



Exploring how experience-based learning impacts hybrid entrepreneurship

A research proposal submitted by

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Abstract

The rising phenomenon of hybrid entrepreneurship, which is defined as the undertaking of entrepreneurial activities in conjunction with paid work, is the focal point of this study. It is a consequence of a shifting job market.

Previous studies have found that businesses started by hybrid entrepreneurs are more likely to survive than traditional ones. This encouraged the undertaking of this study to investigate which mode of entry into business supports the perseverance of entrepreneurial activities and which will be more beneficial in refining and propagating success among entrepreneurs. This study further sought to understand the influence and impact of experiential learning on the different types of entrepreneurs by investigating the ramifications of experience-based learning on each type of entrepreneur.

The adoption of an inductive qualitative approach allowed for data to be collected, using semi-structured interviews with a sample consisting of hybrid, traditional, transitioned, and transitioned entrepreneurs. Through narrative inquiry, the entrepreneurial journey and learning experience of each type of entrepreneur were captured.

The findings of this research were demonstrated by building a framework which identified three factors that drive experiential learning in the hybrid phase, which include critical events, conducive learning platforms, the industry of work and business activity, and lastly, the background foundation of the entrepreneur. All these factors added together increase the experiential learning of the entrepreneur, thus driving the hybrid entrepreneur to exit the hybrid phase and enter into full-time business. Once in full-time business, a set of new skills and learnings are acquired, which inform the entrepreneur to diversify their business portfolio.

This study contributes to the increasing body of knowledge of hybrid entrepreneurship, which brings to light how this type of entrepreneurship results in the longevity of businesses, thus making it necessary to promote and bring awareness to potential business owners.

Keywords

Hybrid Entrepreneurship, Traditional Entrepreneurship, Transitioned Entrepreneurship, Experiential Learning, Impact, Entrepreneurial Learning

Plagiarism Declaration

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Masters of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Name & Surname

Signature

Date

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Chapter 1: Introduction to the Research Problem

1.1 Introduction

In seeking to contribute further to the body of knowledge of entrepreneurship, in particular hybrid entrepreneurship, this research will seek to understand the role experiential learning has on hybrid entrepreneurship in contrast to other forms of entrepreneurship, namely traditional entrepreneurship and transitioned entrepreneurship.

Hybrid entrepreneurs are individuals who work both as self-employed persons and as wage earners Kurczewska et al. (2020). On the other hand, transitioned entrepreneurs are those who have undergone the process of switching from hybrid entrepreneurship to full-time entrepreneurship (Ferreira, 2020). In contrast to hybrid and transitioned entrepreneurs, traditional entrepreneurship involves individuals who are pursuing business prospects on full-time basis these are individuals who are employed on a full time basis in their businesses, don't have the comfort of relying on a salaried income (Zhang et al., 2023).

This paper seeks to understand the accumulated experiential learnings gained by the different entrepreneurs and how these learnings have impacted their business ventures. This study will be supported by the theoretical provisions of Kolb's experiential, which denotes those experiences undergone by an individual; through reflection, they can transform the experience into knowledge, which influences future actions (Ferreira, 2020). An inductive qualitative approach and interpretivist philosophical paradigm will be used when conducting the research.

1.2 Background to the research topic

In emerging markets like South Africa, small enterprises do not make it within the first five years of startup, and the failure rate of these businesses is estimated to be between 70%-80% (Dzomonda & Fatoki, 2018). Academics and researchers have not identified the logic behind the immense failure rate. However, Fini et al. (2024), contends that the immense failure rate of new businesses results from the risk and uncertainty that comes with being an entrepreneur. Lee et al. (2022) highlights that business failure is an expected outcome of the entrepreneurial journey, and that this failure can be linked back to the uncertainty inherent in

entrepreneurship. Lee et al. (2022) argues that both endogenous and exogenous variables can cause entrepreneurial failure. Endogenous factors known as micro foundations include a lack of social capital, human capital, inadequate qualifications, and mental and cognitive frameworks these variables contribute to the high failure (Lee et al., 2022). Conversely exogenous factors that are outside the control of the entrepreneur include unfavourable market circumstances, widespread competition and opportunistic behaviours (Lee et al., 2022). Le Roux and Steyn (2007) lament that the lack of knowledge and experience adds to the high failure rate of new businesses.

According to data from the World Economic Forum, side businesses have a 33% lower failure rate than ventures launched by individuals without jobs (World Economic Forum, 2022). In a post Covid-19 environment, there continue to be massive economic shifts, which heighten the risk of entering into recession. This could result in business failure, thus necessitating the need to ensure the survival of such businesses. According to the World Economic Forum (2022), Small and Medium Enterprises (SMEs) have created close to 70% of employment in the global economy, thus contributing positively to the global Gross Domestic Product (GDP).

Fatoki (2018) posits that South Africa's business climate is highly unpredictable and complex, with many businesses operating in an antagonistic rather than a supportive environment. A critical consideration that needs to be factored in emerging markets is that there is a theoretical link between entrepreneurship and economic development that has been associated with a surge in employment opportunities, higher earnings and increased innovation; this is supported by Odeyemi et al. (2024), who states that the development of job opportunities which results in the reduction of unemployment rates thus encouraging economic resilience, is a real advantage of entrepreneurial growth in Africa.

However, Fini et al. (2024) challenge that this notion holds for high-income countries, and the inverse holds for emerging countries. A distinction needs to be drawn on the motive of pursuing entrepreneurship. According to Fini et al. (2024), entrepreneurship in developed countries which is primarily driven by opportunity, whereas in emerging countries, it is driven by need. The environment determines the opportunities available. Fini et al. (2024) further state that due to societal inequalities, lack of financial resources and low employment rate, individuals are more likely to enter into entrepreneurship out of necessity rather than out of

opportunity-based motivations. In emerging economies like South Africa, there is a greater need for the success of entrepreneurial activities, as it supports equitable and sustainable economic growth, decent labour and jobs for all, sustainable industrialisation, innovation, and a reduction in income disparities (Odeyemi et al., 2024)

As little is known about hybrid entrepreneurship as a distinct phenomenon, more conceptual and empirical research is needed (Demir et al., 2020). This understudied phenomenon has taken shape due to shifts in the job market and the advancement in the unconventional conditions of employment (Solesvik, 2017). While overcoming the challenges of inconsistencies in the definition of hybrid entrepreneurship, Solesvik (2017) defines hybrid entrepreneurs as individuals who undertake entrepreneurial activities in conjunction with paid work. This definition is supported by Folta et al. (2020, p.254) who define it as a process where individuals “engage in self-employment activity while simultaneously holding a primary job”. Rugpath and Mamabolo (2022) establishes that hybrid entrepreneurship is different to traditional entrepreneurship as it entails being in business on a full-time basis.

No clear definition of a transitioned entrepreneur has been formulated, this study will adopt the definition provided by Rugpath and Mamabolo (2020) as entrepreneurs, motivated by a distinct drive, opt out of their regular employment to pursue entrepreneurial endeavours on a full-time basis. Folta et al. (2010) suggests that hybrid entrepreneurship is a preferred entry into entrepreneurship due to the process of learning linked to this mode of entrepreneurship. However, not all hybrids desire to enter into full-time entrepreneurship. Ferreira (2020) suggests that for individuals who decide to transition, an approach is followed during which learning theories are employed to establish whether competencies acquired throughout the hybrid period are adequate to transition to full-time business. The above indicates that there are different modes that an individual can use to enter into full-time self-employment. According to Lindelid and Nair (2024), understanding which entrance strategy supports perseverance will be beneficial in refining and propagating success among entrepreneurs, which is critical particularly for this study to determine which type of entrepreneurship delivers the most beneficial learning experiences. By analysing the theoretical learning consequences of hybrid entrepreneurship, we aim to provide a valuable contribution to the expanding collection of studies about hybrid entrepreneurship.

Learning has been noted as essential in the entrepreneurial process and key to grasping entrepreneurial knowledge. Therefore, understanding how different experiences induce learning across different types of entrepreneurs and how they apply the knowledge acquired to their entrepreneurial endeavours is key for entrepreneurs.

The learning opportunity can be brought about by different experiences, such as business failure, which could lay the foundation for future success (Lee et al., 2022). During the early phases of entrepreneurship, entrepreneurs face resource scarcity, which can lead to the business failing; nevertheless, learning or having a diversified skill set can compensate for the difficulties of accessing human capital (Rugpath & Mamabolo, 2022) thus lessening the likelihood of the business failing. Within the literature on entrepreneurship, Kolb's experiential learning theory is a frequently mentioned learning theory that upholds its humanistic foundations (Ferreira, 2020). It asserts that knowledge is the consequence of absorbing and modifying experience (Kolb et al., 2000).

Compared to traditional entrepreneurship, hybrid entrepreneurship enables better entrepreneurial competency development through experiential learning. (Toutain & Byrne, 2012; Ferreira, 2020).

1.3 Motivation for Study

This study is premised on the research undertaken by Rugpath and Mamabolo (2022) and Ferreira (2020), which looks at the experiential learning of hybrid entrepreneurs at the transitioning stage and its impact on business ventures.

Conventional definitions of entrepreneurship uphold a binary categorisation that ignores variation in how entrepreneurship takes shape (Ferreira, 2020). This makes it hard to assess the market share of hybrid entrepreneurship locally and worldwide; this limitation has resulted in the experiential learnings of the different types of entrepreneurs, particularly hybrid entrepreneurs, being ignored (Ferreira, 2020). Ferreira (2020) encourages future research to be focused on how individual specific factors have influenced how different hybrid entrepreneurs learn; this study will take a step further by contrasting the experiential learnings of hybrid, traditional and transitioned entrepreneurs throughout their entrepreneurial journey by evaluating the accumulated experiential learnings gained from their experiences as hybrid

entrepreneurs, transitioned and traditional entrepreneurs and the consequential impact on their business ventures with an increased focus on the hybrids. This will assist in raising the visibility of hybrid entrepreneurship and promoting this mode of entrepreneurship as the most feasible path into full-time entrepreneurship.

What is unknown is how individual-specific factors can impact the learning of hybrid entrepreneurship and how this differs from other types of entrepreneurs. What is known, based on studies conducted by Rugpath and Mamabolo (2022), is how experiential learning impacts hybrid entrepreneurs during the transition phase.

1.4 Purpose of research

The proposed research aims to understand how experiential learning impacts, shapes, and drives business across all types of entrepreneurs with a heightened focus on Hybrid entrepreneurship. Ferreira (2020) argues that it is essential to examine the learning that occurs throughout the hybrid phase to build a more comprehensive view of the dynamic entrepreneurial journey. The research population will consist of hybrid entrepreneurs, traditional entrepreneurs, and transitioned entrepreneurs who are based in Johannesburg, a city in the province of Gauteng, South Africa. A detailed definition of the population is further discussed in Chapter Four of this paper. This will be a study premised on the theoretical provisions of Kolb's experiential learning theory.

1.5 Business rationale for the research

Given that businesses founded by hybrid entrepreneurs are often resilient, with an increased likelihood of survival together and the ability to create employment opportunities (Ferreira, 2020). This indicates that hybrid entrepreneurship is a viable option for improving entrepreneurial activity. This demonstrates that experiential learning in hybrid entrepreneurship is more favourable to entrepreneurial learning, as it promotes a supportive platform that allows for maintaining a salary-earning job while also operating a business, resulting in the robust preparation of entrepreneurs for full-time entry into entrepreneurship. This could ultimately result in a surge in entrepreneurial activity in South Africa, leading to job creation and consequently driving economic growth. Based on previous studies, it has been evidenced that those who enter full-time business through staged entry, also known as hybrid

entrepreneurship, are more likely to enhance their performance during subsequent stints (Lindelid & Nair, 2024).

1.5 Academic rationale for the research

Existing research has authenticated the windfalls of the learning process; however, the learning that occurs during the hybrid phase remains understudied (Rugpath & Mamabolo, 2022; Ferreira, 2020). This highlights the need to undertake this study by further building on current knowledge on hybrid entrepreneurship, by looking deeper into the learning experiences of the hybrids and contrasting it against those of other types of entrepreneurs to determine which entry modes into entrepreneurship are conducive for entrepreneurial learning. By looking at the experiential learnings attained throughout the hybrid phase of a hybrid entrepreneurs, and contrasting it against the experiential learnings of traditional entrepreneurs obtained throughout their full-time business phase and lastly against those of transitioned entrepreneurs during their hybrid and transitioned period. Previous studies have focused on experiential learning that takes place at specific points in the hybrid journey, such as the transitioning point of hybrids into full-time entrepreneurs (Rugpath & Mamabolo, 2022; Ferreira, 2020).

In line with the recommendations of Ferreira (2020), which encourage future studies to focus on whether individual-specific factors influence how hybrid entrepreneurs learn, this study will take a step further by contrasting the learnings of hybrid, traditional and transitioned entrepreneurs.

1.5 Structure of the Study

The research study is structured as follows:

- Chapter One: Articulates and summarises the research, it further substantiates the relevance of undertaking this study from a theoretical and practical point of view.
- Chapter Two: Illustrates the body of knowledge on the subject found in scholarly literature and provides a theoretical basis for the research study considering the gaps and unknowns identified in the literature.

- Chapter Three: Based on the gaps and unknowns identified in Chapter 3 this chapter research questions will be formulated and will be the premise of gathering data for the research.
- Chapter Four: Demonstrates and provides defence for the choice of methodology proposed for gathering data.
- Chapter Five: Presents in detail the results and findings of the researcher based on the emerging themes
- Chapter Six: Deep insights of the findings and results will be presented; this will be compared to existing literature.
- Chapter Seven: The researcher will conclude based on the main findings further propose recommendations for future studies.

Chapter 2 Literature Review

This chapter will discuss the different types of entrepreneurships, including hybrid, traditional, and transitioned. The discussion will centre on how experiential learning impacts the various types of entrepreneurs. The juxtaposition between the different categories of entrepreneurs will provide a more accurate depiction of experiential learning within hybrid entrepreneurship. The first part of the literature review will provide definitions of hybrid, transitioned, and traditional entrepreneurship and what each mode of entrepreneurship entails. It will further look at the definition of experiential learning, what gives rise to and influences learning, and lastly, how the learning is applied across the different categories of entrepreneurship. This will be contrasted against each of the other entrepreneurs; this is done to identify which of these entrepreneurial categories are conducive to experiential learning and yield results that will grow the business and elongate the company's lifespan.

2.1 Hybrid Entrepreneurs

2.1.1 Definition of Hybrid Entrepreneurship

The practice of hybrid entrepreneurship is an emergent concept that lends itself to the current economic environment defined by globalisation, changes in career trajectories, non-standard working conditions, inadequate availability of lending, and lack of employment stability (Luc et al., 2018). However, this new phenomenon has existed for many years, but only in recent years has it drawn the attention of policymakers and scholars, thus increasingly becoming a more prevalent form of entrepreneurship (Luc et al., 2018). Kurczewska et al. (2020) state that hybrid entrepreneurs are individuals who work both as self-employed persons and as wage earners. The inconsistencies within the literature on the definition of hybrid entrepreneurship need to be acknowledged as others have “defined it as individuals who mix their time in both self-employment and wage work” (Folta et al., 2010), in some other cases as noted by Petrova (2012) it has been defined as “part-time entrepreneurship”. Nonetheless, earlier research has classified hybrids into mutually exclusive groups as either wage workers or self-employed, preventing the two groups from overlapping. As a result, these entrepreneurs have been disregarded in samples and are not statistically represented (Demir et al., 2020). Balancing entrepreneurial activity and salaried employment is a common denominator throughout these definitions, although no rigid limits are imposed on how that

balance is achieved (Wernberg et al., 2021). This study will primarily focus on those who mix their entrepreneurial endeavours and paid employment, as outlined by Folta and colleagues (2010). It is vital to note that hybrid entrepreneurship differs significantly from part-time entrepreneurship and moonlighting, as moonlighters work two or more jobs to supplement their income or find full-time employment (Luc et al., 2018). Furthermore, part-time entrepreneurship requires balancing unemployment and entrepreneurship (Luc et al., 2018). It is vital to note that hybrid entrepreneurship is a balance between paid employment and entrepreneurship, which, in most instances, has cost implications (Marshall et al., 2019).

2.1.2 Types of Hybrid Entrepreneurs

It is essential to differentiate between the different types of hybrid entrepreneurs; as stated by Wernberg et al. (2021), hybrid entrepreneurs are a diverse group that may be further classified by their entrepreneurial and non-entrepreneurial behaviours and motivations. Folta et al. (2010) differentiates three categories of hybrid entrepreneurs: those driven by supplemental income, those motivated by non-monetary advantages, and finally those who intend to convert into full-time business. For those seeking to convert into full-time business, this concept can also be regarded as a staged or gradual approach to self-employment instead of direct entry (Fatoki, 2018). According to Solesvik (2017), becoming a hybrid entrepreneur is the first step toward becoming a full-time entrepreneur. The second decision is to make the switch. However, not all hybrid entrepreneurs make the switch, as observed by Rugpath and Mamabolo (2022) some hybrid entrepreneurs maintain their hybrid status without fully committing to entrepreneurship. Another familiar term for this concept is side hustling (Maritz et al., 2023).

2.1.3 Reasons for Entering into Hybrid Entrepreneurship

According to Luc et al. (2018), hybrid entrepreneurship is an avenue for risk-resistant individuals to assess the viability of a business idea before committing full-time. Furthermore, hybrid entrepreneurship allows entrepreneurs to evaluate their concepts in a commercial environment thus gaining the knowledge required to run a long-term business (Dzomonda & Fatoki, 2018). Maritz et al. (2023) further discovered that, while enthusiasm can wane over time, it is a significant motivator for hybrid entry into self-employment. Rochy et al. (2021)

cautions that human capital, rather than financial constraints, is the primary driver for entry into hybrid entrepreneurship.

According to existing literature, the reasons people enter into hybrid entrepreneurship include the potential for more revenue by supplementing their current earnings and non-monetary advantages such as following their passions. These activities give one life purpose and a sense of fulfilment (Dzomonda et al., 2018). Lastly, hybrid entrepreneurship has been identified as a pathway for transitioning into full-time entrepreneurship (Dzomonda et al., 2018). However, caution must be taken that some hybrid entrepreneurs do not intend to pursue full-time entrepreneurship (Solesvik, 2017). According to Folta et al. (2010), following findings from research done in Sweden, hybrid entrepreneurs may continue in a hybrid condition or return to full employment. This study revealed that 36% of the surveyed Swedish hybrid entrepreneurs returned to work, while 55% remained hybrid. Luc et al. (2018) purport that hybrid entrepreneurs are risk-averse and less confident, thus making it a more practical entry into entrepreneurship (Raffie and Feng, 2014). This is further evidenced by Lindelid and Nair (2024), who observe that individuals who adopt hybrid entrepreneurship as a method of transitioning into full-time entrepreneurship are more inclined to abandon self-employment prematurely if their business does not do well or are offered more lucrative job offers.

Hybrid entrepreneurship lessens—if not eliminates—the requirement for taking on risk while launching a firm (Raffie & Feng, 2014). This argument is supported by Xi et al. (2017), who states that a hybrid entrepreneur's industry experience in the same sector could influence the switching cost of entrepreneurship and affect their entrepreneurship entry style. Another factor noted by Folta et al. (2010) is that a more extended industry experience encourages entrepreneurs to enter hybrid entrepreneurship.

2.1.4 Characteristics of a Hybrid Entrepreneur

Maritz et al. (2023) indicate that hybrid entrepreneurs hold more managerial roles and experience. They are known to have higher levels of education, such as university degrees. They are inclined to actively engage in formal entrepreneurship, such as a legally registered business, while being less inclined to participate in informal business ownership, including unregistered and unregulated businesses. According to Maritz et al. (2023), there is broad

evidence that those with greater education have a higher chance of successfully launching new companies in knowledge-intensive industries.

Further research on hybrid entrepreneurship indicates that in addition to being more common in technologically advanced societies, hybrid entrepreneurs typically possess higher levels of education and human capital than their traditional counterparts (Luc et al., 2018).

Pollack et al. (2019) determined two attributes crucial for one's entrepreneurial endeavours to continue growing over time: entrepreneurial self-efficacy and entrepreneurial persistence. Entrepreneurial self-efficacy, according to Pollack et al. (2019), is the degree to which a person believes that they are capable of successfully carrying out the duties and responsibilities of being an entrepreneur. Entrepreneurial persistence is characterised by goal-driven energy sustained over an extended period, with the ultimate goal being a successful entrepreneurial endeavour (Pollack et al., 2019). This is affirmed by Fatoki (2018), who laments that a critical personal quality of an entrepreneur is entrepreneurial resilience, or the capacity to resist and rapidly overcome hardship. Raffiee and Feng (2014) maintain that people who pursue hybrid entrepreneurship earn more wages than full-time entrepreneurs.

2.1.5 The need for hybrid entrepreneurship

According to studies conducted by Fini et al. (2024), launching a business while maintaining a job influences the survival of the entrepreneurial endeavour. This is further lamented by Raffiee and Feng (2014) and Schulz et al. (2016), who agree that hybrid entrepreneurs' business enterprises thrive for an extended period on average than those of traditional entrepreneurs. In emerging economies, there is a greater need for the success of entrepreneurial activities, as it supports equitable and sustainable economic growth, creates decent labour and jobs for all, sustainable industrialisation, innovation, and a reduction in income disparities (Odeyemi et al., 2024). Demir et al. (2020) confirm that these types of entrepreneurs are needed as they are generally highly educated and are more prone to assessing the business environment before launching into full-time business. This assessment leads to these individuals starting high-growth firms, making them essential players in the entrepreneurial field. Furthermore, hybrid entrepreneurs are prone to operate

their enterprises using their finances and resources, working as bricoleurs or effectuators rather than full-time entrepreneurs (Solesvik, 2017).

2.1.6 Hybrid Entrepreneurship around the world versus South Africa

According to Maritz et al. (2023), almost 25% of all global start-ups are formed by hybrid entrepreneurs. In Australia, hybrid entrepreneurship accounted for 315,000 start-ups, or an average of about 12,600 start-ups annually for the fiscal year 2021, and generated AUD9.86 billion in economic output (Maritz et al., 2023). Several profitable business owners have employed hybrid models at some stage of their entrepreneurial careers. After co-founding Apple, Steve Wozniak stayed on at Hewlett-Packard, and Pierre Omidyar established eBay while he was employed at a software development company (Luc et al., 2018). This concept can be deemed widespread since more than 50% of aspiring entrepreneurs—those in the process of launching a new business—also work for pay (Luc et al., 2018).

Scholars have identified this concept to be prevalent in more wealthy economies such as the United Kingdom and Sweden, however the impact in emerging countries has yet to be widely received this is due to lack of recognition by policy owners (Dzomonda & Fatoki, 2018). Furthermore, given that poverty, inequality, and financial constraints characterise the entrepreneurial environment in developing nations, hybrid entrepreneurship may be much more significant there than in developed economies, where the majority of studies so far have focused on this topic (Fini et al., 2024). In many developed nations, hybrid entrepreneurship, commonly referred to as side hustling, makes up a significant portion of the economic and social landscape (Maritz et al., 2023).

Dzomonda and Fatoki (2018) implore that the impact and contribution that hybrid entrepreneurship provides in emerging economies such as South Africa be explored sufficiently. The above illustrated that a gap in literature exists. In emerging economies, there is a greater need for the success of entrepreneurial activities, as it supports equitable and sustainable economic growth, creates decent labour and jobs for all, sustainable industrialisation, innovation, and a reduction in income disparities (Odeyemi et al., 2024). South Africa faces reduced entrepreneurial activity and high business failure rates compared to other African countries. However, research demonstrates that businesses started in hybrid

mode are more likely to survive (Demir et al., 2020). Furthermore, Rugpath and Mamabolo (2022) suggest that transitioning from hybrid to full-time entrepreneurship will enhance the current entrepreneurial activities in South Africa.

Therefore based on Dzomonda and Fatoki (2018) a gap exists in literature exists on the impact of hybrid entrepreneur in emerging economies.

2.2 Transitioned Entrepreneurship

According to Rugpath and Mamabolo (2022), no clear definition exists of a transitioned entrepreneur. However, according to their studies, it can be defined as an entrepreneur who decides to swap their conventional career and participate in full-time entrepreneurial pursuits. Ferreira (2020) further observes that a transitioned entrepreneur has switched from being a hybrid entrepreneur to

a full-time entrepreneur (Ferreira, 2020). They further established transitioning as a process where entrepreneurs quit their official jobs to pursue their entrepreneurial endeavours full-time, often due to a particular motivation.

This study will adopt the exact definition of a transitioned entrepreneur as that of Ferreira (2020). As a result of the learning that takes place in the hybrid phase and the subsequent development into distinguishable entrepreneurial skills, this facilitates the move from hybrid to full-time entrepreneurship. A desire for independence is one of the numerous influences that typically fuel the transition (Rugpath & Mamabolo, 2022).

However, caution should be exercised regarding the underlying assumption that only superior hybrid entrepreneurs shift into full-time business without considering the experiential learning impacts and experience obtained during the hybrid stage (Rochy et al., 2021).

Raffie and Feng (2014) point out that the likelihood of hybrid entrepreneurs entering full-time self-employment is 38 times more, they contend that full-time self-employment is induced by hybrid entrepreneurship. The transitioned entrepreneur's duration typically indicates their success; however, when these individuals defect from full-time entrepreneurship by transitioning back to salaried employment, they are more inclined to remain in or re-enter the hybrid stage (Lindelid & Nair, 2024). Based on research conducted by Luc. et al. (2018) it

reveals that, compared to other categories of entrepreneurs, transitioned entrepreneurs have an elevated sense of self-actualisation and confidence in their abilities as entrepreneurs.

Furthermore, investigating how salaried workers handle their part-time endeavours after converting to self-employment is essential for establishing approaches that promote business results (Lindelid & Nair, 2024). Thus indicating that a gap exists literature on how transitioned entrepreneurs manage full-time business post transitioning.

2.3 Traditional entrepreneur

In contrast to hybrid and transitioned entrepreneurs, traditional entrepreneurship involves individuals, either alone or within organisations, who identify and pursue new possibilities and introduce their ideas to the market in the face of uncertainty on a full-time basis (Ferreira, 2020 ; Rugpath and Mamabolo, 2022) they further elaborate that traditional entrepreneurship involves individuals pursuing business prospects on a full-time basis. However, Lindelid and Nair (2024) describe a concept which is similarly known as direct entry into self-employment. This involves an individual leaving employment to start a business without running a business concurrently with their employment.

These are individuals who, according to Raffiee and Feng (2014), partake in entrepreneurship, which is coined as the “all-or-nothing” phenomenon. These are individuals who enter into business without holding back. Zhang et al. (2023) confirms that these individuals are employed full-time in their businesses and do not have the comfort of relying on a salaried income, which provides financial stability. Lindelid and Nair (2024) further add that direct entry into entrepreneurship necessitates an entire investment of resources from the venturer's starting point, requiring ongoing efforts to sustain the business. These individuals are likelier to burn through their savings to fund their businesses (Zhang et al., 2023).

As a result of their education levels, traditional entrepreneurs are less likely to explore business opportunities and are less agile in responding to institutional changes (Zhang et al., 2023). This results in traditional entrepreneurs being at a higher risk of failing than hybrid and transitioned entrepreneurs (Zhang et al., 2023). Traditional entrepreneurs, sometimes called

direct entrants, are risk-takers prepared to make substantial sacrifices to continue full-time business (Lindelid & Nair, 2024). According to Raffiee and Feng (2014), entrepreneurs who participate in self-employment early may have longer self-employment durations than those who become self-employed later. Research reveals that entrepreneurs with higher risk tolerance tend to pursue full-time entrepreneurship rather than hybrid entrepreneurship. Raffiee and Feng (2014) found that direct entrants choose the independence, challenge, and prestige of working for oneself over the financial outcomes of their company. Consequently, they are equipped to make substantial concessions to maintain their self-employment status (Lindelid & Nair, 2024).

2.4 Summary of the different categories of entrepreneurs

Based on the above literature on the different types of entrepreneurs, we can conclude that traditional and transitioned entrepreneurs are full-time in business (Rugpath & Mamabolo, 2022). However, transitioned entrepreneurs are entrepreneurs who have undergone the process of switching from hybrid entrepreneurship (Ferreira, 2020), which, as defined above, are individuals who work as self-employed while at the same time being wage earners (Kurczewska et al., 2020).

Key to this study is understanding the motives of each type of entrepreneur; what has been deduced for both traditional and transitioned is that independence is central to choosing the entrepreneurship route (Raffiee & Feng, 2014 ; Rugpath & Mamabolo, 2022). Whereas with hybrid entrepreneurs, it ranges from supplementing income to following one's passion, which can be noted as a non-monetary factor (Folta et al., 2010).

Hybrid entrepreneurs are known to have a lower risk tolerance, as evidenced by the mode of entrepreneurship chosen, where they are exposed to minimum risk (Luc et al., 2018). This is further confirmed by transitioned entrepreneurs who started as hybrids, thus indicating that they, too, are risk-averse (Ferreira, 2020). Conversely, traditional entrepreneurs are risk-takers prepared to make substantial sacrifices to be full-time entrepreneurs (Lindelid & Nair, 2024).

Moreover, hybrid entrepreneurs rely on their salaries to fund their businesses (Raffiee & Feng (2014). In contrast, traditional entrepreneurs generally rely on their savings to fund their business (Zhang et al., 2023)—the educational levels of each type of entrepreneur drive which mode of entry into entrepreneurship they choose. Generally, more educated and highly qualified individuals will go into hybrid entrepreneurship (Maritz et al., 2023). In contrast, those with fewer qualifications are more likely to enter full-time business (Zhang et al., 2023).

Table 1 below summarises the key differences and similarities between the three categories of entrepreneurs.

Table 1*Summary of the different categories of entrepreneurs*

Aspect	Hybrid Entrepreneur	Traditional Entrepreneur	Transitioned Entrepreneur
Definition	Individuals who work both as self-employed persons and as wage earners. <i>(Kurczewska et al., 2020)</i>	Individuals pursuing business prospects on a full-time basis <i>(Rugpath & Mamabolo, 2022)</i>	One who has undergone the process of switching from a hybrid entrepreneur to a full-time entrepreneur <i>(Ferreira, 2020)</i>
Risk Level	Hybrid entrepreneurship is an avenue for risk-resistant individuals <i>(Luc et al., 2018)</i>	Considered to be risk-takers who are prepared to make substantial sacrifices to continue full-time business <i>(Lindelid & Nair, 2024).</i>	Those who enter into full-time business through staged entry are known to be risk averse. <i>(Ferreira, 2020)</i>
Income Reliance	Individuals who pursue hybrid entrepreneurship earn a higher income than those who become full-time entrepreneurs. <i>(Raffiee & Feng, 2014)</i>	These are individuals who are employed full-time in their businesses and do not have the comfort of relying on a salaried income. <i>(Zhang et al., 2023)</i>	After transitioning, it relies on the business for total income.
Education Levels	Hybrid entrepreneurs are individuals known to have higher levels of education, such as university degrees.	Due to their education levels, traditional entrepreneurs are less likely to explore business opportunities and are less agile in responding to institutional changes.	Hybrid entrepreneurs are individuals known to have higher levels of education, such as university degrees.

	<i>(Maritz et al., 2023)</i>	<i>(Zhang et al., 2023)</i>	<i>(Maritz et al., 2023)</i>
Time Commitment	Hybrid entrepreneurs are individuals who work both as self-employed persons and as wage earners. <i>(Kurczewska et al., 2020)</i>	Traditional entrepreneurship involves individuals pursuing business prospects on a full-time basis. <i>(Rugpath & Mamabolo, 2022)</i>	The transition from hybrid to full-time entrepreneur. <i>(Rugpath & Mamabolo, 2022)</i>
Motivation for Business	Three categories: those driven by supplemental income, those motivated by non-monetary advantages, and finally, those who intend to convert into full-time business. <i>(Folta et al., 2010)</i>	direct entrants choose the independence, challenge, and prestige of self-employment over the financial performance of their organisation <i>(Raffiee & Feng, 2014)</i>	A desire for independence is one of the numerous influences which typically fuel the transition. <i>(Rugpath & Mamabolo, 2022)</i>
Examples	Someone is working full-time as a teacher while running an online retail business.	A founder who leaves their corporate job to entirely focus on a startup.	An individual who started their business hybrid entrepreneurship and then transitioned to running it full-time.

Note: source researchers own

2.5 Experiential Learning

This study will be premised on the theoretical provisions of Kolb's experiential learning theory Kolb (2015).

Learning can be defined as the process of gaining skills and knowledge and is deemed to be crucial for the entrepreneurial process (Ferreira, 2020). However, Zhao et al. (2020) take it a step further by describing entrepreneurial learning as an ongoing process that helps individuals improve their abilities and effectiveness in launching and managing new enterprises; it is also deemed an effective means of gaining a competitive edge. Marshall et al. (2019) define it as using current knowledge to progressively enhance goods and services and explore new information to produce new ideas. Another consideration of entrepreneurial learning is transgenerational entrepreneurship, which involves the development of entrepreneurial mind-sets which are influenced by family business; these mindsets are often beliefs and attitudes that feed the fire for entrepreneurship (Clinton et al., 2021). Rugpath and Mamabolo (2022) define entrepreneurial learning outcomes as knowledge, skills, and capacities to recognise and seize opportunities that will maintain and grow the business.

It is further stated that learning cannot be instituted sans sensory input and pragmatic acts based on the individual's previous experience. (Rugpath & Mamabolo, 2022). Building on that notion, Kolb (2015) advances that learning instituted through knowledge gained via experience is identified as experiential learning. This learning encompasses cognitive and subjective learning components (Kolb et al., 2000).

Within the literature on entrepreneurship, Kolb's experiential learning theory is a frequently mentioned learning theory that upholds its humanistic foundations (Ferreira, 2020). It asserts that knowledge is the consequence of absorbing and modifying experience (Kolb et al., 2000). It is a concept based on two modalities of information acquisition: concrete experience and abstract experience. The two modes of transforming experiences further anchor it: reflective observation and active experimentation. A four-stage learning cycle is commonly used to demonstrate how concrete experiences provide the foundation for observations and reflections (Kolb et al., 2000). These reflections are digested and condensed into abstract notions that may be used to derive new conclusions about action. These implications may be actively

evaluated and used as a guideline for building new experiences (Kolb et al., 2000). The four learning modalities are illustrated in Figure 1 (Lattacher and Wdowiak ,2020).



Figure 1 Stages in Experiential Learning (Lattacher and Wdowiak ,2020)

Lattacher and Wdowiak (2020) also emphasise that experiential learning theory is the most influential theory in entrepreneurial learning. It denotes that experiences undergone by an individual through reflection can transform the experience into knowledge which influences future actions (Ferreira, 2020; Kolb ,1984). The experiential learning theory will be used as a theoretical framework for this study to determine how experiential learning impacts the different types of entrepreneurs and their businesses.

According to Lattacher and Wdowiak (2020), two distinct categories of experiences induce learning: insignificant experiences that generate lower-level learning and critical experiences that lead to higher-level learning. Supplementary to Lattacher and Wdowiak (2020) findings, Zhao et al.(2020) illustrates that entrepreneurial learning has two generic variations; the first variant is exploration, which refers to a company's capacity to learn new knowledge and improve skills. This includes “seeking, variety, risk-taking, experimentation, discovery, and innovation”. The second category is exploitation, which involves firms that thrive at using existing knowledge to generate new goods and processes quickly; this involves tasks such as improvement, choices, creation, effectiveness, choosing, deploying, and execution (Zhao et al., 2020). It is imperative to understand the circumstances and events that induce insignificant experiences and those that generate lower lever learning, as this will be key in raising awareness for potential and existing entrepreneurs. According to their study, Lattacher and Wdowiak (2020) explore entrepreneurial failure, which they identify as a critical learning event in the entrepreneurship journey.

Experiential learning involves deep contemplation and can result in substantial mental and behavioural shifts. According to Rugpath and Mamabolo (2022), hybrid entrepreneurship

enhances entrepreneurial skills by allowing for experience learning in the workplace and via entrepreneurial businesses. This concept of learning is underpinned by action and considers experiences and applied knowledge; additionally, it is suggested that entrepreneurs with large businesses can apply their personal experiences from their first ventures to develop expertise that increases the likelihood of survival of prospective business ventures (Ferreira, 2020).

Raffie and Feng (2014) observe that existing entrepreneurs can employ the experience of previous entrepreneurial initiatives to construct more effective connections and draw conclusions about the potential for a new enterprise. Conversely, research on entrepreneurial process of acquiring knowledge conveys seasoned entrepreneurs cultivate specialist narratives and knowledge frameworks that enable them to use data more efficiently than novice entrepreneurs (Raffie & Feng, 2014). According to Lazear's theory of entrepreneurship (Lazear, 2002, 2005), persons who possess a balanced and diverse set of skills and information gathered from several sources and areas are more likely to become entrepreneurs (Kurczewska et al., 2019). It is important to emphasise and clarify that learning via experience is not automatic, and not all people are driven to learn (Marshall et al., 2019). Consequently, individuals must be motivated to convert and incorporate experiences into new and current knowledge and examine prospects for doing so (Marshall et al., 2019).

In conclusion, it is imperative that one can distinguish between learning earned as a novice versus that of an experienced entrepreneur; Raffie and Feng (2014) state that experienced entrepreneurs are more likely to apply experience obtained from previous entrepreneurial efforts to evaluate, integrate and make sense of fresh information about new initiatives. This experience is converted to knowledge, thus assisting the entrepreneur in combining and simulating this information when approaching new business opportunities.

This section highlighted the importance of understanding which experiences in the entrepreneurship journey can be categorised as insignificant experiences that generate lower-level learning, and which are critical experiences that lead to higher-level learning. However entrepreneurial failure has been identified as a critical learning event by (Lattacher and Wdowiak, 2020). This study resolved to identify further experiences that induce learning during the entrepreneurial journey.

2.6 Entrepreneurship and Experiential Learning

According to theories of inter-role learning transfer, positive inter-role transfers occur when individuals observe information and abilities gained in a specific position that is particularly relevant to performance in another (Marshall et al., 2019). Entrepreneurs generate new knowledge by acquiring information that supplements current knowledge frameworks (exploitative) and engaging with new techniques to produce substantially different knowledge frameworks (Marshall et al., 2019).

Research on hybrid entrepreneurship highlights that taking on a hybrid role is a means of evaluating the entrepreneurial environment by determining whether an individual or a business has potential or is a good match for the entrepreneurial environment (Luc et al., 2018). During the hybrid phase, entrepreneurs acquire business-related skills, amass funding, and create professional networks. (Kurczewska et al., 2019). Marshall et al. (2019) lament that hybrid entrepreneurship, whether one intends to transition into full-time entrepreneurship or remain hybrid, allows the entrepreneur to learn, which might not have been possible otherwise.

Learning during the hybrid entrepreneurial journey is crucial in deciding whether to pursue full-time entrepreneurship or stay in the hybrid condition (Ferreira, 2020). Several writers reaffirm that the time spent in hybrid entrepreneurship is crucial for learning (Ferreira, 2020). During this phase, the threat of failure is mitigated, their sense of risk is reduced, entrepreneurial capabilities are cultivated, and aplomb is increased. This results from experiential learning amid the hybrid phase (Ferreira, 2020). Rugpath and Mamabolo (2022) state hybrid entrepreneurship is a secure and less risky platform for extensive learning, ultimately leading to full-time business transitioning.

The expertise gained during hybrid entrepreneurship enables the individual to critically assess the business enterprises' viability prior to engaging full-time in business (Raffiee & Feng, 2014) . As a result, hybrid entrepreneurs' capacity to learn and evaluate their business projects' viability before converting to full-time entrepreneurship improves their venture's chances of survival (Raffiee & Feng, 2014). Hybrid entry may be especially useful for exploration since the capital required is reduced, and the process of withdrawing is less complex than in traditional entrepreneurship. The move from hybrid to full-time

entrepreneurship is primarily influenced by the experience of learning whilst in the hybrid phase, which is transformed into various distinct learned abilities and expertise crucial to achieving business success (Ferreira, 2020). It is noted that transitioned entrepreneurs have converted from hybrid to full-time businesses, in accordance with Rugpath and Mamabolo (2022), which is a consequence of the learnings generated in the hybrid phase.

In accordance with Rugpath and Mamabolo (2022) what is unknown is how individual-specific factors can impact the learning of hybrid entrepreneurship and how this differs from other types of entrepreneurs.

2.7 Summary of Literature Review

The literature review showcased that experiential learning is still in its infancy stage. Through the discussion, it was identified that learning via experience is not an automatic process, and not all people are driven to learn. The individual must be willing to convert and incorporate experiences into new and current knowledge and examine prospects for doing so. Thus, it is essential to determine which of the three categories of entrepreneurs is more inclined to learning through reflection, resulting in the conversion of their experiences into knowledge that can be applied to find new opportunities and build on current existing knowledge. However, Marshall et al. (2019) indicate that hybrid entrepreneurship, whether one intends to transition into full-time entrepreneurship or remain hybrid, allows the entrepreneur to learn, which might not have been otherwise possible.

Furthermore, Lattacher and Wdowiak (2020) denote that two distinct categories of experiences induce learning: the first being insignificant experiences that generate lower-level learning and the second critical experiences that lead to higher-level learning. Within entrepreneurship literature, experiential learning has been identified as a vital learning theory (Ferreira, 2020); therefore, understanding which critical experiences within entrepreneurship lead to higher-level learning will add to the current literature. As identified by Lattacher and Wdowiak (2020), failure serves as a critical experience in entrepreneurial learning; however, what are the other experiences that incite learning before and during the entrepreneurial journey, contributing to skills attainment and knowledge building?

It will also be critical to understand how the different categories of entrepreneurs apply experiential learning, based on their experiences, which can be identified as a concrete experience, and how they reflect and observe by giving meaning to these experiences. Understanding further what role pre-existing knowledge plays in interpreting and reflecting on these concrete experiences is essential. Once the reflection has occurred, how does the entrepreneur further deepen their conclusions about the concrete experience? This will allow the entrepreneur to form theories that can be applied in creating new ventures or seeking new opportunities (Lattacher & Wdowiak, 2020).

With the different types of entrepreneurs identified in this chapter, we have explored the commonalities and differences between these entrepreneurs, as highlighted in Table 3. What is essential for this study is gaining an understanding of how traits such as educational background, risk appetite and business motivation drive and impact learning. This is in line with the recommendations of Ferreira (2020), which encourage future studies to focus on whether individual-specific factors influence how hybrid entrepreneurs learn; this study will take a step further by contrasting the learnings of hybrid, traditional and transitioned entrepreneurs.

Experiential learning is a crucial aspect of entrepreneurship, more so for hybrid entrepreneurship, as identified by Ferreira (2020), as it leads to the attainment of skills and knowledge that are key for assessing opportunities that result in the growth of the business.

Consequently, what is unknown is whether individual-specific factors influence how hybrid entrepreneurs learn (Ferreira, 2020). Understanding what influence certain traits such as educational background, motivation for entering into entrepreneurship, and risk appetite have on the learning outcome of entrepreneurs further to what other experiences other than entrepreneurial failure give rise to learning (Lattacher & Wdowiak, 2020). As literature has mentioned, hybrid entrepreneurship provides a platform for learning; however, further investigations need to be conducted to determine which of the three categories of entrepreneurs is more inclined to learn through experiential learning. Further to the above, literature has established that the hybrid phase is vital for learning; however, this study seeks to add to the existing literature by comparing how experiential learning drives and impacts the other types of entrepreneurships.

Therefore, the purpose of this study was to analyse all of the unknown factors in this study, which will bring new knowledge to the present inadequate body of knowledge for hybrid entrepreneurship and experiential learning.

Chapter 3: Research Question

This study aims to explore the influence experiential learning has on entrepreneurship with an emphasis on hybrid entrepreneurship. The research questions were informed by the literature findings and academic gaps identified in the research literature. This study was premised on the study undertaken by Ferreira (2020), who emphasised that focus should be placed on whether individual-specific factors influence how hybrid entrepreneurs learn. This study has extended this by contrasting the learnings of hybrid, traditional, and transitioned entrepreneurs; juxtaposing the different categories of entrepreneurs will provide a more accurate depiction of experiential learning within hybrid entrepreneurship. This resulted in two research questions being formulated to ensure that the gaps identified within the literature in this study can contribute considerably to the hybrid entrepreneurship literature.

3.1 Research Questions

Research question one: How does experienced-based learning impact the entrepreneurial journey across the different types of entrepreneurs?

The purpose of this ask was to establish further understanding of how individual-specific factors influence how the different types of entrepreneurs learn. This question aims to discover which traits drive and influence learning within entrepreneurship. Another key focus of this question is to ascertain the experiences that give rise to experiential learning; failure has been identified by Lattacher and Wdowiak (2020) as one of these experiences; however, it is vital to identify other critical experiences that lead to higher-level learning (Lattacher & Wdowiak, 2020).

Research question two: How is Experiential learning more prominent and beneficial in Hybrid Entrepreneurship?

Several researchers, including Ferreira (2020), have asserted that time spent in hybrid entrepreneurship is crucial for learning. This research question aims to ascertain whether empirical evidence exists of a link between experiential learning and success in hybrid entrepreneurship and to determine how significantly different the benefits of experiential learning in hybrid entrepreneurship are compared to traditional or transitioned entrepreneurs.

Further, what makes experiential learning more visible and pertinent in a hybrid entrepreneurship environment than traditional and transitioned entrepreneurship? Lastly, this question reveals why experiential learning is crucial in the hybrid phase and the results of hybrid

CHAPTER 4: Research Methodology & Design

This chapter discusses the research methods used in this study. The research design, data sampling, data collecting, and data analysis followed a qualitative exploratory technique. Semi-structured interviews with hybrid, traditional, and transitioned entrepreneurs were conducted to collect data. This chapter further describes the quality control and constraints that were observed.

4.1 Purpose Of Research Design

An exploratory qualitative approach was adopted to gather data to understand how hybrid and full-time entrepreneurs are similar or different in their experiential learning experiences. As hybrid entrepreneurship is a novel phenomenon, this approach helped discover new facts and bring fresh insights into hybrid entrepreneurship and experiential learning (Saunders and Lewis, 2019).

In line with the study on hybrid entrepreneurship conducted by Solesvik (2017), a qualitative approach was followed as the researcher wanted to gain a deeper insight into hybrid entrepreneurship by understanding how experiential learning influences this type of entrepreneurship.

This approach was appropriate as the researcher addressed questions on how and why (Saunders and Lewis, 2019). Further, qualitative research is a creative endeavour that seeks to answer questions via rigorous, adaptable, best-fit methods (Mills & Birks, 2017). Data was collected through online semi-structured interviews with a heterogeneous sample that included hybrid, traditional, and transitioned entrepreneurs representing different market sectors.

4.2 Research Philosophy

According to Saunders and Lewis (2019), interpretivism is a knowledge-developing research philosophy that purports to answer the research question. Interpretivism concerns human beings, human civilisation, stories, cultural objects, and various human concerns. It enables narratives and rationales of people and their problems to be discreetly and deliberately

embedded with human values (Mills & Birks, 2017). Furthermore, qualitative research is primarily interpretive in interpreting artefacts or social activities (Rossman & Rallis, 2019).

As this study intended to sense-make and understand how experience-based learning impacts the entrepreneurial journey across the different types of entrepreneurs, the explanations and narratives provided by the participants required interpretation and meaning-making by the researcher; this highlighted the relevance of adopting the interpretivism research philosophy for this study. The research question indicated that it is a study concerned with human behaviour, mainly how business people learn; this allowed for a narrative on how entrepreneurs experience learning in their businesses.

The conflict between the meanings provided to objects, interactions, and words by participants and those of the researcher needs to be highlighted, thus making it essential that ethics, consideration, and political astuteness guide the interpretation given by the researcher (Rossman & Rallis, 2019).

4.3 Research Approach

This study adopted a bottom-up approach to extend the theory; this is known as the induction approach. The inductive approach was applied due to its flexibility and exploration of all potential causes rather than being rigid (Saunders & Lewis, 2019). The quantitative-qualitative distinction implies that quantitative studies utilize deductive strategy, in contrast to qualitative research which employs an inductive strategy (O'Riley & Kiyimba, 2023).

The inductive approach was best suited for this study as, according to Demir et al. (2020), more is needed to know about hybrid entrepreneurship as a distinct phenomenon; therefore, more conceptual and empirical research is required. Following this approach, the research findings will contribute to theory building for hybrid entrepreneurship by understanding how experiential learning impacts all categories of entrepreneurship described in this study, focusing on hybrid entrepreneurs. The inductive approach was suitable for exploring how experience-based learning is more prominent and influential in a hybrid context.

Other studies undertaken by Ferreira et al. (2019) and Rugpath and Mamabolo (2022) adopted the same research strategy.

4.4 Methodological choices

Data was collected using the mono-qualitative approach; a single data method of gathering data via semi-structured interviews was used to contribute to the existing theory for hybrid entrepreneurship (Saunders & Lewis, 2019).

Qualitative research is a creative endeavour that seeks to answer questions via rigorous, adaptable, best-fit methods (Mills & Birks, 2014). In addition, it is concerned with examining objects in their natural contexts, seeking to understand or interpret occurrences using the perspectives that participants present to them (Flick, 2021). Its ultimate purpose is learning, as it is rooted in empiricism, which allows for knowledge gaining through experience and senses (Rossman & Rallis, 2017)

This data collection method was appropriate for this study as it sought to understand by focusing on the participants' unique experiences, thus allowing the study to uncover the meaning individuals ascribe to the experienced-based learning obtained in their entrepreneurial experiences. Using guiding questions formulated in the interview guide allowed the participants to share their stories freely. It was necessary for this study that the participants be in their natural settings rather than a controlled environment. In this way, biases or extraneous factors were reduced (Billups, 2021)

4.5 Strategy

A narrative enquiry strategy was adopted for this study, which allowed for evidence collecting that described and captured the whole experiential learning experience of the participants throughout their entrepreneurial journey. In this way, a more profound and broader understanding of how hybrid, traditional and transitioned entrepreneurs are impacted by experience-based learning. Furthermore, the researcher was open to different epistemologies concerning the subject matter. Hence, this strategy was employed.

Thus, narrative study investigates the narratives that people construct to articulate their life experiences.

(Mills & Birks, 2014). Mills and Birks further elaborate that narrative inquiry advocates that subject matter, human and nonhuman, are best researched in their natural surroundings and that accurate understanding is acquired from the meanings individuals bring to occurrences.

Data was collected by conducting semi-structured in-depth interviews, which was inclusive of unrestricted questions guided by the interview guide. However, it allowed the narrative story of the hybrid, traditional and transitioned entrepreneurs to be captured as suggested by Saunders and Lewis (2019). All interviews with the participants were conducted online. It was imperative for this study that the participants were in their natural surroundings as this would illicit authentic understandings of their journeys and learnings acquired.

This strategy, however, presents both opportunities and dilemmas, a chance in that it is subjective and interpretive, allowing for creativity and innovation to be captured. Conversely, it can result in inconclusive findings (Mills & Birks, 2014)

4.6 Time horizon

Due to timing constraints, the time horizon used in gathering data was cross-sectional as data was collected from multiple sources with varied experiences on how they experienced learning throughout their entrepreneurial journey, furnishing the researcher evidence at certain points in their business (Saunders & Lewis, 2019).

4.7 Population

The research objective influences the population that needs to be examined and represents a complete set (Saunders & Lewis, 2019). For this study, the population deemed relevant were individuals who are entrepreneurs. Included in this population were hybrid, traditional and transitioned entrepreneurs. Hybrid entrepreneurs are those who are simultaneously wage workers and self-employed (Kurczewska et al., 2020). On the other hand, traditional entrepreneurs launch into full-time self-employment from the onset (Lindelid & Nair, 2024). Lastly, transitioned entrepreneurs initially enter business as hybrid entrepreneurs and then transition into full-time conventional entrepreneurs (Ferreira, 2020). The population included a variation of business industries.

4.8 Unit of Analysis

The unit of analysis is an element of the target population (Saunders & Lewis, 2019). Roller and Lavrakas (2015) define the term "unit of analysis" as the subject that will serve as the foundation for code development decisions. Therefore, the unit of analysis used was individual hybrid, traditional, and transitioned entrepreneurs, who could provide conclusive evidence by recounting their observations and journeys of entrepreneurship and the impact of experiential learning thereon.

4.9 Sampling Method and Size

The sampling method used was non-probability sampling, as the sampling frame could not be established due to the limitations in obtaining a complete list of entrepreneurs in Gauteng, South Africa. Due to the use of judgment in selecting the sample, purposive sampling contributing in responding to the research questions, thus meeting the objectives. The objective of purposive sampling is to identify the information-rich samples that best furnish insight into the research questions and resonate with the audience of the study (Emmel, 2013).

Sampling guide

This method used criterion sampling to select the sample, guided by existing research undertaken by Rugpath and Mamabolo (2022) and Ferreira et al. (2019). This sampling method provided a sample that could provide evidence of whether the modes of entry into entrepreneurship are similar or different in their experiential learning experiences (Saunders & Lewis, 2019). Furthermore, this approach of sample selection was essential since it was deliberate, and the sample was chosen for the potential to contribute thorough information concerning their distinct experiences and opinions on experience-based learning.

The sample selected followed the criterion sampling, which resulted in a homogeneous sample due to the sample consisting of a predefined profile (Schreier, 2018). This selection of the criterion sampling ensured that a fit-for-purpose sample was selected, which was information-rich to answer all research questions (Schreier, 2018). The selection criterion used is tabled out in Table 2, including factors such as the different categories of

entrepreneurs, must be founders of the businesses, business must be located in Johannesburg, time spent in business , and the business sectors need to be varied.

Table 2:

Selection Criterion

Selection Criteria	Hybrid Entrepreneurs	Traditional Entrepreneurs	Transitioned Entrepreneurs- Hybrid to traditional
Founder of the business	✓	✓	✓
Established business 3.5 years (Bowmaker-Flaconer & Herrington, 2020)	✓	✓	✓
Business based in Johannesburg (general business hub) (Dzomonda & Fatoki, 2018)	✓	✓	✓
Hybrid business model	✓	✗	✗
Business Industry	Farming, Information technology, Food & sport, Property	Interior design, Arts and Entertainment	Recruitment, Entertainment, Financial Advisory, Commercial Law, Information technology, Fashion, Beauty & Property, Entertainment & Arts

Note: source is researchers own

Sample Size

Other studies have argued that selecting information-rich samples relevant to the research question is more appropriate than the sample size (Schreier, 2018). However, others have opposed this assertion by arguing that sample size is more critical in qualitative research (Schreier, 2018). No current rules govern the sample size selected under a qualitative methodology research study. However, Saunders (2012) suggests a sample of between 4 and 12 participants for homogeneous groups and between 12 and 30 for diverse groups; much of this advice consists of opinion, although drawn from experience.

Taking into account previous studies such as Rugpath and Mamabolo (2022) and Ferreira et al. (2019), a sample size of 12 entrepreneurs was determined for the current research. However, due to timing constraints and the availability of traditional entrepreneurs, only a sample of 11 was interviewed.

The point of saturation is an indicator that specifies when to stop sampling; this stage is attained when no fresh insights are yielded from adding more participants (Schreier, 2018). According to Hennink and Kaiser (2021), data saturation from 12 -13 individuals is reached at the 9th interview. This aligns with the sample size selected of 12 entrepreneurs in this study which consisted of five transitioned , four hybrids, and two traditional entrepreneurs. Between interview ten and nine , data saturation was reached as no more significant new codes were being generated as demonstrated in Figure 2 below.

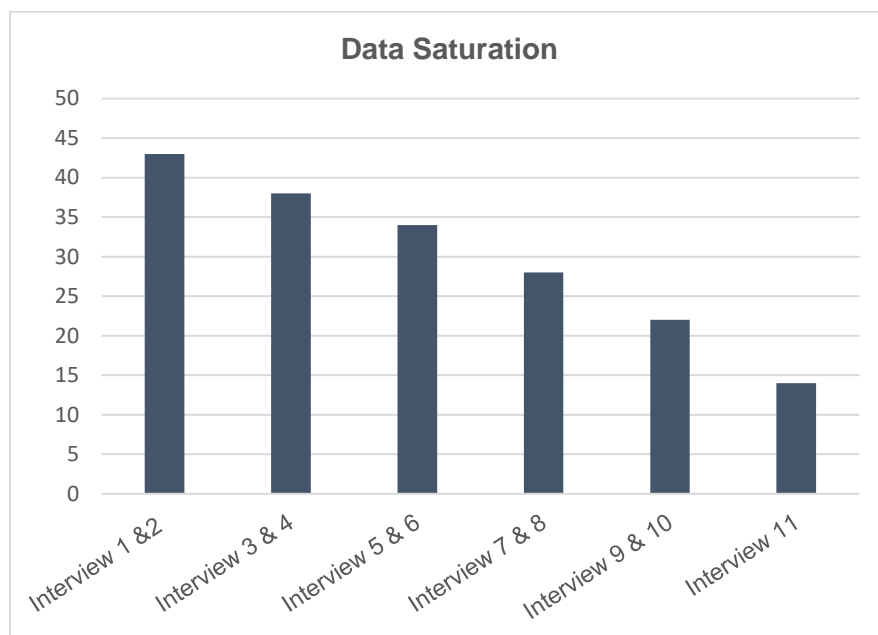


Figure 2: *Graph illustrating Data Saturation*

4.10 Measurement Instrument

The measurement instrument used in this study was the interview guide. Consequently, this method did not result in interviewer prejudice as open-ended questions were used rather than leading questions. The interview guide was built from scratch using guidance from existing

literature; in this instance, these questions were guided by questions posed by Rugpath and Mamabolo (2022). Refer to Appendix 1 for the interview guide.

With the intention to illustrate the connection between the interview questions formulated in Chapter 3 and the questions provided in the interview guide as per Appendix 2, a consistency matrix was employed as depicted by Table 3. This further encapsulates how the research questions were derived from literature.

Table 3*Consistency matrix related to the research question*

Consistency Matrix		
Research Questions	Literature Review	Data Collection Tool as per Research interview guide
<p>Research question one: How does experienced-based learning impact the entrepreneurial journey across the different types of entrepreneurs</p>	<p>Ferreira, (2020), Zhao et al. (2020), Rugpath and Mamabolo (2022), Kolb et al. (2000), Ferreira (2020), Luc et al. (2018), Kurczewska et al. (2019), Lattacher and Wdowiak (2020)</p>	<p>Q1.2 Describe your journey into hybrid entrepreneurship.</p> <p>Q1.4 What learnings have come out of you being a hybrid entrepreneur and how has it impacted your business</p> <p>Q1.5 What describes your learning style</p> <p>Q2.1 How long have you been in full-time business</p> <p>Q2.2 Describe your journey of full-time business</p> <p>Q2.3 What learnings have come out of you being a full-time entrepreneur</p> <p>Q3.1 How long were you in Hybrid entrepreneurship</p> <p>Q3.2</p>

		<p>How long have you been a transitioned entrepreneurship</p> <p>Q3.3 Give an overview your journey of shifting to full-time entrepreneurship</p> <p>Q3.5 What impact did the transitional learnings have on your business</p>
<p>Research question two: How is Experiential learning more prominent and beneficial in Hybrid Entrepreneurship</p>	<p>Rugpath and Mamabolo (2022), Ferreira (2020), Raffiee and Feng (2014), Kurczewska et al.(2019)</p>	<p>Q1.5 What describes your learning style</p> <p>Q3.4 Give an overview the variables that influenced your transition experience.</p> <p>Q1.4 What learnings have come out of you being a hybrid entrepreneur and how has it impacted your business</p>

4.11 Data Gathering Process

Primary data was obtained through a qualitative narrative approach, wherein the entrepreneurs, through an in-depth inquiry, narrated their journeys, describing their experiences through a sequential narration. To ensure that relevant information was extracted from the interview, a semi-structured interview guide Appendix 2 was used consisting of probing open-ended questions that were guided by existing literature. Interviews were conducted through Microsoft Teams and were recorded upon obtaining permission from the participants. This aided in preserving the recordings and preventing the loss of essential data (Cresswell, 2014).

To request an interview, participants were accessed via WhatsApp messenger; others were referrals through personal contacts and were subsequently contacted through email. A test pilot interview was carried out with Participant 6; this interview guaranteed and ensured that the respondents understood the questions and that any problems with the questions surfaced early on (Saunders & Lewis, 2019). However, no issues were identified with the questions based on the test interview.

To ensure the confidentiality of the participants, who were known to the researcher, no identities will be revealed, and all data acquired will be maintained anonymously. This involves clearing identities from the signed consent letters in accordance with the commitment stated in the consent letter. The interview duration was between 45 minutes to 60 minutes, all interviews were transcribed; however, no third parties were used, nor did the transcriptions have identifiers.

4.12 Analysis Approach

The data gathered was analysed using inductive thematic analysis. Inductive thematic analysis deduces themes from the text and is a bottom-up analysis technique (Saunders & Lewis, 2019).

Cresswell (2014) sets forth the processes used to analyse data; this process was adopted by the researcher;

First, the data was organised and prepared for analysis by transcribing the interviews. Second, the researcher reviewed by reading multiple times the obtained data. The third step included coding all data using Microsoft Excel spreadsheet; the coding was applied consistently, and as it was exhaustive and mutually exclusive, it impressed that the codes should be meaningful. This resulted in the clarity of existing codes and the possibility of identifying new codes, but allowing for uncommon codes to be discovered (Saunders & Lewis, 2019). Once the codes had been determined, they were clustered into categories which were utilised to create and define the themes for the study. Cresswell (2014) proposes developing five to seven themes for the research inquiry; however, 11 themes were developed from the axial codes in this study. The themes identified varied in character. The fifth and last phase, the identified topics which were derived from the themes identified were shown using verbatim quotations to support the description of the findings. These findings were organised into a conceptual framework that the research questions were able to guide.

4.13 Quality Controls

To ensure the quality of the findings of this research paper, the test for validity and reliability was conducted to ensure that data is free from bias as suggested by Saunders and Lewis (2019). “Four elements comprise the original trustworthiness framework: credibility (truth), dependability (consistency), transferability (applicability), and confirmability (neutrality)”, according to Billups (2022).

To meet the validity criterion, Saunders and Lewis (2019) suggest that the findings must correlate to the data collected and methods used to collect data accurately measure what it was intended to measure. This was achieved by ensuring that audit trails existed; transcripts were checked and verified for coherence and errors for all interviews. Additionally, fact-checking was done by the researcher by corroborating the information provided by the participants in the interview; this involved checking LinkedIn profiles to confirm their employment history as well as educational background. Another process was feedback loops, wherein the research findings conducted with Participant 2 were verbally confirmed and corroborated to ensure alignment and

For the data to be reliable, it was imperative for the study that the same procedures could be performed by someone else under the same circumstances and that the findings would still

be consistent (Saunders & Lewis, 2019). In this study, reliability was achieved by ensuring that the different categories, including hybrid, traditional and transitioned entrepreneurs, were selected to participate in the interviews; this resulted in consistent themes being derived.

To avoid implicit bias, bracketing was applied to obtain rich descriptive participant narratives. In this way, the researchers' assumptions about the topic were offset, and the questions from the interview guide were distributed during the interview. According to Billups (2021), bracketing is a prevalent technique in qualitative research; it asserts that a researcher should withhold judgments regarding the research being conducted.

4.14 Ethical considerations

What concerns ethical considerations includes how privacy is preserved, how harm is reduced and how personal autonomy is taken into account to persons who the study concerns or from those whom data is obtained (Hammersley, 2018).

Prior to collecting data through interviews an ethical clearance was requested and obtained from the GIBS Ethics Committee, this ascertained that the researcher followed an ethical way of collecting data. This further reduced harm of any kind to the participants prior to undertaking the research interviews

To ensure that the privacy of all participants is protected certain measures were put in place before each interview was conducted, consent was obtained from the participants to record the interviews. Where the participants requested anonymity this was respected as names and other identifies were removed from all data collected, thus respecting the privacy of all participants.

For all interviews conducted a consent letter was distributed and signed by all participants, the provisions of the consent letter informed that their autonomy will be respected, by providing the participants with the choice to partake in the study, and the autonomy to abstain from the study at any stage.

The researcher demonstrated honesty and integrity by ensuring that all raw data collected was from credible and reliable sources, additionally all raw data presented was comprehensive and without alterations and tampering. The researcher maintained their

independence throughout the research process and ensured that there was no conflict of interest.

4.15 Limitations

Marshall and Rossman (2006) states that there are restrictions associated with any planned research effort. Some of the limitations in this research include the geography of the entrepreneurs; due to limitations in movement, only entrepreneurs based in Gauteng were interviewed. Qualitative studies are not generalisable in a probabilistic manner; this further limit the ability to generalise the findings of this study; however, they are transferable (Marshall & Rossman, 2006). The inability to obtain a sampling frame from which to choose the sample limits the ability to select participants representative of the entire population accurately. The sample size included more transitioned entrepreneurs which skewed the findings to their experience this could result in generalisability issues being experienced.

CHAPTER 5: Findings

This chapter will evidence the findings of the research questions outlined in Chapter Three of this paper, which seeks to understand how hybrid and full-time (transitioned and traditional) entrepreneurs differ in terms of experiential learning during the entrepreneurial journey. The researcher adopted the inductive qualitative research analysis approach as outlined in Chapter Four to analyse the findings from semi-structured interviews. The researcher conducted 11 semi-structured interviews; the questions were guided by the interview guide outlined in Appendix 2. The research interviews were conducted online using Microsoft Teams and Zoom, each interview was recorded with permission from the participant, and lasted for a duration of 45-60 minutes. The interview recordings were transcribed then analysed using the inductive thematic analysis. The analysis resulted in open codes being generated and organised into axial codes and finally selective codes also known as the emerging themes, which forms basis of the finding discussion.

5.1 Sample Description

The participants were selected using the methodology described in Chapter Four. The sample consisted of 11 entrepreneurs who are based in the city of Johannesburg located in the Gauteng province of South Africa . The participants were made up of four hybrid entrepreneurs, two traditional and five entrepreneurs that have transitioned from hybrid to full time entrepreneurs. What needs to be noted is that the sample mainly consisted of hybrid entrepreneurs and hybrids who had transitioned into full-time business, this was not by design as outlined in Chapter Four however due to access and availability only two traditional entrepreneurs were interviewed, this could threaten the reliability of themes identified as these could be skewed to the experience of hybrid and transitioned entrepreneurs as their voices will be louder. The make-up of the types of entrepreneurs is demonstrated in Figure 2 below.

Types of Entrepreneurs

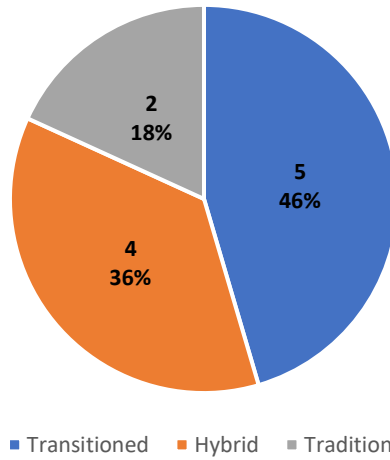


Figure 2- Types of entrepreneurs

To protect the privacy of the research participants, their identities will be concealed, however to identify the participants unique identity codes have been assigned to each individual (Participant 1- Participant 11). A full description and make-up of the participants is detailed in Table 4 below.

Table 4*Description of Research Participants*

Participants	Entrepreneur Type	Business Industry	Job Industry	Education Level	Qualification Focus	Job Level
Participant 1	Hybrid	Farming & Property	Information Technology	Honours	Physics	Senior Manager
Participant 2	Hybrid	Farming	Information Technology	Undergraduate Degree	Information Technology	Senior Manager
Participant 3**	Hybrid	Information Technology	Information Technology	Honours	Business Information Technology	Executive
Participant 4	Traditional	Interior Design	N/A	Matric	N/A	None
Participant 5	Transitioned	Recruitment, Entertainment, Financial Advisory	Human Resources	Masters	Master in Business Administration	Executive
Participant 6	Traditional	Entertainment & Arts	N/A	Masters	Finance	None
Participant 7	Hybrid	Food & Sports	Financial Services	Undergraduate Degree	Economics	Senior Manager
Participant 8	Transitioned	Commercial Law	Commercial Law	Masters	Maritime Law	Executive
Participant 9	Transitioned	Information technology	Information technology	Doctorate	Information Technology	Executive
Participant 10	Transitioned	Recruitment, Fashion,	Human Resources	Undergraduate Degree	Human Resources	Senior Manager

		Beauty & Property				
Participant 11	Transitioned	Entertainment & Arts	Entertainment & Arts	Matric	N/A	Junior Manager

Note : source researchers own

Participant 3** started out as Hybrid then subsequently transitioned into full-time business however due to challenges faced they transitioned back into Hybrid.

The sample consisted of a majority of entrepreneurs that have transitioned from hybrid to full-time business this was a total of five (46%) . The total number of traditional entrepreneurs was the lowest constituent with total of two (18%). A majority (81.1%) of the sample selected had a post matric qualification with only one individual with a doctorate qualification. Of those who were hybrid and those who had transitioned four held executive roles and another four were senior manager.

A further breakdown of the attributes of the entrepreneurs is provided in Table 6, this highlights the educational qualifications of each entrepreneur type. Further to that it provides insight into whether the business industries and job industry of both the hybrid and transitioned entrepreneurs are the same or different. Lastly it gives insight to the employment roles held during and post-employment.

Table 6

Profile of the participants in their categories

Entrepreneurs Type	Roles			Education Level					Industries	
	Senior Manager	Executive	Manager	Matric	Undergrad	Honours	Masters	Doctorate	Same	Different
Hybrid (4)	●●●	●			●●	●●			●	●●●
Transitioned (5)	●	●●●	●	●	●		●●	●	●●	●●
Traditional (2)				●			●			

(●=1)

Note : source researchers own

Within each category of entrepreneurship we found that three hybrid entrepreneurs had businesses in the same industry as their jobs which could either lead to conflict of interest or synergies being released. Of those who had transitioned into full-time business three held executive roles prior to transitioning, this could indicate that they had reached the ceiling in their careers and were seeking more growth by transitioning. The sample selected is a highly educated sample with the highest concentration of these individuals being hybrid entrepreneurs. The traditional entrepreneurs had not previously held corporate jobs, however in their teenager years one of the participants had previously worked in the family business.

5.2 Themes from Code Groups

The research questions outlined in Chapter Three were used as a guide to generate codes using an inductive approach. Emerging themes were found by inductive data analysis of the 11 interviews, yielding 82 codes. The researcher manually reviewed the transcripts noting key concepts and themes using Microsoft Excel to complete the thematic analysis. Codes were inductively generated these were categorised into 82 open codes which led to refined axial codes and finally into 11 themes linked to the research question. Table 6 shows the link between the open codes that were categorised into similar category groups. Leading to themes which will drive the theory developed.

Table 6*Development of codes to themes*

Codes/ Open	Category/Axial	Themes/Selective	Research Questions
Vision & Dreams Spirituality Resilience High achiever Entrepreneurial Motivation	Entrepreneurial Traits Entrepreneurial Traits Entrepreneurial Traits Entrepreneurial Traits Entrepreneurial Motivation	Entrepreneurial traits drive entrepreneurial motivations	Research Question one: How does experienced-based learning impact the entrepreneurial journey
Upbringing Parents influence Parents background Born an entrepreneur versus growing into it	Childhood Upbringing Childhood Upbringing Childhood Upbringing Childhood Upbringing	Formative teachings impact entrepreneurial journey	
Synergies	Synergies between corporate job and business	Synergies are unlocked when corporate job is in the same industry as business	
Work ethic Performance as an employee Corporate job	Corporate Experience Corporate Experience Corporate Experience	Hybrid Entrepreneurs are high performers in the workplace	
Corporate Job Industry Business Industry	Industries Industries	There's a steep learning curve when Corporate Job industry is not same as business industry	
More than one business Further education and qualification	Business Diversification Innovation Innovation	Experiential Learning drives transition and diversification	

Evolution Business Innovation	Innovation		
Educational Impact Education social construct Degrees Qualification	Period Educational Background Educational Background	Educational Learning and training impacts how business is conducted	
Challenges as full time entrepreneur Sources of Funding Traditional Sources of Funding hybrid Resources	Traditional Journey Traditional Journey Funding Resource	Hybrid Entrepreneurs have higher access to capital and resources	
Transitioning back to hybrid Failure Covid Impact	Transitioning back to Hybrid Impactful Events Impactful Events	Failures and Covid were critical learning events that shaped the entrepreneurial Journey	Research Question two: how is Experiential learning more prominent and beneficial in Hybrid Entrepreneur?
Reason for transitioning into full time business Job impact on business Hybrid buffer for risk Business Impact on Job Business Growth	Transitioning to full-time Entrepreneurship Impact of Hybrid Impact of Hybrid Impact of Hybrid Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship	
Owner managed Learn New things Know business processes Lessons from failure	Experiential Learnings Experiential Learnings Experiential Learnings Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings	

5.3 Results

The researcher conducted the interviews by following the research guide provided in Appendix 2. The participants were given the opportunity to narrate their entrepreneurial journeys from childhood to the current point, they answered open-ended questions through the narrative and their observations and interpretations, these served as the foundation for the findings that are reported in this section. Each question will be presented with the themes identified during the analysis.

5.3.1 Research Question one:

How does experienced-based learning impact the entrepreneurial journey

The purpose of this question was to obtain an understanding of how the different types of entrepreneurs are impacted by experienced based learning. Its aim was to understand the experiential learning that occurs in the hybrid phase, transitioned phase as well as from the aspect of the traditional entrepreneurs have a more sophisticated knowledge of the dynamic entrepreneurial path.

a. Entrepreneurial traits drive entrepreneurial motivations

The participants highlighted some of the character traits which they indicated to be key when pursuing entrepreneurship. What came up is the trait of not giving up, persistence, consistency as well as patience. Participant 10 lamented that *“Patience and consistency. Things don’t happen overnight. You need to be prepared to go months, or even years, without reaping rewards. I’ve lost a lot of money from the franchise, but I’m still putting more into the new business to make it work. It’s a waiting game”*..

Motivation was noted as key in terms of the entrepreneurs being able to push through hard times, as noted by participant 4 *“If you don’t enjoy it, you won’t be motivated to push through the hard times”*. They further lamented on the key motivators and drivers, being passion and purpose. Participant 8 went as far as saying *“Plus, it’s a spiritual calling, this thing spiritual journey to, to sustain lives right”*, participant 4 indicated that *“talent is critical”* which was fitting

as he started his interior design business with no formal education or training just his passion and talent.

Spirituality came into the play as a source of guidance and motivator when facing difficult moments in the journey. These personal character traits and motivators for entering and staying in business were noted as key foundations for the entrepreneurial journey across all entrepreneurs. Further to that these character traits form the basis of learning through hard times presented by the tough nature of entrepreneurship.

“I'm not alone in this thing. God is with me. And it becomes very critical, because there's times where things don't go well for you. And for instance, that your resilience is being tested”. (Participant 1- Hybrid)

“It was something that I knew I was passionate about my passion for my purpose and I believe that is to help people find employment. So, it was part of my purpose that my purpose is to help people find employment”. (Participant 5- Transitioned)

b. Formative teachings impact entrepreneurial journey

A majority of the participants background and formative teachings played a big role in shaping their journey of entrepreneurship. These teachings were introduced through parents that were also entrepreneurs and required their children to help out in the family business. In other cases it was introduced through their parents instilling certain behaviours and disciplines that the participants have carried through to their entrepreneurial endeavours.

With participant two her upbringing on a farm later provided the essential farming skills to start a farming business *“That's what how I was raised. My dad is a farmer and I grew up in a farm and I loved it. I enjoyed it. I knew that that's the setup I want at the end but I initially I didn't know I wanted it as a business ”.* Parental influence such as parents owning businesses and encouraging work ethic resulted in the participants working at young ages either at the family businesses or part-time during school holidays. These activities were learning grounds for the budding entrepreneurs thus preparing and developing their entrepreneurial skills such as hard work, being resourceful and financial independence. These key learnings were entrenched at a younger.

"My mom, being a doctor, always instilled a strong work ethic in me." (Participant 7- Hybrid)

"I had part-time jobs as a teenager, which gave me financial independence early on, and that sense of responsibility carried through into adulthood". (Participant 7- Hybrid)

"But even after boarding school the moment I left boarding school I went back and worked in the family businesses. Same thing when I was at varsity until a point where I started having vac work which then that's how I stopped being involved in the family business". (Participant 5- Transitioned)

c. Synergies are unlocked when corporate job is in the same industry as business

It was identified that participants who were hybrid or transitioned entrepreneurs, and had businesses that were in the same industry as their salary earning jobs, synergies were derived. Though participants cautioned that measures were taken to ensure that there was no conflict of interests when pursuing opportunities. Same industries indicated that there was an ease of transferring skills from the job to the participants business this also indicated a flat learning curve. Participant 10 alluded to being able to do recruitment work with her eyes closed this was verified *'HR specialist specializing in recruitment for about nine or ten years. So I left the job and started my own business. The first business I started was a recruitment agency. It was something I could do with my eyes closed, so I began while I was still working'*.

Participant 5 further lamented that Human Resources (HR) was a technical thing that he knew and recruitment was easy, *"Yeah and so I guess I guess it's the technical thing that I that I know. I mean I was HR funny enough that when I left I said I'm never doing any HR work HR work in terms of HR consultancy and the stuff that that we used to do. But recruitment was an easy thing to do"*. Both participants were HR professionals. Another observation that was identified is that both the job and business benefitted from being in the same industry. Participant 3 was able to climb up the corporate ladder whilst at the same time building a growing business *We had our regular 9 to 5 jobs, but at night and on weekends, we would push these projects forward. Our careers were going up, moving up the corporate ladder, but even on the business side, we started getting projects—although the projects were small at the time"*.

The flat learning curve was able to unlock synergies and opportunities between the job and the business.

“So the opportunity was that the client that I woke up every day and went to see or sell to was also my business client as well as my employer's client. So it made sense, though there was no direct conflict of interest, and in that way I was able to continue with my job and fulfil my job and be, you know, a rainmaker at their job as well as starting a very good business at the same time”. (Participant 9- Transitioned).

d. Hybrid Entrepreneurs are high performers in the workplace

Upon addressing the question of the roles held by the participants it emerged that hybrids held senior managerial roles, whilst those who have transitioned to full-time entrepreneurship consisted of a majority of executives. This indicated that these individuals are highly ambitious and once they feel like there is no more room to grow and learn they transition into the next phase of their careers which is full-time entrepreneurship, where they can acquire further learning and growth this was indicated by both participant five *“So I sort of I believe that I had reached a ceiling because I was at a very senior executive level but I was never going to be the CEO or the cluster CEO or whatever because I was an HR person unfortunately you get to limit yourself. I thought MBA was going to open those doors for me but it didn't* and Participant 10 *“I realized I wouldn't grow any further in the company.”*

A key observation noted with Participant 3 who was Head of Business prior to transitioning to full-time entrepreneurship *“When I left corporate, I was doing well—I was Head of Business Insight, and I had a bright future in corporate”*. After having transitioned into full-time business during Covid-19 he lost all businesses as result he had to start afresh through taking up a consulting job, but over a period of three years he managed to work up his way in corporate to a Chief Data role, while still running a business on the side. This is an indication of the platform provided by being a hybrid that allows one to move across both worlds.

Traditional entrepreneurs did not at any stage of their journeys hold employment as such they were not assessed using the same measures. Based on the fact that the sample consisted mainly of Senior Managers and Executives we can deduce that both hybrid and transitioned entrepreneurs are high achievers and performers.

“And I was one of the most successful salespeople for a very long time because I had a technical understanding. Every organization I've worked for, from telco to huge silicones to MTN to Oracle, that mentioned data, software AG, I was always in the top 1% as a salesperson”. (Participant 9- Transitioned)

“I was an HR executive looking after the World Investment Management show space and then later into retail where I looked at private bank as well as all the branches and then as well as the private world space”. (Participant 5- Transitioned)

“I realized I wouldn't grow any further in the company.”(Participant 10- Transitioned)

e. Experiential Learning drives transition which drives business diversification

Hybrid entrepreneurship provides the platform for entrepreneurs to learn and apply learnings before transitioning into full time entrepreneurship. Once a hybrid determines that they are ready this readiness is measured by the skills attained and the experience gained thus providing them with confidence to transition. Once having transitioned these entrepreneurs experience new learnings from the new challenges faced in full time business. These learnings are then applied to venture into more business. In most instances the entrepreneurs transition into businesses that are within their job industry as observed with Participant 3 “Even though we're running this IT business, we still had a delivery business like Uber and Mr D”.

Once they had gained the confidence they ventured into other industries applying the initial learnings from the first business to the new business therefore diversifying the portfolio and eliminating the risk of doing business in one industry *“Okay that's why the multi that's why the model of multi businesses works for me. Because while the other one and the other one is struggling the other one will help the other state will help each other”. (Participant 5- Transitioned).*

This was further evidenced by Participant 9 who after two years of transitioning into full-time business he went on to diversify his business portfolio *“So in 2009, I then became a full-time employer as well. Around 2012, I decided to diversify in the business and not only sell*

telecommunications infrastructure solutions but also include other solutions that talk to software development”.

Participant 10 also diversified by adding a business in which she had no technical training or knowledge, but due to being comfortable with the skills and experience gained in the first business it was an easy decision to make. *“As soon as everything was running smoothly, I hired a manager so I didn’t have to be hands-on. I visit once or twice a week to check on things. That’s when I started my second business, a franchise called Tammy Taylor”.*

What was observed with traditional entrepreneurs is that they did not diversify their business portfolio this was evidenced by participant four who has been in the Interior Design space for over forty years. The other traditional entrepreneur expressed intentions of diversifying his portfolio in the future.

f. *There's a steep learning curve when corporate job industry is not the same as business industry*

When a business started by a hybrid entrepreneur is outside of their educational background and career training it makes the learning curve steep. It requires one to conduct extensive research, have a mentor to guide through the journey , learning on the go, it requires for one to be hands on and understand the business. *“For the recruitment business, I didn’t have a mentor. I guided myself. But for my other businesses, like fashion and salons, I had mentors and people in the same industry to help guide me.” (Participant 10)*

However as indicated in Section 5.4.1.e for transitioned entrepreneurs once they have earned the experience of running a business full-time diversifying into a different industry doesn’t pose a challenge due to the learnings acquired by being in full-time business. Three of the hybrid entrepreneurs had businesses in a different industry to their jobs whereas three transitioned entrepreneurs had business in the same industry as the jobs previously held.

Participant 10 who has businesses that are in different industries to her previous employment role, indicated that her recruitment and property business were thriving however she was frustrated with her fashion business which was not yielding the same results. She indicated that she required business coaching for the fashion business as a result. *“It’s a fashion*

business. I'm not sure if I needed more background in fashion from school, but there's a lot going on with it. I don't want to give up, but I need to rethink the strategy, which I'm working on now"

For Participant 1 and 2 both are hybrid with a background in Information technology however their businesses are in farming they both lamented that they didn't know much about farming as a business which lead to some costly mistakes being made however doing and learning along the way ensured better business performance. *"It seems that I've learned along the way . I didn't know the life the life cycle of it of the business and then we just kept on learning"*. (Participant 2- Hybrid). Participant 1 also indicated that *"I've never worked in agriculture, so I had to find a way, and even with the properties for instance, I had to find a way of, for instance, learning how to do that, write the offers to purchase. I had to then find a way of sourcing or pricing, like format for material, that I had to learn"*.

A key learning pointed out by Participant 5 was that if the business is not in the same industry as your job you need to be hands on and involved in the business. *"So I guess my learnings is I mean I did give my learnings from a capital side that you know if we're not hands on it doesn't work. You don't see what's happening in that business"*.

What was observed with the traditional entrepreneurs is that Participant 6 who has a masters qualification in finance his line of business was in entertainment and hospitality and he lamented that at some point in his journey he would diversify his business portfolio to align with his educational background. Participant 4 had no educational or formal training in his line of business however during his startup he indicated that he relied on others when needed and was hands-on and learnt by doing. This indicates that there was a steep learning curve as Participant 6 had to shut down a business due to not understanding the nuances of the business.

g. Educational Learning and training impacts how business is conducted

A vast majority of the participants had a post matric qualification up to a doctorate degree. The highest concentration of highly qualified entrepreneurs was in the transitioned category with two individuals with a Masters degree and one with a Doctorate. Participant 2 indicated that it is in business where you practically apply the learnings from your education *"So for me*

there is no business without education right? Because in business that's where practically you apply your education”.

Formal education and learning assist with providing confidence in that it helps in understanding and knowing the business and which processes to implement. Participant 9 indicated that a strong technical background opens one's business to the international market, it provides you with a competitive advantage, and it legitimises your business as high ranking people are able to take you seriously. *“So having a strong technical or maybe educational background does assist a lot especially if you want to be a global entrepreneur, not only just local”.*

However it was highlighted by others that the likes of Mark Zuckerberg are successful entrepreneurs who didn't go via the school route. It is possible to be a successful entrepreneur without a degree or corporate job. Participant 1 commented that learning is not only from academia but also from other people, surroundings and those who have gone before you. *“Some people, like Mark Zuckerberg, build successful businesses straight out of school without any corporate experience. Others, like me, gain valuable experience in corporate before venturing into business. Both paths can work. For me, the corporate experience was invaluable. It gave me the knowledge and skills I needed to run my own business, but I've also seen people succeed without that experience” (Participant 5- Transitioned)*

h. Hybrid Entrepreneurs have higher access to capital and resources

Hybrid and transitioned entrepreneurs have easier access to funds through the salaries earned in their jobs. The hybrid and transitioned entrepreneurs indicated that they used salaries , bonuses as well as savings to fund research required to start a business. Participant 7 further indicated that having the financial security assisted to build his business *“My corporate job has given me the financial resources to start these businesses, The security from my corporate job has definitely helped me build my businesses, and I'm grateful for that”* whereas, Participant 6 who is a traditional entrepreneur was able to use their own funding to fund a business however had to request family members to assist with funding the shortfall *“So yeah I think it was also just luck you know that I was able to fund the purchase of Churchill and became Cohiba. Then I asked my dad for some working capital because I was flat”.*

A majority of the participants indicated that the security provided by their jobs allowed for the entrepreneurs to take risks and learn from those experiences whereas, funding limitations for traditional entrepreneurs seemed to limit the opportunities they were able to pursue thus limiting their learnings. *“My corporate job has given me the financial resources to start these businesses, The security from my corporate job has definitely helped me build my businesses, and I’m grateful for that”.* (Participant 7-Hybrid)

An observation made was that being hybrid encouraged a culture of working hard because when more funding was required for the business this drove and motivated the hybrids to work harder so they could earn higher bonuses which they could inject in their business. *“As a result, I always make sure that I do my work properly , so that when it's time to for them to pay the bonus, I can also qualify the bonus, because once I get that bonus, I can go and invest it as a capital in my business”.* (Participant 1- Hybrid).

“I had the resources. I could Google things. I had a little bit of money from the salary. When somebody starts a business and they don't have a corporate they struggle to even have money to do the research right? Because research it's very expensive option when you come to think of it”. (Participant 2- Hybrid)

“My corporate job helped me a lot. I used my savings from working there for ten years to fund the business until it could stand on its own”. (Participant 10- Transitioned)

5.3.2 Summary of Research Question 1 findings

The character traits and motivations of an entrepreneur form the basis of their entrepreneurial makeup thus influencing their entrepreneurial journey. What was found is that key traits such as resilience and persistence are what keep the entrepreneur going through the hardships of learning. Motivating factors such as passion and purpose are key driving forces for entrepreneurs.

Additional to the character traits forming the foundation of the entrepreneurial journey was the upbringing and formative teachings that played a significant role in building the foundational skills of an entrepreneur such as hard work and financial independence, the

learnings obtained in these formative years were subsequently applied in their businesses. This was observed across all entrepreneurial categories.

It was further found that amongst hybrid and transitioned entrepreneurs when their business and job industry were the same the learning curve was flat thus unlocking synergies between the two. However measures need to be taken to ensure that there is no conflict of interest. The synergies unlocked resulted in the growth of the entrepreneur both from a business point as well as an employment point of view.

Conversely there was a steep learning curve when the business and job were not in the same industry this was evidenced by the low performance rate compared to businesses which were in the same industry. This resulted in the entrepreneur requiring coaching from mentors.

Due to the hardworking nature of hybrid and transitioned entrepreneurs we noted that these individuals are high performers as a vast majority were either senior managers or executives in their employment. A high concentration of the transitioned entrepreneurs were executives prior to going into full-time business.

Another key finding was that formal education provided confidence to the entrepreneurs in formulating business processes and understanding how businesses work. With formal education one's business can be taken to the international market as a result of understanding the business environment as well as economic climate. However not all learning applied in business is through formal education other types of learning happen through observing others. These finding can be applied across all types of entrepreneurs.

It was observed that hybrids compared to traditional entrepreneurs have access to more resources and funding which emanates from their corporate jobs, when the business requires funding these entrepreneurs are able to raise funds through their salaries as well as through their bonuses. Whereas traditional entrepreneurs have limited resources and had to make use of personal savings running the risk of depleting savings.

Once the transitioned entrepreneurs cross over to full-time business it was clear that the learnings from their corporate jobs and businesses were applied to grow their business thus allowing them to be able to pursue more business interests that are outside their industry. It

was a clear trend that after two years of running the business full-time these entrepreneurs grew their portfolio through diversification and entering into different industries.

5.3.3 Research Question two:

How is Experiential learning more prominent and beneficial in Hybrid Entrepreneur

The intention of this question is to obtain clarity on how experiential learning acquired in the hybrid stage can lead to entrepreneurs moving from hybrid to full-time entrepreneurship. To understand how these entrepreneurs transform their experiences into applied knowledge, which in turn enhances the ability to drive a successful business.

a. Failures and Covid were critical learning events that shaped the entrepreneurial Journey

Participants indicated that business failures and the Covid-19 pandemic were defining moments in their entrepreneurial journey and it brought about critical and significant learnings . *“Mm three weeks after I resigned three weeks after my last day at work covid hit and we were on a hard lockdown sure very difficult times for everybody but for me it was worse because I'm like Okay I had plans”.* (Participant 2-Hybrid)

In some instances it altered the direction of their journey. Participant 3 who had transitioned to full-time business however, due to the Covid-19 pandemic he had to close down his businesses due to contracts not being renewed; this was a turning point resulting in Participant 3 transitioning back to full-time work. This happening provided an opportunity for Participant 3 to reflect on their journey thus resulting in participant 3 remodelling his business to fit the current economic situation. *“Then COVID hit, people couldn't go to restaurants. We were still paying rent and salaries for employees, but there was no business. Eventually, we had to close the restaurants. Then COVID hit, and we lost a big BI contract, which was one of our biggest. Other contracts also expired, and because of the uncertainty, many companies didn't renew them. ”I think I was a bit traumatized by the BI contract loss, and I had to reinvent myself”.*

For a majority of the participants failure brought about lessons and surfaced changes that needed to be made. Some of the lessons learnt by the entrepreneurs as a result of failure

included being more involved in the running of the business by understanding the processes from start to finish, delegate where necessary, constantly evolve by reflecting and assessing your business model, know when to cut your ties and walk away and lastly learn from others by observing what they have done. *“The other one was that we were not hands on. Because we’re not hands on then we couldn’t have a proper understanding of what was happening in the business and so we were not running so there was shrinkage and mismanagement and whatever took place. Suffice to say we lost that business and for your own appraisal we ended up sequestering ourselves. We lost everything that we would have had”.*(Participant 5 - Transitioned)

As the sample consisted of a majority of hybrid and transitioned entrepreneurs it highlighted their jobs provided a safety net and reduced the loss suffered and provided the chance to try again in business. With transitioned entrepreneurs they had the ability to go back into the job market thus also providing a safety net. *“That’s when I realized I needed something to keep the cash flow going, so I returned to work”* .(Participant 5).

However with traditional entrepreneurs these significant events resulted in significant loss as they were faced with downsizing and closing down shop.

b. Hybrid provides conducive entry into full-time entrepreneurship

The participants indicated that transitioning into full-time business only happened once they had landed big deals, acquired the necessary skills, built enough clientele and could no longer afford to hold both a full-time job and a full-time business. Once the necessary learnings and skills were acquired this was applied to the business which led to growth thus obtaining the big deals that required the entrepreneurs to transition into full-time business. *“Well, at that stage, you know, I had been involved in different deals. I had acquired different skills in terms of understanding business and the deal that I earned at that stage was too big for me to be still playing hybrid, and it needed my time and focus, but I was ready at the same time. You know, the transition was also informed by my readiness.”*(Participant 9-Transitioned)

This route reduces the risk of failing as only once the waters have been tested and the results shown are positive, did the hybrid entrepreneurs launch into full-time business.

Whereas with traditional entrepreneurship they are already in full-time business and they learn while in business this significantly increases the risk of failure and loss as indicated in Section 5.4.2.a that there is no safety net for traditional entrepreneurs to absorb loss.

We can conclude that experiential learning is more beneficial in the hybrid context as in most instances it leads to full-time business and provides a safety net to learn.

“By that time, I realized we couldn’t keep running the business while working full-time, so I decided to quit my job and run the business full-time. We rented an office and ran it like a proper business”. (Participant 3-Hybrid)

“When the business began attracting more clients, that’s when I left my corporate job to concentrate fully on it, and it’s still running. Yes, it’s still running with about seven employees”. (Participant 10- Transitioned)

c. Hybrid entrepreneurship provides platform to apply experiential learnings

This point is linked to Section 5.4.2.a where it was identified that hybrid entrepreneurship allows for entrepreneurs to apply learnings gained from significant events such as failure and the Covid-19 pandemic, prior to launching into full-time business. They will apply these learnings to grow the business once the business reaches a point where the entrepreneur cannot handle working and having a business they transition.

Whereas with traditional entrepreneurs who are already in full-time business they learn through experience while running the business, this does not provide them the opportunity and time to step back and reflect when a business model is not yielding the desired outcome, this is however afforded to hybrids. *“We weren’t entirely qualified to handle it, but we hustled, asked questions, and got help where needed. It turned out great. After that first big project, we saw that it was possible to succeed, even without a lot of experience. We took risks, but we got help where needed and learned as we went”. (Participant 4-Traditional)*

Further to that the corporate environment provides the necessary knowledge, tools for learning, insights, time and the required experiences which are applied by the participants in their various businesses. *“Being in a corporate environment gave me the knowledge I needed to understand the needs of different departments. That helped me apply those insights in my*

business. At the same time, running my business while working in corporate gave me a better understanding of where the business was headed.” (Participant 10- Transitioned).

“I did a lot of research as well. It gave me time and that's the time I appreciate now because in that year when nothing was happening I didn't have money to start nothing. I was still working full time”.(Participant 2- Hybrid)

I learn by getting my hands dirty. In every business I've started, I've made sure I know how to do everything myself. Yes, I learn by doing first, then I apply what I've learned to the business. (Participant 10- Transitioned).

“I had no restaurant experience beyond eating in them, but I learned by being hands-on”. (Participant 7- Hybrid)

“And sometimes you just learn by listening, not responding. You look at the people. You listen and look at the people doing things, and then you learn” (Participant 1-Hybrid)

5.3.4 Summary of Research Question 2 findings

It was noted that critical events identified as failure and Covid-19 in the entrepreneurial journeys of the participants were significant enough to elicit learnings and lessons. These events required the entrepreneurs to reflect on their journeys and make decisions with regards to the next phase of their entrepreneurial journey. In some instances these events resulted in the entrepreneurs pivoting and taking alternate routes. These events were key for development and growth of the entrepreneurs and the business.

However it was found that the hybrid phase provided the entrepreneurs with security during these hard times shielding them from the severity of the loss and providing for an opportunity to try again. Whereas for a traditional entrepreneur this proves to be quite a challenge especially if the business is still young.

Due to the learning platform provided by the hybrid journey it enables the entrepreneur to transition into full-time business once the essential skills and knowledge has been attained. Lastly experiential learning is heightened in the hybrid journey as key learnings can take place

from events such as failure without the risk of loss being a 100 percent which is not the same for traditional entrepreneurs.

5.4 Chapter Summary

Hybrid and Transitioned entrepreneurs displayed similar results for the research this is mainly due to transitioned entrepreneurs having initially being hybrids that have transition into full-time business.

The sample consisted mainly of transitioned entrepreneurs and hybrids with only two of the total sample of eleven being traditional entrepreneurs.

a. Differences Identified

Items of significant differences between traditional and hybrids as well as transitioned is that the traditional entrepreneurs in the sample had not previously held salaried jobs, thus limiting the findings measurements. The synergies identified between job and business were not applicable to traditional entrepreneurs further to that no real measures were in place to determine if these individuals were high performers as main tool used to assess this element was the role held in employment.

This further limited the assessments determining the steep learning curve resulting from business and job industries not being the same. Due to not holding employment traditional entrepreneurs had limited access to capital funding and placed reliance on third parties for their funding requirements unlike hybrids and transitioned entrepreneurs who could finance their own capital requirements from their salaries and bonus earnings. Due to limited and no skills acquisition from employment the businesses conducted by traditional entrepreneurs were not diversified.

The business failures suffered by traditional entrepreneurs resulted in a greater loss due to no job absorbing the failure and loss of the businesses. This differs to transitioned and hybrids as their jobs provided security, making it easier for these entrepreneurs to make a comeback from failure.

The hybrid platform does not exist for traditional entrepreneurs as they are in full-time business, thus forcing them to learn while in business allowing for room to fail, thus increasing the risk and pressure.

b. Similarities identified

All categories of entrepreneurs displayed similar traits and entrepreneurial motivations. The impact of formative teachings as well as educational learnings were universal across the different types of entrepreneurs . The participants were all in possession of matric certification however transitioned entrepreneurs held the most postgraduate qualifications including a doctorate. The below table 7 depicts the results in accordance to the entrepreneurial category as well as the themes identified.

Table 7

Findings between the different types of entrepreneurs

	Hybrid	Traditional	Transitioned
Themes	Research Question One: <i>How does experienced-based learning impact the entrepreneurial journey</i>	Research Question One: <i>How does experienced-based learning impact the entrepreneurial journey</i>	Research Question One: <i>How does experienced-based learning impact the entrepreneurial journey</i>
Entrepreneurial traits drive entrepreneurial motivations	Passion, persistence , purpose, calling, spirituality, talent essential for entrepreneurial foundation	Passion, persistence , purpose, calling, spirituality, talent essential for entrepreneurial foundation	Passion, persistence , purpose, calling, spirituality, talent essential for entrepreneurial foundation
Formative teachings impact entrepreneurial journey	Entrepreneurial upbringing, strong work ethic, financial responsibility contributed to shaping the entrepreneurial journey	Entrepreneurial upbringing, strong work ethic, financial responsibility contributed to shaping the entrepreneurial journey	Entrepreneurial upbringing, strong work ethic, financial responsibility contributed to shaping the entrepreneurial journey
Synergies are unlocked when corporate job is in the same industry as business	Same industry for both job and business results in flat learning curve thus synergies being released	They did not previously hold employment therefore cannot use same measures.	Same industry for both job and business results in flat learning curve thus synergies being released
Hybrid Entrepreneurs are high performers in the workplace	Based on senior roles held hybrid and transitioned entrepreneurs we can establish that they are high achievers and performers.	They did not previously hold employment therefore cannot use same measures.	Based on senior roles held hybrid and transitioned entrepreneurs we can establish that they are high achievers and performers.

Experiential Learning drives transition and diversification	Skills and experience attained from hybrid journey allows for transitioning into full time business	No diversification of business portfolio.	Skills and experience attained from hybrid journey allows for transitioning into full time business Further skills and experience gained in full-time business is used to diversify portfolio into other industries
There's a steep learning curve when corporate Job industry is not same as business industry	Educational background and career training not in same training results in steep learning curve. 3 participants Different industries	No formal training in business industry resulting in steep learning curve	Educational background and career training not in same training results in less steep learning curve- due to learnings and experiences of running a full-time business 3 participants same industries
Educational Learning and training impacts how business is conducted	2 Undergrad degrees 2 Honours degree Business allows for practical application of educational learnings and provides competitive advantage	1 Matric 1 Masters Business allows for practical application of educational learnings and provides competitive advantage	4 Master's degree 1 Doctorate 1 Matric Business allows for practical application of educational learnings and provides competitive advantage

Hybrid Entrepreneurs have higher access to capital and resources	Easier access to funds through salaries earned increasing access to opportunities	Limited access to funds thus limiting opportunities that can be accessed	Easier access to funds through salaries earned increasing access to opportunities
Themes	Research Question Two: how is Experiential learning more prominent and beneficial in Hybrid Entrepreneur?	Research Question Two: how is Experiential learning more prominent and beneficial in Hybrid Entrepreneur?	Research Question Two: how is Experiential learning more prominent and beneficial in Hybrid Entrepreneur?
Failures and Covid were critical learning events that shaped the entrepreneurial Journey	Business failures and the Covid pandemic elicited critical learnings Job security provided safety net.	Business failures and the Covid pandemic elicited critical learnings Experience significant loss due to no safety net.	Business failures and the Covid pandemic elicited critical learnings. Ability to go back into job market provided safety net
Hybrid provides conducive entry into entrepreneurship	Only launch into full time business once required entrepreneurial skills are obtained and business performance is solid and consistent	Already in full-time business	Only launch into full time business once required entrepreneurial skills are obtained and business performance is solid and consistent
Hybrid entrepreneurship provides platform to apply experiential learnings	Learnings are applied to grow business only once successful they launch into full-time business	Already in full-time business , learn through experience no time to reflect and step back on learnings	Learnings are applied to grow business only once successful they launch into full-time business

Note: source is researchers own

Chapter 6 : Discussion of Results

This chapter will compare the key research findings to the literature discussed in Chapter Two, in order to develop research outcomes that either confirm or extend existing literature. This will contribute in bolstering the academic argument for hybrid literature. The researcher will use the categories and themes developed in Chapter Five to structure the discussion of the findings in detail.

6.1 Discussion of results for research question one

Research Question one: How does experienced-based learning impact the entrepreneurial journey across the different types of entrepreneurs

a. Entrepreneurial traits drive entrepreneurial motivations

The responses received from the various categories of entrepreneurs indicated that talent does play a significant role in the entrepreneurial journey. This was more relevant for artistically inclined entrepreneurs. Passion and resilience were identified as critical constituents for when ploughing and growing the business to ensure continued growth over time . Further to that spirituality provided grounding and guidance for the entrepreneurs when navigating and overcoming challenging times faced in business. Patience and persistence were required when building and learning the business and even when profits had not been realised by the business.

Some respondents highlighted that for them this was a calling and it formed a part of their purpose in life, this illustrated that when the motivation to be in business is deeply entrenched in ones being, it makes it worthwhile to invest in the business and to ensure that the business survives challenging moments. These sentiments were equally expressed between the different types of entrepreneurs.

These notions and findings were supported by literature ,Pollack et al. (2019) described the two attributes that are crucial for one's entrepreneurial endeavours to continue growing over time as being entrepreneurial self-efficacy and entrepreneurial persistence. Fatoki (2018) added that resilience, or the capacity to resist and rapidly overcome hardship as critical personal qualities of an entrepreneur. These findings were further confirmed by Maritz et al.

(2023) who shared that, while passion can wane over time, it is a key motivator for the hybrid mode of entry into self-employment.

Thus the findings in this study extend to the body of knowledge and literature that currently exists.

b. Formative teachings impact entrepreneurial journey

A vast majority of the participants indicated that they grew up in homes where their parents were involved in informal businesses such as selling clothes and having supermarkets. The participants were required to work in these family owned businesses on weekends or during school holidays. Others even though not involved in the business directly were able to observe their parents juggling a job and running a business at the same time. It is these formative experiences in entrepreneurship that laid a foundation for their entrepreneurial journeys. Instilling the value of hard work, discipline, work ethic, resourcefulness and developing a sense of financial independence. These early life experiences formed a part of the building blocks of their entrepreneurial skills which would later become advantageous and a reference point when the participants pursued their own businesses. These experiences were advantageous to their businesses due to the learnings acquired.

Literature in this paper did not highlight the impact of the early life experiences on the experiential learnings of the entrepreneurs. However Clinton et al. (2021), introduces a concept known as transgenerational entrepreneurship which speaks to the development of entrepreneurial mind-sets which are influenced by family business, however it does not indicate at which stage of one's life this mind-set is developed.

Literature only spoke to learnings obtained during the entrepreneurial journey as a hybrid or traditional entrepreneur this was observed by Raffie and Feng (2014) that existing entrepreneurs can employ the experience of previous entrepreneurial initiatives in order to construct more effective connections and draw conclusions about the potential for a new enterprise. However Kurczewska et al. (2019) directs us to Lazear's theory of entrepreneurship (Lazear,2002,2005), which states that persons who possess a balanced and diverse set of skills and information gathered from several sources and areas are more likely to become entrepreneurs. It however does not indicate which mode of entry will be used to enter full-time entrepreneurship, hybrid or traditional. These findings can be used to extend

this theory by focusing on experiences and skills developed in younger years either informed by family businesses or vacation jobs that can potentially impact the entrepreneurial journey.

This indicates that there is a gap in literature therefore this research adds to literature on understanding how the experiences of formative years shape and influence the entrepreneurial journey of all types of entrepreneurs. This will allow us to better understand the influence of an individual's predispositions on which mode of entry they are likely to use to enter into entrepreneurship, it will be key for traits-based academics to look beyond categorizing all entrepreneurs as having particular features but rather identify these inclinations that lead to the different types of entrepreneurships.

c. Synergies are unlocked when corporate job is in the same industry as business

This study found that when the industries of the business and salaried employment are the same, for instance the industry of employment is Information Technology and the that of the business is also information technology synergies were experienced. The ease of transferring skills from the job to the business aided in the unlocking of synergies, this further alluded to a flat learning curve once the hybrid entrepreneur fully transitioned into full-time business. However the risk of having a conflict of interest was heightened for the hybrid entrepreneur further requiring them to disclose such business interests to their employers or abandoning the opportunity. The participants disclosed that their enterprises seemed like a continuation of their employment because of the technical understanding and the training they obtained, as a result of the industries being the same. What was further discovered is that of those participants who had more than one business, the most successful was the one in the same industry as their employment.

According to Xi et al. (2017) a hybrid entrepreneur's industry experience in the same sector could influence the switching cost of entering entrepreneurship and so effect his or her entrepreneurship entry style. However Folta et al. (2010) confirms that longer industry experience encourages entrepreneurs to enter into hybrid entrepreneurship. The findings in this literature do not explicitly confirm the literature however it highlights that industry experience in the same sector base, does encourage entry into entrepreneurship through hybrid this is influenced by the low switching costs.

This indicates that further studies need to be conducted to determine the synergistic relationship that exists from industry relatedness between salaried employment and hybrid entrepreneurship.

d. Hybrid Entrepreneurs are high performers in the workplace

It was found that the hybrid and transitioned participants were highly driven and ambitious as evidenced by their ability to achieve great accolades through their roles, this is further evidenced by their ability to juggle both a successful career and a business. Within the hybrid entrepreneurs only one individual was an executive head whereas three of the transitioned entrepreneurs reached executive level prior to transitioning.

Previous studies such as Maritz et al. (2023) have underlined and emphasised that hybrid entrepreneurs held senior managerial and executive roles in their salaried jobs. This study confirms the assertions made by literature as the majority of the participants were senior managers and executive leaders.

This observation indicated that transitioned entrepreneurs were high performers as compared to the other types of entrepreneurs, as some of the reasons noted for transitioning into full-time business was due to having reached the ceiling in their careers and could not see any further career growth.

e. Experiential Learning drives transition which drives business diversification

As evidenced by the findings, interviewees who had crossed over to full-time business had transitioned from being hybrid entrepreneurship, a platform for entrepreneurs to learn and apply learnings before transitioning into full time entrepreneurship. Only once they had determined that they had built the right skills, capabilities and experiences did they go into full-time business.

The findings further revealed a trend that once the entrepreneurs had launched into full-time business, within a period of two years they would diversify into other businesses. This stems from the fact that they felt they had built up enough confidence to launch more businesses as a result of the success of the first business. Additionally diversification helped lessen the risk of being exposed to one type of product or sector.

Ferreira (2010) asserts that experience learning during the hybrid phase is primarily responsible for the move from hybrid to full-time entrepreneurship as it is converted into a range of unique knowledge and expertise necessary for profitable entrepreneurship. Rugpath and Mamabolo (2022) confirm this by stating that hybrid entrepreneurship serves as a secure and less-risky platform for extensive learning which ultimately leads to transitioning to full-time business. Thus the findings in this study confirmed the literature that exists on experiential learning being the driving force for hybrid entrepreneurs transitioning into full-time business.

Literature confirmed that in comparison to other categories of entrepreneurs, transitioned entrepreneurs have an elevated sense of self-actualization and entrepreneurs (Luc.et al., 2018). Therefore explaining their ability to launch into full-time business and being able to diversify once having successfully built the full-time business.

Therefore the learnings derived from the hybrid phase influence the transition into full-time business which then culminates into business diversification. Whereas traditional entrepreneurs were limited to one type of business thus no business diversification transpired.

The findings in this study were confirmed by literature.

f. [There's a steep learning curve when corporate job industry is not the same as business industry](#)

A crucial finding that was identified through this study was that when the business initiated operates in a different industry to that of the entrepreneurs full-time employment, they are faced with a steep learning curve and therefore experience challenges. Three of the participants experienced challenges once they launched businesses in which they had limited experience and no technical knowledge in the industry. This lead to business failure, in other instances the entrepreneurs were persistent and sought the advice of mentors and business advisers to navigate the challenges faced due to the limited knowledge of the industry. The entrepreneurs indicated that the crucial learnings obtained from not having sufficient knowledge or prior experience in the industry; was extensive time investment and deep involvement in the day to day running of the business . Others lamented that getting a business manager was not enough due to the fact that they did not have the same vested interest in the business as the owner. The difficulty of transferring skills and knowledge from

their job to the business introduced a challenge to the application of knowledge when their business was in a different industry.

These findings were not supported by literature in this research document. However Maritz et al. (2023), offers that better educated people have greater likelihood of starting profitable new enterprises in sectors characterized by knowledge, according to statistical evidence. This is not conclusive enough to determine whether different industries result in challenges being experienced, therefore further research is required to understand what drives the steep learning curve.

g. Educational Learning and training impacts how business is conducted

Out of the eleven participants a total of nine had a post matric qualification in the form of an undergraduate and post graduate bachelor's degree. This ties back Zhang et al. (2023) findings that entrepreneurs with higher-level education, such as university degrees, are inclined to actively engage in formal entrepreneurship. The highest level of education attained by this sample is a doctorate degree. This was confirmed by Luc et al. (2018) who states that hybrid entrepreneurs typically possess higher levels of education and human capital compared to their traditional counterparts. However in this sample one traditional participant was in possession of a Masters degree which contrasted the finding by Luc et al. (2018).

What came up as a key observation was that the executive roles and senior managerial positions held by these individuals were backed up by high levels of education including doctorates and Masters degrees. These findings were supported by literature as Maritz et al. (2023) indicated that these individuals hold more managerial roles and experience.

The high levels of educational learning were practically applied in the businesses, in addition to that formal education provided confidence to the participants to successfully run a business. We further found that the formal learnings legitimised and provided a distinct competitive advantage to the entrepreneurs.

Zhang et al. (2023) states that as a result of their educational levels traditional entrepreneurs are less likely to explore business opportunities and are less agile in responding to institutional changes (Zhang et al., 2023). The findings in this research were contrary to this assertion as the traditional participant who had attained a Masters degree in finance was able

to apply learnings from his degree to perform financial analysis on his business that allowed him to identify patterns (favourable or non-favourable) which enabled him to make decisions.

As confirmed by literature hybrid and transitioned entrepreneurs are typically highly educated individuals which in turn allows them to practically apply those learnings to legitimise and grow their business. The limitation that emanates insufficient ratio of traditional to hybrid and traditional entrepreneurs needs to be noted which could skew the results of the research.

h. Hybrid Entrepreneurs have higher access to capital and resources

Due to the salaries earned from their employment hybrid entrepreneurs had easier access to capital in order to fund their business initiatives. All of the hybrids and all the transitioned entrepreneurs used either their salaries or bonuses to supplement the business funding requirements. In instances where a large investment was required this drove the hybrids to work harder in their employment this would yield higher bonuses which would be used to fund the investment funding needs of the side business.

Resources were not only limited to funding; it included all other types of resources such as access to research tools which aided in performing research and development for the business. Paid employment provided access to business advisors either from the corporate heads or clients, it further provided access to processes and understanding how a business is conducted.

The financial security provided by the employment allowed the hybrid and transitioned entrepreneurs to explore opportunities by applying acquired knowledge and learnings from their experiences to the opportunities presented. Conversely traditional entrepreneurs did not have the same financial security and ran a higher risk of running out of funds thus limiting the ability to cease opportunities identified.

The findings on hybrids and all the transitioned entrepreneurs confirm that these entrepreneurs used either their salaries or bonuses to supplement the business funding requirements (Solesvik , 2017). Further to that Solesvik the notion that hybrid entrepreneurs are not constrained by a lack of capital.

Additionally, findings confirming the traditional entrepreneurs lack of financial security is supported by Zhang et al. (2023) who describes traditional entrepreneurs as individuals who are employed in their business on a full-time basis who do not have the comfort of relying on

a salaried income which provides financial stability. Zhang et al. (2023) further confirms that these individuals are likely to burn through their savings in order to fund their business.

These findings were confirmed by literature that hybrid and transitioned entrepreneurs have more access to capital and resources.

6.2 Discussion of results for research question two

Research Question two: How is Experiential learning more prominent and beneficial in Hybrid Entrepreneur?

a. Failures and Covid were critical learning events that shaped the entrepreneurial Journey

The findings pointed to pivotal and key events that triggered experiential learning for all the categories of entrepreneurs. This came in the form of experiencing failure in their entrepreneurial endeavours as well as Covid-19 which shaped and altered their entrepreneurial journeys. Upon reflecting the participants realised that these pivotal events elicited key learnings and required the participants to act on these learnings acquired. Either through remodelling their business to factor in key changes in the market and the everchanging needs of their customers. Covid-19 resulted in scaling down businesses or closing down of the business. The learnings derived from these events were subsequently applied when making decisions on which route to take when opening up new business ventures further leading to more efficient and innovative businesses.

What the study found is that for those who were hybrids their employment provided security and cushioning making the impact of business failure less harsh as they could continue earning a salary. The same was applicable for transitioned entrepreneurs they could easily transition back to hybrid status. However for the traditional entrepreneurs this did not hold true they either had to shut down or scale down with no safety net provided by employment. This demonstrated that it was much more difficult for the traditional entrepreneurs to get back on their feet as compared to transitioned and hybrid after experiencing a significant learning event.

Literature validates the findings in this study as according to Lee et al. (2022) the learning opportunity can be brought about by different experiences such as business failure, which could lay the foundation for future success. According to Lattacher and Wdowiak (2020), failure is a necessary part of becoming an entrepreneur. Research has also shows that failure provides learning opportunities, nevertheless it can also present a challenging environment in which to grow.

Therefore we can conclude that inevitable events such as failure and natural disasters like Covid-19 provide key learning opportunities for all categories of entrepreneurs, when these learnings are converted to knowledge they are applied to formulate new directions in which the business should move into.

b. The hybrid phase provides conducive entry into full-time entrepreneurship

The hybrid phase plays the role of a testing ground for those entrepreneurs with an intention to cross over into full-time entrepreneurship. It allows for entrepreneurial skills to be built and for the business ideas to be tested out and once the entrepreneur deems that they are sufficiently equipped they transition into full-time business. These were the findings based on the transitioned participants who indicated that the hybrid phase allowed them to build and establish their businesses, once they had obtained deals that were significant enough they transitioned into full-time business. They indicated that this platform provided a secure base for learning the business and its environment which lead to the growth of the business to a point where the entrepreneurs could not handle being both an employee and an entrepreneur leaving them with the option to transition.

Rugpath and Mamabolo (2022) confirm these findings by indicating that hybrid entrepreneurship presents a secure and less-risky platform for extensive learning which ultimately leads to transitioning to full-time business. Literature further confirms that the transition into full-time business is influenced by the learning acquired during the duration of hybrid mode (Ferreira, 2020). Kurczewska et al. (2019) asserts that adopting hybrid entrepreneurship to move into full-time business enhances the probability of a business's lifespan.

Based on literature and findings we can conclude that the hybrid phase is a conducive entry into full-time entrepreneurship.

c. Hybrid entrepreneurship provides platform to apply experiential learnings

The events that were identified as critical learning events namely failure and Covid-19, gave rise to learnings for the entrepreneurs however it was in hybrid entrepreneurship that the entrepreneurs were able to apply these learnings to turn around their businesses which resulted in growth. In contrast traditional entrepreneurs had a more challenging time learning and applying the lessons while running a full-time business, this resulted in some of the traditional entrepreneurs walking away from their business or downsizing. The findings illustrated that salaried employment aided in providing the necessary knowledge, tools for learning and insights which in turn were applied to improve the performance of the business ventures. The findings further demonstrated that once learnings were applied to business opportunities presented to the hybrid entrepreneurs, this led to business growth which in turn forced the hybrid entrepreneurs to transition into full-time business.

Enough evidence exists in literature to confirm these findings as during the hybrid phase, entrepreneurs acquire business-related skills, amass funding, and create professional networks. (Kurczewska et al., 2019). Additionally learning during the hybrid entrepreneurial journey is crucial in deciding whether to pursue full-time entrepreneurship or stay in the hybrid condition (Ferreira, 2010). Several writers reaffirm that the time spent in hybrid entrepreneurship is a crucial time for learning (Ferreira, 2020).

6.3 Chapter Summary

The discussion on results have met research requirements of the research as implored in Chapter One and Three. By comprehensively comparing the findings of how experiential learning impacts hybrid entrepreneurs to current existing literature, the researcher was able to conclude on whether these findings were either confirmed by literature or they extended existing literature.

The following key findings were confirmed by literature:

The study found that experience-based learning has varying effects on the entrepreneurial journey, at varying degrees for different types of entrepreneurs. It was identified that experiential learning is key across all types of entrepreneurs. However due to the traits that are innate in these entrepreneurs, the entrepreneurial learning and skills developed

through their formative entrepreneurial experience informed their entrepreneurial journeys. Kurczewska et al. (2019) directs us to Lazear's theory of entrepreneurship (Lazear,2002,2005), which states that persons who possess a balanced and diverse set of skills and information gathered from several sources and areas are more likely to become entrepreneurs.

Further to that hybrid and transitioned entrepreneurs are highly motivated individuals as evidenced by their higher educational qualifications and very senior and executive roles achieved in their salaried employment. These were found to be key drivers in the mode of entry chosen to enter into full-time business. Luc et al. (2018) confirmed that hybrid entrepreneurs typically possess higher levels of education and human capital compared to their traditional counterparts.

The easier access to funding that hybrids and transitioned entrepreneurs possessed in comparison to traditional entrepreneurs as confirmed by Solesvik (2017) allowed for business opportunities to be sought and further allowed for the application of learnings derived. In addition to that it was identified that the hybrid phase provided a critical learning ground and skills building platform which lead to entrepreneurs launching into full-time business. Rugpath and Mamabolo (2022) confirmed this as they observed that hybrid entrepreneurship serves as a secure and less-risky platform for extensive learning which ultimately leads to transitioning to full-time business. Literature further confirmed that experiential learning is more prominent and beneficial in the hybrid phase due to this phase being conducive for applying experiential learnings from key events such as failure, several writers reaffirm that the time spent in hybrid entrepreneurship is a crucial time for learning (Ferreira, 2020).

Conversely the following key findings extended and added to existing theory:

Based on the practical application of educational qualifications and work experience which informed the business industry, however if industry of employment was the same this resulted in synergies being unlocked whereas if the industries were different a steep learning curve was experienced. These findings were not explicitly confirmed by research thus necessitating further studies to be conducted. Lastly it will be key for further research to be conducted on how formative teachings impact the entrepreneurial journey.

CHAPTER 7: Conclusion and Recommendations

This section presents an overview of the findings from Chapter Five in line with the research questions covered in Chapter Three. This chapter comprises the conclusions on the distinct results of this investigation, this was accomplished by detailing what was investigated and the significance thereof both from a business and the academic point of view. The study's key limitations, as well as their implications, will be explained. A conceptual framework summarizing the study's important findings is provided, and recommendations for future research are outlined at the end of this chapter.

7.1 Key Research Findings

7.1.1 Research Question one:

How does experienced-based learning impact the entrepreneurial journey

This question was premised on exploring the learnings that occur during the hybrid phase this topic remains understudied according to (Rugpath & Mamabolo, 2022; Ferreira, 2020).

The research question was able to unlock critical findings which were used to build a framework of how experiential learning impacted the entrepreneurial journey of the various categories of entrepreneurs. The non-critical findings which were not new findings according to literature were noted as such.

Experiential learning in accordance with Lattacher and Wdowiak (2020) are experiences undergone by an individual and through reflection is able to transform the experience into knowledge which influences future actions. Through interviews conducted, this study was able to unveil key findings that were new, and those that were not new thus were confirmed by literature and lastly findings that added to the current body of knowledge.

Based on the findings we observed that the foundation of an entrepreneur played a significant role in building knowledge that is critical for their entrepreneurial journey. Two aspects were deemed key for building the foundational phase of an entrepreneur, one was their personal traits and second was their educational background. The key traits that were identified included passion, purpose, persistence and perseverance these were identified to be basic required traits for building entrepreneurial skills this finding was confirmed by literature Pollack et al. (2019).

Another key aspect identified in relation to the foundation of the entrepreneur was the knowledge and skills attained through formal education i.e. the process of learning that takes place through a formal structure such as a school, college or university Merriam-webster (n.d) and through informal education which is unstructured, includes formative learnings acquired through participating in family businesses and engaging in vacation work at a younger age. The foundational experiences and learnings were added to their business knowledge thus building entrepreneurial skills which were advantageous once the individuals started engaging in their own businesses. This was deemed a critical finding which added to the body of knowledge that exists on hybrid entrepreneurship as no literature explicitly confirms that formative experiences impact the business.

It was further found that the industry chosen for the business was key in establishing whether synergies would be released or a steep learning curve would be experienced. The study identified that when the business industry chosen by the entrepreneur is within the same industry as their employment, synergies were released allowing for easy transfer of knowledge and skills from the employment to the business and vice versa. According to Zhao et al.(2020) this is known as exploitation, a category within the entrepreneurial learning which involves using existing knowledge to generate new goods and processes. In contrast when the businesses industry is different to that of the employment a steep learning curve is experienced, resulting in the entrepreneur having to gather more information to build up knowledge, this is generally through conducting further research or soliciting the help of business coaches. Zhao et al. (2020) describes this entrepreneurial learning as exploration which refers to a company's capacity to learn new knowledge and improve skills. This was deemed a critical finding which adds to the body of knowledge that currently exists on hybrid entrepreneurship.

Literature confirmed that hybrid entrepreneurs are highly qualified individuals who hold senior managerial roles in their employment compared to traditional entrepreneurs (Luc et al., 2018; Zhang et al., 2023). As such these individuals are known to be high achievers and performers this has been observed in several studies as well as in this research study therefore this will not be highlighted as a key finding.

The consequences of experiential learning in the context of hybrid entrepreneurs is increased learning which is converted into knowledge, ultimately being applied to formulate new

directions for the business such as transitioning into full-time business. Ferreira (2020) confirms that the learning during the hybrid phase is primarily responsible for the move from hybrid to full-time entrepreneurship as it is converted into a range of unique knowledge and expertise necessary for profitable entrepreneurship. It is however important to note that, as Rugpath and Mamabolo (2022) show, not all hybrid entrepreneurs are focused on entering full-time business; rather, some choose to stay in hybrid in order to benefit from work stability and extra revenue from their entrepreneurial endeavours.

For transitioned participants experiential learning led to the diversification of their business portfolio, mainly through exploring other industries. This culminated from the entrepreneurs wanting to lower the risk their businesses were exposed to, furthermore it resulted from the confidence gained, through the experience gained from running a business on a full-time basis. This demonstrates that experiential learning has transpired which as defined in the beginning of this section, is when experiences undergone by an individual and through reflection is able to transform the experience into knowledge which influences future actions. This finding will be noted as a significant finding for the study.

The impact of experiential learning on traditional entrepreneurs was not easily determined due to the insufficient sample of entrepreneurs. As highlighted in literature traditional entrepreneurship in comparison to hybrid entrepreneurship does not provide a beneficial environment for trial and error as it requires a higher level of investment and exiting is not simple (Luc et al., 2018).

7.1.2 Research Question two:

How is experiential learning more prominent and beneficial in Hybrid Entrepreneur

Experiential learning as derived from the results in this research is more evident and beneficial in the hybrid phase. The main driver of this, is the learnings and knowledge acquired through events such as Covid-19 and entrepreneurial failure, according to Lattacher and Wdowiak (2020) these are known as critical experiences which lead to higher-level learning, these experiences can illicit deep contemplation and can result in substantial mental and behavioural shifts.

The Hybrid phase was deemed to be a conducive platform for transforming experience directly into knowledge which then informs future behaviours (Ferreira, 2020). It is during this phase that the fear of failure was diminished, the perception of risk is reduced, entrepreneurial competences cultivated, and self-confidence was increased (Ferreira, 2020). It is an essential phase for entrepreneurs who have an intention of crossing over to full-time entrepreneurship as it provided a secure base for learning the business and its environment which equipped the entrepreneurs with the essential skills to build and grow a business thus necessitating a shift to full-time business.

Rugpath and Mamabolo (2022) indicate that hybrid entrepreneurship serves as a secure and less-risky platform for extensive learning which ultimately leads to transitioning to full-time business. As a result of the extensive learning acquired through the hybrid phase, according to Kurczewska et al. (2019) convert from balancing full-time paid work with running a business, into full-time business enhances the probability of a business's lifespan. Furthermore, Ferreira (2020) contends that the favourable outcome of entrepreneurs in their additional business signifies that the experience in the first endeavour generates knowledge that improves the success of subsequent operations.

7.2 Conceptual Framework

The conceptual framework as illustrated in Figure 3, was established in this research study is a graphical representation of the relationship between the constructs under study and how they influence experiential learning for entrepreneurs with a focus on hybrid entrepreneurs. This framework also considers the key findings that emerged from the study and how each theme identified has an impact on the experiential learning of hybrid entrepreneurs. Based on the study conducted we found that the key drivers that influence experiential learning in hybrid entrepreneurs are events that illicit learning, a conducive environment to learn and the ability to apply those learnings. Further to that the industry played an influential role in learning, when both the business industry and employment industry are the same there will be an ease of transfer of skills resulting in a flat learning curve. When both the business industry and employment industry are not the same this triggers a sharp learning curve which could result in the entrepreneurs conducting further research or seeking guidance from business mentors. Lastly the educational qualification and traits form the basis of the entrepreneurial journey and a base for acquiring learnings. All these factors identified

resulted in increased experiential learning during the hybrid phase. The increased experiential learning in the hybrid phase ultimately leads to transitioning into full-time business, which in turn leads to growth and diversification of the business.

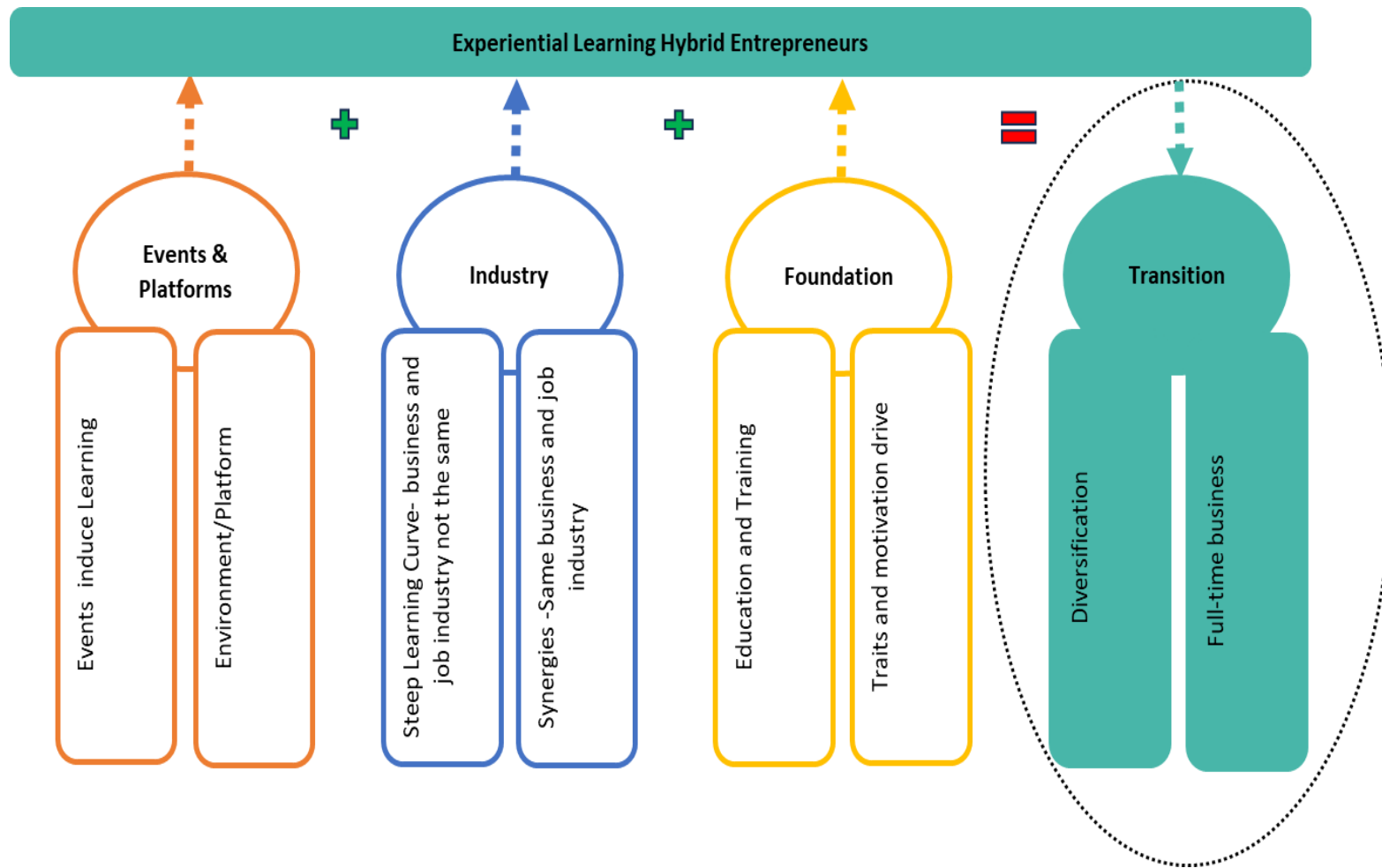


Figure 3- Model illustrating the impact of experiential learning in hybrid entrepreneurship

The model illustrates that based on the key findings of this study three factors drive the experiential learning within hybrid entrepreneurship. The three factors consist of events and platforms, industry and lastly the foundation. These factors have been recognised as having the potential to promote experiential learning. As a result of the increased experiential learning, the hybrid entrepreneur will transition into full-time entrepreneurship. Once having gained further knowledge and experience, they will apply the learnings acquired in the transitioned phase by diversifying their business into other industries and sectors.

Under the first factor based on the findings of this study significant events such as failure and Covid-19 result in key learnings, which requires a conducive environment such as the hybrid phase for the learnings to be transformed into knowledge and skills necessary for running a successful business .

The second factor considers that business that are in the same industry as that of the paid employment ,synergies are experienced owing to the ease of the transferability of skills. However if business and salaried employment industries are not the same a steep learning curve is experienced necessitating the development of skills and knowledge through more learnings such as studying or obtaining the guidance of a business coach .

The last factor which speaks to the foundation of the entrepreneur, this looks at the educational background as well as skills and knowledge developed in the formative years and how they contribute to the entrepreneurial skills required for the entrepreneurial journey.

All these factors culminated increase the experiential learning of the entrepreneur, this learning then drives the hybrid entrepreneur to exit the hybrid phase and enter into full-time business. Once in full-time business a set of new skills and learnings are acquired which inform the entrepreneur to diversify their business portfolio.

7.3 Academic relevance of the research

There has been a significant negligence of the hybrid entrepreneurship model as a result of the dichotomous definition of entrepreneurship which did not factor in the diversity that exists within entrepreneurship (Ferreira, 2020). The consequences of the invisibility of hybrid entrepreneurship was that the experiential learnings of the different types of entrepreneurs in

particular hybrid entrepreneurs was being ignored (Ferreira, 2020). This study contributed to the developing collection of information of hybrid entrepreneurship, by having demonstrated the significance of experiential learning in the hybrid phase and how this has influenced the transition into full-time business.

The study confirmed the significance of experiential learning in the hybrid phase in line with previous studies conducted it further unveiled the building blocks of experiential learning and lastly the impact of experiential learning which is ultimately the transition into full-time business.

7.4 Business relevance of the research

Based on the findings established during this study it can be confirmed that hybrid entrepreneurship is conducive for building the right skills, knowledge and learning in advance to jumping into full-time business (Luc et al., 2018).

As evidenced by previous studies businesses started by hybrid entrepreneurs have a higher likelihood of longevity (Luc et al., 2018) . By increasing visibility on this mode of entry into full-time entrepreneurship, this could result in increasing the chances of the survival of small business enterprises in South Africa. According to Dzomonda and Fatoki (2018) South Africa small business enterprises do not make it within the first five years of startup, the failure rate of these businesses' is estimated to be between 70%-80% .

The findings in this study provide evidence for policy makers to institute policies that will support and recognise this type of entrepreneurship as value creating. This will aid in appropriately reporting the economic gains that are acquired from this form of entrepreneurship, as noted by Raffiee and Feng (2014) . Entrepreneurial endeavours are significant generators of economic gains, this is applicable to entrepreneurs who are able to circumvent early exit. As this is a growing phenomenon it is expected that more individuals will use this mode of entrepreneurship to enter full-time business, to ensure that sufficient support is provided to these individuals. The establishment of business incubators will be essential to walk the journey of entrepreneurship with the entrepreneurs which will ensure scale and business growth.

7.5 Limitations of the research

This research is not without limitations the following were identified as limitations

Sample Size and Composition- The sample size of 11 participants was relatively small and the composition of the sample was not balanced as it consisted of four hybrid entrepreneurs, five transitioned entrepreneurs and two traditional entrepreneurs. Resulting in the composition of the sample being skewed towards the transitioned and hybrid entrepreneurs. A bigger and more diversified sample may produce a more robust and generalizable set of findings (Saunders & Townsend, 2016).

Geographical limitations- the research undertaken only focused on businesses based in Gauteng Province. Thus limiting the generalisability of the findings to other locations and provinces. These individual provinces may have a distinct business environment, economic climate, and other elements that influence how entrepreneurs, particularly hybrids, learn. According to Rugpath and Mamabolo (2022) it is essential to increase the geographical scope to include a more geographically diverse sample that will provide broader perspective on the experiential learning of hybrid entrepreneurs. Rochy et al. (2021) further laments that further investigation on the geographical variation is required to further understand the impact of hybrid entrepreneurship.

Gender specific: the research did not consider or take into account distinctive features that drive the make-up of an individual such as gender which could influence how an individual learns.

Significant events: With a majority of the hybrid entrepreneurship research that contributed to this study being conducted pre Covid, the comparison of the findings in those previous papers cannot be equally compared to the findings of this paper as it does not consider the impact of Covid 19.

7.6 Suggestions for future research

Taking into account the critical findings in this study the following topics have been identified as proposed topics for future research:

Opportunities for future research exist in understanding what the impact of learnings and skills acquired and accumulated during the entrepreneurs developmental and formative years. How do these learnings impact and drive the decision to enter into hybrid entrepreneurship and how are they applied in building and driving the business.

In order to deepen and refine experiential learning within hybrid entrepreneurship robust studies need to be undertaken to further determine the impact and requirements of learning when a hybrid entrepreneur runs a business in the same industry as that of their employment. Additionally understand the impact and requirements of learning when a hybrid entrepreneur runs a business in a different industry to that of their employment. Thus addressing the limitation identified in the composition of the sample size by ensuring that a diverse sample which is able to provide a more in-depth understanding of the impact of experiential learning in hybrid entrepreneurship.

As this study undertook a qualitative methods approach, future studies should contemplate adopting a quantitative approach to further explore and measure the relationships between the various variables identified that can either increase or decrease experiential learning in hybrid entrepreneurship.

Lastly future research should consider replicating this study however with a bigger sample that has a balanced composition of all types of entrepreneurs, this will provide a deeper and meaningful insight of how experiential learning differs across the different types of entrepreneurs. Thus addressing the limitation identified in Section 7.5.

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Appendix 1: Consent for interview

I am conducting research on Hybrid Entrepreneurship and am trying to find out more about how hybrid and full-time entrepreneurs differ in terms of experiential learning during startup.

Our interview is expected to last about 45 minutes and will help us understand how experiential learning impacts the different categories of entrepreneurs. ***Your participation is voluntary, and you can withdraw at any time without penalty.***

All data will be reported without identifiers. If you have any concerns, please contact my supervisor or me. Our details are provided below.

Researcher

Supervisor

Signature of participant: _____

Date: _____

Signature of researcher: _____

Date: _____

Appendix 2: Interview Guide

Interview Theme	Interview Question	Applicable Research question
Introduction	Conduct introductions and outline the purpose of the meeting. Ensure to obtain permission to record the interview from the participant.	
Understanding the hybrid journey	<ul style="list-style-type: none"> 1.1 How long have you been a hybrid entrepreneur 1.2 Describe your journey into hybrid entrepreneurship. 1.3 What conditions will lead you to transition into full-time entrepreneurship 1.4 What learnings have come out of you being a hybrid entrepreneur and how has it impacted your business 1.5 What describes your learning style 	<p>Research question one: How does experienced-based learning impact the entrepreneurial journey across the different types of entrepreneurs</p> <p>Research question two: How is Experiential learning more prominent and beneficial in Hybrid Entrepreneurship</p>
Understanding the full-time journey	<ul style="list-style-type: none"> 2.1 How long have you been in full-time business 2.2 Describe your journey of full-time business 2.3 What learnings have come out of you being a full-time entrepreneur and how has it impacted your business 2.4 What describes your learning style 	<p>Research question one: How does experienced-based learning impact the entrepreneurial journey across the different types of entrepreneurs</p>

<p>Understanding transitional journey</p>	<p>3.1 How long were you in Hybrid entrepreneurship</p> <p>3.2 How long have you been a transitioned entrepreneurship</p> <p>3.3 Give an overview your journey of shifting to full-time entrepreneurship</p> <p>3.4 Give an overview the variables that influenced your transition experience.</p> <p>3.5 What impact did the transitional learnings have on your business</p> <p>3.6 What describes your learning style</p>	<p>Research question one: How does experienced-based learning impact the entrepreneurial journey across the different types of entrepreneurs</p> <p>Research question two: How is Experiential learning more prominent and beneficial in Hybrid Entrepreneurship</p>
<p>Further observations</p>	<p>Please provide any other observations and insights that have been key to your entrepreneurial journey</p>	
<p>Close Interview</p>	<p>Close out the meeting by providing key notes and thanking the participant for their time.</p>	

Appendix 3: List of Codes

Research Question	Codes/ Open	Category/Axial	Themes/Selective
RQ1	Years in traditional full time business	Period in business	Traditional entrepreneurs spend more years in business
RQ1	Years in Hybrid business	Period in business	Traditional entrepreneurs spend more years in business
RQ1	Years in corporate job	Period	Traditional entrepreneurs spend more years in business
RQ1	Work ethic	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Vision & Dreams	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Value system	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Upbringing	Childhood Upbringing	Formative teachings impact entrepreneurial journey
RQ2	Transitioning back to hybrid	Transitioning back to Hybrid	Failures and Covid were critical learning events that shaped the entrepreneurial Journey
RQ1	Time management	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Talent	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations

RQ1	Synergies	Synergies between corporate job and business	Synergies are unlocked when corporate job is in the same industry as business
RQ1	Structure	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ2	Started	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ1	Spirituality	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Risk	Risk Perception	Risk appetite drives the entrepreneurial journey
RQ1	Resilience	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ2	Relationships	Rich Networks	Hybrid provides conducive entry into entrepreneurship
RQ2	Reason for transitioning into full time business	Transitioning to full-time Entrepreneurship	Hybrid provides conducive entry into entrepreneurship
RQ1	Performance as an employee	Corporate Experience	Hybrid Entrepreneurs are high performers in the workplace
RQ2	Passion driven	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ2	Partnership	Business Requirements	Hybrid provides conducive entry into entrepreneurship
RQ1	Parents influence	Childhood Upbringing	Formative teachings impact entrepreneurial journey

RQ1	Parents background	Childhood Upbringing	Formative teachings impact entrepreneurial journey
RQ2	Owner managed	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ2	Opportunity	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ1	Resilience	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ2	Relationships	Rich Networks	Hybrid provides conducive entry into entrepreneurship
RQ1	More than one business	Business Diversification	Experiential Learning drives transition and diversification
RQ2	Mentor	Business Requirements	Hybrid provides conducive entry into entrepreneurship
RQ2	Management systems	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ2	Learn New things	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ2	Learn by listening	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ1	Leadership	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations

RQ2	Know business processes	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ1	Corporate Job Industry	Industries	There's a steep learning curve when corporate Job industry is not same as business industry
RQ2	Job impact on business	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ2	Hybrid unlocking Access to knowledge	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ2	Hybrid buffer for risk	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ1	High achiever	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Goal setting	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Further education and qualification	Innovation	Experiential Learning drives transition and diversification
RQ2	Freedom	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ2	Failure	Impactful Events	Failures and Covid were critical learning events that shaped the entrepreneurial Journey

RQ2	Experience	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ1	Evolution	Innovation	Experiential Learning drives transition and diversification
RQ1	Entrepreneurship mindset	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Entrepreneurial skills	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Entrepreneurial Motivation	Entrepreneurial Motivation	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Entrepreneurial character	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ1	Educational Impact	Educational Background	Educational Learning and training impacts how business is conducted
RQ1	Education social construct	Educational Background	Educational Learning and training impacts how business is conducted
RQ1	Discipline	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations
RQ2	Delegation	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings

RQ1	Degrees Qualification	Educational Background	Educational Learning and training impacts how business is conducted
RQ2	Covid Impact	Impactful Events	Failures and Covid were critical learning events that shaped the entrepreneurial Journey
RQ1	Corporate job	Corporate Experience	Hybrid Entrepreneurs are high performers in the workplace
RQ2	Conflict of interest	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ1	Challenges as full time entrepreneur	Traditional Journey	Hybrid Entrepreneurs have higher access to capital and resources
RQ1	Risk	Risk Perception	Risk appetite drives the entrepreneurial journey
RQ1	Business Innovation	Innovation	Experiential Learning drives transition and diversification
RQ1	Business Industry	Industries	There's a steep learning curve when Corporate Job industry is not same as business industry
RQ2	Business Impact on Job	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship
RQ2	Business Growth	Impact of Hybrid	Hybrid provides conducive entry into entrepreneurship

RQ2	Business acumen	Business Requirements	Hybrid provides conducive entry into entrepreneurship
RQ1	Born an entrepreneur versus growing into it	Childhood Upbringing	Formative teachings impact entrepreneurial journey
RQ1	Bored/routine	Entrepreneurial Motivation	Entrepreneurial traits drive entrepreneurial motivations
RQ2	Balance	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ2	Agility-change the plan	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ2	Scary	Transitioning to full-time Entrepreneurship	Hybrid provides conducive entry into entrepreneurship
RQ2	Entrepreneurial Environment	Entrepreneurial Environment	Hybrid provides conducive entry into entrepreneurship
RQ2	Learning Style	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ1	Sources of Funding Traditional	Traditional Journey	Hybrid Entrepreneurs have higher access to capital and resources
RQ1	Personality	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations

RQ2	Learning	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ2	Impact of failure "emotions"	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ2	Lessons from failure	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ2	Research	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ1	Sources of Funding hybrid	Funding	Hybrid Entrepreneurs have higher access to capital and resources
RQ1	Resources	Resource	Hybrid Entrepreneurs have higher access to capital and resources
RQ2	Reflection	Experiential Learnings	Hybrid entrepreneurship provides platform to apply experiential learnings
RQ1	Credibility	Entrepreneurial Traits	Entrepreneurial traits drive entrepreneurial motivations

