behaving as entrepreneurs

nursing practice, innovation, and change

Michael H. Morris, Ph.D.
George and Lisa Etheridge Professor of Entrepreneurship
Warrington College of Business
University of Florida

Dorothy M. Smith Leadership Conference
Gainesville, Florida
January 24, 2018
The reasonable man (woman) adapts himself (herself) to the world. The unreasonable one persists in trying to adapt the world to himself (herself). Therefore, all progress depends on unreasonable men (and women).

-Shaw
entrepreneurship is...

where discipline meets unreasonable
a global ‘E’ revolution...
a global entrepreneurial revolution...

More new ventures than ever

More entrepreneurs

Easier

Most of the new jobs

New product introduction rate

New patent issuance rate

New markets, new niches, more choice

Size as a disadvantage

Pace of emergence

Rate of wealth creation

A democratic revolution

Empowering women and minorities

Empowering the base of the pyramid
the revolution...

It is an age of *omnipresent* entrepreneurship: more choices, more innovation, more technological advances, more change, more opportunity, more possibilities
entrepreneurship is …

the process of creating value through unique resource combinations to exploit opportunity

pursuit of opportunity regardless of resources controlled

what if…?
a mindset

**Attitude**
- you can affect change
- there is a better way
- opportunities are everywhere
- embrace innovation, change & growth
- failure is learning
- passion for what you do

**Behavior**
- act on opportunity
- continuously innovate
- persevere
- leverage resources
- act as a guerrilla
- mitigate risks
- adapt

**Professionally**
- Pursuing an entrepreneurial career
  - start up E
  - corporate E
  - social E
  - public sector E
  - family business E
  - E in a profession

**In One’s Life**
- the family
- church activity
- community involvement
- personal relationships
- personal finances
- dealing with life challenges
a process

1. identify an opportunity
2. develop a unique concept
3. determine required resources
4. acquire necessary resources
5. implement and manage
6. harvest
empowerment...

...transformation
Crayons to COMPUTERS
a free store for teachers
the at risk person is the one not prepared for the entrepreneurial age
it’s not about the next
start up entrepreneurship
high tech entrepreneurship
corporate entrepreneurship
social entrepreneurship
entrepreneurship in a profession
public sector entrepreneurship
academic entrepreneurship
entrepreneurship is the ultimate source of advantage

...the entrepreneurial nurse, psychologist, artist, engineer, social worker, educator, marketer, etc.

...the entrepreneurial hospital, clinic, office, company, organization, non-profit
entrepreneurship in nursing…

- Inventing products needed by nurses of other health professionals
- Developing new treatment approaches, protocols, techniques, interventions
- New approaches to patient education and learning materials
- New models of patient-centered care
- New models for managing nursing and care facilities
- New ways to measure or validate patient outcomes
- Setting up a nursing practice—new models
- Creating outsourced services to support nurses
- New types of case management services
- Creating staffing agencies
- New medical facility administrative processes that save time or money
do your students have the right stuff?
13 key competencies

• recognizing opportunity
• assessing opportunity
• vision/seeing the future
• creative problem-solving
• resource leveraging/bootstrapping
• mitigating and managing risk
• planning/modeling when nothing exists
• value innovation
• building and managing networks
• the ability to maintain focus yet adapt
• action orientation/implemention
• tenacity/perseverance
• ability to learn from experiences
experiences create entrepreneurs...
the role of practice
experience portfolio

- Idea diaries
- Business models
- Business plans
- Feasibility studies
- Written or video case studies
- Live cases
- Idea jams
- Role plays
- Interviews of entrepreneurs
- Hollywood movies
- Entrepreneurial health audits
- Marketing inventions
- Small business consulting projects
- Entrepreneurial internships
- Entrepreneurial mentors
- Study abroad
- Elevator pitches
- Venture creation weekends
- Campus-based ventures

- Prototype development
- Website development
- In-class games and exercises (e.g. inventor’s challenge)
- Campus-based business plan competitions
- Other campus competitions (e.g. making money from lemons)
- Entrepreneurial mentoring
- Student venture incubators
- Technology commercialization projects
- Simulations
- Student venture fairs
- Participation in national competitions
- Shadowing entrepreneurs
- Host an entrepreneur
- Adopt a clinic
- Community outreach initiatives (e.g. start-up bootcamps, public health initiatives, women’s symposia, health incubators)
Types of student practice (Neck, Greene, Brush)
Students learn in different ways, have different learning preferences (Kolb)

Learning preferences can be described using two continua:

- active experimentation (acting) & reflective observation (reflecting)
- abstract conceptualization (thinking) & concrete experience (feeling)

Four types of learners:

1. **converger** (active experimentation-abstract conceptualization)
2. **accommodator** (active experimentation-concrete experience)
3. **assimilator** (reflective observation-abstract conceptualization)
4. **diverger** (reflective observation-concrete experience)
Experiential learning = Hands on + Minds on

Concrete experience
Active applied
Change in skills and attitudes
(e.g. role play, simulations, structured applications, consulting projects, student incubators, internships, pitches to investors)

Reflective observation
Reflective applied
Change in appreciation
(e.g. videos/movies, diaries, demonstrations, case examples, entrepreneur guest lectures, problem exam, interviews of entrepreneurs)

Active experimentation
Active theoretical
Change in understanding
(e.g. business plan teams, marketing inventions, experiments, case analysis (recommendations), entrepreneurial audit)

Abstract conceptualization
Reflective theoretical
Change in knowledge
(e.g. theory lecture, required readings, case study (discussion), theory papers, content exam)

Degree of concreteness
applied
theoretical

Nature of participation and involvement of students
active
reflective

Source: M. Schindehutte, Syracuse U.
## Course-Related Experiential Learning Approaches

### Cases
- Mini vs. full vs. live
- Discussion vs. presentation
- Competing solutions

### In-Class Exercises
- Content-focused vs. Mindset-focused
- Single class vs. multi-class

### Videos & Movies
- YouTube
- Hollywood
- TedX, university and other video libraries
- Student created
- Other

### Role Plays/Negotiation
- Students w/ an expert
- Students w/ the faculty member
- Faculty member alone
- Among students

### Class Projects
- Company analyses
- Plans/feasibility study
- Field research
- Develop product, model, website, etc.
- Interview leaders
- Consulting

### Guest Speakers
- Live or Skyped
- Individuals or panels
- Life story-based or topic-based

### Simulations
- Class/module focused vs. semester long
- Live vs. online
- Individual- vs. team-based

### Other Games
- Popular games (Monopoly)
- TV games (Jeopardy)
- Investment, stock market-related
- Concept pitches

### Exams
- Case/context-based
- In class vs. in the field
- Written/oral/video
- Professor vs. student-created

### Reflection Activities
- Diaries
- Reflection papers, videos, recordings, drawings, etc.
And your self-concept?

Are you an academic entrepreneur…

- discovering opportunity in the academic setting
- developing innovations to capitalize on opportunity
- implementing a constant stream of innovation
- taking calculated risks in a university environment
- leveraging resources
- acting as a guerrilla
what if...
today every nurse in America launched something new
live the unreasonable life...

...change healthcare one new concept at a time