NURSE ENTREPRENEUR PROFILE: CONTRIBUTION OF ACADEMIC TRAINING
PERFIL EMPREENDEDOR DO ENFERMEIRO: CONTRIBUIÇÃO DA FORMAÇÃO ACADÊMICA

ABSTRACT

Objective: to know the contributions of nurses’ training as a subsidy for the development of an entrepreneurial attitude in the perspective of entrepreneurial nurses. Method: this is a qualitative, descriptive, exploratory study. The data was collected through non-directive interviews. The data was analyzed by the Content Analysis technique in the Categorical Analysis modality. Results: it was evidenced, through the data analysis, that five interviewees were female and one, male, mostly, trained in a private institution. It was opted to interview a representative of each of the main areas of business in Nursing: Assistance, Alternative Therapies, Teaching, Women’s Health, Management / Administration and Home Care. Four content categories were identified by Content Analysis: Training x entrepreneurial profile; Skills needed for the development of entrepreneurship; Experiences that preceded the opening of the business and Development of the entrepreneurial culture in Nursing graduation. Conclusion: the interviewees’ view of the need for changes in the National Curricular Guidelines for Undergraduate Nursing Education for the training of successful entrepreneurial nurses was perceived. Descritores: Risk Agreement; Nursing; Nursing Education; Nursing professionals; History of Nursing; Nursing Legislation.

RESUMO

Objetivo: conhecer as contribuições da formação do enfermeiro como subsídio para o desenvolvimento de uma atitude empreendedora na perspectiva de enfermeiros empresários. Método: trata-se de um estudo qualitativo, descritivo, exploratório. Coletaram-se os dados por meio de entrevistas não diretrizas. Analisaram-se os dados pela técnica de Análise de Conteúdo na modalidade Análise categorial. Resultados: evidenciou-se, pela análise de dados, que cinco entrevistados eram do sexo feminino e um, do sexo masculino, em sua maioria, formados em instituição privada. Optou-se, em relação às áreas de atuação, por se entrevistar um representante de cada uma das principais áreas de negócio na Enfermagem: Assistencial, Terapias Alternativas, Ensino, Saúde da Mulher, Gestão/Administração e Assistência Domiciliar. Identificaram-se, pela análise do Conteúdo, quatro categorias temáticas: Formação x perfil empreendedor; Competências necessárias para o desenvolvimento do empreendedorismo; Experiências que antecederam a abertura do negócio e Desenvolvimento da cultura empreendedora na graduação de Enfermagem. Conclusão: percebeu-se, pela visão dos entrevistados, a necessidade de mudanças nas Diretrizes Curriculares Nacionais para o Ensino de Graduação em Enfermagem para a formação de enfermeiros empreendedores de sucesso. Descritores: Contrato de Risco; Enfermagem; Educação em Enfermagem; Profissionais de Enfermagem; História da Enfermagem; Legislação de Enfermagem.
INTRODUCTION

Successful entrepreneurs can be characterized by a series of elements that make them capable of starting a business; however, there are those who are born with the gift of entrepreneurs, called born entrepreneurs, and there is also the entrepreneur who, influenced by the environment they live in, they can become an entrepreneur through training, family influence, study and even through their own practice.¹

The history of entrepreneurship is confused with the history of mankind itself, since it is believed that entrepreneurial behavior has always existed and that it was this behavior that drove man to create, construct and evolve.² It is nonetheless emphasized that the term emerged only in the seventeenth century.¹

It is observed that many scholars dedicated to study the advancement of entrepreneurship, which varies from author to author, from one country to another and that, over time, the term has ceased to be exclusively related to business and business, to be seen as a behavior and can be associated with personal fulfillment. It should be noted that entrepreneurship is not a science and therefore does not have a single definition.¹²

It is known that, in Brazil, the subject began to draw attention from the 1990s, when it was noticed the dissatisfaction with practices and policies to stimulate the opening of micro and small enterprises, to meet the increase in demand of the national and international market, associating the work and the technological advance.³

Nursing entrepreneurship has been evident since the 19th century, when Florence Nightingale, who worked in the Crimean War, founded the Nursing School at Saint Thomas Hospital and turned care based on the religious model into a professional exercise. At present, there are entrepreneurial practices in Nursing in various spaces, such as in the third sector (organizations, associations and foundations that generate public goods and services to society), in consulting services, in advisory and organizational activities and in teaching activities and research, for example, providing nurses with autonomy and professional recognition.⁴

The descriptive terms of the three main types of entrepreneurs were highlighted: the corporate entrepreneur, which refers to the intrapreneur or internal entrepreneur; the entrepreneur startup, who creates new businesses/companies and, finally, the social entrepreneur, who creates enterprises with social mission; are classified in this way the people who stand out in their work environments.²⁻⁷

This study sought to deepen Nursing in startup-type entrepreneurship.

It is can be seen that the relationship between entrepreneurship and nursing is not restricted only to theoretical knowledge, but it also covers knowledge of the specific needs of the market, based on studies that discuss the scenario of the new century, where the vacancies and health services are becoming increasingly scarce, due to the sector’s financial crises and the lack of up-to-date knowledge of professionals.²⁻⁵

It is noted that the figure of the entrepreneur in Nursing is recent and that it acquires, in these new times of advanced and highly changeable technology, a highlight due to the need to generate new jobs. It is understood that the concept of entrepreneur means having above all the need to carry out new things, to put into practice their own or existing ideas in an innovative way and take risks, and that their success lies in the ability to overcome them.⁶

It is known that Nursing presents several reasons and opportunities to start their own enterprise. It is, first of all, a profession that enables a broad understanding of reality, that is, the needs of the human being as a whole. It is also pointed out that Nursing has the potential and opportunities to explore new social fields, and does not need to submit to the traditional spaces of care where, in most cases, the notion of disease prevails, guaranteeing a differentiated position of leadership in nursing management.⁷

In a study carried out in the State of São Paulo, 196 active organizations were conducted by business nurses. The size of the companies was identified: 16 are registered as small, 76 are micro-enterprises and 104 do not specify the size. An analysis was also made of the type of service provided by these companies, in which 110 organizations registered as a Nursing activity; 25, as retail trade; 25, as education activities related to technical education; 16 companies declared themselves as other activities unrelated to Nursing; seven, as training activities; five, as service provision; four, such as equipment rental; two, as wholesaler and two, as consulting firm.³

On the other hand, it can be seen that Nursing has not overthrown the myth of being a subaltern profession, because of a feeling of
impotence, low self-esteem, limitation, lack of prestige, devaluation and lack of recognition.

Other studies are highlighted, which have proposed to investigate the entrepreneurial characteristics in undergraduate Nursing students, in which it was found that these students have few entrepreneurship tendencies. It is indicated by these parameters, in the midst of an increasingly competitive labor market, that students can have an internal demotivating attitude of growth and coping with this panorama.1-8

One can say that it is important to raise the awareness of educational institutions, so that different methodologies can be developed to amplify the entrepreneurial skills of Nursing students. It is argued that universities need to propose initiatives that, in addition to training nurses with specific skills, must develop people committed to the management process, which requires qualities such as creativity, innovation, intuition, emotion, among others.6

It is thus necessary that Nursing teachers be empowered to encourage and conduct activities in the sense of learning by doing, rather than being limited to standard procedures. It is also pointed out that these teachers have successful experiences, which may promote incentives for future nurses.8

In this context, the guiding question was defined: “In the view of entrepreneurial nurses, what are the contributions of universities to the development of attitudes towards an entrepreneurial profile?”

Studies such as this are justified by the need to understand and exploit entrepreneurship in Nursing, since, besides being a current theme, little known and little encouraged in Nursing, it still enables nurses to reflect on the new possibilities of work and , to the educators of the profession, on the importance of starting this discussion during the training.

**OBJECTIVE**

- To know the contributions of nurses’ training as a subsidy for the development of an entrepreneurial attitude in the perspective of entrepreneur nurses.

**METHOD**

This is a qualitative, exploratory, descriptive study with six nurses, representing the main business areas of Nursing, being Assistance, Alternative Therapies, Teaching, Women’s Health, Management / Administration and Home Care. The subjects were identified from a study that surveyed the companies of the State of São Paulo, founded by nurses, and through Internet searches. For that, a pre-contact was done via e-mail, formalizing an invitation for the study participation. As an inclusion criterion, it was proposed to be an entrepreneur of a business in the area of Nursing.3

The project was approved by the Ethics and Research Committee of Cruzeiro do Sul University under CEP 2,093,826. Data collection was then initiated after acceptance of the research subjects, through the signing of the Free Informed Consent Term (FICT), which includes the nature of the research, the objectives and the methods, as provided for in Resolution MH / NHC 466/2012.9

The identity of the subjects was preserved, identifying them by means of the abbreviation “EEM”, followed by the sequential numerical order from one to six. The data were collected through non-directive interviews, with four open questions between July and August 2017.

It is stated that the non-directive interview is applied to obtain information based on the free speeches of the interviewee, and it is assumed that the informant is competent to express their experience with clarity. It is a way of receiving information from the interviewee in the way they want, as it manifests, through their acts, the meaning that exists in the context in which they take place, revealing both the singularity and the historicity of actions, conceptions and ideas. In this way interviews were conducted, in person, by at least one of the researchers, in the places of choice of the entrepreneurs, individually.10

After the reading of the term, the purpose of the research and the questionings was explored; then the FICT was signed and, finally, the questionnaire was applied. The data collected through the interview with open questions were recorded and transcribed, which were analyzed through the Content Analysis, 11 in order to carry out the survey of the topics with similar discourses and, finally, constitute the discussion of the thematic categories with the literature. It was the pre-analysis in the reading of the questions, which made it possible to survey topics with similar discourses. In the second stage, the discourses related to the four open questions were explored, making it possible to identify thematic categories.

Finally, in the third stage, the results that were constituted in the discussion of the following thematic categories:
• Training vs. Entrepreneurial Profile;
• Skills needed to develop entrepreneurship;
• Experiences that preceded the opening of the business;
• Development of an entrepreneurial culture in Nursing graduation.

RESULTS

The results show the elements that underlie the contribution of undergraduate Nursing to the entrepreneurial vision and what changes are necessary to increase the innovative vision of future nurses.

Based on the data collected, the main details regarding the professional characteristics of the nurses interviewed are shown, and these details are added to a better understanding of their profiles.

♦ Characterization of the research subject

Figure 1 shows the identification of the entrepreneur nurse, the area of activity, the gender, the nature of the training institution and the year of graduation.

It is identified, after the analysis of figure 1, that one interviewee is male and five, female, a usual data in the area of Nursing, mostly composed by the female gender.3.4

It is noted that, in relation to training, one graduated from one public institution and five from private institutions. This variable is attributed, with a high percentage, to the greater number of private colleges in Brazil, as well as to their higher rate of professional training.

DISCUSSION

♦ Contributions of training as a subsidy of an entrepreneurial attitude

It was possible, through the interviewees ‘analysis, to discuss the contributions of nurses’ training as a subsidy to develop an entrepreneurial profile. This discussion was followed by the following categories: Formation x entrepreneurial profile; Skills needed for the development of entrepreneurship; Experiences that preceded the opening of the business and Development of the entrepreneurial culture in Nursing graduation.

♦ Training vs. Entrepreneur Profile

This category was pointed out from the exposition of the discourses reported by EEM1, EEM2 and EEM5, presented in the following discussion on the contribution of training to the development of the entrepreneurial profile.

The principles, fundamentals, conditions and procedures of the training of nurses and the proposal of the formation of general practitioners, with a humanistic vision and that responds to the social demands of health, are described in the National Curricular Guidelines for Undergraduate Nursing Education, in the context of the Unified Health System (UHS).12

The Essential Contents, explained in Art. 6, are indicated through thematic axes that should include the Biological and Health Sciences, Humanities and Social Sciences and Nursing Sciences, which include the Fundamentals of Nursing, Nursing Assistance, Administration Nursing and Nursing Education.12

Article 4 The training of nurses aims to provide the professional with the knowledge required for the exercise of the following general skills and abilities:

1 - Health care: health professionals, within their professional scope, should be able to develop preventive, promotion, protection and rehabilitation actions for health, both individually and collectively. Each professional must ensure that their practice is carried out in an integrated and continuous manner with other instances of the health system, being able to think critically, analyze the problems of society and seek solutions to them. The professionals must carry out their services within the highest quality standards and the principles of ethics / bioethics, taking into account that (*)
NATIONAL COUNCIL OF EDUCATION.
Higher Education Council. Resolution CNE / CES 3/2001. Official Journal of the Union, Brasilia, November 9, 2001. Section 1, p. 37. 2 the responsibility of health care does not end with the technical act, but with the resolution of the health problem, both at the individual and collective level;

II - Decision-making: the work of health professionals should be based on the ability to make decisions for the appropriate use, effectiveness and cost-effectiveness of the workforce, medicines, equipment, procedures and practices. To this end, they must have the skills and abilities to evaluate, systematize and decide the most appropriate conduct, based on scientific evidence;

III - Communication: health professionals should be accessible and should maintain the confidentiality of the information entrusted to them, in interaction with other health professionals and the general public. Communication involves verbal, non-verbal communication and writing and reading skills; the domain of at least one foreign language and communication and information technologies;

IV - Leadership: In multiprofessional team work, health professionals should be able to assume leadership positions, always with a view to the well-being of the community. Leadership involves commitment, responsibility, empathy, ability to make decisions, communicate and manage effectively and effectively;

V - Administration and management: professionals must be able to take initiatives, manage and administer both the workforce and physical and material resources and information, just as they must be able to be entrepreneurs, managers, employers or health team; and

VI - Continuing education: professionals must be able to learn continuously, both in their training and in their practice. In this way, health professionals must learn to learn and be responsible and committed to their education and the training/internships of future generations of professionals, but providing conditions for mutual benefit among future professionals and service professionals, including, stimulating and developing academic/ professional mobility, training and cooperation through national and international networks. 12

It is noticed, on the face of it, that the National Curricular Guidelines of the Undergraduate Nursing Course approach the subject in an indirect way, since they refer to the characteristics of innovation and creativity, but not to the opening of a business. It is believed that there is a need for a change in this vision, for the training of liberal nurses, and that this subject falls within the Nursing Administration discipline, assuming that it deserves more attention and workload so that all this content is undergraduate, taking into account that the university is the starting point, since it is a source for forming opinions and multiplying the knowledge. 12

It was identified through the analysis of the interviewees’ speeches that 50% of the nurses pointed out the experience in the Nursing undergraduate course as a subsidy to start their own businesses, but did not mention a specific class or discipline on this subject.

She gave me the initial ideas […]. But there, I saw, when we went to study what we called deontology, that there is no longer that name, I saw that nurses could have an office. (EEEM5)

It is perceived that the acquisition of a body of formal knowledge, transmitted in schools, constitutes a key attribute for the identification of a professional. It is argued that education serves as the basis for most occupations in modern society to establish themselves and branch out in specific areas of work in the labor market. It is known that utility, social relevance and reliability are key elements for the success of any profession that wants to consolidate itself in the market. 13-4

It is evident, however, that an undergraduate course goes far beyond the theoretical knowledge acquired in the curricular subjects, encompassing all the processes associated with it, such as contacts, lectures and complementary activities, which lead the graduate to acquire more knowledge and vision of your area of expertise. It is noteworthy that some entrepreneurial nurses reported that during their undergraduate nursing course, although they did not learn about the theoretical content of entrepreneurial practices, they were aware that nurses could open their own business, as shown below.

What contributed a little was that, during the final phase of the course, the faculty invited nurses who had undertaken or who had followed other non-hospital paths, so

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there was one that was homecare, another one that worked in a company that advised on hospital units, so I had a little contact with these kind of people. (EEM1)

So, what happened when I was in school? I was hired to teach in a nursing school, second year of college, and I went in, started teaching, and in the fourth year, I had my initiative to set up my own school. (EEM2)

The construction of an integrated curriculum represents the linking of meaning to knowledge, creativity to reason, joining diverse disciplines and conceptions, recognizing partnerships, interacting with different cultures and continuously expanding forms of participation is confirmed.14

It is suggested that entrepreneurship education can be a great ally in the search for knowledge, with the objective of obtaining the competitive advantage in the current labor market.

Skills needed to develop entrepreneurship

This category was based on the exposition of the discourses reported by EEM2, EEM4, EEM5 and EEM6, presented in the following discussion.

Because when you come to the market, you work as a professional, you get in touch with things you've never seen in Nursing, college, accounting, even part, even work, if it's a big thing, you need employees, calculation. (EEM4)

You have to have the economic preparation, in the financial part, and who has to give this is not another nurse, is a professional in the field, so, so, is a business administrator, is an economist, because you will work with openness of a company, you have to see how much you will invest, profit, if it is worth it, if the market is favorable. (EEM2)

It is pointed out, in view of the above speeches, the need for the entrepreneur nurse to have knowledge about financial management. It is understood as a specific knowledge to be development by the nurse in the management of any service, even while intrapreneur, but undoubtedly it is an indispensable knowledge for the professional who starts a business of their own.146

It should be pointed out that, in the development of competencies for entrepreneurship, nursing studies do not emphasize knowledge about financial resources directly, but rather, they are embedded in other knowledge.146

It is evidenced that the entrepreneur nurse will have to develop knowledge about planning and how to use this resource to mobilize effective actions with their team.

It is also essential to know the area of activity and the market related to the business, that is, one must have a deep knowledge about all the issues that permeate the business. It is worth noting that the entrepreneur nurse also needs knowledge about communication techniques, both oral and written, as he or she must be able to sell his business; Lastly, while specific knowledge, you need to know the customer and their expectations, so that you can plan the business.16

It is verified that, to contemplate the competence of entrepreneurship, it will also be necessary to develop skills such as communication, decision-making, negotiation and capacity to achieve, teamwork, dare and develop strategic actions, in pursuit of excellence results.16

A survey was carried out with graduating students of the Nursing course, in which students were shown to have little tendency for entrepreneurship. In the midst of an increasingly competitive labor market, students are able to have an internal demotivating attitude towards growth and coping with this panorama.6

These aspects are also found in the discourses of entrepreneurial nurses, as follows.6

The nurse also has to want, and most of our nurses, they do not have personality "now is the psychologist who is going to talk, ok?", He does not have a personality to undertake, that is intrinsic to him, he is afraid of charges, is afraid to charge someone for a job that is being done, this is a very historical thing, has a history and a culture within Nursing. (EEM5)

We do not know how to put a price, we have a lot of trouble to charge something. (EEM2)

The invisible power of Nursing is very high, has a work that shows the nurse's autonomy in which he says that one of the characteristics of the nurse is low self-esteem. (EEM6)

In order to be an entrepreneur, it is necessary to have attitudes such as initiative, autonomy, dedication, motivation, enthusiasm, self-confidence, creativity, responsibility, logical reasoning, versatility, determination, interest, availability and commitment, and that the development of these attitudes entrepreneurship competence.16 It is necessary, firstly, that the nurse professional value himself and know the importance of his profession so that he can convince clients about the relevance of his business, through essential attitudes but mainly, for self-confidence, responsibility and a lot of dedication. It is pointed out that, for
this, the nurse’s culture, as well as her vision about being a nurse, must be changed even in graduation, where the interest in the area of entrepreneurship must be aroused.

♦ Experiences that preceded the opening of the business

This category was selected from the exposition of the discourses reported by EEM5 and EEM6, presented in the following discussion, being it possible to identify what influenced the opening of the business itself by these professionals.

It was noticed that, during the training, most nursing students idealize ways to excel in the job market and perform professionally. It turns out that the recent graduate wants to take care of people, solve their problems, promote and maintain the health and well-being of their clients, but, in most cases, the reality is a little different. It can be seen that, when faced with the routine of health institutions, many of the dreams and projects they conceived during graduation are captured by the institutionalized services and, in this way, are alienated.17,8

It is also worth noting the bad experiences that lead professionals to seek new challenges in the labor market, and in Nursing it is no different, as the discourse of two entrepreneurial nurses who, from bad professional experiences, have opened their own Business.

I hope it was clear to you my reason, because I was not very happy working in the hospital, since there came a time that my role as a permanent education nurse, I would answer directly to the hospital administrator, with that, of the type: "Look [name of the businesswoman], the maid entered the room without knocking on the door, the cleaning staff did not perform a correct hygiene" because I was responsible for the leadership, the bosses, it was at this moment that I began to question, "But the maid?" If I did the permanent education program correctly, I developed the professional, got the maintenance issue, so it’s a little out of my job. (EEM6)

I left because I got pregnant and I did not want to work there being pregnant, it was not a hospital that gave me comfort in the emotional sense, I did not want to work in rotation while being pregnant. (EEM5)

It is perceived the need for personal fulfillment, since it has the capacity to motivate individuals in the pursuit of entrepreneurial activities and new challenges. One of the main reasons that motivates the individual to act is the need for achievement and achievement, that is, "a desire to achieve things in the best way, not by social recognition or prestige, but by the intimate feeling of need for personal fulfillment,"19,20 as reported by EEM6 in his speech.

I remember reading a Goldsmith article, written in 1981, that said [...] the future of hospitals would be a technology center because patients would be monitored in their own homes [...]. I found the husband of my boss, who is an extremely traveled person, he always spoke "why do not you guys set up a service?" It works like this, in England. (EEM6)

It can be said that the opening of one’s own business can be boosted by a variety of reasons, among them the need, the fact of already working in the area, unemployment, the possibility of increasing earnings through self- the desire, the will, the goal of the family and the facility through a friend who works in the area.17 It is emphasized that, in general, although the opening of a business is not common in Nursing, this experience occurs for the same reasons.

♦ Development of the entrepreneurial culture in Nursing graduation

This category was defined from the exposition of the discourses reported by EEM1, EEM2, EEM3 and EEM5, and when analyzing the question of how the Nursing graduation could contribute to the nurses being entrepreneurs. The following reports from entrepreneur nurses were identified.

The college could go into the subject, I’ve already been to several colleges to talk about my entrepreneurial experience because, sometimes, the college should, even in Nursing week, give a talk to someone to talk about the topic, so if the college does not have this as a ‘must have’ discipline, to teach the nurse how to organize his professional life, how I organize my financial life, how career, would be worth, even if it is an optional discipline. (EEM5)

It is firmly believed that the awakening of young Brazilians to entrepreneurial attitudes will only be carried out consistently, continuously and relatively quickly, if the educational system is used as a means of dissemination.14,7

It is further understood that the development and implementation of entrepreneurship education programs follow Unesco’s recommendations for 21st century education: learning to know; learn to do; learn to live together and learn to be. In addition to these dimensions, other aspects of modern education related to entrepreneurship are recommended by Unesco, so that students develop the capacity to innovate, retain
knowledge, develop their own projects and deal with changes.²¹

It is argued that entrepreneurship education can increase the quality of the preparation and the number of innovative, proactive and initiative-oriented young people, whether to work in an autonomous organization or activity or to run their own business.¹⁴ It is revealed, the consensus among the entrepreneurial nurses that this education should start even in Nursing graduation.

It is necessary to include this subject in Nursing, that is, it is necessary to include this in the nurses’ curriculum. It is an area that has much to be developed yet, there is much lack […]. So if you have the basics inside the undergraduate to stimulate the student with an entrepreneurial vision and later he comes to get this information related to the area to improve, it would help a lot. (EEM1)

It is noted that a graduation diploma, which until recently was synonymous with good placement in the labor market, does not offer the same possibilities in the current market. It turns out that in the past most college students wanted to pursue an executive career at the end of college; even today, the conception is different, since employment with a formal contract tends to become extinct. It is anticipated that the market will have more and more room for the autonomous professional and many nurses are unaware that they can act in a liberal way. It is argued that, in the future, increasing competitiveness will require the development of an innovative spirit in all professionals, including nurses.¹⁷⁻²⁰

It is noted, through the competitive logic of the market, that the student needs to be prepared to act in the different spaces with stimuli to the creative, daring and entrepreneurial capacity to seek, in an innovative way, their own sustainability refers, not detracting from the programatic content, but improving, to increase the degree of interest of the student in relation to the new possibilities.¹⁸⁻²⁰

Historically, educational systems are idealized and modeled to train people who occupy positions in large organizations or jobs in specific technical professions, or to act as liberal professionals. As a consequence, the current educational system, instead of stimulating the entrepreneurial side of students, ends up investing in the training of professionals who have the objective of seeking a placement in a company or a profession as a specialist.²¹

The college, it has to change the curricular matrix, it has to, today, work with that the nurse is going to the area, if it is BHU, if it is hospital, it is educational, then, it has to diversify the last year, the the last matrix of the semester, put things that the person can actually act. (EEM3)

It is assumed that entrepreneurship should not be discussed only in isolated disciplines and within the four walls of the classroom. It is held, by studies, that entrepreneurship must be experienced intensely by all, in all directions; the teacher should bring the subject into the classroom in an integrated way to the other disciplines, the institution and the community. There are reports of the entrepreneurial nurses who meet the studies.²¹⁻²²

Perhaps what is lacking is not only the disciplines that show the student that he can be autonomous, but also that he has information on entrepreneurship, how to be entrepreneur, how much is invested, how much has to profit, if the place is appropriate, if it is not appropriate […]. I see, as a teacher, an extremely important role in the formation of you and the example, just as we have to have an ethical position to be an ethical example, of knowledge, for you to seek knowledge and for you also to understand that you have this On the other hand, that nurse can be, yes, an entrepreneur … I think entrepreneurship is still lacking in training, it is very difficult to talk about discipline in the undergraduate course, but perhaps extra courses with other professionals who help this future nurse to start thinking differently […]. I think it has to have an economist, an administrator to teach the nurse how he should invest, how he should price. (EEM2)

It is said that being an entrepreneur means having above all the need to accomplish new things, to put into practice his own ideas and characteristics of personality and behavior, which is not always easy to find. It is pointed out that the university, certainly, can be seen as the main starting point for the dissemination of the entrepreneurial culture, because it is traditionally a source of opinion and disseminator of knowledge.

CONCLUSION

It is concluded, based on the knowledge acquired during the research carried out with the business nurses, about the identification from the analysis of transcripts of the interviews of the six nurses, that the profile of the group of entrepreneurs is composed, for the most part, private institutions formed in the 20th century.

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Some considerations are pointed out in the data collected in this research. It was observed, initially, that everyone had the knowledge and the contact with the possibility of the nurse opening their own business, still in graduation, but only after graduates and in the labor market, they developed the characteristics and the knowledge to open their venture.

It should be emphasized that, although the interviewees agree that Nursing undergraduate did not directly contribute to the development of entrepreneurial characteristics, this information can not be considered reliable, since, for the most part, these professionals have been formed in the twentieth century, and the National Curricular Guidelines for Undergraduate Nursing Education have, however, undergone changes in their structure. However, through the discussion with the literature, it is identified that Nursing undergraduates do not yet possess entrepreneurial characteristics.

It has been demonstrated by the study with undergraduate nursing students that these students have few entrepreneurship tendencies. In the midst of an increasingly competitive labor market, students are able to have an internal demotivating attitude towards growth and coping with this panorama.  

It is pointed out that the teaching of entrepreneurship is more effective, the consensus that methods and strategies should be adopted, even in undergraduate, for the development of these characteristics in undergraduate students. It is suggested, besides the strategies adopted in the training, the incentives in this branch for nurses already trained, aiming the development of an entrepreneurial profile and not only the knowledge about the possibilities of work in the hospital area and primary care.

It is evaluated that entrepreneurial nurses need to develop their entrepreneurial qualities, since the percentage of nurses who presented strong tendencies in all dimensions was very low. The individual effort of nurses and the collaboration of universities are necessary to improve the results, based on a teaching that stimulates entrepreneurship.

It is concluded, even with all the obstacles found by the reports and confirmed by the literature, after interviewing the nurses and accompanying the routine of a day's work, that, indeed, the nurse can have an entrepreneurial profile and open their own business, and that, by investing in this aspect during their training, the development of such attitudes tends to be more satisfactory.

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