler at the supermarket” (6.20-23) were unavailable. They questioned their move thinking it was the “worst mistake we had done” (7.24). Caz experienced poverty growing up in Australia, but nothing prepared her for what they found in Wellington, “there was poverty all around” (7.26-27).

Struggling to earn enough from cleaning, Caz and Emma had little money left over for food “we couldn't afford to stop going to the food bank” (7.14-15). This led them to ask, “how are people living here on that wage?” (7.5-6). Conducting an on-line search led Emma to discover the living wage (7.11-12), something Caz says led to their decision to take on their

first employee paying the living wage (7.12-14) while they as the business owners “couldn’t afford to stop going to the food bank” (7.14-15).

Cleaning houses and completing a ‘Be Your Own Boss’ course through Work and Income New Zealand allowed them access to “some funding for six months at the end of that to start up our business” (6.26-28). Securing “residential cleaning for real estates, for end-of-lease cleans” (18.6-7), allowed them to take on employees and bigger jobs “we started getting offices...smaller offices” (18.8-9).

4.6.2 Funding Challenges

For their social enterprise, Caz and Emma’s funding comes by way of successful contract tender applications. Caz and Emma have found the long-winded Request for Price (RFP) process, the method used to procure government or corporate funding from contracts, has so far been the most challenging aspect of business start-up and a cause of on-going angst “that whole long RFP process for just the two of us munters, it's a nightmare” (23.4-5).

Rejected on price for previous submissions, success finally came down to giving a government procurement officer an ultimatum “I just said ‘look, you know, we've put in for over 10 tenders and we always get feedback from our tender’...it always boiled down to we’re too expensive” (19.19-23). The government procurement officer was unaware of the financial disadvantage imposed on social enterprises paying the living wage, with Caz and Emma suggesting the so called ‘broader outcomes’ included in the RFP process made it difficult for social enterprises to remain competitive on price with the larger organisations when tendering.

Both saw the broader outcomes reporting as a stumbling block for social enterprises who like theirs were providing services, wanted access to the “Getting into government...corporates to provide those bigger contracts...to me it was like all the broader outcomes was just lip service” (21.12-14), something the public want to hear and not too far removed from “greenwashing...but in the social sector” (21.15-17) they suggest.

A short statement delivered to the procurement officer summed up their frustrations and provided him with food for thought “if we're not even going to get a look in, if you're

going to turn around, tell us we're out of the price range or you know, you're going with the big duopolies, then let's end this meeting now" (19.31-35). Taking a direct approach not only delivered their first contract but importantly gave them confidence in their ability to stand up and be heard.

During start-up Caz and Emma recognised the importance of securing regular work and having a reliable income. Although residential cleaning provided this work, it was often done without contracts. They understood that if "anyone had financial problems within the home, the first thing to go was the cleaning" (5.11-12) and without contracts "they weren't 'locked in' and we needed more stability" (5.13-14). Contracts gave them the security to bring on more staff and meant focussing solely on commercial cleaning "that's why we only concentrate on offices" (5.16-17) translating to reducing time and fuel wastage running around between smaller sites (18.15-17), allowing them to focus resources within one building (18.21-25).

4.6.3 Entrepreneurship as Continuous Learning

Caz and Emma have experienced "so many different challenges and all the different stages" (17.31-32) of business growth. With a three-year contract coming up for renewal, one where "we've exceeded in our delivery on service and what we've provided" (22.12-13), they consider this is not enough. Their concern is they see social enterprises are often hit the hardest by government cutbacks "it's all about the government trying to save the money" (22.13-14), especially the lesser-known ones.

Contracts appear to be awarded on price alone "like 'who is this company? Why would we give them a chance...they're so much more expensive?'" (22.18-20). Speaking up, Emma suggests that "in this political climate" (22.24) they will need to achieve this by "linking us to, like social investment" (22.25-26), by placing a greater emphasis on promoting the positive social impact they have with workers and clients alike.

4.6.4 Building and Managing Relationships

Aligning service delivery with a client's needs includes Caz and Emma's use of locally made natural cleaning products that have the "eco choice Aotearoa tick" (13.3). They support

their client's sustainability efforts in other ways "participate in anything that's reducing, reusing, recycling" (13.9-10). Connections cultivated with other social enterprises have allowed Caz and Emma to make recommendations to clients, including repurposing old office furniture through All Heart or function catering provided by another social enterprise within their network "we're hearing what their needs are and trying to recommend some other social enterprises to them" (24.13-15).

International charitable organisations and unions they contract to share the same pro-social values that resonate with these founders "customers like Greenpeace and Oxfam and...unions...they might be smaller, but they're people that understand their values and what we're trying to do" (21.21-23), something they felt the government procurement officer did not initially comprehend.

Caz and Emma understand the importance of their workers' health and wellbeing and see this as one of the sustainability metrics their clients value too. Without them, there would be no business "the impact that most will get is...the health and well-being of our team...looking after them because...without them, we don't have a business" (14.5-8). Developing capabilities within their workforce reflects positively on their organisation.

At a fundamental level, this is recognising their workers have lives outside of FD, scheduling work Monday-to-Friday as much as possible to allow weekends with their families (14.14-16). Demonstrating their commitment to paying decent wages, they understand the inevitability of Saturday work. Acknowledging it is not common practice within the cleaning industry, they pay time-and-a-half for hours worked over the weekend, stating "it's not New Zealand standard, but we make sure that they get they get paid time and a half...to make it worthwhile them coming in on a Saturday" (14.17-20).

Decent pay for their workers translates into higher levels of job satisfaction, and in turn reflects the high scores achieved in customer satisfaction "we do quality audits on all of our sites...we get in the 90's for the quality of work...provided by our team" (21.6-8).

4.6.5 Founder Identity

On reflection when asked of her experience of 'being a mature woman social entrepreneur', Caz replied "like I wouldn't call myself an entrepreneur at all...especially coming from our backgrounds that we came from" (6.15-17), effectively questioning their legitimacy in claiming this title stems from working within queer community health or indeed from Emma's background in sex work. This experience is later clarified by adding they do not view themselves as business owners because "we're not someone that has studied business...you know, entrepreneurial" (16.27-28), seeing themselves as two people coming to New Zealand, falling into commercial cleaning and learning business skills as they went "we've just been learning as we're going along" (16.31).

Both Caz and Emma recount stories growing up or in work prior to starting their cleaning business. For Caz, this was her experience of childhood memories in rural Australia. Although her family had little money, she never considered themselves poor "I sort of get it...It wasn't poverty because my dad did work...mum later went out to work...they didn't have a great deal of money, you know?" (8.5-8), adding "we had to be resourceful with what they had...mum did cleaning, and my dad worked in in forestry" (8.9-11).

Emma recounts as a sex worker in a brothel meant employees were subject to fees imposed by the owner, including preferred shift starts "we would pay...clawbacks...we'd pay shift fees like \$25 a shift to be able to work" (4.6-8), demonstrating both the risk borne by and inequality shown to workers within the industry.

Caz and Emma's involvement in community health included queer community health, working with users and the AIDs Association, along with involvement in the Aboriginal community's user programme. Caz describes the depth and breadth of involvement within the New South Wales drug rehabilitation programme "Helping people in using, in the drug scene in Sydney... There was a...magazine that would go out and be putting content into the magazine. There was a needle and syringe program that was doing outreach, that sort of thing" (2.16-22). Both women were involved with setting up an indigenous users' programme "...getting the Aboriginal community, the indigenous community involved...whether that's

being a community garden or...doing a painting, a mural on wall or something like that to bring awareness” (3.7-11).

These earlier influences along with the skills learnt while practicing queer community health are now reflected in how Caz and Emma conduct their cleaning operations “we realised cleaning was hard work. We realised cleaning was underpaid... there's a lot of things that made us go ‘we want to do better out there for the cleaning industry’” (8.26-29). This approach has led them to impact the lives of their workers positively, most of whom are immigrant workers from Africa, India, the Pacific and South America. Positively influencing people’s lives, even on a small scale, is their focus – and importantly – the purpose that drives them “we’re still only small to medium business, but it's about trying to make a difference, you know” (9.8-9).

4.6.6 Support Wanted

Caz and Emma see the benefit that networking provides. While Akina has provided a marketplace for buyers to meet suppliers in Wellington, these opportunities are not available in either Auckland or the Hawke’s Bay, their two other business locations. “If there was more opportunity to meet more customers...in a social meeting, networking, something that we could attend in Auckland” (23.10-15), with Emma citing a hui arranged by Akina for service suppliers to meet a major airline, the service buyers. For Caz and Emma, an event like this could be the next big break to propel them forward.

Caz and Emma developed a six-month commercial cleaning programme based on Māori training principles of tuakana teina. They saw opportunity for the MSD to sponsor their programme as a pathway to employment and business ownership, providing hope for those wanting to be “off the dole, getting their own money, doing their own work, so saving MSD money” (22.27-28).

Helping one couple through this programme, they taught them the cleaning business from start-up to securing contracts. On completion, Caz and Emma asked the couple to “take on our business model, our business values” (28.33-34), including being a “living wage accredited” (29. 2) employer when taking staff on. Caz and Emma completed the training by gifting the couple one of their central Auckland contracts.

As one of only two regrets, both see mentoring as something they could have benefited from when starting out “I wish people had taken us under their wing like we're doing with Raj and Sabita” (27.25-26).

4.6.7 Reflections

Caz and Emma’s business operates using four core values as guidance, reviewed annually to determine relevance and importance, asking their workers “what's the most important of these...are they still relevant or what should we change and which is the most important to you?” (10.8-11). The most significant by far is “being paid a living wage” (10.13).

Both understand their lived experiences have helped shape who they are, positively impacting their relationship with staff “we feel like from our lived experience, we identified the positive impact we wanted to make. And then we just carried on, you know, trying to find ways to improve each of those metrics,” (10.20-23).

Reflecting on where she had come from, Emma says “I wish I had started a...straight job - like we're doing now - started a straight job a bit earlier” (27.6-7) in reference to starting up her own business. Both she and Caz agree on one thing: they enjoy the freedoms that ‘being your own boss’ brings, including being “able to stay in bed if I want...have breakfast at 10:00 AM if I want. Sleeping in until 10am if I want” (27. 16-17), small privileges they would otherwise not have if working for someone.

4.7 Cross-Case Findings

Findings across GETs are presented below, identifying commonality and differences between narratives. Responses provided by participants to general and business-specific questions, along with interview questions 1-5, loosely demonstrate a connectedness between the questions and the GET and accompanying shared PETs identified. The researcher found the GETs and shared PETs did not necessarily neatly ‘nest’ under any general or specific interview question or question type. The researcher attributes this to the broad nature of the semi-structured questions where they found relevant experiences surfacing throughout the dialogue, suggesting the reflective nature of the interview process.

4.7.1 Conceptualisation of Participants' Experiences

Group Experiential Theme 1. Starting Out

Starting out appeared as the first GET, accompanied by two shared PETs: idea emergence and external opportunity identified. Responses were the result of asking general and business-specific questions: who is directly involved in this venture and what previous experience do you have with starting and running a business?

1a. Idea germination

Three participants – Eva, Nicki and Caz and Emma – identified a defining moment when realising they had an idea or 'what if' moment that could create positive change in the lives of their workers, their clients or both.

1b. External opportunity identified

The germination of an idea led these three women to consider how this idea could be applied in a way to benefit others. In the case of Eva, this benefit was applied to her clients, the parents and their children; for Nicki, this opportunity applied to her product's buyers and her start-up's sponsors (the funders effectively); and to Caz and Emma, this opportunity was applied directly to their workers, and indirectly to their clients as an outcome of worker well-being.

Group Experiential Theme 2. Funding Challenges

Funding challenges appeared as the second GET, accompanied by two shared PETs: access to funding and different approaches to managing finances. Participant responses came as the result of asking interview question three: what challenges have you encountered, along with contributions that have led you to where you are now?

2a. Access to funding

Two participants – Haki and Eva – identified qualifying criteria applied to government funding as challenging for them. For Haki this meant ongoing reporting to demonstrate accountability in funding use. For Eva, this meant taking on at-risk youth into her programme, many of whom had disruptive behaviours.

Three of the four cases expressed difficulty accessing funding—Haki, Nicki, and Caz and Emma, with Eva’s experience again diverging. Haki found securing government funding enough of a challenge that she decided to only seek finance from wealthy private donors. For Nicki, the move from research and development into commercialisation meant government funding was no longer available. This required Nicki to focus attention on creating a funding stream that would support the enterprise’s growth through VC investment. Caz and Emma’s funding comes from tendering for commercial cleaning work, often in competition with the larger multinational companies. As a ‘living wage’ employer, they found difficulty competing on price, but are now exploring ways to differentiate themselves from the competition. Eva’s experience diverges from those of the other participants as she was able to secure funding right at the start from a large company through a colleague. Many children were sponsored through her programme from a welfare fund created by the company to benefit workers’ children.

2b. Different approaches to managing finances

All four cases took different approaches to managing funds within their enterprise, in part because funding came from different sources and at different times of their enterprises’ life. Haki found managing money a real challenge, exacerbated during Covid-19 when public donations dramatically dropped off. Haki’s view was ‘while it’s in the bank, it’s there to be spent’ recently led her to consider ‘future-proofing’ by setting aside contingency funds. At 22 Eva worked part-time with her business while studying to be an accountant. This money would provide Eva an income as a stay-at-home mumpreneur in early life. Importantly, it provided financial security when starting her social enterprise. Getting her product commercialisation meant Nicki now needed to work hard at marketing and sales. The enterprise had to demonstrate to investors they could support themselves, while having a clear path towards profitability. On start-up Caz and Emma very quickly understood that domestic cleaning, typically done without a contract, meant they had no guarantees of job security. This led them to drop domestic cleaning in favour of commercial cleaning, as secure contracts with ongoing work were necessary when taking on staff.

Group Experiential Theme 3. Entrepreneurship as Continuous Learning

Entrepreneurship as continuous learning appeared as the third GET, accompanied by two shared PETs: operations impacted by founder's health/wellbeing and challenges external to the enterprise. Participant responses again came as the result of asking interview question three: what challenges have you encountered, along with contributions that have led you to where you are now?

3a. Operations impacted by founder's health/ wellbeing

Both Haki and Eva experienced negative health that impacted their ability to work. For Haki, becoming overwhelmed with work coincided with the passing of her late husband following a prolonged illness. For Eva, a combination of work-related stress and a breast cancer diagnosis would see her shuttering her social enterprise for three years. The cancer soon returned after re-starting the programme requiring Eva to re-think her enterprise.

3b. Challenges external to the enterprise

All participants identified an external challenge that negatively impacted their social enterprise. All have either dealt with, or are in the process of dealing with, the challenge. Haki's greatest challenge was dealing with the fall-out from the significant drop-offs in public donations over a three-year period during Covid-19, in part resulting from poor money management that saw no 'rainy-day' funding set aside. Eva was able to make her Covid-19 experience a positive one. Previously, Eva marketed herself by speaking in schools. Unable to do this during Covid-19, Eva found a buyer whom she helped systemise the programme creating digital products that now have global reach. Nicki recently discovered that the healthcare professionals with whom she worked to promote her product, although passionate, were not sales people. This required Nicki to rethink her B-2-B-2-C marketing strategy. Caz and Emma understand that smaller social enterprises are at the leading edge of government money-saving drives, becoming the first to lose contracts.

Group Experiential Theme 4. Building and Managing Relationships

Building and managing relationships appeared as the fourth GET, accompanied by two shared PETs: cultivating client relationships and developing organisational capabilities.

Participant responses for this group identified shared PETs were not tied to any particular interview question.

4a. Cultivating client relationships

All four cases identified the importance of client relationships, including aligning service delivery with their clients' needs. For Haki, cultivating relationships between donors and the women provided not only regular monetary donations, but additional support at key moments during the year where donors became a 'food fairy' or 'Christmas fairy' to the women and their children. This meant Haki ensuring the quality of donated goods was maintained at a consistently high level. Maintaining strong relationships with both her team and her customers' ensured Eva was able to respond quickly to changing needs by adjusting programme delivery accordingly. Nicki found her target market – women who have had children – find difficulty placing their health ahead of their families' needs. This presented a marketing challenge. Both Eva and Nicki communicated the importance of keeping the end users' needs in mind to ensure ongoing evaluation and product fitness for purpose. Values shared with some of their smaller customers, social enterprises themselves, meant Caz and Emma never experienced difficulties within these client-relationships. Helping their customers meet their sustainability goals has always been their focus.

4b. Developing organisational capabilities

All four cases identified the need to develop organisational capabilities. For Haki, this came as a learning when Covid-19 highlighted poor money management, leading her to build financial capability within her organisation to handle donations. Eva saw two capabilities – recruiting and leadership development – developed during her 30 years in business as essential when setting-up her social enterprise. Nicki values the relationships she has with fellow researchers and her board of directors, whom she says keeps the project tracking while providing clear direction. Caz and Emma understood the correlation between the health and wellbeing of their workers reflected in the high standards of work achieved, helping them routinely exceed their clients' expectations.

Group Experiential Theme 5. Founder Identity

Founder identity appeared as the fifth GET, accompanied by two shared PETs: their experience of 'being' a mature woman social entrepreneur and finding purpose in helping others. Participant responses came as the result of asking interview question one: what is your experience of 'being' a mature woman social entrepreneur?

5a. Their experience of 'being' a mature woman social entrepreneur

Neither Eva nor Nicki saw age as a barrier to starting a social enterprise later in life. At 69, Eva considered she could have 20 years or so left to make an impact and wondered what could she achieve in the time she had remaining. Nicki did not encounter ageism, indicating that running a research group meant working with professionals across all ages, from PhD students to research scientists much older than she was.

All four cases held different beliefs of what being a mature woman social entrepreneur meant. Haki did not see herself as a social entrepreneur, instead viewing herself as a 'money maker' or someone who pairs women in need with sponsors. For Eva, being a mature woman meant rising beyond climbing a ladder of success to be able to focus her energy exclusively on helping others. Nicki suggests her experience of being a mature woman in medical research has been mixed. Resilience, which increases with age and life experiences, has served as a coping strategy. Caz and Emma did not consider themselves to be social entrepreneurs. This they argue is because neither came into entrepreneurship from business backgrounds, qualifying this by adding they were still accruing business skills.

5b. Finding purpose in helping others

Three of the four cases - Haki, Eva, Caz and Emma - identified purpose behind their 'why'. Running her own social enterprise was a significant turning point in Haki's life. Having experienced self-doubt and believing others saw her as useless her entire life, Haki found connection with something she found herself 'really good' at. Fronting her organisation meant Eva not only wrote content, but presented and marketed the programme, along with radio and television appearances. Although always busy, Eva 'loved' the opportunities these experiences gave. Understanding that cleaning was hard work yet underpaid led Caz and

Emma to improve the lives of cleaners they took on by becoming 'living-wage' accredited when starting their business.

Group Experiential Theme 6. Support Wanted

Support wanted appeared as the sixth GET, accompanied by two shared PETs: networking opportunities and mentoring opportunities. Participant responses came as the result of asking interview question four: what additional support – if any – is needed to make this entrepreneurship journey easier?

6a. Networking

Eva, and Caz and Emma identified networking as a tool necessary for success, although each had diverging experiences. Eva shared her experience of the well-developed network she had grown over her lifetime through business and church-related activities, feeling comfortable to call upon contacts for advice when needed. Caz and Emma, however do not have that sense of community. Supported by Akina in Wellington, the buyer-meets-supplier networking event is organised for the Wellington region only. Caz and Emma see value in their enterprise participating in social enterprise networking events in other centres, Auckland especially.

6b. Mentoring

Eva, and Caz and Emma identified mentoring as a necessary tool for success, again with diverging experiences. Eva understood the importance of mentoring when starting out and invested in her future by paying a business mentor prior to establishing her social enterprise. Caz and Emma would come to understand the importance of mentoring only after mentoring one couple through a training programme they had developed. This mentoring relationship culminated in the gifting to this couple of an established contract. Caz and Emma now consider mentoring on start-up would have benefited them by gaining exposure to business skills they have had to develop through hands-on learnings.

Group Experiential Theme 7. Reflections

Reflections appeared as the seventh and final GET, accompanied by two shared PETs: measuring what matters and doing things differently 'next time'.

7a. Measuring what matters

All four cases identified results that provided anecdotal evidence of the positive impact their social enterprise was having, whether on their clients, on their workers, or both. Haki saw the small yet positive changes over time in the women's outlook and self-perception, moving to one of possibility and having agency over their future. For Eva, measuring not only the number of young people who had been through her programme mattered, but importantly for her, it was the contacts she maintained, some 15 plus years after graduating and hearing of their successes later in life with their own families. Only recently has Nicki actively pursued gaining feedback from women who have bought her product. Improving the lives of these women is what motivates Nicki and her team to continue. Caz and Emma conduct annual staff surveys to understand what matters most for their workers, ultimately improving their wellbeing.

7b. Doing things differently 'next time'

All four cases identified opportunities for improvements if a 'next time' presented itself. Haki saw the value in future-proofing her charity's finances for unforeseen yet potentially catastrophic events. Eva could not think of anything she would change, as she dealt with changes as and when the need arose. Nicki's learnings identified not only the importance of founders valuing the potential their start-up had, but finding those who not only provided financial support but invested emotionally, with a shared vision. Caz and Emma both valued the autonomy of being their own boss offered, with Emma in particular regretting not starting a 'straight' business sooner in life to appreciate this independence.

5. Discussion

5.1 Introduction

This chapter explores the findings, along with the researcher's interpretation of the findings in relation to each participant's lived experiences as a mature woman social entrepreneur. GETs are evaluated against the 41 studies and the theories and model identified in the literature review. These are Push-Pull Theory, Entrepreneurial Value Creation Theory, Social Capital Theory and Entrepreneurial Leadership Model. The researcher considers these as having the most relevance to advancing a conceptual framework to understand how success is interpreted by mature women social entrepreneurs in NZ. Additional secondary literature will be incorporated to support the primary literature used to construct the conceptual framework.

5.2 Starting Out

Starting Out appears as the first GET and the result of asking participants both general and business-specific questions. The purpose of these questions was to identify how participants social enterprise came about, who was involved and whether they had any prior business experience. Two PETs identified under starting out were idea emergence and opportunity recognition. These were experienced by three women and consistent with the literature review findings of would-be entrepreneurs receiving a push or pull into new venture creation. Two theories identified in the literature as having relevance to starting out and building the conceptual framework are Push-Pull Theory (Amit & Muller, 1995), and the Entrepreneurial Value Creation Theory (Mishra & Zachery, 2015). Amit and Muller (1995) suggest many would-be entrepreneurs have considered starting a business well before formulating the business idea. Thus, push or pull factors are often seen as the initial impetus behind new venture creation. Mishra and Zachery's (2015) Entrepreneurial Value Creation Theory describes the entrepreneur's start-up experience from opportunity recognition, acquiring and configuring the necessary resources, to value appropriation.

5.2.1 Idea emergence

Following a push or pull, idea emergence could be considered the first concrete steps towards new venture creation. Morris and Kuratko (2020) make the distinction between one person having an idea and another who goes on to realise their idea. Kirkwood (2009b) and Dawson and Henley (2011) describe entrepreneurial motivations as either couched as 'pushing' away from lack or dissatisfaction (money, job loss, marriage failure) or 'pulling' towards business creation by identifying a gap or opportunity.

Dawson and Henley (2011) suggest push or pull factors are dependent on multiple factors, including occupational dependency, with Eva, Nicki, and Caz and Emma's entry experience confirming this. Eva was contemplating change for some time, having operated one business for 30 years. However, Eva's pull to change roles materialised after her youngest child left home, allowing her to action a previously identified opportunity to transition teenagers from school life into adult life. Nicki's pull came after understanding findings from their bio-medical research could be commercialised and used to positively impact women's health. Eva and Nicki each took time to explore their idea to understand how it could be translated into a credible business opportunity. The idea of taking time to explore an idea is consistent with Ajzen's (1991) findings suggesting intentionality strength is a predictor of future entrepreneurial success. Although not found in the literature, the researcher suggests time required to plan a start-up could also be proportional to the complexity of a new enterprise.

Caz and Emma's experience of being 'pushed' into starting a domestic cleaning business came after difficulty finding work. This would change following their decision to become living-wage employers when taking on their first worker. This experience confirms Kirkwood's (2016) findings where women entering new venture creation through financial necessity, that once established, 'pull' displaces 'push' as they gain the skills necessary to manage their business.

5.2.2 External opportunity identified

Starting an enterprise from scratch requires the entrepreneur to identify the numerous resources necessary to action the opportunity identified. These include the

tangible and intangible capital needed to start and run a social enterprise (Mishra & Zachery, 2015). Both Nicki, and Caz and Emma identified opportunities in areas they had prior experience. This for Nicki was as a research scientist, while for Caz and Emma this meant experience within the domestic cleaning industry. Assembling a team of capable professionals was one of Nicki's priorities. For Caz and Emma, paying the living wage to attract and retain workers was a priority. Eva saw the importance of planning her charitable start-up. The only woman with prior business experience, Eva took time to formulate a business plan as she needed to understand what was required to start and operate the social enterprise she was creating. This finding is supported by Ilac (2018) and Squire (2020) who suggest the success of nascent entrepreneurs is both dependent on and proportionate to having prior business experience.

5.3 Funding Challenges

Funding Challenges was the second GET identified, as a result of asking participants the third interview question: what challenges have you encountered, along with contributions that have led you to where you are now? All four cases identified access to funding a challenge. Their experiences are consistent with the younger women and mature men social entrepreneurs identified in the literature search. Two theories identified in the literature as having relevance to funding challenges and building the conceptual framework are Mishra and Zachery's (2015) Entrepreneurial Value Creation Theory, and Bourdieu's (1986/2011) Social Capital Theory. A start-up's ability to secure funding is vital for resource appropriation (Mishra & Zachery, 2015), while a founder's ability to secure funding is dependent upon the quality of social structures within their networks (Bourdieu, 1986/2011).

5.3.1 Access to funding

All four start-ups relied on different funding sources, appropriate for their start-up's structure. For example, Haki's and Eva's enterprises were charitable organisations reliant on corporate sponsorship, government funding or large cash donations from wealthy individuals. Nicki's and Caz and Emma's start-ups, both for-profit businesses operating in the fourth sector, had different funding requirements. As a medical technology start-up, Nicki's enterprise initially relied on a large non-diluting government grant, with PhD students further

contributing with seed money from lottery grants. Funding source requirements have since changed as Nicki's start-up transitions from research and development into product commercialisation. Caz and Emma's for-profit start-up funding remains reliant on the successful completion of tendering proposals in order to win contracts.

Haki and Eva shared similar experiences operating their charitable trust. Both women found government funding came with obligations that impacted their organisation's operation. Seeking alternatives, Haki and Eva have since found alternative funding sources to work around this requirement, and importantly, support the continuation of their start-ups' mission. The researcher was unable to find literature supporting Haki and Eva's experiences.

With Nicki's enterprise moving into product commercialisation meant her team must now attract the 'big money' with investment from VCs. However, Nicki has found pitching 'femtech' to a largely male audience has proven difficult. Nicki's experience with VC funding confirms findings from Meliou et al. (2019) and Swail (2021) suggesting women face greater barriers than men when accessing VC in the technology sector. Swail (2021) identifies this bias as one of four discussion points that must be addressed to ensure fairness between genders within the entrepreneurial ecosystem.

After completing a Be Your Own Boss course through Work and Income New Zealand, the Caz and Emma received six months of government funding to launch their new enterprise. The decision to focus on government and corporate contracts would lead Caz and Emma to discover operational changes, although fixing one problem, brought other challenges. Moving to larger contracts required proposals to be submitted using the government RFP portal (New Zealand Government, n.d.a). Unfamiliar with the submission process, Caz and Emma had difficulty communicating the 'broader outcomes' which are a feature in government and large business social procurement (New Zealand Government., n.d.b). These broader outcomes refer to the secondary benefits any enterprise generates as an outcome of social engagement within their community. Unable to effectively communicate this unique feature led Caz and Emma to be rejected multiple times before finally being offered a contract.

Caz and Emma's challenges highlight the difficulty smaller social enterprises encounter. Difficulty accessing funding, particularly among smaller women-led social enterprises, appeared as a common theme within the literature suggesting a lack of business

acumen (Adom et al., 2017; Alreshoodi, et al., 2011; Cruickshank & Eden, 2005; de Bruin et al., 2007a; de Bruin & Flint-Hartle, 2005; Said & Enslin, 2020). However, Swail (2021) and Squire (2020) argue it goes further by identifying those leading smaller social enterprises do not have the skills needed to negotiate funding. The reason for this, Ricket and Goodspeed (2025) suggest, is because smaller women-led enterprises (in particular) lack the requisite knowledge to quantify the intangible impacts associated with measuring client experiences.

5.3.2 Different approaches to managing finances

Covid-19 led to a significant long-term drop-off in public donations for one charitable organisation, an impact the founder was ill-prepared for. Alreshoodi, et al. (2011), and Said and Enslin (2020) suggest many inexperienced founders do not have the basic business skills nor systems in place to manage the funding once secured. Understanding the importance of managing finances from fundings, Haki has now engaged an accounting professional to manage this crucial aspect of her charity.

For Eva, leaving home at 17 and travelling to Australia with \$60 in her back pocket taught her the importance of money management from an early age. Studying accounting in her early 20s and coming from a business background would set Eva up to effectively manage the day-to-day finances in her start-up.

Product commercialisation meant Nicki's enterprise now required a significant cash injection from VC, along with being able demonstrate to investors her start-up could support itself while working towards profitability. Kumar and Sharma (2020) suggest although founders understand the need to raise capital in order to scale their business, many are unprepared for the trade-offs that could impact the founder-investor relationship. Among these include relinquishing autonomy over business operations and attracting greater scrutiny over financial management.

Switching to commercial cleaning contracts gave Caz and Emma the confidence to take on employees. Contrary to findings from Alreshoodi et al. (2011), Said and Enslin (2020) and Squire (2021), a lack of business training did not hamper Caz and Emma's ability to make valid business decisions. When starting-out, both understood the importance of having a customer-supplier contract in place to provide not only surety of work, but income reliability.

5.4 Entrepreneurship as Continuous Learning

Entrepreneurship as continuous learning was the third GET, again prompted by the third interview question: what challenges have you encountered, along with contributions that have led you to where you are now? The purpose of these questions was to identify the challenges experienced by these women. All four participants identified challenging events that impacted their start-ups operation. Theory identified in the literature contributing to entrepreneurship as continuous learning and building the conceptual framework is Mishra and Zachery's (2015) Entrepreneurial Value Creation Theory. Not previously identified in the original conceptual framework, Kolb's (1984) Experiential Learning Theory is recognised as a necessary component for building entrepreneurial competency (Mishra & Zachery, 2015). The researcher therefore suggests Kolb's (1984) Experiential Learning Theory's inclusion in developing the finalised conceptual framework.

5.4.1 Operations impacted by founder's health or wellbeing

This PET considers the relationship between the founder's work, their health, and the impact this could have on how their venture operates. Studies within the literature search identify the intersection between entrepreneurial women, their work commitments, and those of domestic duties (de Bruin et al., 2007b; Johnstone-Louis, 2017; Khan & Rowlands, 2017). However, the studies show little evidence of the correlation between the health of the entrepreneur and the health of the enterprise. The relevance to this study is that mature women are likely to have moved beyond 'juggling' domestic and work activities, to managing the impact of their health and wellbeing on their enterprise's viability.

Kayyali (2025) examines the nexus between entrepreneur, their work and their emotional wellbeing as a place entrepreneurs should focus. Entrepreneurs are considered driven and hardworking, although Kayyali (2025) suggests this invariably comes at a personal cost. Haki and Eva both told how their respective trustee boards implored them to delegate responsibilities to reduce their workload. Kayyali (2025) finds the reluctance to delegate among the challenges founders are likely to face. If unchecked, these challenges place limitations on personal time and energy by competing with work demands, leading to overwork. Proposing a repertoire of tools to deal with challenges founder's face, Kayyali

(2025) suggests these allow the entrepreneur to remain focussed yet achieve balance in competing demands inside and outside of business. Ultimately, the absence of both these founders was resolved, however only after structural changes within each's organisation was made.

5.4.2 Challenges external to the enterprise

According to Kolb (1984) experiential learning is gained through hands-on experience following a four-stage process involving critical self-reflection. Experiential learning is a transformative process whereby knowledge is repeatedly created and recreated. Essentially this allows the entrepreneur to situationally adapt and store experiences as schema, creating cognitive short-cuts for future problem-solving (Kolb, 1984). Importantly, experiential learning helps build confidence and resilience through these transformative experiences (Kolb, 1984). Furthermore, Valliere (2013) argues these transformative experiences heighten an entrepreneur's awareness for opportunity recognition, necessary when starting out. Without the ability to learn from experiences, Lattacher and Wdowiak (2020) suggest the entrepreneur is likely to repeat the same failing in successive ventures.

All participants identified a challenge external to their enterprise that impacted operations. For Haki and Eva, their challenge came in response to changes on their charitable organisation's operation during the Covid-19 response period. Nicki's challenge came unexpectedly from the health care professionals whom she thought would be her direct-to-market sales channel. Caz and Emma's challenge came after realising social enterprises supplying services to government would be among the first casualties when new procurement contract measures were introduced following NZ's change in government.

The relationship between crisis and entrepreneurial adaptation is a topic not identified in the literature, nonetheless important to consider. Bagheri et al. (2023) highlight the gendered impact crises have on women entrepreneurs and their enterprises. Referring to the Global Financial Crisis of 2008 and more recently the COVID-19 pandemic, Bagheri et al. (2023) acknowledge the burden placed on women-owned or led businesses is disproportionately greater than those for men during a crisis. Chen et al. (2024) therefore call

attention to the need for entrepreneurs to be adaptable, with business continuity planning seen as an ongoing component of entrepreneurial learning.

5.5 Building and Managing Relationships

Building and managing relationships comes as the fourth GET and was shared across all participants in this study, as well as studies in the literature review. Two shared PETs identified from the analysis were cultivating client relationships and developing organisational capabilities to support positive client relationships. Cultivating client relationships came as the result of asking the first interview question: what is your experience of 'being' a mature woman social entrepreneur. All four participants identified the importance of maintaining good client relationships. Three theories identified in the literature as having relevance to building and managing relationships, and building the conceptual framework are Bourdieu's (1986/2011) Social Capital Theory, Lewis' (2015) Entrepreneurial Leadership Model, and Tajfel and Turner's (1986) Social Identity Theory. Social capital builds strong social connections within an organisation, seen as critical to fostering and maintaining positive customer outcomes. Lewis' (2015) Entrepreneurial Leadership Model where founder (leadership) identity drives positive customer relationships. Tajfel and Turner's (1986) Social Identity Theory defines how the founder's beliefs influence behaviours within their organisation and extend beyond to those of their customers' social groups.

5.5.1 *Cultivating client relationships*

For Haki, cultivating relationships between donors and clients went beyond the women routinely receiving donors' money. These relationships provided additional support during the year at key times that would otherwise strain finances. These include birthdays, Easter and Christmas time. The researcher was unable to locate examples of this unique direct donor-client relationship within the literature. Confirming findings from Soto-Simeone and Kautonen (2021), the ability to adapt to the customers' changing demands and respond quickly has helped Eva maintain strong relationships with her customers and her team. Consistent with Fernandez-Guadano and Martín-Lopez's (2022) findings, the skills Eva developed previously as a business woman were transferred to her start-up. These included

the interpersonal communication and coaching skills necessary to gain the confidence of and coach her teenage clients.

Nicki experienced mixed success promoting her product through health care providers, her initial B-2-B-2-C sales strategy. Importantly for Nicki, her product's quality and registration as a medical device differentiated her brand from the many less expensive products available. Nicki now purposefully engages customers to collect meaningful feedback to support claims of the life-changing outcomes customers have experienced. Nicki's experience confirms Henry et al. (2015) and Lewis' (2015) findings where word-of-mouth product quality drives both new and repeat customers. Social values shared with their smaller customers have meant Caz and Emma's enterprise has never experienced difficulties within these client-service provider relationships. This experience appears in contrast to that with government and corporate relationships they experience, appearing as perfunctory exchanges of payment and services. This, the researcher suggests, does not represent a truly equal method of exchange, by placing responsibility for social value creation onto the service supplier. These smaller business relationships are consistent with findings from de Bruin et al. (2017) alluding to the collaborative dynamic found between social enterprises. Here, social needs are not an add-on but are the product of delivering sustainable products or services between supplier and buyer.

5.5.2 Developing organisational capabilities

Eva, Nicki, Caz and Emma shared their experience with the positive relationships each had with those within their organisation. These included relationships with workers, work colleagues, and their board of trustees or board of directors. Although for Haki understanding the need to maintain coherence with her board would come later (as discussed below). Consistent with findings from Kirkwood (2009c) and Kirkwood (2012), Eva shared her experience of enlisting family and friends to carry-out core business functions when starting her enterprise. Based on their competencies, these functions included financial management and programme presentations during the initial start-up period. Grateful for their help, she insisted that her enterprise could not have happened without their help. Identifying internal communications and cooperation as crucial, Nicki spoke of the need for her product development team and the board of directors to work well together. Caz and Emma innately

understood the correlation between the health and wellbeing of their workers and how this reflected the high standards of work achieved. Through their caring and empathetic approach, these founders achieved consistently high scores in customer quality evaluations for their social enterprise. Not found in the literature review, findings from Malhotra and Agarwal (2021) demonstrate the association between positive workplace relationships, worker performance, and value derived from customer satisfaction.

Haki shared her experience of the importance in repairing and maintaining good internal relationships that required delineation between governance and management roles. Unable to find examples of conflict and resolution within the literature, the researcher found challenges associated with the governance of social enterprises not uncommon. Spear et al. (2009) provided examples that included but were not limited to finding the right skills and experience mix, how power structures between boards and management can be managed, and lastly, how the social and financial goals of the social enterprise is managed. Spear et al. (2009) argue the importance of identifying key aspects of the social enterprise from start-up, including the roles and skills needed to perform these functions. Leffel et al. (2012) view conflict in start-ups as unavoidable. Conflict is not necessarily bad, with Leffel et al. (2012) suggesting discord provides founders with the development of negotiation skills, while providing the organisation with a learning opportunity, as was Haki's experience.

5.6 Founder Identity

Founder Identity is the fifth GET, accompanied by two shared PETs: the participants' experience of 'being' a mature woman social entrepreneur and finding purpose in helping others. These were the result of prompting by the first interview question: What is your experience of 'being' a mature woman social entrepreneur? All four participants experienced identities commensurate with how they 'viewed' themselves, whereas all but Nicki found purpose in what they did as a social entrepreneur.

Four theories identified in the literature as having relevance to founder identity and building the conceptual framework are Bourdieu's (1986/2011) Social Capital Theory, Lewis' (2015) Entrepreneurial Leadership Model, Fiske and Taylor's (1984) Social Cognitive Theory, and Koenig and Eagly's (2014) Social Role Theory. Bourdieu's (1986/2011) Social Capital Theory describes the access afforded the founder to various resources that in turn shape both

the organisation and the founder's identity. With many entrepreneurial start-ups being small-to-medium-size, Lewis' (2015) Entrepreneurial Leadership Model suggests resource scarcity (notably human) means founders' roles are often fluid as they take up different tasks within their enterprise. Fiske and Taylor's (1984) Social Cognitive Theory posits the use of cognitive shortcuts in decision-making processes including managing interactions with others, particularly in different situations. Koenig and Eagly's (2014) Social Role Theory explains stereotyping as inferred traits from social roles, with observed behaviours shaping these stereotypes.

Deci and Ryan's (2012) Self-Determination Theory, not previously identified in the literature search, argues that humans have three basic psychological needs: autonomy or control over one's work; competency in one's work; and relatedness or connection with others. Self-Determination Theory can therefore be seen as identifying purpose behind the 'why' of an entrepreneur.

5.6.1 Their experience of 'being' a mature woman social entrepreneur

The literature discusses ageism mature women entrepreneurs often encounter under different guises. This includes women countering ageism by maintaining levels of physical appearance and self-esteem (de Bruin & Firkin, 2003), which the researcher suggests could be viewed as either maintaining a positive self-image or conforming to an image representing younger entrepreneurial women; ageism as something mature women entrepreneurs are likely to encounter (Meliou et al., 2019); and age seen as a barrier for mature women starting a business (Pearman et al., 2022). Dibek and Aydin (2024) suggest many mature women have grown beyond age-related societal biases (de Bruin et al., 2007b; Henry et al., 2015; Said & Enslin, 2020; Stirzaker & Sitko, 2018), particularly where 'mumpreneurs' are regarded as hobbyists (Khan & Rowlands, 2021). This, Dibek and Aydin (2024) suggest, is because mature women have learnt to counter ageism through experiences and social capital accumulated over their lifetime.

Contrary to de Bruin and Firkin (2003) and confirming Dibek and Aydin's (2024) findings, neither Eva nor Nicki found age to be a barrier in starting a social enterprise later in life. At 69, Eva – the most mature participant in this study – considers she had another 20

years or so left to make an impact. This left her wondering what could she achieve in this remaining time. Likewise, Nicki never encountered ageism, suggesting running a research group meant working with professionals across all ages, from younger PhD students to research scientists much older than she was. Transitioning from research and development to product commercialisation required a different approach to managing the challenges when securing funding. Nicki described this transition as having to 'swap your hat' to maintain momentum, confirming Mathias and William's (2018) reference to changing hats in founder role transitions and Lewis' (2015) notion of identity transitions in opportunity discovery.

Eva relays what she considers as key components to understanding the success of mature women entrepreneurs: capacity, capability and commitment. Capacity as the energy, time and reach you have; capability as what you can do that no one else can; and having commitment to how long you will continue doing this. In combination, Eva suggests, they allow the mature woman entrepreneur to cope whenever difficult situations are encountered. Using these criteria as a measure, Eva considers mature women entrepreneurs must also understand when it is time to step aside or step back from their social enterprise. Therefore, planning an exit strategy appears just as necessary as entry into new venture start-up. However, the researcher was unable to find reference to this in the literature.

Haki viewed herself as a 'money maker' or someone who paired the needs of the women with sponsors who provided money and goods for the women and their children's welfare. Starting a business from scratch, Caz and Emma never considered themselves social entrepreneurs. They justified this by saying their skills' development was ongoing, while also suggesting they had not accrued sufficient knowledge to call themselves entrepreneurs. Both Haki's, and Caz and Emma's experience of not identifying as entrepreneurs confirms findings where Kirkwood (2009b) and Warren (2004) suggest many entrepreneurial women either do not consider themselves to be entrepreneurs. Perhaps the legitimacy of holding the title 'social entrepreneur' appears incongruent with their current view of themselves, with Lewis (2015) providing evidence to support this. In Lewis' (2015) study (n=1) the participant only felt comfortable identifying as an entrepreneur five years after start-up. She considered herself entrepreneurial once all her own pre-determined criteria were met and acted out.

Last, Lewis (2015) argues entrepreneurial leadership is enmeshed within the entrepreneur's identity, therefore not exclusionary to any one experience, with findings congruent with the experiences shared all five participants. Evidence of this seen as inspiring and leading teams of workers, supporters or fellow researchers, managing client relationships, and dealing with challenges, internally and externally, as and when they appear.

5.6.2 Finding purpose in helping others

Confirming findings from Le Loarne-Lemaire et al. (2017), Pearman et al. (2022), Soto-Simeone and Kautonen (2020), and Squire (2020), finding purpose has enabled Haki, Eva, and Caz and Emma to transcend the everyday function of managing their enterprise. Each has created an enterprise that benefits management, workers and clients alike. Finding purpose aligns with Deci and Ryan's (2012) Self-Determination Theory: *control* over the work they do; having *competency* in the work they do; and having *connection* with the work they do. This the author suggests goes further than purpose, with findings from Logan (2014) identifying discovery of self-actualization as a primary driver for women starting an enterprise later in life.

Prior to starting her social enterprise, Haki considered herself something of a social misfit. She has now found something she is not only really good at, but enjoys. Importantly, Haki's work helps others. Coming to this point in life has proven to be not only a watershed moment, but a significant revelation by providing the 'why' behind the work she did. Eva considers the advantage for many mature women is that they have moved beyond ladder-climbing that would otherwise prevent them from sharing work or recommending others. This Eva suggests has enabled her to focus exclusively on helping others. Eva sees this as a gift mature women possess as they have developed a greater understanding of both their limitations in respects to what can be achieved, with consideration for their mortality and capacity for completing the work. For Caz and Emma, purpose has come about from recognising the plight many unskilled workers face, and in particular, ethnic minorities on low wages with no guarantees of minimum hours of work. They have achieved this by building a social enterprise that provides not only employment, but a community where workers are valued for their contributions through Caz and Emma's commitment to fair wages for honest work and an inclusive work culture built on family values.

5.7 Support Wanted

Support wanted comes as the sixth GET and shared by two participants in this study, Eva and Caz and Emma. Two PETs identified were networking opportunities and mentoring opportunities, the result of asking the fourth interview question: what additional support, if any, is needed to make the social entrepreneur journey easier? Although they both shared the PETs, Eva's experiences were diverging to those of Caz and Emma's. Three theories identified in the literature as having relevance to support wanted and building the conceptual framework are Bourdieu's (1986/2011) Social Capital Theory, Tajfel and Turner's (1986) Social Identity Theory, and Erikson's (1963) Theory of Generativity versus Stagnation. Bourdieu's (1986/2011) Social Capital Theory views relationships as the means to build trust, encourage cooperation, acquire resources and identify opportunities. Tajfel and Turner's (1986) Social Identity Theory argues membership to social groups affords the entrepreneur access to resources otherwise unavailable to non-members. Generativity is described by Erikson (1963) as "primarily the interest in establishing and guiding the next generation" (p. 231). Social generativity is regarded as the actions mature, more accomplished entrepreneurs take with an employee in order to create the next generation of entrepreneur (Giaccardi & Magatti, 2017; Le Loarne-Lemaire et al., 2017).

5.7.1 *Networking opportunities*

Eva, and Caz and Emma each identified networking as necessary for success, although they had diverging experiences. Eva shared her experience of the well-developed network she had grown over her lifetime through business and church-related activities, feeling comfortable to call upon contacts for advice or help whenever needed. Evidence of networking's significance was demonstrated when Eva said both the initial funding and students for her programme were both provided through network contacts. Both Eva's and Caz and Emma's experiences of access to networks are consistent with Cruickshank and Rolland (2006), and Soto-Simeone and Kautonen (2021). The entrepreneur's social identity influences the group they 'belong' to, thereby dictating with whom they can connect. Connection dictates the availability of resources that group membership affords, such as trust, support and information sharing (Cruickshank & Rolland, 2006; Soto-Simeone & Kautonen, 2021). Social identity influences entrepreneurial networking through who can and

cannot connect with whom, the relationships within these connections and the availability of resources membership affords. Without these networks, the researcher proposes the entrepreneur and her social enterprise is slow to start at best, or fails to thrive at worst.

Moving from Australia, Caz and Emma do not have that same sense of community, nor depth of networks Eva was privileged to have established over her lifetime. They have instead been supported by Akina in Wellington, effectively becoming their default network for industry connections. Through buyer-meets-supplier networking events organised for Wellington-based social enterprises, they have experienced limitations imposed by the location of work availability. Caz and Emma have had little exposure to potential clients in centres outside Wellington, especially Auckland. Caz and Emma's experience is in agreement with findings from Cruickshank and Eden (2005), and Said and Enslin (2020) suggesting women have limited access to suitable networks, particularly those providing industry-specific access (Cruickshank & Eden, 2005). de Bruin et al. (2007a) elaborate on this by arguing institutional structures impede access for women to various sources of social capital, including networks. The effect of this is to limit women's access to markets, therefore their ability to earn money. The researcher argues these structural impediments include gendered access to social networks. de Bruin et al. (2007a) explain the differences in the composition of male and female networks: while women's networks tend to be heterogeneous (inclusive of women and men), men's tend to be homogenous (men-only). The salience here is that men operating within the entrepreneur's industry (cleaning in Caz and Emma's case) are unlikely to pursue connections with women-led businesses. However, women could identify and reach out to key male industry figures or women with extensive industry connections in order to extend their own network contacts.

5.7.2 Mentoring opportunities

Eva and Caz and Emma identified mentoring as necessary for success, again with diverging experiences. Eva understood the importance of mentoring, and invested in her future by paying a business mentor prior to establishing her social enterprise. Caz and Emma would reflect on their lack of mentoring when starting out. Eva's experience reflects networking's influence on business performance (Adom et al., 2017) and mentoring's role in the growth of an enterprise (Cruickshank & Rolland, 2006). Consistent with Cruickshank and

Rolland's (2006) findings, Caz and Emma's realisation of mentoring's importance only came following their mentoring of one couple through a training programme they had developed. This culminated in the gifting of an established commercial cleaning contract to the couple. Caz and Emma's actions demonstrated two findings from the literature review: first, women experience limited access to suitable networks (Cruickshank & Eden, 2005; Cruickshank & Rolland, 2006; Said & Enslin, 2020); and second, female networks reflect relationship building that goes beyond the transactional (Stahl et al., 2023).

Sritanyarat and Sakdiyakorn (2020) view pairing nascent entrepreneurs with established entrepreneurs as providing the necessary environment for nascent entrepreneurs to develop entrepreneurial skills. Modelled on Bandura and National Health Institute of Mental Health's (1986) Social Cognitive Theory, entrepreneurial learning is used interchangeably with observational learning. This is where a mentee learns through observing the actions, and any consequences of those actions, of the mentor. However, the researcher suggests Caz and Emma's relationship with the immigrant couple went beyond this, possibly driven by their own experience of knowing they could have benefitted from such a relationship when starting out. Akin to seeding their business, the mentor creates the environment in which to grow the next generation of social entrepreneurs by helping the mentee into starting their own business (Giaccardi & Magatti, 2017; Le Loarne-Lemaire et al., 2017).

5.8 Reflections

This seventh and final GET identified two PETs, measuring what matters in response to the second interview question: how do you define and measure the positive impact your social enterprise is having or has had; and doing things differently next time, in response to asking the fifth interview question: if there is one thing you would do differently, what would that be. All four cases experienced both PETs. With this GET focused on the participants reflections on their entrepreneurial journey, Kolb's (1984) Experiential Learning Theory appears the most relevant theory to help build the conceptual framework. Furthermore, Lattacher and Wdowiak (2020) see reflection as an essential feedback mechanism enabling the entrepreneur to learn from set-backs or failings.

5.8.1 Measuring what matters

All four participants identified outcomes that provided accounts of the positive impact their social enterprise was having with both clients and workers. Haki saw the incrementally small yet positive changes over time in the women's outlook and self-perception, moving from one of hopelessness to one of possibility and having agency over their future. Haki sees the positive relationships these women now have with others including their children, but most importantly, the relationship they have with themselves. Eva kept a record of all the young people who had graduated her programme. After 15 plus years Eva still hears of their successes, including marriage and starting their own families. Only recently has Nicki actively solicited feedback from women who had purchased her product. Nicki says understanding how her product improves the lives of these women is what motivates both her and the team to keep going. Caz and Emma have conducted annual staff and customer surveys for a number of years. This provides understanding of what matters most for their workers, as they recognise improving wellbeing sees positive benefits in worker productivity and quality of service delivered to their customers.

5.8.2 Doing things differently 'next time'

This question provided participants with the opportunity to reflect on what they would change if provided a 'next time', with participants either identifying opportunities for positive change or did not consider change necessary. Haki now sees value in future-proofing her charity. This has included creating a 'wish list' of significant capital purchases, such as a large van for collecting donations and warehouse space to store goods. These are all items Haki believes will help deliver better service. Eva could not think of anything she would change, as she dealt with changes as and when the need to respond arose. Nicki's learnings identified not only the importance of founders valuing the potential their start-up had, but finding those who not only provided financial support but importantly emotional support. Nicki says women should never underestimate the power they wield as a founder and for any relationship to work, both funders and your vision must align. Caz and Emma both valued the autonomy of being their own boss offered, with Emma in particular regretting not having started a 'straight' business sooner in life in order to be able to appreciate this independence.

5.9 Updated Conceptual Framework

The literature review identified three theories and one model that provided the foundation for building the proposed conceptual framework necessary to help answer the research question: how do mature women interpret success in social enterprise start-ups in Aotearoa New Zealand? These were Push-Pull Theory (Amit & Muller); Entrepreneurial Value Creation Theory (Mishra & Zachery); Social Capital Theory (Bourdieu, 1986/2011); and Entrepreneurial Leadership Model (Lewis, 2015). Kolb's (1984) Experiential Learning Theory, not identified in the original literature, is included in the finalised conceptual framework. Other theories that have contributed to a lesser extent include Self Determination Theory (Deci & Ryan, 2012); Social Role Theory (Koenig & Eagly, 2014); Social Identity Theory (Tajfel & Turner, 1986); Social Cognitive Theory (Fiske & Taylor, 1984); the Theory of Generativity versus Stagnation (Erikson, 1963); and the Theory of Planned Behaviour (Ajzen, 1991). Each theory has in some way contributed to shaping the identity of the mature woman social entrepreneur and her enterprise. This in turn has influenced how she leads employees and colleagues through referent power (The Centre for Leadership Studies, 2020), and ultimately interactions with other businesses and customers.

The discussion section found parallels between experiences shared by participants – both younger females and older males – in studies identified in the literature search and consistent with findings from participants in this study. Shared experiences identified barriers during both enterprise start-up and operations beyond start-up (for example, past launch phase). These included having limited access to initial and on-going funding; little or no prior business experience or training; limited market opportunities or facing competition from established enterprises; and limited opportunity to build social capital through networking and mentoring relationships. These findings helped the author identify not only traditional metrics for start-up success, but those with relevance for mature women social entrepreneurs.

Enterprise growth, achieving lifestyle balance, and profits have long been considered success metrics for businesses (Kirkwood, 2016). The researcher suggests success factors adopted for social enterprise start-ups could be more reflective of the human and social-centric aspects of new venture creation. Success factors found in this study are identified in

Table 9 below, along with the finalised conceptual framework identifying the theories and models used, identified as Figure 1 following Table 9.

Participant responses to the general and business-specific questions, along with the five interview questions, provided the connection between the participants' experiences shared across the Experiential Statements to the success factors of mature women social entrepreneurs in this study. In total, 14 success factors were identified, each correlating to PETs 1-14. Where themes identified a challenge, the success factor identified the requirement to overcome the challenge.

Table 9

Success Factors Identified

GET and Shared PETs	Interview Question	Theory or Model Identified in	Secondary Literature	Resource Inputs	Learnings	Success Factors
GET 1. Starting Out						
Idea emergence	General and business-specific questions: who is directly involved in this venture and what previous experience do you have with starting and running a business?	Push-Pull Theory (Kirkwood, 2009b; Dawson & Henley, 2011); Entrepreneurial Value Creation Theory (Said & Enslin, 2020).	Ajzen, 1991; Ilac, 2018; Squire, 2020; Kirkwood, 2016; Mishra & Zachery, 2015; Morris & Kuratko, 2020.	Opportunity Recognition Business Skills Market Opportunity Sources of Financial Capital Sources of Social Capital	The ability to translate an idea into a marketable business opportunity The opportunity identified aligns with the founder's values Identify resources needed on start-up	1. Viable business idea identified and attention placed on planning 2. Resources acquired and configured to support opportunity
External opportunity identified						
GET 2. Funding Challenges						
Access to funding	Interview question 3: what challenges have you encountered, along with contributions that have led you to where you are now?	Entrepreneurial Value Creation Theory (Said & Enslin, 2020); Social Capital Theory (Cruickshank & Eden, 2005; Cruickshank & Rolland, 2006).	Adom et al., 2017; Alreshoodi, et al., 2011; de Bruin et al., 2007a; de Bruin & Flint-Hartle, 2005; Kumar & Sharma, 2020; Meliou et al., 2019; New Zealand Government, n.d.a; Zealand Government, n.d.b; Ricket & Goodspeed, 2025;	Business Skills Market Opportunities Sources of Financial Capital Sources of Social Capital	The sector in which the enterprise operates dictates the funding sources required Negotiating skills are necessary for funding or tendering applications	3. Competencies developed to align access to funding sources with industry-specific requirements 4. Nascent entrepreneurs are given basic business and financial
Different approaches to managing finances						

GET and Shared PETs	Interview Question	Theory or Model Identified in	Secondary Literature	Resource Inputs	Learnings	Success Factors
			Said & Enslin, 2020; Swail, 2021; Squire 2020.		Benefits of access to family members with financial skills The requirement to appropriately manage finances from funding	management training
GET 3. Entrepreneurship as Continuous Learning						
Operations impacted by founder's health/wellbeing	Interview question 3: what challenges have you encountered, along with contributions that have led you to where you are now?	Entrepreneurial Value Creation Theory (Said & Enslin, 2020). Not previously identified: Experiential Learning Theory (Kolb, 1984).	Bagheri et al., 2023; Chen et al., 2024; de Bruin et al., 2007b; Johnstone-Louis, 2017; Kayyali, 2025; Khan & Rowlands, 2017; Lattacher & Wdowiak, 2020; Mishra & Zachery, 2015; Valliere, 2013.	Business Skills Market Opportunities Sources of Financial Capital Sources of Social Capital Experiential Learning	Understanding the impact of work on a founder's health and enterprise viability Learning and applying knowledge acquired in times of uncertainty Previous business experience provides an advantage	5. Founder manages the impact of work pressures on their health and wellbeing 6. Challenges seen as providing learning experiences and opportunities for improvement
Challenges external to the enterprise						

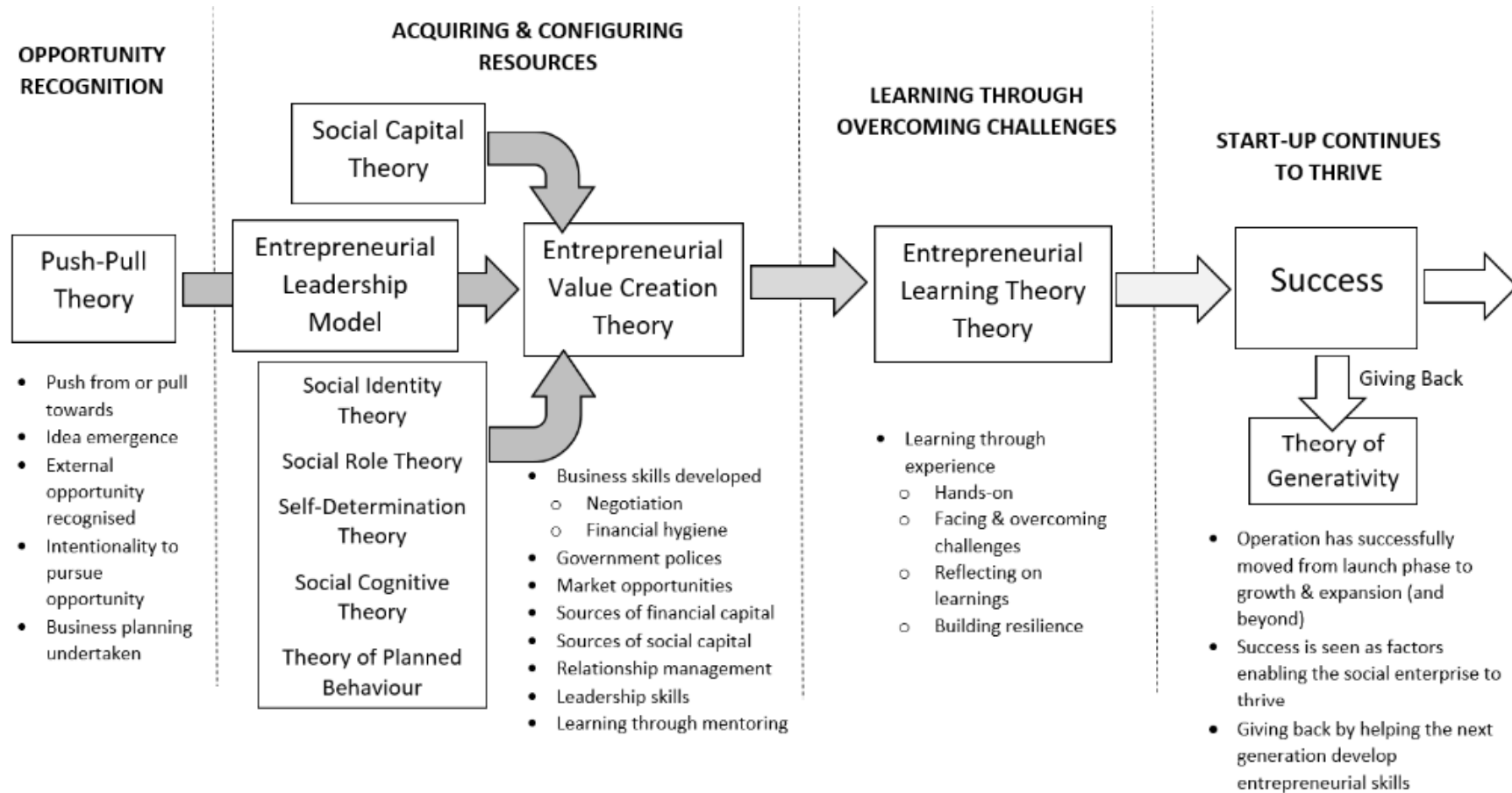
GET and Shared PETs	Interview Question	Theory or Model Identified in	Secondary Literature	Resource Inputs	Learnings	Success Factors
GET 4. Building and Managing Relationships						
Cultivating client relationships	<p>Interview question 1: What is your experience of “being” a mature woman social entrepreneur – Haki, Eva & Nicki’s response</p> <p>Interview question 2: how do you define and measure the positive impact your social enterprise is having? Emma’s response</p> <p>Each participant’s response came from a different interview question: Haki, the 4th; Eva, the 5th; Nicki, the 3rd, and Caz and Emma, the 2nd</p>	Social Capital Theory (Cruickshank & Rolland, 2006; de Bruin et al., 2007a); Entrepreneurial Leadership Model (Lewis et al., 2015); Social Identity Theory (Soto-Simeone & Kautonen, 2021).	de Bruin et al., 2017; Fernandez-Guadano & Martín-Lopez, 2022; Kirkwood, 2009c; Kirkwood, 2012; Leffel et al, 2012; Malhotra & Agarwal, 2021; Spear et al., 2009.	<p>Business Skills</p> <p>Sources of Social Capital</p> <p>Entrepreneurial Leadership</p> <p>Experiential Learning</p>	<p>Previous business experience</p> <p>Strength of team and client relationships</p> <p>The founder’s influence over organisational culture</p> <p>A shared commitment to goals, open communications and mutual respect</p>	<p>7. Founder builds and leads teams delivering value to customers</p> <p>8. The enterprise is attuned to the customer’s needs</p>
Developing organisational capabilities						

GET and Shared PETs	Interview Question	Theory or Model Identified in	Secondary Literature	Resource Inputs	Learnings	Success Factors
GET 5: Founder Identity						
Their experience of 'being' a mature woman social entrepreneur	Interview question 1: what is your experience of 'being' a mature woman social entrepreneur?	Social Capital Theory (Cruickshank & Rolland, 2006); Social Role Theory (Said & Enslin, 2020); Entrepreneurial Leadership Model (Lewis et al., 2015). Not previously identified: Self-Determination Theory (Deci & Ryan, 2012).	de Bruin & Firkin, 2003; Kirkwood, 2009b; Le Loarne-Lemaire et al., 2017; Lewis, 2015; Mathias & William, 2018; Meliou et al., 2019; Pearman et al., 2022; Soto-Simeone & Kautonen, 2020; Squire, 2020; Warren, 2004.	Business skills Sources of Social Capital Entrepreneurial Leadership	Founder's role ambiguity and identity transitions along start-up journey Understanding how you will positively impact your clients The founder's influence over organisational culture	9. Founder's ability to morph their identity with the enterprise's needs and growth 10. Purpose provides justification for starting the enterprise
Finding purpose in helping others						
GET 6. Support Wanted						
Networking opportunities	Interview question 4: what additional support – if any – is needed to make this entrepreneurship journey easier?	Social Capital Theory (Cruickshank & Rolland, 2006); Theory of Generativity versus Stagnation (Erikson, 1963); Social Identity Theory (Soto-Simeone & Kautonen, 2021).	Adom et al., 2018; Bandura & National Health Institute of Mental Health, 1986; de Bruin et al., 2007a; Giaccardi & Magatti, 2017; Le Loarne-Lemaire et al., 2017; ; Said & Enslin, 2020; Sritanyarat & Sakdiyakorn, 2020; Stahl et al., 2023.	Business skills Government Policies Market Opportunities Sources of Financial Capital Sources of Social Capital	Previous business experience Nascent entrepreneur does not identify beneficial mentoring and networking relationships Limited access to mentoring and industry-specific networking opportunities	11. Nascent entrepreneurs build social capital through industry-specific networking opportunities 12. Industry-new or nascent entrepreneurs paired with an experienced mentor
Mentoring opportunities						

GET and Shared PETs	Interview Question	Theory or Model Identified in	Secondary Literature	Resource Inputs	Learnings	Success Factors
GET 7. Reflections						
Measuring what matters	Interview question 2: how do you define and measure the positive impact your social enterprise is having?	Social Capital Theory (Cruickshank & Rolland, 2006); Entrepreneurial Leadership Model (Lewis et al., 2015); Experiential Learning Theory (Kolb, 1984).	Lattacher & Wdowiak, 2020.	Business Skills Market Opportunities Sources of Financial Capital Sources of Social Capital Entrepreneurial Leadership Experiential Learning	Using client feedback to measure impact Living in your power, on your own terms Autonomy to live on your own terms as a founder	13. Founders know how their product or service impacts customer satisfaction 14. Work with those whose vision aligns with yours
Doing things differently 'next time'	Interview question 5: if there is one thing you would do differently, what would that be?					

Figure 1

Finalised Conceptual Framework



Note: The outward-directed 'Theory of Generativity' represents giving back mature entrepreneurs make into the social enterprise ecosystem

5.10 Significance of the Study

Women's entrepreneurial research within NZ has historically focussed on younger women, for example women in technology start-ups (Swail, 2021) or as new mothers starting a home-based business (Khan & Rowlands, 2017). Although considered a viable solution for mature women seeking an alternative to paid work, a paucity of research identifying contributors to the success of mature women founding social enterprises could be viewed as a barrier. The intent of this study was to highlight this research gap and partially fill this by identifying how mature women interpret success in social enterprise start-ups. In completing this study, the aim and objectives identified in the introduction have been met.

The researcher identified IPA an appropriate methodology to answer the research question. IPA has enabled the researcher to gain an up-close and personal account of the experiences five mature women social enterprise founders across four cases had during their start-up journey. Ideally suited to small case numbers, IPA has offered a depth and breadth of detail about the phenomena in question (Smith et al., 2022; Smith & Nizza, 2022).

The literature review identified 41 studies with relevance to social entrepreneurs. Of these, 10¹ were inclusive of mature men and women social entrepreneurs. A further four² had direct relevance to senior women social entrepreneurs, but not within NZ. Theories, concepts and models were identified and four selected on which to build the original conceptual framework to guide the data collection and analysis. These were Push-Pull Theory (Kirkwood, 2009; Dawson & Henley, 2011), Entrepreneurial Value Creation Theory (Said & Enslin, 2020), Social Capital Theory (Cruickshank & Rolland, 2006) and Entrepreneurial Leadership Model (Lewis, 2015). Kolb's (1984) Experiential Learning Theory, identified in the discussion section, has been added to the finalised Conceptual Framework.

Interviews, data collection, data transcription and data analysis were conducted in accordance with steps identified in Smith et al. (2022) and Smith and Nizza (2022). Seven GETs are identified and presented in Table 8 of the Results Chapter. These are starting out, funding

¹ Studies with relevance to mature social entrepreneurs: de Bruin & Firkin, 2003; Dibek & Aydin, 2024; Halverson & Morrow-Howell, 2017; Le Loarne-Lemaire et al., 2017; Logan, 2014; Meliou et al., 2019; Pearman et al., 2022; Soto-Simeone & Kautonen, 2021; Squire, 2020; Stirzaker & Sitko, 2019.

² Studies with relevance to mature women social entrepreneurs: Dibek & Aydin, 2024; Logan, 2014; Meliou et al., 2019; Stirzaker & Sitko, 2019.

challenges, entrepreneurship as continuous learning, building and managing relationships, founder identity, support wanted and reflections. GETs and PETs identified in Table 8 provided the structure used to create Table 9 Success Factors Identified.

The 14 success factors identified from the analysis for mature women starting a social enterprise in NZ are:

1. Viable business idea identified and attention placed on planning
2. Resources acquired and configured to support opportunity
3. Competencies developed to align access to funding sources with industry-specific requirements
4. Nascent entrepreneurs are given basic business and financial management training
5. Founder manages the impact of work pressures on their health and wellbeing
6. Challenges seen as providing learning experiences and opportunities for improvement
7. Founder builds and leads cohesive work teams delivering value to customers
8. The enterprise is attuned to the customer's needs
9. Founder's ability to morph their identity with the enterprise's needs and growth
10. Purpose provides justification for starting the enterprise
11. Nascent entrepreneurs build social capital through industry-specific networking opportunities
12. Industry-new or nascent entrepreneurs paired with an experienced mentor
13. Founders know how their product or service impacts customer satisfaction
14. Only work with those whose vision aligns with yours

In addition to contributing to our understanding of entrepreneurial knowledge here in NZ, identifying success factors and their antecedents could provide a blueprint on which to create a business model geared specifically toward mature women in social enterprise start-up. Ideally, this could be adapted for use in different industries and sectors in which the social enterprise will function. For example, from a charitable organisation operating in the third sector, or a tech start-up with a social purpose operating in the fourth sector.

5.11 Considerations for the Study

Restrictions on the study's size due to difficulty finding participants is likely to have placed limitations on generalisability and transferability of findings, particularly in respect to the industry in which the enterprise operates. The use of IPA as the method for data collection and analysis meant PETs not shared by two or more participants were discarded, effectively limiting use of some of the findings the researcher considered significant. For example, one participant described two significant milestones in their entrepreneurial journey. This included the sale of and moving on from their social enterprise. Another participant shared her experience with finding help from and dealing with government agencies when accessing overseas markets. It is likely that increasing participant numbers in any future study and use of purposive sampling to gain a more homogenous group would likely remedy future limitations in identifying shared experiences. However, any future study would have to be viewed in relation to limitations due to finding qualifying participants.

6. Conclusions

6.1 Summary of Findings

Key findings suggest experiences were shared by participants in this study and the younger women entrepreneurs identified in the literature review. Amongst these were difficulty accessing funding, limited access to industry-specific networking and mentoring opportunities and a lack of basic business or bookkeeping training that could allow nascent entrepreneurs to manage day-to-day financial activities of their start-up. These difficulties translate to resources necessary for entrepreneurs to progress from idea emergence and opportunity discovery, to developing entrepreneurial competencies necessary for sustaining value creation in their enterprise (Mishra & Zachery, 2015).

The correlation between previous business experience and start-up success was demonstrated by one participant in this study who had both prior business knowledge and extensive ready-made networks. Acquired over a 30-year period, these included transferrable business skills necessary for social enterprise start-up. For example, marketing, leadership development, recruitment and money management. Additionally, well-developed business and personal networks provided more than connections. This participant had a group of trusted colleagues on whom to call. These people effectively became her ready-made personal board of directors (Brown, 2018).

Overall, positive shared learnings included the need to cultivate and maintain good internal and external stakeholder relationships. All participants understood the correlation between team cohesion and performance, and the enterprise's ability to deliver products or services matching their client's expectations. The value of networking and mentoring opportunities, seen as beneficial to nascent entrepreneurs, was identified in both literature review and by participants in this study. Family support through participation in tasks such as managing finances was a shared experience with findings between the younger women in the literature review and one participant in this study. However, not all participants maintained good internal governance-operations relationships with one founder identifying discord between herself and the board she implemented.

Differences in learning styles was identified too. Younger women social entrepreneurs in the literature review often learnt through mentoring relationships with older experienced entrepreneurs. The mature women in this study learnt through experiencing set-backs that ultimately provided salient learnings. This allowed them to gain confidence in their business capabilities and build resilience as an outcome from overcoming challenges. While all the women participating in this study shared powerful stories, one couple's experience stood out as an extraordinary act of selflessness. Reflecting on their experience when starting out, this entrepreneurial couple designed, built and delivered a start-up programme based on the Māori tuakana-teina model of learning. Intended to help others into business, this training resulted in a younger immigrant couple completing their six-month programme and gifted a cleaning contract on completion. Learnings from two participants in this study serve as a reminder for mature founders of community-based social enterprises: never underestimate the emotional labour required, particularly when assuming sole responsibility for key roles within your organisation.

Factors were found that differentiate the mature women in this study from the younger women in the literature review. Aging brings with it the realisation that your runway to make impactful change is ever decreasing. For this reason, founders should consider how long they will continue running their enterprise. The researcher therefore suggests succession planning should be a component of business continuity planning. Lastly, the mature women in this study shared a sense of fulfilment that went beyond finding purpose in their entrepreneurial work. Last, founding a social enterprise provided not only an outlet for one woman's caring nature, but the community work accomplished proved to be the challenge she needed in life.

6.2 Recommendations for Future Research

Five themes not previously identified in the literature review material emerged from the discussion with potential for inclusion in any future research. These are: the correlation between planning required and the complexity of a new enterprise start-up (identified in idea emergence); women who successfully find alternative funding sources when conditions imposed by their original funder clash with service delivery (identified in access to funding); the potential for over work and work related stress on the founder's health and wellbeing;

entifying to what extent entrepreneurs consider business continuity planning when starting-out (identified in challenges external to the enterprise); and, what exit planning, if any, have entrepreneurs considered as part of a business plan when starting-out (identified in their experience of 'being' a mature woman social entrepreneur).

Other recommendations for future research include a focus-group session in addition to semi-structured interviews to generate more in-depth and targeted information about shared experiences. And, delving deeper into the meaning behind purpose, including the significance of achieving self-actualisation for founders. This could include finding contributions entrepreneurs have made beyond operating their social enterprise. For example, examining social generativity from two standpoints: that of the mentor and mentee.

6.3 Researcher's Reflections

This thesis started as a way for me to develop an understanding in an area of interest: women's social entrepreneurship. Little did I know my curiosity would lead me to finding a gap in our current knowledge of mature women social entrepreneurs here in NZ. The conceptual framework reflects the complexity of mature women's social entrepreneurship, which I suggest can be further refined. I liken this to a colourful tapestry, the weave reflective of the participants' experiences in both this study and those of the women in the literature review. The outcome has resulted in defining some 14 success factors in answer to the research question: how do mature women interpret success in social enterprise start-ups in Aotearoa New Zealand? If I had known then what I know now, I surely would have reached this place a lot sooner. However, I am grateful for the learnings accrued along the way. Are we there yet? No. In concluding this thesis I consider as a first-time researcher I have only scratched the surface. There is so much more scope for understanding this research-worthy topic. If NZ is to view entrepreneurship as a viable solution to extending the working life of seniors, government decisions must be based on empirical evidence. Let us identify the choke-points in starting and running a business, whether a small family owned and operated enterprise or a VC-worthy technology start-up. All deserve our attention. And all deserve to flourish.

Word count 30411

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[com.ezproxy.massey.ac.nz/doi/pdf/10.1111/etap.12234](https://journals-sagepub-com.ezproxy.massey.ac.nz/doi/pdf/10.1111/etap.12234)

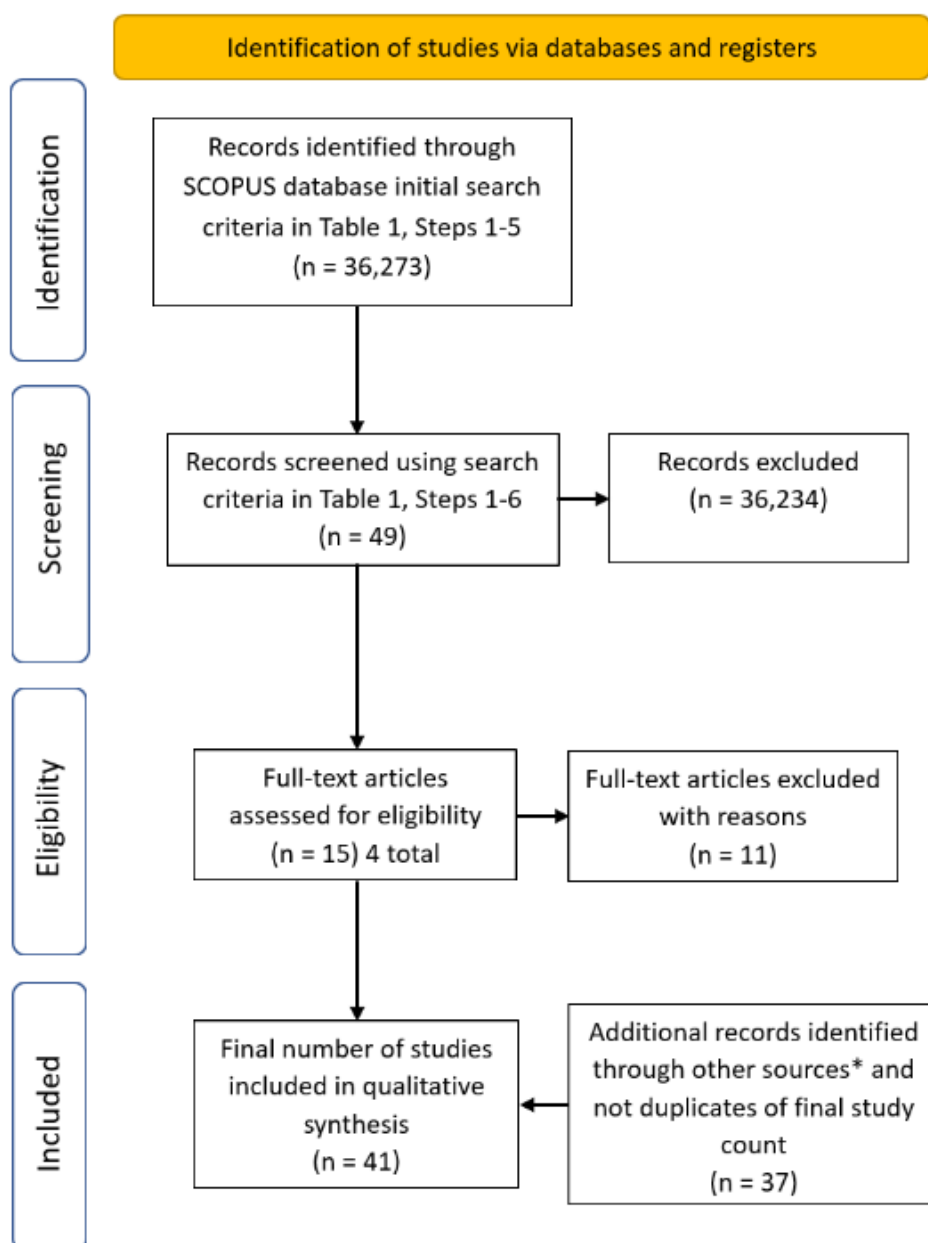
Warren, L. (2004). Negotiating entrepreneurial identity: Communities of practice and changing discourses. *The International Journal of Entrepreneurship and Innovation*, 5(1), pp. 25-35. <https://doi.org/10.5367/000000004772913764>

8. Appendices

Appendix A

Figure A

PRISMA 2020 Flow Diagram (author's own)



* Other sources included Massey Library and Google Scholar search functions

Source: Page, M.J. et al. (2021). This work is licensed under CC BY 4.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>

Appendix B

Figure B1

Google Scholar Author and Publication Search (researcher's own)

Step 1

Step 2

Step 3

TITLE	CITED BY	YEAR
Motivational factors in a push-pull theory of entrepreneurship J Kirkwood Gender in management: An international journal 24 (5), 346-364	1034	2009
What motivates ecopreneurs to start businesses? J Kirkwood, S Walton International Journal of Entrepreneurial Behavior & Research 16 (3), 204-220	580	2010
Is entrepreneurship the answer to achieving work-family balance? J Kirkwood, B Toftell Journal of management & organization 14 (3), 285-302	330	2008
Is a lack of self-confidence hindering women entrepreneurs? J Kirkwood International Journal of Gender and Entrepreneurship 1 (2), 118-133	282	2009

Step 4

TITLE	CITED BY	YEAR
Advancing gender inclusivity: moving entrepreneurial ecosystems onto new paths A de Bruin, J Smeit International Journal of Gender and Entrepreneurship	7	2024
Guest editorial: Gender and social entrepreneurship: building cumulative knowledge A de Bruin, R Eversole, C Woods International Journal of Gender and Entrepreneurship 16 (1), 1-6	3	2024
Investment styles of Islamic equity funds Mih Chowdhury, F Babi, A de Bruin International Review of Economics & Finance 89, 172-187	11	2024
Gender and Social Entrepreneurship: Building Cumulative Knowledge A De Bruin, R Eversole, C Woods Emerald		2024

Figure B2

Scopus Keyword Search: Article Title, Abstract, Keywords Search Terms Used (researcher's own)

Start exploring

Documents Authors Researcher Discovery Organizations [Search tips ?](#)

Search within Article title, Abstract, Keywords	Search documents * Older OR senior OR mature	X	🗑️
AND			
Search within Article title, Abstract, Keywords	Search documents Wom?n OR female*	X	🗑️
AND			
Search within Article title, Abstract, Keywords	Search documents Social AND enterprise*	X	🗑️
AND			
Search within Article title, Abstract, Keywords	Search documents Entrepreneur* OR start-up*	X	🗑️
AND			
Search within Article title, Abstract, Keywords	Search documents Aotearoa OR New AND Zealand	X	🗑️

+ Add search field Add date range [Advanced document search >](#) [Reset](#) [Search](#) 🔍

Appendix C

Table C

Literature Review

Authors	Title	Originating country	Contribution	Source	Methodology/ research design	Participants
Adom, K., Asare-Yeboah, I.T., & Quaye, D.M. (2017)	A critical assessment of work and family life of female entrepreneurs in Sub-Saharan Africa: Some fresh evidence from Ghana	Ghana, Africa	To critically evaluate how the work and family lives of female entrepreneurs influence their business performance	Journal of Small Business and Enterprise Development	Qualitative, phenomenology, purposive sampling and in-depth interviews	N = 25 Age ranges: 20-29 yrs, n=3 30-39 yrs, n=3 40-49 yrs, n=11 50-60 yrs, n=8
Alreshoodi, S.A., Rehman, S.A.A., & Khan, T.N. (2022)	Women entrepreneurs in Saudi Arabia: A portrait of progress in the context of their drivers and inhibitors	Saudi Arabia	To explore the challenges and barriers Saudi women face during their entrepreneurial journey, and identify motivational factors that drive women into entrepreneurship	Journal of Enterprising Culture, study	Qualitative, semi-structured interviews, interpretive phenomenological analysis	N = 11 Age ranges: 20-29 yrs = 1 30-39 yrs = 6 40-47 yrs = 4
Cruickshank, P. & Eden, S. (2005)	Entrepreneurial Gender Gap in New Zealand	Aotearoa New Zealand	To examine the widening entrepreneurial gender gap seen in New Zealand data between 2001 and 2003.	Journal of Small Business & Entrepreneurship	Quantitative, secondary data sources, DigiPoll surveys, GEM databases, comparative analysis	N = 2008 adult respondents

Cruickshank, P., & Rolland, D. (2006)	Entrepreneurial Success through Networks and Social Capital: Exploratory Considerations from GEM Research in New Zealand	Aotearoa New Zealand	To examines the communication networking behaviour of entrepreneurs and the links between networks and social capital.	Journal of Small Business & Entrepreneurship	Quantitative, secondary data sources - DigiPoll survey; and qualitative data from telephone interviews	N = 2008 adult respondents Age range: 18-64 yrs
Dawson, C., and Henley, A. (2011)	Push versus pull entrepreneurship: An ambiguous distinction?	The United Kingdom	To reassess whether individuals choose to become self-employed for “pull” or “push” reasons, focusing on differences between men and women	International Journal of Entrepreneurial Behaviour & Research	Quantitative, evaluation of secondary data sources (UK Quarterly Labour Force Surveys [QLFS] over the period 1999-2001)	N = 138,000 respondents Age range: 18-65 yrs
de Bruin, A., Brush, C.G. & Welter, F. (2007)	Advancing a Framework for Coherent Research on Women’s Entrepreneurship	The United States	To review of current themes, methodologies and approaches to researching women’s entrepreneurship	Entrepreneurship Theory and Practice	Mixed-methods, systematic review of recently published literature	Not applicable
de Bruin, A., Eversole, R. & Woods, C. (2024)	Guest editorial: Gender and social entrepreneurship: Building cumulative knowledge	The United States	To enhance the understanding of the intersection between gender and social entrepreneurship	Article. International Journal of Gender and Entrepreneurship	Special Issue calling for papers –14 original submissions, seven selected for peer review and final five accepted. Papers were assessed for contributions towards the current body of knowledge	Not applicable

de Bruin, A. & Firkin, P. (2003)	Elder entrepreneurship. In <i>Entrepreneurship: New perspectives in a global age</i>	The United Kingdom	A historical look at aging and entrepreneurship, noting as early as 1986, Venture magazine signalled entrepreneur growth among older people	Book, chapter 11	Not applicable	Not applicable
de Bruin, A. & Flint-Hartle, S. (2005)	Entrepreneurial women and private capital: The New Zealand perspective	Aotearoa New Zealand	To explore the demand and supply of private capital for successful women entrepreneurs in New Zealand	International Journal of Entrepreneurial Behaviour & Research	Mixed-methods: interviews and secondary data sources	N = 40 participant-entrepreneurs N = 11 venture-capitalists
de Bruin, A., Shaw, E. & Lewis, K.V. (2017)	The collaborative dynamic in social entrepreneurship	The United Kingdom	To provide new theoretical insights into the nature, implications and challenges of collaboration for social entrepreneurship	Article. Entrepreneurship & Regional Development	Special Issue calling for papers – 18 original submissions, three for final acceptance.	Not applicable
de Bruin, A., Welter, F. & Brush, C.G. (2007)	What we know about the mothers of invention: An overview and research agenda	Finland	Propose a “5M” theoretical model for women’s entrepreneurship, going beyond the traditional “markets, money and management”, to incorporate “motherhood” and “macro and meso”	ICSB World Conference 2007, conference paper	Mixed-methods	Not applicable

Dibek, Y.A. and Aydin, E. (2024)	Redefining the age of enterprise: Embracing senior women entrepreneurs in the work ecosystem_	Turkey, the United Kingdom, France	Contributes to entrepreneurship's body of knowledge, supporting women and their endeavours across the different stages encountered	Conference paper	Qualitative, interviews	N = 16 senior women
Fernandez-Guadano, J. & Martín-Lopez, S. (2023)	Gender differences in social entrepreneurship: Evidence from Spain	Spain	To determine the objective variables that influence female Social Entrepreneurship participation	Women's Studies International Forum	Quantitative, secondary data from the Spanish National Statistics Institute	N = 3590 96.5% employers 3.5% members of a co-operative
Gupta, V.K. & Bhawe, N.M. (2007)	The influence of proactive personality and stereotype threat on women's entrepreneurial intentions	The United States	To examine the role of proactive personality as a moderator of women's entrepreneurial intentions in response to entrepreneurship stereotype threat	Journal of Leadership and Organizational Studies	Quantitative, experimental, on-line survey collection with two groups – stereotype threat and stereo nullified	N = 80 Business school students, average age 21 yrs
Halvorsen, C.J. & Morrow-Howell, N. (2017)	A conceptual framework on self-employment in later life: Towards a research agenda	The United States	To propose a new conceptual framework of self-employment in later life	Work, Aging and Retirement	Literature review and several propositions made regarding self-employment in later life (self-employment and entrepreneurship are used interchangeably)	Not applicable

Ilac, E.J. (2018)	Exploring social enterprise leadership development through phenomenological analysis	Philippines	To construct a theorized leadership development model for social enterprises	Social Enterprise Journal	Qualitative, semi-structured interviews, phenomenological analysis	N = 6
Jeffs, L. (2006)	Social entrepreneurs and social enterprises – Do they have a future in New Zealand?	Aotearoa New Zealand	Paper draws on a variety of grey literature and work-based evidence to discuss the challenges and opportunities within the social enterprise landscapes of New Zealand, Australia, the United Kingdom and North America	ICSB World Conference 2006, conference paper	Mixed-methods	Not applicable
Johnstone-Louis, M. (2017).	Corporate social responsibility and women's entrepreneurship: Towards a more adequate theory of "work"	The United Kingdom	Examines CSR, entrepreneurship, and feminist economics literature to understand the gendered role of female entrepreneurial work through a production vs reproduction lens	Business Ethics Quarterly	Literature identified and reviewed for relevance to contributing to creation of a conceptual framework	Not applicable
Khan, M.S., & Rowlands, C. (2017)	Mumpreneurship in New Zealand: An exploratory investigation	Aotearoa New Zealand	To understand the challenges faced by young mothers as a sub-group of entrepreneurs and fills	International Journal of Sociology	Qualitative, interpretivist view, phenomenological approach, using	N = 8

			a gap in research/ lack of understanding		semi-structured interviews	
Kirkwood, J. (2009a)	Is a lack of self-confidence hindering women entrepreneurs?	Aotearoa New Zealand	To understand how self-confidence affects entrepreneurial start-up and the ongoing effect this has on business decisions and actions	International Journal of Gender and Entrepreneurship	Qualitative, semi-structured interviews	N = 50 25 women, 25 men
Kirkwood, J. (2009b)	Motivational factors in a push-pull theory of entrepreneurship	Aotearoa New Zealand	To apply existing theory on push and pull factors, and using a gender comparative approach, explore potential gender differences within entrepreneurial motivations	Gender in Management: An International Journal	Qualitative, semi-structured interviews	N = 75 28 women, 47 men
Kirkwood, J. (2009c)	Spousal roles on motivations for entrepreneurship: A qualitative study in New Zealand	Aotearoa New Zealand	To identify the role the spouse plays in an entrepreneur's motivations for entrepreneurship	Journal of Family and Economic Issues	Qualitative, semi-structured interviews	N = 68 23 women and 45 men
Kirkwood, J. (2012)	Family matters: Exploring the role of family in the new venture creation decision	Aotearoa New Zealand	To understand the role and influence the family has on participants new venture start-up	Journal of Small Business and Entrepreneurship	Qualitative, semi-structured interviews	N = 79 28 women, 47 men

Kirkwood, J. (2016)	How women and men business owners perceive success	Aotearoa New Zealand	To investigate the nature of self-defined success factors, and to compare women and men's success criteria	International Journal of Entrepreneurial Behavior & Research	Mixed-methods, data derived from on-line survey "What's challenging New Zealand business owners?", free-text	N = 217 Women • N = 78 • 50+ = 45 Men • N = 138 • 50+ = 53
Kirkwood, J. & Tootell, B. (2008)	Is entrepreneurship the answer to achieving work-family balance?	Aotearoa New Zealand	To investigate whether entrepreneurship is an answer to achieving work-family balance	Journal of Management and Organization	Qualitative, semi-structured interviews	N = 58 32 women, 26 men
Laguía, A., Wach, D., Garcia-Ael, C. and Moriano, J.A. (2022)	"Think entrepreneur – think male": The effect of reduced gender stereotype threat on women's entrepreneurial intention and opportunity motivation	Spain	To contribute to knowledge of how stereotype threat can be challenged in the context of entrepreneurship	International Journal of Entrepreneurial Behavior & Research	Quantitative, questionnaires	N = 902 • Non-entrepreneurial participants • 56% female Average age = 31 yrs
Le Loarne-Lemaire, S., Maalaoui, A., and Dana, L-P. (2017).	Social entrepreneurship, age and gender: Toward a model of social involvement in entrepreneurship	France	Existing literature suggests social entrepreneurs tend to be females and/or seniors, with the authors' findings indicating these two groups have important differences regarding how they entered entrepreneurship	International journal of entrepreneurship & small business	Qualitative multicase study, face-to-face interviews	N = 27 15 women • 5 = junior • 10 = senior 12 men • 12 = senior

Lewis, K.V. (2015)	Enacting entrepreneurship and leadership: A longitudinal exploration of gendered identity work	Aotearoa New Zealand	To critically examine literature relevant to entrepreneurial leadership, entrepreneurial identity, and identity work	Journal of Small Business Management	Mixed methods, primary data gathered via multiple semi-structured interviews of a single case and secondary data from archived documents, narrative data analysed using IPA	N = 1
Lewis, K.V. & Henry, C. (2019)	Gender and social entrepreneurship research: contemporary themes. In <i>A research agenda for social entrepreneurship</i>	The United Kingdom	Discusses three themes of gender and social entrepreneurship (SE): what we already know; what we do not know; and learning from other disciplines (individual domains of SE and female entrepreneurship, not the nexus of the two)	Book, chapter 12	Not applicable	Not applicable
Lewis, K.V., Ho, M., Harris, C. & Morrison, R. (2016)	Becoming an entrepreneur: Opportunities and identity transitions	Aotearoa New Zealand	To report an empirically grounded theoretical framework within which to understand the role of entrepreneurial identity development in the discovery, development	International Journal of Gender and Entrepreneurship	Mixed-methods, primary data gathered via semi-structured interviews and secondary data from archived documents	N = 8 "Mumpreneurs"

			and exploitation of opportunity			
Logan, L. (2014)	An exploration of the challenges facing women starting business at fifty	The United Kingdom	To investigate the motivations, goals, challenges, successes and needs of older women starting new ventures	International Journal of Gender and Entrepreneurship	Qualitative, phenomenological approach, purposive sampling, in-depth semi-structured interviews	N = 10 successful women entrepreneurs Age range: 50-62 yrs
Meliou, E., Mallet, O. and Rosenberg, S. (2019)	Being a self-employed older woman: From discrimination to activism	The United Kingdom	Tells the story of Shoshanna's ³ experiences and challenges as a mature woman setting-up and sustaining a social enterprise	Work, Employment and Society	Qualitative, autobiographical account	N = 1
Pearman, G.R., Davey, J.A., & Kirk, C.M. (2022)	Senior entrepreneurship in Aotearoa New Zealand: An unrealised opportunity research report	Aotearoa New Zealand	To understand the opportunities, challenges and prospects of maximising workforce participation for mature New Zealanders	Massey University, the Health and Aging Research Team (HART), research report	Mixed-methods – Targeted survey data (comparative analysis), in-depth interviews, focus groups and regional community workshops	N = 20 9 women, 11 men Age ranges: 55-64 yrs = 8 65-70+ yrs = 12
Said, I., & Enslin, C. (2020)	Lived experiences of females with entrepreneurship in Sudan: Networking, social	Sudan, Africa	To fill a knowledge gap in research undertaken on female entrepreneurs in Africa, specifically in Sudan	Sage Open, original published research	Qualitative, descriptive phenomenological approach	N = 16

³ Shoshanna is her pseudonym

	expectations, and family support					
Soto-Simeone, A. & Kautonen, T. (2021)	Senior entrepreneurship following unemployment: a social identity theory perspective	The United Kingdom	To understand what drives older individuals to start a business as an alternative to unemployment	Review of Managerial Science	Qualitative, exploratory study, semi-structured interviews	N = 21 12 women, 9 men Age ranges: 50-59 yrs = 15 60+ yrs = 6
Squire, H. (2020)	Understanding the barriers faced by older entrepreneurs: A case study of a "Silver Workers" project	The United Kingdom	To develop interventions that allow seniors to participate in entrepreneurship	Book, chapter	Qualitative, semi-structured interviews following interventions/ training	N = 18 Women and men 50 and over
Sritanyarat, D., & Sakdiyakorn, M. (2020)	Vicarious learning from innovative women entrepreneurs in Thailand	Thailand	This study aimed to address gaps in understanding why women become entrepreneurs, specifically those now pursuing opportunity-driven entrepreneurships	Advances in Developing Human Resources, study	Qualitative, phenomenological approach, purposive sampling, in-depth interviews	N = 13 Age ranges: 30-39 yrs = 9 40-45 yrs = 3 Age unavail. = 1
Stahl, Burnard & McDonald (2023)	Exploring the experiences of women social entrepreneurs: Advancing understandings of 'emotional capital' in women-only networks	The United Kingdom	To draw on different interpretations of emotional capital to explore how femininities are performed within communities of practice, contributing to understandings of	Feminist Review	Qualitative, semi-structured interviews	N = 33

			the formation and maintenance of gendered expectations within the fields of social entrepreneurship			
Stirzaker, R. and Sitko, R. (2019)	The older entrepreneurial self: Intersecting identities of older women entrepreneurs	The United Kingdom	To contribute to the developing literature on entrepreneurship and identity by exploring the multidimensionality of older (50+) British women entrepreneurs' identity	International Journal of Entrepreneurial Behavior & Research	Qualitative, interviews	N = 12 women 50-60 = 7 61-70 = 4 71-80 = 1
Swail, J. (2021)	Raising capital in Aotearoa New Zealand: Insights for women entrepreneurs	Aotearoa New Zealand	To explore the experiences of women founders in New Zealand who were in the process of raising capital through angel and/or VC finance	The University of Auckland, Business School, research report	Qualitative, interviews	N = 26 women founders
Teasdale, S., Bellazzecca, E., de Bruin, A. & Roy, M.J. (2023)	The (R)evolution of the social entrepreneurial concept: A critical historical review	The United Kingdom	To explore how patterns of understanding related to social entrepreneurship have emerged and shifted over time	Non-profit and Voluntary Sector Quarterly	Quantitative, systematic document search over a 30-year period from 1990 to 2019	Not applicable

Appendix D
Audit Trail for Data Development

Table D*Data Development*

Steps	Data Analysis	Content	Appears in
1-3	Reading and re-reading, initial note taking and identifying Experiential Statements	Interview transcription excerpt: Caz and Emma	Appendix E
4	Experiential Statements	Experiential Statements sequentially ordered in appearance: Caz and Emma	Appendix F
5	Personal Experiential Themes	Ordering of Experiential Statements under Personal Experiential Themes: Caz and Emma	Appendix G
6	Personal Experiential Themes	Ordering of Experiential Statements under Personal Experiential Themes: Haki, Eva and Nicki	Appendices H, I and J
7	Group Experiential Themes	Group Experiential Themes and shared Personal Experiential Themes	Table 8

Smith et al., 2022

Figure D1

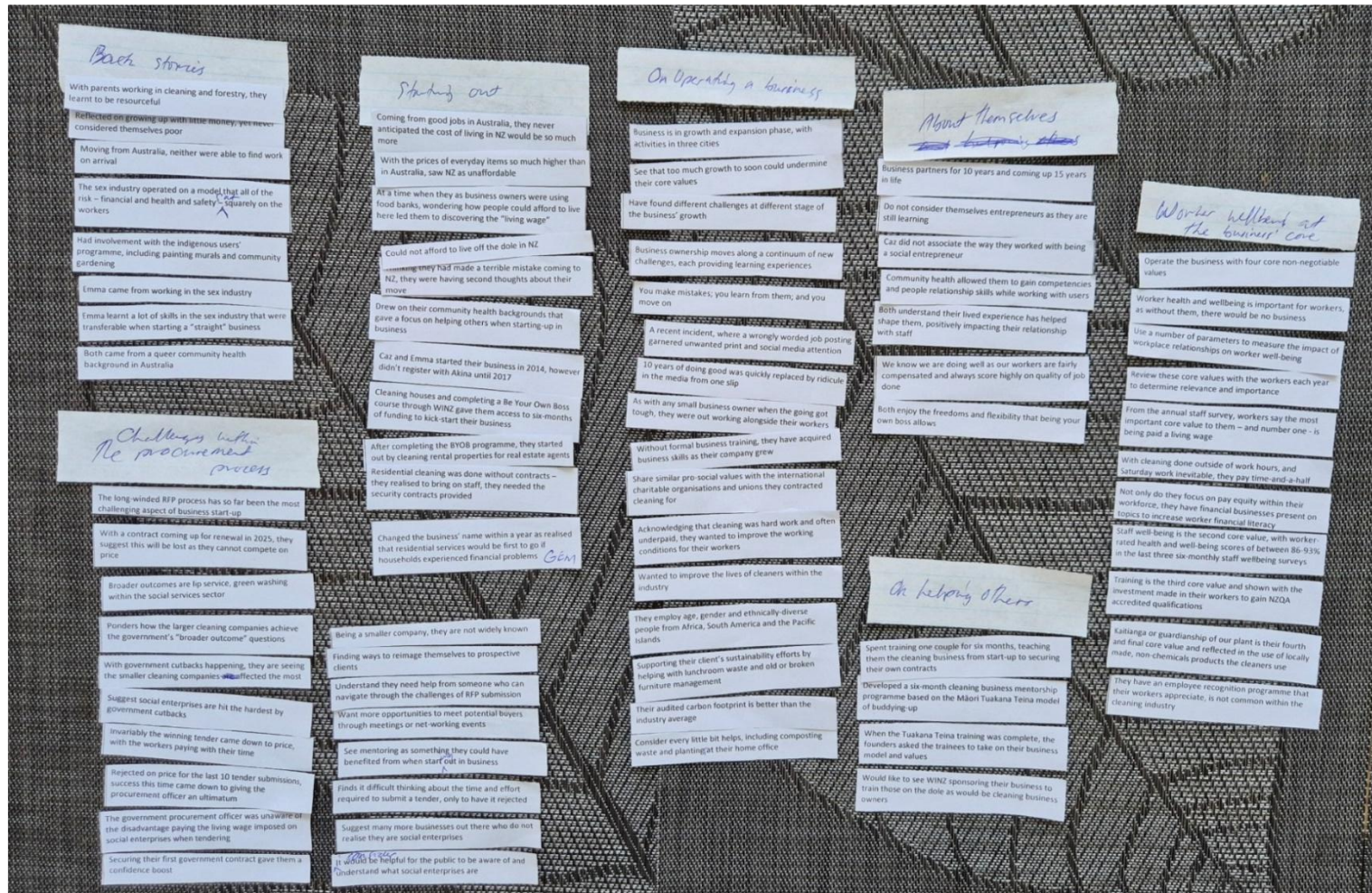
Author cutting Experiential Statements prior to initial clustering under PETS



(Photograph supplied by the author)

Figure D2

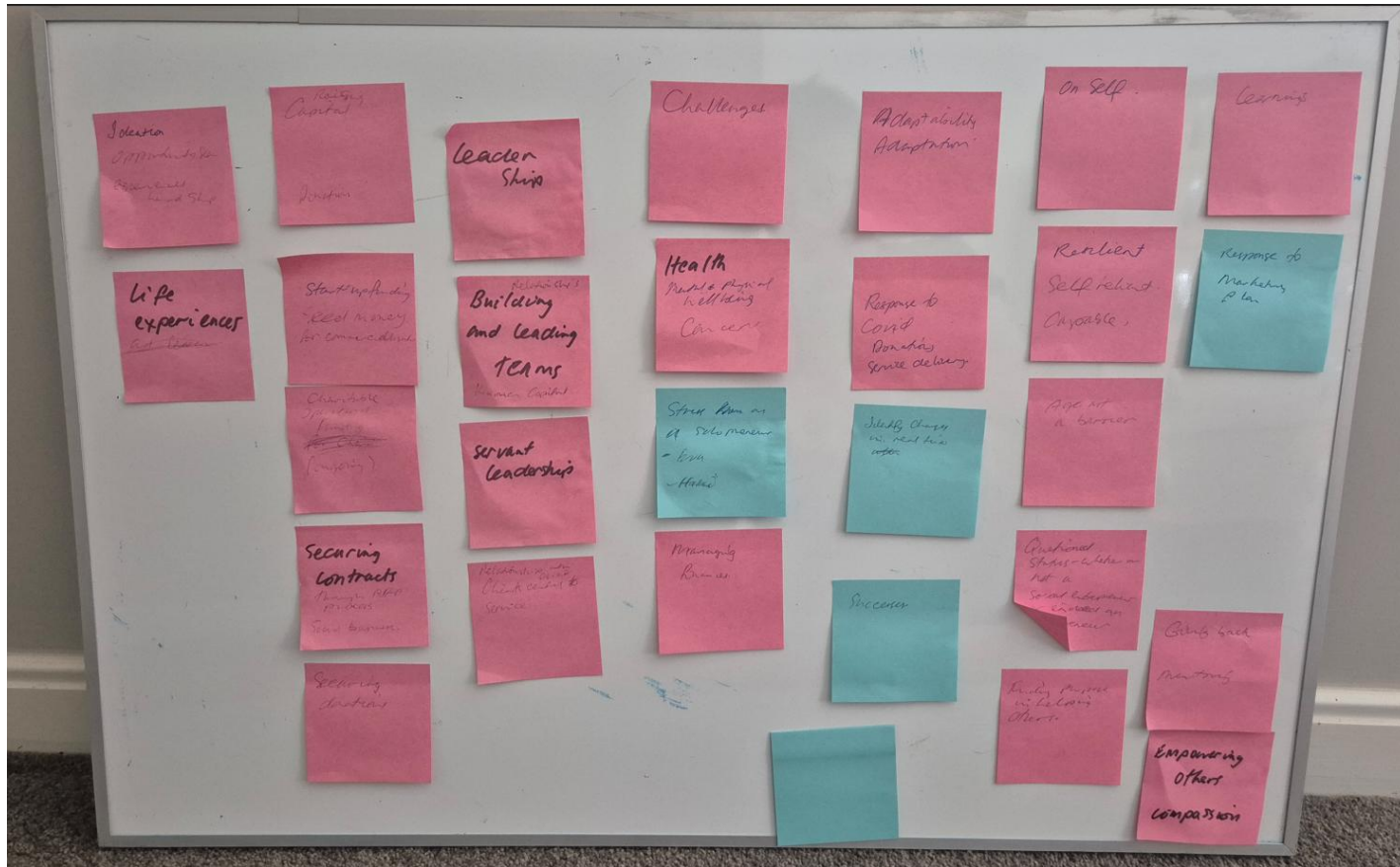
Initial Clustering of Experiential Statements to identify PETs: Caz and Emma



(Photograph taken by the author)

Figure D3

Using a whiteboard and post-it notes to identify and develop GETs



(Photograph taken by the author)

Kathlyn Cardiff

Appendix E

Table E

Audit Trail: Page 7 from Caz and Emma's recording with analysis and exploratory notes

Experiential statement	line	Original transcript	Exploratory notes ⁴
12. Saw living in NZ as unaffordable compared to Australia	1	Caz. And, and being Australian and moving here like	<u>Being Australian and moving here...from living in Sydney:</u> doing well to making ends meet
	2	there was...and from living in Sydney, there was so many	Found difficulty adjusting to New Zealand's prices for everyday items
	3	things that were higher in price. You know your everyday	
	4	living your coffee was higher. And, um, Sydney's an	<u>How are people living here on that wage?</u> <i>Wondering</i>
13. Their concern for workers on low pay led them to discover the "living wage"	5	expensive city to live in, right? And I was just like, "how	<i>how people coped in comparison to Sydney, which is an expensive city?</i>
	6	are people living here on that wage?" And this was in	
	7	Wellington, we were based. And I'm like and, and your	
	8	everyday cost of living things are a lot higher at the	
	9	supermarket. Like we just, I just didn't get it. Like I was	<u>I just don't get it:</u> <i>Has their concern provided the impetus for making positive change?</i>
	10	just and that's sort of how we and that's Emma, you	
14. Made the decision to place their first employee on the living wage	11	know does all the research and looked up living wage	Researching and learning about the 'living wage' led them to placing their first employee on the living wage
	12	and you know, that's why when we put on our first	
	13	employee that we went to the living wage because, um,	
	14	you know to...because we couldn't afford to stop going	
15. As business owners they were having to use food banks to supplement their income	15	to the food bank	At that time, they were going to food banks too: <i>Was this their motivation to provide fair wages in a sector known for low pay?</i>
	16	Emma. Yeah, we were going to the food banks ourselves;	
	17	you know?	
	18	KC. Yeah. Oh	

⁴ The three types of exploratory notes appear in the right-hand column and are differentiated by the font. Descriptive notes provide a summary of what was shared and are seen as plain text. The linguistic notes are the meaning behind what was spoken and are identified by underlining the text. Conceptual notes are shown in italics and presented in the form of questions that may or may not develop further.

<p>Coming from good jobs in Australia, they never anticipated the cost of living in NZ would be so much more⁵</p>	<p>19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36</p>	<p>Caz. To live here we had to go to the food bank to get by. And that's coming from good jobs in Australia. Emma was a manager in her job. I wasn't a manager, but I had, you know, I had good wages in Australia. So, um, yeah. And then moving here, you know, at one stage I thought it was the worst mistake we had done moving to New Zealand because it was a lot...the poverty was a lot. You know, there was poverty all around. And you know, it's hearing you talk about your use of what you grew up with.</p> <p>I think you know, as me being young in Australia, will the sort of the same, you know, mum and dad grew their own veggies to...for us to eat. We had our own cow for milk. I remember one story. I don't know if it was my sister or me, but fed some beetroots to the cow. So, we had pink milk for a little while. Like, stuff like that.</p>	<p><u>To live here we had to go to the food bank to get by: questioning their motivation for leaving Australia?</u> Came from good jobs in Australia and were having difficulty managing living in New Zealand</p> <p><u>thought it was the worst mistake:</u> Wondered whether they had made the wrong decision when moving to New Zealand. <i>Now having second thoughts on their move?</i></p> <p>Saw poverty everywhere in Wellington: <i>is this an indicator of economic pressures, especially in a city that seems to have disparity in wealth or health?</i> <u>mum and dad grew their own veggies...We had our own cow for milk:</u> Recounts growing up in Australia and having a comfortable, albeit frugal, upbringing. Some hesitation. <i>A yearning for a simpler life?</i></p>
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Smith and Nizza, 2022

⁵ The author has identified the Experiential Statements that have been excluded from the final list ordered in appearance as those in red. The exclusion criteria are identified in Table 6, Step 3: Remove repetition; and Step 6: Discard any experiential statement not fitting within a cluster.

Appendix F

Table F

Audit Trail: Caz and Emma's Transcript with Experiential Statements ordered in appearance

<ol style="list-style-type: none"> 1. Both came from a queer community health background in Australia 2. Had involvement with the indigenous users' programme 3. Their experience with working in a brothel demonstrated the inequalities encountered by sex workers 4. Soon changed their business' name to reflect commercial-only cleaning 5. Realised residential services would be first to go if households experienced financial difficulties 6. Residential cleaning was done without contracts and understood they needed the security of contracts when bringing on staff 7. They did not associate how they worked as consistent with being social entrepreneurs 8. They stumbled into cleaning by default 9. Neither was able to find work on arrival 10. Completing a BYOB programme through WINZ gave them access to six-months of funding to kick-start their business 11. They could not afford to live off the dole in NZ 12. Saw living in NZ as unaffordable compared to Australia 13. Their concern for workers on low pay led them to discover the 'living wage' 14. Made the decision to place their first employee on the living wage 15. As business owners they were having to use food banks to supplement their income 16. Questioning their move, they were having second thoughts 	<ol style="list-style-type: none"> 37. Without formal business training, they consider they cannot call themselves 'entrepreneurial' 38. Business knowledge is accrued as their experience has broadened 39. Mistakes provide learnings and you move on 40. Have found different challenges at different stages of the business' growth 41. They started out by cleaning rental properties for real estate agents following completion of the BYOB programme 42. Taking on employees meant they could start routine work such as office cleaning 43. Identified inefficiencies driving between work locations in smaller one-off office cleans 44. Focussing on government and corporate contracts has provided efficiencies by consolidating multisite cleaning into one building 45. Rejected on price for their first 10 RFP tender submissions 46. Found smaller businesses could not compete with the two big duopolies as contracts were ultimately awarded on price 47. Success finally came down to giving the procurement officer an ultimatum 48. Caz wonders how the larger cleaning companies achieve the government's "broader outcome" questions 49. Having that courageous conversation secured their first contract and became a turning point in their business 50. Use quality of work as a measure for worker satisfaction 51. See smaller social enterprises like theirs disadvantaged by the broader outcome reporting requirements
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<p>17. Experiencing poverty growing up did not prepare them for what they found in Wellington</p> <p>18. Reflecting on growing up with little money, they never considered themselves poor</p> <p>19. With parents working in cleaning and forestry, their family learnt to make-do</p> <p>20. They drew on their community health backgrounds that focussed on helping others when starting-up in business</p> <p>21. Acknowledged cleaning was hard work and often underpaid</p> <p>22. They wanted to improve the working conditions for cleaners across the industry</p> <p>23. Although they considered themselves a small business, they wanted to make a difference</p> <p>24. They employ age, gender and ethnically-diverse people from Africa, the Pacific and South America</p> <p>25. Review the core values with the workers each year to determine relevance and importance</p> <p>26. The annual staff survey confirms the most important core value to workers is being paid a living wage</p> <p>27. Both understand their lived experience has helped shape them, positively impacting their relationship with staff</p> <p>28. Once identified, they find ways to continually improve on the core impact measurements</p> <p>29. Use a number of parameters to measure the impact of workplace relationships on worker well-being</p> <p>30. Training workers is seen as an investment, with 14 cleaners gaining NZQA accredited qualifications since start-up</p> <p>31. Kaitianga is reflected in the use of locally made, non-chemical products, supporting both local businesses and cleaners' health</p>	<p>52. Saw the broader outcomes as sharing similarities with greenwashing, but in the social procurement sector</p> <p>53. Unions and international charitable organisations they contract to share similar pro-social values</p> <p>54. The procurement officer was unaware of the disadvantage imposed on smaller businesses paying the living wage</p> <p>55. See government cutbacks as adding to the woes of smaller businesses</p> <p>56. Contract length shorter than offered to larger companies</p> <p>57. With a renewal coming up, exceeding client expectations may not be enough to renew their contract</p> <p>58. Suggest social enterprises are hit the hardest by government cutbacks</p> <p>59. Being a smaller company, they are not widely known in procurement circles</p> <p>60. See politics as influencing procurement outcomes</p> <p>61. Looking at ways to reimagine themselves to pitch to prospective clients</p> <p>62. See the potential for MSD sponsorship</p> <p>63. Finding customers seen as a significant challenge</p> <p>64. Found the one-size-fits-all RFP process is too complex for smaller businesses</p> <p>65. Want greater opportunities in other regions to meet potential service buyers through meetings or net-working events</p> <p>66. Suggest many more founders are doing social entrepreneurial work without realising they are social entrepreneurs</p> <p>67. Promote awareness of other social enterprises so potential clients can make informed decisions based on businesses "doing good"</p> <p>68. They want to connect directly with those making the procurement decisions</p> <p>69. They find difficulty thinking about the time and effort required to submit a tender, only to have it rejected</p> <p>70. Understand they need help from someone who can navigate through the challenges of RFP submission</p>
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<p>32. Support their client’s sustainability efforts by helping with lunchroom waste and old or broken furniture management</p> <p>33. Worker health and wellbeing is important to them, as without workers they know there would be no business</p> <p>34. With most cleaning scheduled Monday to Friday, workers can have time with their families on the weekend</p> <p>35. Understanding weekend work is inevitable in the cleaning industry, they pay time-and-a-half</p> <p>36. While not common practice within the cleaning industry, they have a monthly employee recognition programme</p>	<p>71. Starting a straight job sooner in life</p> <p>72. Both enjoy the freedoms and flexibility that being your own boss allows</p> <p>73. See mentoring as something they could have benefited from when starting out in business</p> <p>74. Trained one couple for six months, teaching them the cleaning business from start-up to securing their own contracts</p> <p>75. When the Tuakana Teina training was complete, the founders asked the trainees to take on their business model and values</p>
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Appendix G

Table G

Audit Trail: Caz and Emma's Transcript

Theme	Page/ line	Quotation from transcript
Idea emergence		
11. They could not afford to live off the dole in NZ	7.14-15	when we first moved here, the minimum wage was something like \$14.65...in 2014...from Australia...your minimum wage was a lot higher
15. As business owners they were having to use food banks to supplement their income	7.14-15	we couldn't afford to stop going to the food bank
16. Questioning their move, they were having second thoughts	7.24	at one stage I thought it was the worst mistake we had done
17. Experiencing poverty growing up did not prepare them for what they saw in Wellington	7.26-27	there was poverty all around
12. Saw living in NZ as unaffordable compared to Australia	7.5-6	Sydney's an expensive city to live in, right? And I was just like, 'how are people living here on that wage?'
13. Their concern for workers on low pay led them to discover the "living wage"	7.11-12	Emma, you know does all the research and looked up living wage
14. Made the decision to place their first employee on the living wage	7.12-14	that's why when we put on our first employee that we went to the living wage
External opportunity identified		
9. Neither was able to find work on arrival	6.29-32	we couldn't find any work in...community health or even... jobs like night-filler at the at the supermarket
8. They stumbled into cleaning by default	6.19	we sort of got into that by default

10. Completing a BYOB programme through WINZ gave them access to six-months of funding to kick-start their business	6.26-28	doing a Be Your Own Boss course through WINZ and then got some funding for six months at the end of that to start up our business
41. They started out by cleaning rental properties for real estate agents		we first started out...doing sort of residential cleaning for real estates, for end-of-lease cleans
42. Taking on employees meant they could start routine work such as office cleaning	18.5-7	we started getting our staff in, we started getting offices and we got smaller offices
	18.8-9	
Access to funding		
64. Found the one-size-fits-all RFP process is too complex for smaller businesses	23.4-5	that whole long RFP process for just the two of us munters, it's a nightmare
45. Rejected on price for their first 10 RFP tender submissions	19.19-23	we always get feedback from our tender...once we didn't get ...the job. And um, it always boiled down to we're too expensive
46. Found smaller businesses could not compete with the two big duopolies as contracts were ultimately awarded on price	19.25-28	I said, "you know, we can cut this meeting short right now because I'm over putting for tenders...I'm over wasting my time when we don't even get a look in"
51. See smaller social enterprises like theirs disadvantaged by the broader outcome reporting requirements	21.12-14	Getting into government...corporates to provide those bigger contracts...to me it was like all the broader outcomes was just lip service
52. Saw the broader outcomes as sharing similarities with greenwashing, but in the social procurement sector	21.15-17	It's like what the public want to hear... it felt like...greenwashing, you know, but in the...social sector
47. Success finally came down to giving the procurement officer an ultimatum	19.31.35	if you're going to turn around, tell us we're out of the price range or...you're going with the big duopolies, then let's end this meeting now
49. Having that courageous conversation secured their first contract and became a turning point in their business	20.17-20	Securing that work...that was sort of like a turning point for me within our business

54. The procurement officer was unaware of the disadvantage imposed on smaller businesses paying the living wage	21.25-26	I didn't think the government really understood until we sort of met this guy
48. Caz wonders how the larger cleaning companies achieve the government's "broader outcome" questions	20.6-10	Every government tender has broader outcome questions and I sit here going "how does these big duopolies answer those broader outcome questions?" because I don't see them doing any of that
69. They find difficulty thinking about the time and effort required to submit a tender, only to have it rejected	25.24-29	In fact, it's so hard with thinking about... just to get them was 18 months of back and forth...was 18 months of weekly meetings...so exhausting
Different approaches to managing finances		
4. Soon changed their business' name to reflect commercial-only cleaning	5.5-7	if we called it H & O, that always leaves the house cleaning in there
5. Realised residential services would be first to go if households experienced financial difficulties	5.11-12	if anyone had any financial problems within the home, the first thing to go was the cleaning
6. Residential cleaning was done without contracts and understood they needed the security of contracts when bringing on staff	5.13-14	They weren't locked in and we needed more stability once we started bringing on staff
43. Identified inefficiencies driving between work locations in smaller one-off office cleans	18.15-17	we provided a car for everyone to go around doing the doing the cleaning
44. Focussing on government and corporate contracts has provided efficiencies by consolidating multisite cleaning into one building	18.21-25	we had a focus of getting into government or getting into corporates where you've got...a six-storey building or...six levels of their office where they're just on one site
Challenges external to the enterprise		
40. Have found different challenges at different stages of the business' growth	17.31-32	So many different challenges and all the different stages
55. See government cutbacks as adding to the woes of smaller businesses	21.28-30	what's happening in Wellington at the moment with all the cutbacks of the government and things like that

56. Contract length shorter than offered to larger companies	22.1-3	they wouldn't give us five years; what they normally give a big cleaning company they'd only give us three years just in case we didn't do well
55. With a renewal coming up, exceeding client expectations may not be enough to renew their contract	22.9-13	we'll probably lose it and it'll come down to price because they can't do it... We've exceeded in our delivery on service and what we've provided to them
58. Suggest social enterprises are hit the hardest by government cutbacks	22.13-15	it's all about the government trying to save the money and that's where social enterprises are hit
59. Being a smaller company, they are not widely known in procurement circles	22.18-20	they're like, well, 'who is this company? Like, why would we give them a chance like they're so much... they're so much more expensive'
60. See politics as influencing procurement outcomes	22.24	in this political climate
61. Looking at ways to reimage themselves to pitch to prospective clients	22.25-26	to keep that...work, is by linking us to like social investment
Cultivating client relationships		
31. Kaitianga is reflected in the use of locally made, non-chemical products, supporting both local businesses and cleaners' health	12.34-13.3	we use products that are not harmful to the environment...locally made and they've got that eco choice Aotearoa tick
32. Support their client's sustainability efforts by reducing lunchroom waste and reusing or recycling office furniture	13.9-10	participate in anything that's reducing, reusing, recycling
67. Promote awareness of other social enterprises so potential clients can make informed decisions based on businesses 'doing good'	24.13-15	we're hearing what their needs are and trying to recommend some other social enterprises to them
53. Unions and international charitable organisations they contract to share similar pro-social values	21.21-23	they might be smaller, but they're people that understand their values and what we're trying to do
Developing organisational capabilities		

27. Both understand their lived experience has helped shape them, positively impacting their relationship with staff	10.20-21	we feel like from our lived experience, we identified the positive impact we wanted to make
29. Use a number of parameters to measure the impact of workplace relationships on worker well-being	11.24-28	we ask people...how do you feel? ...do you feel respect by your customers, by team mates, by your manager...how do you rank your self-esteem?
30. Training workers is seen as an investment, with 16 cleaners gaining NZQA accredited qualifications since start-up	10.35-11.2	14 people have got their Level 2 in cleaning...NZQA level 2 qualification takes eight months to do cost about \$200...And then two people have got a Level 4 qualification
33. Worker health and wellbeing is important to them, as without workers they know there would be no business	14.5-8	I think the impact that most will get is...the health and well-being of our team...looking after them because...without them, we don't have a business
34. With most cleaning scheduled Monday to Friday, workers can have time with their families on the weekend	14.14-16	We try to keep the cleaning Monday to Friday, so they...can have the weekends with their family
35. Understanding weekend work is inevitable in the cleaning industry, they pay time-and-a-half	14.17-20	it's not New Zealand standard, but we make sure that they get...paid time and a half...to make it worthwhile them coming in on a Saturday
36. While not common practice within the cleaning industry, they have a monthly employee recognition programme	14.26-31	One thing that we do we have employee of the month, every month, where someone gets a \$50.00 gift card... The bigger companies don't do anything like that
50. Use quality of work as a measure for worker satisfaction	21.6-8	we do quality audits on all of our sites and you know we get in the 90's
Their experience of 'being' a mature woman social entrepreneur		
7. They did not associate how they worked as consistent with being social entrepreneurs	6.15-17	Like I wouldn't call myself an entrepreneur at all

37. Without formal business training, they consider they cannot call themselves “entrepreneurial”	16.27-28	We are business owners, but we don't have that...we're not someone that has studied business, you know, entrepreneurial started up our own business and we've just been learning as we're going along we've made a huge mistake and you learn from that and you move on
38. Business knowledge is accrued as their experience has broadened	16.30-31	
39. Mistakes provide learnings and you move on	17.2-3	
Finding purpose in helping other		
18. Reflecting on growing up with little money, they never considered themselves poor	8.5-8	I sort of get it...It wasn't poverty because my dad did work...mum later went out to work...they didn't have a great deal of money, you know?
19. With parents working in cleaning and forestry, their family learnt to make-do	8.9-11	we had to be resourceful with what they had...Yeah, mum did cleaning, and my dad worked in in forestry
3. Their experience with working in a brothel demonstrated the inequalities encountered by sex workers	4.6-8	we would pay...clawbacks...we'd pay shift fees like \$25 a shift to be able to work
1. Both came from a queer community health background in Australia	2.16-22	Helping people in using, in the drug scene in Sydney...working for a place called...NSW Users and AIDS Association...There was a...magazine that would go out and be putting content into the magazine. There was a needle and syringe program that was doing outreach, that sort of thing
2. Had involvement in the indigenous users' programme	3.7-11	whether that's being a community garden...doing a painting, a mural on wall or something like that to bring awareness to...the indigenous
20. They drew on their community health backgrounds that focussed on helping others when starting-up in business	8.20-25	drew back on our community health backgrounds and what we did like helping people when we worked in in Australia and when we started up the business and it started working for us is when we looked into helping out our, you know, doing better for the cleaners.

21. Acknowledged cleaning was hard work and often underpaid	8.26-29	We realised it was, you know, people either underpaying or paying cash or...doing real dodgy sorts of things
22. They wanted to improve the working conditions for cleaners across the industry	8.34-35	Like, there's a lot of things that made us go "we want to do better out there for the cleaning industry"
23. Although they considered themselves a small business, they wanted to make a difference in the lives of their workers	9.7-8	we're still only small to medium business, but it's about trying to make a difference
24. They employ age, gender and ethnically-diverse people from the Pacific, Africa and South America	9.18-28	quite a few Pasifika people and a lot of migrants... Samoa...different parts of Africa... Somalia... Ethiopia, Nigeria...Columbia
Networking opportunities		
63. Finding customers seen as a significant challenge	23.3-4	I totally agree... that the hardest thing is finding customers
65. Want greater opportunities in other regions to meet potential service buyers through networking events	23.10-15	If there was more opportunity to meet more customers, I think we that would be better...Like in a social meeting, networking, something that we could attend in Auckland
68. They want to connect directly with those making the procurement decisions	25.3-5	Enterprise Auckland? But are there customers there? Are they government departments, facilities management team or procurement team?
62. See the potential for MSD sponsorship for their Tuakana Teina programme	22.27-28	'People off the dole, getting their own money, doing their own work, so saving MSD money'
Mentoring needed		
66. Suggest many more founders are doing social entrepreneurial work without realising they are social entrepreneurs	23.35-24.1	they're doing social enterprise work, but they're not realizing that they're a social enterprise, you know?
70. Understand they need help from someone who can navigate through the challenges of RFP submission	26.18-21	we're inexperienced coming from queer community health, you know, we just get those keywords, nuance, business, business jargon...you know

73. See mentoring as something they could have benefited from when starting out in business	27.25-26	And I wish people had taken us under their wing like we're doing with Raj and Sabita, right?
74. Trained one couple for six months, teaching them the cleaning business from start-up to securing their own contracts	28.3-8	we had an agreement written up that would do this for six months and have fortnightly check-ins...supporting them throughout the fortnight...at the end of the six months, we gifted them one of our contracts here in Auckland
75. When the Tuakana Teina training was complete, the founders asked the trainees to take on their business model and values	28.33-29-2	we asked when we do the Tuakana Teina is they take on our business model, our business values...living wage accredited
Measuring what matters		
25. Review the core values with the workers each year to determine relevance and importance	10.8-11	we do these annual...regular...staff surveys and we ask the team what's important to them... are they still relevant or what should we change and which is the most important to you?
26. The annual staff survey confirms the most important core value to workers is being paid a living wage	10.13	the one that we've just done came back saying the most important is being paid a living wage
28. Once identified, they find ways to continually improve on the core impact measurements	10.22-23	we just carried on, you know, trying to find ways to improve each of those metrics
Doing things differently 'next time'		
71. Starting a straight job sooner in life	27.6-7	I wish or I wish I had started a main...like a straight job - like we're doing now - started a straight job a bit earlier
72. Both enjoy the freedoms, flexibility and small luxuries that being your own boss now brings	27.18-23	you can set your own hours...that is a godsend to be able to stay in bed if I want...have breakfast at 10:00 AM if I want...you can just work in bed all day...but going out working you don't have that luxury

Appendix H

Table H

Audit Trail: Haki's Transcript

Theme	Page/ line	Quotation from transcript
Access to funding		
59. Considers too many strings attached to government funding	21.30-31	[I'm not] interested in MSD or government funding, right?
61. Government funding requires a higher-level of accountability	22.1-2	The problem is...they want to know the bottom line
63. Sees work logs as an unnecessary use of her time	22.14-15	we don't do box-ticking...or f*ck it, log books
43. Reviewing how activities are funded	19.12	No applying for funds and grants and stuff, right?
60. Now focuses on funding from wealthy private individuals or corporate sponsors	21.33-34	I'm interested in private philanthropic, I'm interested in donors, corporates who aren't so attached
Different approaches to managing finances		
54. Has up until now taken a laissez faire attitude to money management	21.2-4	I'm like, the money is in the bank, f*ck it! That's what it's for, to spend
55. Failed to set aside money for unexpected events	21.5	I didn't do any future-proofing
53. Understands the impact poor money management has had on their charity	21.1-2	That's been a real challenge, because I wasn't fiscally responsible enough
56. Recently engaged a financial professional to manage their organisation's finances	21.6-8	And it wasn't till our latest treasurer came on board...and is a chartered accountant by training and trade
62. Has recently commissioned an impact report to support donations sought from philanthropic and corporate sponsors	22.5-7	It's qualitative, narrative research... and there are two questions and they are before and afters
26. Interviews provide a level of trustworthiness for funders	12.15-17	interviewing each of the women for an impact report that we can give to funders

Operations impacted by founder's health/ wellbeing		
47. The trust operated without the help of others	20.17-18	So, we don't have volunteers. I don't let anybody near them I've had to take everything on board myself...Like I only stopped doing the storage five and a half years ago My husband died and I took about a month off work completely. They didn't contact me. I had a real break from it the women, in my absence, started doing the storage...two of the whanau did the storage
44. Founder took sole charge of managing operations until her husband's passing	20.7-10	
45. Took a month off work, their first break since start-up	20.11-13	
46. Without prompting two women stepped forward to manage the storage facility	20.14-16	
Challenges external to the enterprise		
66. Indicates Covid-19 contributed to 2-3 years of rainy days, causing a sustained drain on donations	22.33-34	we've had basically two or three years of rainy days
67. Suggests they never had to worry about money before	22.35	previous to this, it was whatever. If the money is there, it's there to be spent.
68. Donations have significantly decreased since the new government took office	23.10-11	donors have really dropped off since they got into government
69. Attributes this loss to middle-class workers, those who have themselves experienced domestic violence	23.12-14	a lot of those who support us, who have been through violence themselves, are white middle-class f*cking public servants
Cultivating client relationships		
7. Donation quality is difficult to control	2.11-12	stuff like the quality of donations New Zealanders are incredibly generous human beings. But they are very bad givers... 'I will give you what I think you should have; I'll give you what I think you need' people who email me or message me, okay? 'We're moving out of New Zealand in two weeks - I've got a house full of stuff' 'Alarm bell. Alarm bell. Alarm bell. Alarm bell!' Because they wanna divest themselves of their shit – I don't want it
8. Although extremely generous, New Zealanders are poor givers	3.32-33	
10. Found those moving house invariably called with the intention of offloading items they cannot sell	4.6-9	
12. Sets off figurative 'alarm bells'	4.10-12	

9. Has taken time to listen and understand her client's needs	4.4-6	<p>Because you know what they need because you have actually asked them, and not just given them random shit to most people who give, beggars can't be choosers - I wasn't having that near my women. Because the reality is, everything has to be about 'you are powerful'</p> <p>How can you feel powerful when someone is giving you f*cking dirty old socks?</p> <p>I've been very wheat from the chaff, wheat from the chaff for 11 years about the quality of donations</p> <p>These women are not going to be your afterthought. That is not okay</p> <p>I had several incredibly large organisations...who were saying in the media 'don't give us tinned tomatoes' messaging me, emailing me saying 'you keep on what you are saying', right?</p> <p>anybody who wanted anything, came from us. The women in the Sisters Whanau, thousands of women in the community, hundreds of organisations who wanted stuff people who donate time and money, right, and stuff to us. Not a lot of time, but money and stuff to us</p> <p>I've kind of learned how to cultivate that...that's really about the relationship between them and the women by donating them stuff...by being their Christmas Fairy or their Easter Fairy or being their food fairy</p> <p>Driving home all the time [three slaps on hand] how powerful these women are</p>
14. Draws parallels between the women having nice stuff and feeling worthy	5.1-5	
15. Dirty and old clothing donations negatively impacts the women's self esteem	5.6-7	
16. Has been managing donations like this since the beginning	5.18-20	
11. Considers these women deserve better and will not be anyone's 'after thought'	4.17-18	
17. Other charitable organisations shared similar experiences with unwanted or low-quality donations	5.21-22	
18. Received support and encouragement to speak out from other prominent charitable organisations	5.30-31	
13. Has to be choosy as their organisation shares inventory with other charities	4.22-25	
3. Elicits donations by telling stories that resonate with people	1.28-30	
4. Cultivates the relationship the women have with their donors' or 'Sisters'	1.31-34	
5. Donors develop a special bond with the women	2.4-5	
6. Uses body language and tonal changes to emphasise that these women are indeed powerful	2.7-8	
Developing organisational capabilities		

48. Seen a noticeable reduction in public donations	20.22-23	in the last year and a half, a lot of dollars have dropped off
49. Changing financial situations have affected donor gifting	20.24-25	their financial circumstances have changed
50. Tensions erupted between the board of directors and operations regarding where and how much was spent	20.26-28	that's been a challenge...to acknowledge that that the board set-up was my problem, my fault
51. Accountabilities between operational and board roles appear blurred	20.29-30	you know what? This is operational – stay the f*ck out of it
52. A lack of business acumen led to poor decision making	20.34-35	I was like 'all good loves! Whatever you want you can f*cking have'
42. Given the board a mandate to 100% fund the operation's role within a year	19.10-11	I said 'you've got a year to get my salary back'
57. No one on the board was managing funding	21.17-18	none of them [the board] are doing grants or anything like that
58. Engaged a financial professional to find funding leads	21.19	That's why I brought this other person on board
Their experience of 'being' a mature woman social entrepreneur		
1. Questions the validity of identifying themselves as a "social entrepreneur"	1.15-16	I don't think I am a social entrepreneur. I don't think I am what you call an entrepreneur
2. Sees herself a "money maker"	1.18	A money maker, OK
3. Elicits donations by telling stories that resonate with people	1.23-25	getting money from other people? I used to be really, really good at it. By knowing how to tell stories. By knowing how to appeal to people's heart
31. Considers they are now really good with the relational 'stuff'	13.23-24	You know, in terms of how good I am at the relational stuff
4. Cultivates the relationship between the women and their donors' or 'Sisters' who provide time, money and 'stuff'	1.27-30	Built up this community of what we call.... what I call Sisters, right? Of people who donate time and money, right, and stuff to us
Finding purpose in helping other		

28. Considered herself worthless her entire life	13.14-17	made to feel I was a cluster-f*ck...inept, inefficient and unproductive my entire life. I was a f*ck-up my entire life
30. Has now found what gives life purpose	13.18-20	I started doing this. And I found out I was really f*cking good at something. And it took me years to figure that out
27. Now considers herself a natural fit for the work she does	12.29-31	I find this job incredibly f*cking easy. Because it's like genetically or in some way, I was made to do this job
29. Having capability beyond anything imaginable	13.21-24	I'm a bad-ass mother-f*cker
32. Shares the special bond she has with the mostly Māori women she works with	14.5-7	comfortable in their presence. Accepted and more importantly, felt accepted in a life I didn't feel accepted by anybody
33. Felt few people in her life have accepted her unconditionally	14.8-9	Very few people...accepted me whole
34. Importantly, the women are non-judgemental	14.12	These women...they don't judge me
25. Yet sees society is often quick to judge these women	8.31-32	they are the most extraordinary mothers. They will do anything [slapping hand for effect] for their children. Would society see all of their mothering being good mothering?
Measuring what matters		
19. Has maintained a close relationship with these 26 women over an 11-year period	6.17-18	I have 11 years of relationship with these women, with these 26 women
20. Describes the longevity and closeness of their bond	6.27-28	That's a long time to know the ins and outs of somebody's life and be really close to them.
35. Shows that age is not a barrier for domestic violence	14.18-22	So, they're all aged between...people are always surprised, but the youngest one is 32 and the oldest is 70...so not so young women anymore
36. The founder describes their relationship as 'magical'	14.23	it's part of, coalesced at this magic. Which doesn't feel magic to the women
37. Qualifies this by saying that the women don't feel this way as life for them is always a challenge	14.25-27	Because, you know, shit goes wrong in their life all the f*cking time
38. Questions her ability to remain non-judgemental	15.1-2	My biggest challenge is putting aside my judgement

39. Does not want to see them making mistakes	15.5	I constantly challenge myself...about decisions they have made
40. Understands the importance of these women taking ownership of their decisions and learning from outcomes both good and bad	15.14-15	I can't make decisions for them. They have got to make their own
41. Finding their power is an outcome of the women owning their decisions	15.30-32	do you understand where you are...I've criticised the choice you have made to get you to this place, but you are f*cking doing it
21. Sees the positive relationships these women have with others, their children, and importantly, with themselves	7.9-13	I look at the relationships they might have with their children...they have with other people...they have with me...they have with themselves
22. Progress appears as gains in self-esteem	7.13-15	They can tell themselves they are proud of themselves. Never would have said that 10 years ago...right?
23. Recovery is not a rapid process, one where the women shift from traumatised abuse victim to one of empowerment and having agency over their life	7.21-23	When we think about recovery, we think of this really quick process. Of, "I was traumatised, and now I am better", okay?
24. Success is visible in small increments - just being proud of themselves is an achievement	7.30-33	You tell me that somebody is not successful in their recovery when after that much trauma they can look you in the eye and go 'I'm really proud of myself'
Doing things differently 'next time'		
64. Identifies significant capital expense items now considered necessary for ensuring the organisation's continued viability	22.25-29	funding for a van. Funding for a large warehouse space to keep shit in, donations in
65. Now understands the need to plan for external events impacting organisational performance	22.28-29	to be more aware of future-proofing

Appendix I

Table I

Audit Trail: Eva's Transcript

Theme	Page/ line	Quotation from transcript
Idea emergence		
80. Mentoring kids through their church	35.10-11	I'd been working mentoring kids who were doing an internship at church on leadership principles
78. Was approached by a man who asked her to coach his daughter	34.30-31	I coached a kid who was 21. Her father asked me to help her
79. Working a minimum wage job, she lived with her father	34.31-33	She was living in Ponsonby...earning the minimum wage...she had one foot in the city and one hand in dad's pocket. That's how it all started
83. Made a profound change this girl's life in such a short time	36.2-4	At the end of 10 weeks, her life had changed so dramatically that she got a 70% pay rise at work
84. Understood the potential if she could replicate the difference she had made to this girl's life	36.10-12	The change was so dramatic, I thought. What, what's just happened here? Is this a one off or could I replicate this?
85. Questioned whether she was too late starting a new business at 54	36.15-16	I wanted to do something different. I thought I'd left my run too late. I was 54
66. Planning took 18 months prior to launching	32.21-23	it was 18 months from getting the initial idea to when I started...that's because I couldn't figure out how it would work
86. Spent 18 months imagining what this new business would look like	36.18-19	I sat on it for 18 months and it wasn't until massaging it, talking about it. Imagine if I ran a program to help kids become independent
67. Once started she felt compelled to continue	32.24-25	by the time I started, I was compelled to start
External opportunity identified		

87. Told the story of transforming the girl's life	37.1-3	I told the story about this girl at that that day. What had happened to her and the people went nuts. 5000 people went absolutely nuts when the wall came down between East and West Berlin, they were having their children. Now those kids were 20. This is 2009 and they didn't know how to prepare them for capitalism they said 'we need help. We don't know how to transition our kids to move to the United States or wherever they're gonna go for university' the next weekend I gave that talk again - I was like a woman possessed After all those years, 30 something years, I said 'I'm done' on the plane on the way home, I wrote 100 hours of content. I was like on fire all the outlines and the bullets for what I would need for a four-week programme when you're called and when the time is right and you have nothing else to stop you I worked day and night on that and we launched on the 23rd of November 2009 with 15 young people for four weeks
88. Parents of children born when the Berlin wall came down now faced the dilemma of integrating them into western culture	37.7-11	
89. Russian parents wanted help for their children	37.12-14	
90. She gave the same talk at another location and received the same reaction	37.27-28	
91. Thirty years of selling the business idea was finished: she had found her passion	37.32-33	
92. Frantically wrote content for the programme on the plane ride home from Russia	37.34-35	
93. Including all the details necessary for launching a four-week programme	38.2-3	
94. She knew the timing was right	38.11-12	
95. Within five months, she launched the first programme	38.13-16	
Access to funding		
26. The downside of receiving funding is relinquishing control	12.13-14	you look for funding from various funders...the downside of it can be that whoever pays your way controls your life whoever gives you the funding, invariably has strings attached. And the strings attached for me were that I had to take youth at risk I could no longer cope with all the dynamics that can be present with youth at risk
27. Funders had significant influence over where money was spent	12.15-16	
28. She understood the negative impact taking at-risk youth was having on her wellbeing	12.30-31	

29. Required her to let go of anything out of her control	12.32-33	I changed the model and therefore didn't want anyone's funding
96. A large corporate provided much of the early support by funding employees' children through the initial programme	38.20-21	they sponsored so many spots. I never could have done it without the Building Company: they got me started
97. Received sufficient funding to cover costs for 15 students on the first two programmes	39.24-25	I had 15 scholarships. I had \$45,000 right there to take me through the first two programs
Different approaches to managing finances		
6. Recalls how planning in her early 20s led to her first business start-up	4.26-27	I started the business when I was 22 years of age to develop a part time income
7. This planning would later provide a passive income as a mumpreneur	4.30-33	the idea was to create an income so that when I had kids, I didn't have to go back to work
50. When the opportunity presented itself in 2009, the set-up funding was available	25.19-20	I've got a passive income. The set-up funding was there
Operations impacted by founder's health/ wellbeing		
23. Recognised for her work with parents and children, she was invited to participate in a television reality show	9.19-22	in 2011, I got shoulder tapped to do the world strictest parents. Now this was significant. The world strictest parents is a reality TV program
24. The demands of the reality show's producers required significant physical and emotional labour	9.32-33	they take two very off-the-rails kids from one country to another country to a strict parent who, with a camera on them 12 to 16 hours a day for seven days
17. Exhausted and drained, she stopped the programme when diagnosed with breast cancer	8.23-26	I started in 2009 - and 2012 I was diagnosed with breast cancer. I had to stop the program. I was absolutely emotionally, physically, spiritually exhausted
51. Understood that the business could not function without her	25.22-23	Every business has to sell...the downside from me and the challenges for me is that I was the show

52. Board of Directors repeatedly told her she needed to bring in additional help, but saw the challenges of finding someone capable of helping	26.15-18	they were constantly...telling me that I needed to bring other people on to be able to do what I do...that is really difficult and that's the challenge
19. Now understood the enormity of closing the programme for treatment over three years as no one else could run it	8.26-28	I closed the program down because I've had to do treatment and there was no one else that could run it
18. It would be three years before the programme restarted	8.31	I didn't start it again till 2015
20. Against her decision to close MYWAY three years previously, two deputy principals encouraged her to restart	9.8-9	I started the program again at the request of a college in Orewa
21. She redeveloped the programme, compressing from the original four weeks into four days to reduce stress levels	9.12-14	I redeveloped the program...condensed it down from what it was originally a four-week program into a four-day program
22. Placed a greater emphasis in the parent's participation in their child's transition to adulthood	9.15-18	I put the emphasis back on the parents much more. I began to work more and more with the parents, realizing once again the importance of the parents in this transition
25. Her breast cancer returned four years after re-starting MYWAY, requiring a mastectomy and necessitating the sale of the business	12.3-5	in 2019 I had another run-in with cancer. Which led to me having a mastectomy and being a much bigger deal
Challenges external to the enterprise		
2. MYWAY's original business model relied on face-to-face exposure between the children and those delivering the programme	3.7-9	the model that I founded was face-to-face, I had kids for a period of time, and we developed these independent skills
3. Delivery model changed in response to Covid-19	3.15-17	it has now developed and morphed into a digital program which has all sorts of different connotations to it

4. Discovered both up-sides and down-sides to digital delivery	3.17-19	touch, eye to eye, skin to skin - you know - hug to hug. I bought eyeball in the classroom, can never be replaced completely but the reach that the program now has is much broader because of its digital ability. So, it's international now
5. Although the closeness of human delivery cannot be replicated, the programme now has global reach	3.19-21	
Cultivating client relationships		
14. Highlights the importance of maintaining strong relationships within your team and with your client	6.22-24	you can get carried away with your own widget, which is your own product or service, because you think it's fabulous
15. Being receptive to your client's needs and wants, not what you think they need or want	6.19-22	when you have strong relationships with your team and with your client/ customer, the end user, makes you very sensitive to what they actually want and need
16. Any product that does not meet the customer's needs is worthless	6.22-24	you can get carried away with your own widget, which is your own product or service... if it's not fabulous to the end user or to those who are trying to get it to the end user, then it's not worth anything
81. Telling her backstory provided connection with her younger customers	35.30-31	I was 17 with 60 bucks in my pocket, got on a ship, went to Australia
82. Allowed her to engage with her much younger audiences	35.32-34	I used to tell it on the program. So, the kids would realise I get it. I understand it
Developing organisational capabilities		
8. She relied on recruitment and leadership development skills learnt previously with the business	5.8-11	my skill base there was recruiting and developing leadership...these two things were significant when I came to build MYWAY
9. These provided a cache of transferable skills necessary when developing teams working both directly and indirectly with her	5.12-14	a very strong base in understanding people and how to develop teams and how to develop teams of people that didn't work for me

10. These skills would become invaluable when managing the teenagers, many of whom did not want to be with her	5.17	I was needing to get alongside teenagers who didn't wanna have anything to do with me
11. Working with children who did not want to be fixed	5.19-20	they didn't wanna be fixed, they didn't wanna go on a course that was going to fix them
12. For these children this was their final school holidays before embarking on work or further education	5.25	why would they want to go and sit in a classroom when they potentially were sick of school and I was taking their freedom, their downtime
13. Without normal business experience she adapted skills and experience necessary to operate MYWAY	5.27-30	I didn't have experience with a normal business model, but I had a lot of the skills that were needed to build a business model
36. Works with others dedicated to doing good	15.20-23	my PR agent...only worked with people who had projects that changed the world
37. Positive people surround themselves with like-minded people, creating synergism	15.26-27	they put people like me, put people like me around them
Their experience of 'being' a mature woman social entrepreneur		
34. Suggests that at 69 she may still have another 20 years left to positively impact people's lives	15.9-11	what have I got? 20 years probably. I'm 69, so I've got 20 years. Uh, what am I going to do with those now?
35. Financial independence allowed her to focus on making an impact with others	15.17-18	I was truly driven by my desire to change the world in some meaningful way
30. Went on to establish a community outreach programme	14.29	I've founded down here a program called Community Care out of my church
31. On the look-out for those who needed helped	14.31-34	I am always eyes out looking for...what I can do personally, that's beyond the scope of the agencies down here
32. Considers starting a social enterprise their calling in later life	15.2-5	if you're doing the study on mature women that that founded NGO's...this is a calling that they have later on in their life

33. The realization of their own mortality and time remaining to make an impact	15.6-8	I don't know what percentage of those will be spiritually motivated, but I would imagine quite a number because that's where the years are getting shorter
38. Identifies three-key components in the success of being mature women	16.10-11	Three things: capacity, capability, commitment. You have to be really realistic about those three things
34. Suggests older women more aware of both their limitations and capacity	24.8-9	older people I think are way more aware of their capacity and limitations
53. Never experienced gender-based bias	27.2-4	I was esteemed around the world as a female...never experienced...being side-lined because of my...femaleness
Finding purpose in helping other		
48. Considers older women have moved beyond whatever would prevent them from sharing work or recommending other women	24.1-3	I'm no longer hunting and gathering and therefore trying to climb a ladder of success that may involve my ego
49. Will do whatever it takes to see these children reach their full potential	24.15-18	I want this young person full of confidence and excitement and capabilities about their future...I'm going to do whatever I need to do to make sure they get the right help
60. At the end of the first day, would question why she was doing this	29.14-16	that first day was huge and at the end of every first day I would take my dog for a walk and say 'why am I doing this again?'
61. By the end of each programme, the reason was all too clear: she was doing this for the children and their parents	29.28-30	This is why I'm doing it and the parents would be bawling. The kids would be hugging their parents and it was so fantastic
64. Took time to identify her target market and acknowledges this could not have been done without taking on "at-risk kids"	32.2-5	It took me ages to figure out who my target market was. I don't think I could have figured that out without taking those kids at risk
65. Acknowledges with gratitude the opportunity to start MYWAY	32.18-19	I'm so grateful for the experience
69. Found passion in everything she did	33.14-15	I just love every moment of it

70. Everything seemed to come together effortlessly	33.16-19	speaking at schools, face-to-face, I was doing radio. I was doing coaching. I was running the program. I was writing books... I mean it all just came together
Networking opportunities		
39. When starting out, she was able to draw on competent people within her network	17.2	all but one of them was in my network
40. All those she knew had specialised competencies	17.8-9	Every single person was a specialist in their field and I already knew them
41. Older people have built a significant support structure they can call upon	17.11-14	If you've built a big life, and if you've built good relationships, you should have a vast network of people that can support you or work with you
68. Sees networking and her ability to communicate as her greatest assets	33.11-13	my ability to build relationships...to communicate, that was the biggest...networking and my ability to communicate
1. On start-up, family members supported core business activities based on their competencies	1.14-15	It was my baby, so to speak, but the whole family helped
71. Acknowledges the help and support from her husband	34.10	I've got a husband who's most phenomenal support
Mentoring needed		
72. Hired a marketing and branding expert when starting out	34.14-16	The other thing I did...as I was putting it together, I hired an extremely expensive marketing expert, branding expert
73. Understood the need to have clarity on what she wanted to achieve even before starting	34.19-21	having a full day, getting into my head. Why are you doing this, Eva? What outcomes do you want? How will this change society?
74. Although expensive, considers it money well spent	34.23-24	he was extremely expensive in those days and I paid it sort of gladly
75. Suggests business owners often pay little attention to planning their start-up	34.26-28	I don't think people give enough credence to that...kind of get an idea and they start running with it
76. This provided time to process the start-up idea over 18 months	34.28	But I didn't. I sat on it for 18 months, this idea

77. Understands the importance of having a goal in mind and developing strategy to achieve this	34.24-25	Because I know the significance of start with the end in mind
54. Business owners need mentoring by someone without financial interest in the business	27.32-34	Every person in business needs to be mentored by somebody who has no financial investment in that business
55. This mentor must be someone you can trust	27.34-28.1	Somebody you can trust that you can talk to because you can't share a lot of what's going on for you with anybody in your team you have to look outside for much of that...encouragement or correction or perspective
56. The mentor can provide perspective you often cannot see	28.2-4	you've got to know what you can share with people who work for you or with you, that won't kill their dream, that that won't...burden...them
57. Understanding what to or what not to share with your team	28.5-7	only share with people who either have the professional expertise to help you...or are willing to take some of the burden from you
58. Identifies criteria for selecting a mentor	28.9-11	somebody might be willing to take some of the burden from you. But is it right that they do so, or are you just transferring the load and you're going to burn that person out?
59. Someone may be willing to take some of your burden, but is this reasonable?	28.13-16	
Measuring what matters		
42. Measures the number of people positively impacted	17.32-33	I could count the number of young people who had been through my program
43. Sees the lasting changes these youths have experienced growing into adult life	17.33-35	as time went by and I was able to get the more feedback on how their lives had turned out, which continues today
44. Many have now grown up and gone on to have their own families	18.9-10	others who have got married and had babies
45. Maintained contact since the programme started in 2009	18.10-11	since 2009 I've been tracking these kids
46. Seen these 'kids' grow into adults	18.14-15	since they were 16, 17, 18 and they're now...in the 30s
47. Still maintains close contact with many of those who attended her programmes	18.16-17	I know the impact it's had, there is hardly a week goes by that I don't get contacted

Doing things differently 'next time'		
62. Cannot think of anything she'd do differently if starting over	31.29-31	I don't know...if there's anything that I could have done differently, because as soon as it became obvious that something had to change, I was quick to change it
63. Adjustments were made to the programme as soon as anything not working was identified	31.32-32.1	A gift I have is I'm so pragmatic. Not working - gotta go!

Appendix J

Table J

Audit Trail: Nicki's Transcript

Theme	Page/ line	Quotation from transcript
Idea emergence		
5. Founded a research group in 2011, with a focus on understanding the impact of childbirth and improving muscle function	1.28-31	conceived in about, about 2011. And it has, the primary aim of that group was really to be look at women's pelvic floor muscle function and disfunction over time with a particular emphasis on childbirth
7. Seen as a challenge, she led the development of a medical device that could measure what could not be seen	2.6-7	we can't see it, we don't know where it is, it's difficult to isolate. It was a tricky ask
13. Understanding their product could be life-changing provided the incentive to start their company	3.6-10	With the grant, with further R&D...and the realisation that getting this research out to women generally would be really beneficial, kinda drove us...to form a company in 2019
External opportunity identified		
12. Developing a commercially-viable product provided the necessary pull to commercialise the device	3.2-4	[the product] was very much around filling a clinical need because we didn't know what was happening at the level of the pelvic floor during activity
26. Problem-size you are trying to solve seen as market opportunity	5.12-14	they [VCs] see the market-size for us because what we're dealing with is such a big problem
Access to funding		
17. Pitching to largely all-male audiences, many VCs were not interested in "women's issues" and found difficulty relating to the "problem"	3.20-25	when you go out to raise capital...you are pitching to predominantly...older male audience and to communicate the 'problem' is difficult because most times the audience...can't relate

19. VC companies are male-dominated	4.12	it's a predominantly male-dominated sector
20. Across all industries	4.18	Oh, it's across the board
21. New Zealand's investment pool is small and potentially limits options for women seeking start-up funding	4.27	I think the pool of investment is pretty small in New Zealand...VC companies we kinda know most of them within the ecosystem here
9. Initial funding came from a non-diluting grant to grow the domestic medical devices industry	2.16-18	one of the real motivators or catalysts for the development of FF was a large non-diluting government grant... to grow the medical device industry within New Zealand
10. This grant covered much of the initial R&D costs, but not the commercialisation phase needed to grow the business	2.23-26	was really fortunate because it meant a lot of our R&D was under a government grant: commercialisation was not, but the devel...the initial R&D was
11. PhD students contributed to their research, whilst receiving seed money and lotteries grants independent of the non-diluting grant	2.28-30	seed grants and Lotteries and all those kinds of things that you do as an academic to support your research but based around student projects
15. Moving to commercialise a product requires finding alternative funding sources	3.14-16	you're getting into a whole 'nother dimension and as a commercial company you are no longer able to rely on grants so much
28. Younger, up-and-coming women founders are less tolerant of gender-based funding limitations and more outspoken	5.29-34	I think there's still a way to go...the voices are getting louder and there are a lot of younger women that are coming through now who are brave at shouting and there's a lot of ah women investors forming their own VCs and supporting women
29. Although easier now than 10 years ago, women-led start-ups still face greater hurdles (than men), with access to big money still a barrier	6.1-4	it's a lot easier now than it was 10 years ago, but there's still for the big money, there's still a barrier and we only get a f-r-a-c-t-i-o-n of the investments that are out there
Different approaches to managing finances		

22. Emphasises the company's annual lean operating costs are around \$1M	4.34-5.2	to run a company like ours is probably in the region of a million dollars a year...And that's...very lean
23. They wonder how long can they continue before returning profits	5.3-7	you've got to become a commercial venture; you've got to be able to support yourself...or at least to show that you can support yourself or get a return on that money that they are putting in....in the future
41. Challenge now seen as getting to the next stage, typically requiring a further large cash injection	10.6-8	To grow sustainably and usually at this point in time...you need another cash injection. Because, yes, we could possibly sustain ourselves, but have the capacity to grow
42. Differentiates between sustaining a company and growing a company	10.9-10	Unless you can grow, you'll bounce along the bottom forever; you don't want to be the walking dead
40. Quantities sold are not in sufficient volumes to make the business sustainable	9.23	the volumes that they are doing (B-2-B-2-C) so are not large enough for us to be a sustainable business. So yes, they recommend; not in the quantities that we need
24. Investors typically expect a 10X ROI	5.7-8	investors are looking for "If I give you \$5, they want \$50 in return"
25. Sees investors as motivated by financial gain, not from health benefits the product brings	5.9-11	most of them are prepared to wait – that's what they're in the game for...not there primarily for health outcomes of...the population
Challenges external to the enterprise		
33. Perception versus reality of product development: a good product will not necessarily sell itself	7.11	when you first start you got what you think is the greatest product in the world and all you need to do is just release it and suddenly it will be taken up by everybody. And of course, that's not the case
32. They consider all start-ups will face unforeseen challenges at sometime	7.8	as with any start-up there are unexpected challenges
38. Understanding what differentiates your product from the competition, and how this impacts marketing strategy and sales	8.26	we have met all the regulatory standards to be a medical device company...the product itself has gone through very rigorous testing
39. Lack of regulation within the medical devices industry opens up market entry for cheaper direct-to-consumer products	9.12	you can make a gadget and you can put it on the market and you can sell it if you're not bound by any regulatory standard. And you can say basically whatever you want

43. Considers more could be done by the (NZ) government to support start-ups seeking market access overseas	10.23	I think if we had a system in which many other countries have, you get a lot more government support for commercialisation
44. Geographic location and population size of NZ restricts the potential for growth	11.2-6	We're just not big enough to be a really big sustainable business
45. Sees their market lies overseas	11.3-7	We can stay here as the parent company, but in order to grow...you have to employ people, grow here, but your product has to be off-shore
46. Uses government loans as an example of helping start-ups	11.7-8	we should be getting m-u-c-h more government support in terms of loans
47. Considers Scandinavian countries exemplary for their support of start-ups	11.8-11	they've got a lot of models overseas which we can emulate. In Denmark there is a brilliant one. Even in some of the other Scandinavian countries
48. Illustrates the difficulties faced in securing funding by start-ups from a well-known government organisation	11.16-17	we have CI, but it's s-m-a-l-l, it's v-e-r-y s-m-a-l-l. It's very difficult to get funding too
Cultivating client relationships		
27. Making the connection between solving a problem and communicating this to potential customers	5.20	market opportunities there...the ability to solve it with the product that we've created is certainly there. So, it's just getting it out to the women that need it and...satisfying all players and stakeholders that are in the business
36. Relying on B-2-B-2-C for sales has proven problematic with unforeseen challenges as healthcare professionals are not sales people	6.30-7.4	the other big learning for us is we have partnered with healthcare professionals as our...channel-to-market...but what we have learnt over the last year is that they are not sales people
34. Sees changes are needed in how messaging is communicated to women to say 'it's OK' to prioritise their health	7.21-24	they will, especially after babies or when they're more vulnerable, they will prioritise family members w-a-y before themselves. And that's, known

35. With a product that is literally life-changing, women are still reluctant to make that change	7.27	It's a challenge to encourage women to take control of their own lives, but to prioritise it... to know that it's not something they just have to put up with
Developing organisational capabilities		
6. Collaborated with other healthcare professionals to understand pelvic floor physiology	1.33-2.1	collaborating with the engineers here gave us the opportunity to look at things which could measure physiology
37. Your team requires openness (to possibilities) and agility (to pivot), along with board of director support, to make changes necessary to keep the company tracking on course	8.13-16	as a company you need to get the support of your board, you need to rally around, you need to change direction, otherwise you're just not going to be sustainable anymore
Their experience of 'being' a mature woman social entrepreneur		
1. Working in a predominantly male environment has both good and bad aspects	1.10-12	being in research as a mature woman has been good and bad...I think drawing on your life experiences is also very helpful
2. Sees herself as resilient	1.13-14	as you get older you get perhaps a bit more resilient to things. And that's just the function of life experience
3. Has adapted to advances in technology, although 'tricky' as they had not grown up with these, not seen a barrier	1.16	you've got to adopt and get familiar with new technologies...sometimes that can be tricky because...we hadn't grown up with those technologies
4. Has completed various tertiary qualifications, each layer mirroring steps in their start-up journey	1.22-24	made a...shift back into academics...did a PGDip, a masters and finally did a PhD
8. Working with professionals – some younger, some older - she did not consider age a barrier	2.8-13	running a research group, working with bioengineers...I didn't ever find that my age was a barrier. So, you go through students, some people are much older than me
14. Moving into medical research not seen as being a barrier	3.11	I haven't found as a barrier, um, I'm from a research perspective
16. Commercialisation requires the founder to change their focus	3.16-17	you've got to swap your hat and become much more commercially focused

18. Considers gender a far greater barrier than age when seeking VC funding	4.4-6	I felt gender was more of a barrier and perhaps the area that we were in was more of a barrier than age
Measuring what matters		
30. Have only recently solicited feedback from product buyers	6.21-23	Only recently and we've done that purposefully... in the past we've always had it from the women voluntarily
31. Sees the importance of capturing and leveraging the positive outcomes these buyers have experienced	6.25-27	when you have stories of people actually being able to live their lives better, then that motivates us to carry on
Doing things differently 'next time'		
49. Focus on sales and marketing sooner when the business was growing, and allocate resources earlier to address challenges as found	12.8-12	we would certainly pay more attention to...sales and marketing from a much earlier standpoint in the growth of the business, and...allocate more resource to than we have in the past
50. Reprioritise years one and two activities to develop strategies before they are needed, e.g., building both products and sales avenues concurrently	12.12-17	Our resources were initially taken up on putting the building blocks down...And, negated the fact that we actually had to sell stuff...I would reprioritise that...what we were doing in years one and two
51. Go back to the VC market earlier for capital	12.18-21	I would also...probably go back to the market, the VC market sooner. So, it's a really challenging, stressful time to raise funds. But once you get that first seed fund, you kind of relax a bit
52. Maintain momentum after initial seed money provided	12.22-24	had I had any experience, I wouldn't have relaxed for a long as we did, and gone back probably six months before we did to look for further funding
53. Conduct due diligence on the VC companies to ensure best fit	12.26-29	I think one should always do your due diligence on the VCs that actually end up putting money into your company, and try and find the best fit for your company
54. Consider all funding offers carefully, do not make snap decisions	12.29-31	It is tricky though, because raising funds is very, very hard, and when somebody offers you a check "Whoa, ok, I'll take it!"

<p>55. Founders have more power than they credit themselves with</p>	<p>12.32-13.1</p>	<p>we have a lot more power than we imagine, because people want to invest for a return on the money. Often too people want to invest because they have...share your vision</p>
<p>56. Be pickier where and from whom funding comes from – find those who not only align with your vision, but support you financially and emotionally on your journey</p>	<p>13.1-4</p>	<p>if you have more t-i-m-e you could find those people who would not only support you financially, but share your vision, and support you emotionally as well</p>

Appendix K

Low-Risk Ethics Notification

Kia ora,

[Link to application](#)

HoU Review Group

Ethics Notification Number: 4000028634

Title: Success Factors in Social Entrepreneurial Start-ups Among Older Women in Aotearoa New Zealand

Thank you for submitting a low risk notification for your research/teaching/evaluation. This email is to acknowledge receipt of the low risk notification and to inform you that the details of your project have been recorded in our database for inclusion in the annual reports to the Health Research Council Ethics Committee (HRCEC) and the Massey University Research Committee (URC).

You may proceed with your research, though it is advisable to provide a couple of weeks before commencing, as all low risk notifications are checked for completeness and clarity by a Research Ethics Advisor. You may be contacted if your application is incomplete and/or further clarification is required.

The low risk notification for this project is valid for a maximum of three years.

Please notify me if situations subsequently occur which cause you to reconsider your initial ethical analysis.

If a sponsoring organisation, funding authority (e.g., the Health Research Council) or a journal require evidence of ethical approval from a Human Ethics Committee (with an approval number), you need to complete a full Massey University Human Ethics application to be reviewed and approved by one of our Human Ethics Committees. Applications must be submitted and approved prior to the commencement of the research.

Please note that travel undertaken by students must be approved by the supervisor and the relevant Pro Vice-Chancellor and be in accordance with the Policy and Procedures for Course-Related Student Travel Overseas. In addition, the supervisor must advise the University's Insurance Officer.

Please include the following statement on all public documents (e.g., information sheet, consent form) related to your project:

This project has been evaluated by peer review and judged to be low risk. Consequently, it has not been reviewed by one of the University's Human Ethics Committees. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the ethical conduct of this research that you want to raise with someone other than the researcher(s), please contact Massey University Human Ethics by email: humanethics@massey.ac.nz.

I wish you all the best in your research, teaching or evaluation activities and appreciate your thoughtful consideration of ethics principles and practices.

Ngā mihi nui,

Professor Tracy Riley

Acting Chair, Research Ethics Chairs' Committee

Appendix L

Letter of Invitation

*How do mature women interpret success in social enterprise
start-ups in Aotearoa New Zealand*

Are you a mature woman (50+ years) who is either the founder or on the founding team of a current social enterprise and/or the CEO?

I want to talk with mature women social entrepreneurs who are either at the start of their entrepreneurial journey or are running an already established social enterprise.

I am a mature MBS student with Massey University conducting research into the experiences mature women have as founders of social enterprises, such as not-for-profit organisations, those with a community focus blending purpose and profit or businesses which donate time or a portion of profits for some community purpose.

If this describes you, and you want to know more, I would love to hear from you!

Kathy Cardiff

Email: kathy.cardiff.1@uni.massey.ac.nz

Mob: [REDACTED]

Appendix M

Information Sheet for Participant Interviews

How do mature women interpret success in social enterprise start-ups in Aotearoa New Zealand

Kia ora and hello! My name is Kathy Cardiff and I am completing this study as fulfilment for my Master of Business Studies, Massey University, with a focus on business sustainability. While my background is in the health, safety and environmental space - mainly with small-to-medium sized businesses - I have a passion for the social aspect of sustainability too.

Thank you for your interest in participating in my research with mature women social entrepreneurs. You have received this information sheet as a respondent to my request for participants, or you have been recommended to me as someone who may be interested in participating in this study.

As a mature woman who has contributed help and support for various charitable organisations in Tamaki Makaurau Auckland, I am interested in the challenges mature women face as founders of social enterprises.

While there is a spectrum of “goodness” among social enterprises within Aotearoa New Zealand, my candidates ideally will be those women who have established either one of the following:

- a not-for-profit, such as a traditional charity or non-governmental organisation
- a social enterprise that has a community focus, but operates as a business to generate profit to support their purpose, and
- businesses who donate time or a portion of profits for some community purpose

Study's purpose

It is well recognised that people starting a business later in life are more drawn to contributing time and energy to a start-up that focuses on doing good, placing purpose before profit.

This study will focus on women who are 50+ years young and are either the founder or on the founding team of a current social enterprise and/or the CEO.

In conducting this research, my aim is to understand the challenges these mature women face and identify mechanisms that could help provide support for future start-ups to ensure their enterprise not only remains viable, but flourishes to serve their niche within the community.

What does participation involve?

Your participation will involve a one-on-one interview with me, either at a time and place (physical) of your choosing if you live in Auckland or otherwise conducted on-line via Zoom or Teams.

The interview process will take approximately 45-60 minutes and be audio recorded - no video.

Privacy

Your name and those of anyone mentioned in the interview will be replaced by pseudonyms in the study's write-up. All other identifying details will be anonymised.

Only my Lead Supervisor and Co-Supervisor will have access to the data stored on Massey University's secure server. Transcripts will be password protected.

You have the option of having the audio recording, against which you can check a copy of the transcript.

All material will be destroyed in a secure manner once the research is complete.

You are welcome to receive a copy of the study findings upon completion.

Your rights

You are under no obligation to accept this invitation. If you do decide to participate, you have the right to:

- Decline to answer any particular question
- Withdraw from the study up until two weeks after the interview transcript has been sent
- Ask any questions about the study at any time during your participation
- Provide information on the understanding that your name will not be used
- Be given access to a summary of the project findings when it is concluded, and
- Ask for the recording to be turned off at any time during the interview

Before commencing the interview, you will be asked to sign a form indicating your consent to participate.

Thank you for your interest in this research. I welcome the opportunity to discuss your experience and happy to answer any further questions regarding this study.

Researcher: Kathy Cardiff | Email: kathy.cardiff.1@uni.masse.ac.nz | Mob: [REDACTED]

Lead Supervisor: Dr Tanya Jurado | Email: t.r.jurado@massey.ac.nz

Co-Supervisor: Prof Janet Sayers | Email: j.g.sayers@massey.ac.nz

Please feel free to contact my supervisors or me if you have any questions regarding this study (Ethics Notification Number 4000028634).

This project has been evaluated by a peer review and judged to be low risk. Consequently, it has not been reviewed by the University's Human Ethics Committees. The researcher named in this document is responsible for the ethical conduct of this research.

If you have any concerns about the conduct of the research that you want to raise with someone other than the researcher, please contact Massey University Human Ethics by email: humanethics@massey.ac.nz.

Appendix N

Participation Consent Form

*How do mature women interpret success in social enterprise
start-ups in Aotearoa New Zealand*

I have read the information sheet and have had the details of the study explained to me. My questions have been answered satisfactorily, and I understand that I may ask further questions at any time. I also understand that my participation is completely voluntary and that I may withdraw at any point. I understand that the information I provide is confidential. I will not be able to be identified from publication arising from the research.

I agree / do not agree (circle one) to have the interview being sound recorded.

I wish / do not wish (circle one) to have my recordings and / or transcript returned to me.

I agree to participate in this study under the conditions set out in the Information Sheet for Participant Interviews.

Signature:

Full name:

Dated:

Once completed, please return to me using the enclosed pre-addressed courier bag, OR scan the consent form and return to me via email:

kathy.cardiff.1@uni.masseyl.ac.nz

Appendix O

Interview Process and Question Guide

Introduction and rationale

Info Sheet and Consent Form completed?

Confidentiality and process - explain

Any questions or concerns?

General questions – short answers

- Where are you based in Aotearoa New Zealand?
- When did you start your social enterprise?
- Who is directly involved in this venture?
 - whanau or family member, business partner etc.

Business specific questions

- What stage in the business development phase is your social enterprise at?
 - **Planning or development** – research market, write business plan, seek funding
 - **Launch** – open door, re-invest earnings, find customers, satisfy customers
 - **Growth & expansion** – hiring, seeing profits, re-investing
 - **Maturity** – stability, innovation
- What previous experience do you have with starting and running a business?

How do mature women interpret success in social enterprise start-ups in Aotearoa New Zealand?

Answers provided to the following sub-questions are a reflection of your experiences encountered on this journey:

1. What is your experience of 'being' a mature woman social entrepreneur?
2. How do you define and measure the positive impact your social enterprise is having?
3. What challenges have you encountered, along with contributions that have led you to where you are now?
4. What additional support – if any – is needed to make the social entrepreneurship journey easier?
5. If there is *one thing* you would do differently, what would that be?