

Entrepreneurship Opportunities in Health Education for Proper Societal Development

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Abstract

Entrepreneurship opportunities abound in health education which could be very useful to the society if properly developed and discharge. Hence, there is need to develop entrepreneurship opportunities in health education so that health educationists could be very useful to the society. Health education provides a fertile ground for entrepreneurial activities. As health is a strong bedrock for growth and development of individuals, entrepreneurial opportunities for health educators will continue to expand. The design and implementation of healthy activities has clear articulation with entrepreneurial and marketing and activities. Therefore, entrepreneurs in health education must be able to utilize business process to facilitate creative, new health education business ideas. This paper on entrepreneurship opportunities in health education for societal growth and development delved into the meaning of entrepreneurship, aims and objectives of entrepreneurship in health education, entrepreneurial opportunities in health education, steps to becoming health education entrepreneur, qualities of health education entrepreneurs and rules of entrepreneurship in health education. Health education experts, apart from being employed to render their services, could also be entrepreneurs and become employers of labour. The need for provision of diverse health services to the public is now pushing health educationists to move out of their operational comfort zones to develop their entrepreneurial opportunities and become entrepreneurs.

Key words: Entrepreneurship opportunities, health education

Introduction

Entrepreneurship is becoming increasingly important within the health care sector as societal changes give space for new entrepreneurs in the field (Boore & Porter, 2017). However, quite a little research has been done on entrepreneurship in the health care sector and particularly on enterprise education in nursing education. The nature of health education offers a fertile ground for entrepreneurial activity (Bookbinder, 2017). Entrepreneurial opportunities are prevalent and increasing in health education as more emphasis is directed toward primary prevention of chronic disease. Opportunities include program applications that span a continuum which ranges from health risk assessments to substance abuse cessation and stress management programs, and further on to computerized dietary assessments, evaluation consulting, and the design of entire health education programs using distance education technologies (Eddy, Donahue & Chaney, 2019).

Changes in social, political, and regulatory factors and advances in instructional technology have led many health educators to think about becoming entrepreneurs. As primary

prevention of chronic diseases becomes a more central component of the health and/or medical care continuum, entrepreneurial opportunities for health educators will continue to expand (Westerfield, 2018). The process used to design, implement, and evaluate health promotion and disease prevention has clear articulation with entrepreneurship, marketing management, and other business processes (Eddy et al., 2019). Business and health education applications use formative evaluation, needs assessments, and other data-gathering techniques to develop two-way circular communication channels which determine the values, needs, and preferences of customers (in business applications) and students, clients, or participants (in health education applications). The process to design business and health education applications (example, products, programs, and services) is an art and science that requires knowledge of key design processes and the real world to forge successful application. Often, this level of health education expertise is not found in business and community health organizations and thus may be outsourced to health education entrepreneurs (Witherspoon, 2020).

To this end, many health education experts have established entrepreneurial business operations to meet these emerging needs. The healthcare industry has changed so much that administrators are encouraged by government at all levels to manage and lead their organizations in a very different manner. No longer can they rely on traditional methods. Today's healthcare managers are required to think outside the box. Entrepreneurship opportunities have sprouted up in various healthcare related businesses such as cryogenics for sperm banking, temporary nursing agencies, and the manufacture of examination gloves (Witherspoon, 2020). It is also apparent in the hospitality industry with restaurants and hotel management; yet, entrepreneurship as a style of management and leadership has not been fully accepted by the traditional provider-based healthcare businesses. Heinonen (2017) believes that healthcare has adopted the language of information-based 21st century entrepreneurs but has not demonstrated it into business processes. Healthcare is now considered ripe for entrepreneurs to radically change the current paradigm and address the challenges of the industry.

Previous studies have identified a number of obstacles that may hinder health educators from becoming entrepreneurs, such as a lack of business competence and skills, economic obstacles (example, business cycles), and a lack of support from their colleagues and society in general (Elango, Hunter & Winchell, 2017). In addition, entrepreneurship in the health care sector is also dependent on the politics related to public health care services, for example, social enterprises (Roberts, Bridgwood & Jester, 2019). Some studies such as Drennan, Davis and Goodman (2017); Singh (2019) and Witherspoon (2020) indicate that lack of competence in entrepreneurship is a major barrier for health educators who want to become entrepreneurs. Health educator entrepreneurs claim that when their education is based on health education alone, it does not provide them with enough knowledge about entrepreneurship or establishing and running a company (Sankelo & Akerblad, 2018). Therefore, a critical discussion about the role of health education in enhancing entrepreneurship among health educationists is needed. Entrepreneurial values and skills can be promoted in the traditional education of healthcare

professionals. Some have made the case that currently graduate programs in health administration do not have separate courses in entrepreneurship and there seems to be a lack of awareness of the entrepreneurial role and skills among health administration graduates (Klofsten, 2019). It is on this note that Klofsten (2019) made a call to integrate entrepreneurship into and across the health education curriculum, and this can begin at the undergraduate level. This paper therefore addresses the issue entrepreneurship opportunities in health education conceptually.

Concept of Entrepreneurship

Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity (European Commission, 2016). The definition of entrepreneurship encompasses the central aspects of entrepreneurship in a theoretical sense, that is, enterprising individuals exploring, identifying and exploiting opportunities, creatively breaking patterns, taking and managing risk, and organizing and coordinating resources (Shane & Venkataraman, 2017). In addition, it acknowledges that entrepreneurship and opportunity exploitation do not necessarily imply the creation of new firms but can also take place within existing organizations (Shook, Priem & McGee, 2018). This leads to the ideal of intrapreneurship which is the practice of developing new ventures and strategic renewal within an existing organisation in order to exploit new opportunities and generate economic value (Heinonen, 2017). The definition of entrepreneurship, thus, covers all types of entrepreneurial movements, from starting up and running a company to behaving in an entrepreneurial manner in any sphere of one's life. Entrepreneurship is an act of initiating a move or step or programme to earn money for purpose of survival or as supplement to means of living. It requires from individual developing an idea and turns such idea into action purposely to earn a living. Entrepreneurship is mainly about making money and as such historically, it is dominated by economist and business experts. Entrepreneurship is also seen as the practice of starting new organizations or revitalizing mature organizations particularly new business generally in response to identified opportunities to make money.

Health professionals may seek to become entrepreneurs for many reasons: the desire to be one's own boss, the need or desire for flexibility in scheduling work times, the ability to pursue ideas and income in a creative manner, and so on (Kuratko & Hodgetts, 2014; Barringer & Ireland, 2016). For many, a primary reason for becoming an entrepreneur rests with the satisfaction of using one's own style and creative acumen to take a concept and work it to design an effective product or service that is unfettered by the constraints often found in larger organizations and institutions. One often hears about the person who made a fortune with an

entrepreneurial activity, yet the average entrepreneur usually makes no more than other professionals doing the same kind of work with the same level of responsibility.

Aims and Objectives of Entrepreneurship in Health Education

The different aims and objectives of entrepreneurship education include:

1. Increasing the knowledge base of participants (learning to understand entrepreneurship), improving their entrepreneurial abilities and behaviour in life (learning how to become entrepreneurial in their outlook), and providing them with the relevant set of skills and competences for establishing a new start-up company or managing an existing firm (learning to become an entrepreneur) (Blenker, Dreisler & Kjeldsen, 2016). The objectives of entrepreneurship education overlap at least to some extent as an increased understanding on the phenomenon of entrepreneurship is likely to influence participant's start-up skills or other entrepreneurial competences, for example. However, the different objectives of a particular programme have implications in terms of how entrepreneurship is taught (Klofsten, 2019).
2. Through entrepreneurship education, students gain information about entrepreneurship and its role in society. Learning to become an entrepreneur involves teaching the students how to take responsibility for their own learning, career and life. Related skills include taking responsibilities, risks and taking initiative as well as showing innovativeness. Learning to become an entrepreneur involves learning about the issues related to business start-ups and the running of a company. The content of entrepreneurship education depends on the objectives of the education in question, which also has to do with the target group of the entrepreneurship programme (Heinonen & Hytti, 2015).
3. Entrepreneurship programs should focus on functional knowledge and an opportunity exists to include courses that address innovation, design, intellectual property, and social media (Berry, Kumar & Scott (2014). In entrepreneurship education, the teaching and learning methods in particular are of great importance because teaching about entrepreneurship involves both arts (example, creative and innovative thinking) and sciences (example, business competence and management skills) (Heinonen & Akola, 2017). In addition, the teaching methods and pedagogy should be in line with the objectives set for the programme (Jack & Anderson, 2019).

Entrepreneurial Opportunities in Health Education

There are many health careers available with entrepreneurial potential. Such health careers are designed not only to promote well-being but to establish productive health worker-client relationship in the realm of business. Such health careers are often associated to fitness, skincare or even care giving. Fitness careers such as health coach, fitness instructors, physical therapists, among others, tend to develop the professional's entrepreneurial skills of individuals as their profession is inclined in offering fitness and health products to consumers. Skincare or anything that is associated with self-care also benefits an entrepreneurial potential as

dermatologist, dentists, and other skin experts are a growing business today. Care giving, on the other hand, is also an industry that offers entrepreneurial potential to health workers. This is because more families and individuals are seeking for improved yet affordable care services that will meet their needs. Below are some other specific health careers with entrepreneurial potential:

1. Health Education Specialist

Health education specialists work in health departments, hospitals, wellness centers, clinics, schools and other settings where they teach patients and their families about health topics and encourage positive behavioral changes. According to Roberts et al (2019), health education specialists could often keep in touch with patients and coordinate with clinical professionals in order to offer support and document progress.

2. College/University Instructor

An instructor in health education prepares tomorrow's health care professionals to offer valuable information for individuals and communities. These educators provide insights into the concepts and practical strategies that can make the difference in their students' ability to help patients adhere to their treatments, discuss women's and other demographic-specific health issues, promote effective public health measures and more (Scott, 2018).

3. Alcohol and Drug Addiction Counselor

Alcohol and drug addiction counselors work with patients and their families to guide them through recovery. A counselor helps devise a program for the patient to work toward a healthier and more productive life. In addition, the counselor manages cases and acts as a liaison between the patient and their health care provider (Westerfield, 2018). This is a position that demands skills in communication and problem solving as well as patience.

4. Grant Writer

Grant writers help nonprofits or government agencies apply for funding. These writers are skilled in research, communication and organization. In the words of Scott (2018), grant writers are tasked with describing the mission of the organization they work for and outlining how funding would be used and they may also be responsible for tracking the use of those funds and the impact on the organization.

5. Wellness Consultant

A wellness consultant may help corporations devise programs that improve employee health or work with clients directly at a gym, spa or wellness-centred health care office (Parker, 2019). He further states that consultants collect information through interviews or surveys so they can tailor plans for patients' individual needs.

6. Prevention/Intervention Specialist

These specialists according to Parker (2019) work in areas such as suicide prevention, drug/alcohol/tobacco rehabilitation and intervention, recovery services, disease

prevention and on-the-job accident prevention. They may work in hospitals and clinics, businesses or communities with high-risk populations.

7. Health Program Coordinator

A health program coordinator may be employed in an assisted living facility, hospital, public health agency or hospital and they operate programs that offer patients information and support (Westerfield, 2018). Whether these specialists design smoking cessation programs or lead wellness initiatives for older adults, the goal is to help patients develop knowledge and strategies they can use to lead healthier lives.

8. Lactation Consultant

A lactation consultant gives lessons on breastfeeding and addresses common challenges, and these professionals can also educate new parents about different types of breast pumps and how to transition back to work while breastfeeding (Scott, 2018). Lactation consultants often work one-on-one within a health care or private setting while also leading classes and support groups. Some positions may require an additional specialized certification.

9. Health Promotion Specialist

A health promotion specialist provides information about issues in public health and encourages healthy living (Westerfield, 2018). Educators in this role counsel groups or work with individuals to discuss health challenges. Promotion specialists may also be responsible for drafting helpful literature or meeting with public officials to devise campaigns that address health challenges within their communities.

Steps to Becoming Health Education Entrepreneur

Becoming health education entrepreneurs needs some steps that are strategic and systematic to be followed such as:

1. Find the Right Business

Entrepreneurship is a broad term, and one can be an entrepreneur in just about any area of health education. However, one will have to pick a field to work in and business to start. Find a business that will not only be successful, but is something that one is passionate about. Entrepreneurship is hard work, so potential entrepreneurs ought to focus attention on an area that he/she cares about (Andreason, 2015).

2. Plan the Business

Before beginning a business, a potential entrepreneur needs to have a business plan because a business plan lays out any objectives he/she has as well as the strategy for achieving those objectives (Berne, 2020). This plan is important for getting investors on board, as well as measuring how successful the business is. Plan for a business should be the same way one would plan for a health education program or intervention. Take the time to write up a formal business plan. The strategic planning that goes into developing the plan is just as valuable as the plan itself. Write down the mission of a business, as well as short and long-term goals. Identify target market or ideal clients, and be as detailed as possible. Describe the products and services that will be offered,

and detail the rollout and marketing strategies for those products and services (Berne, 2020).

3. Find Target Group/Audience

Not every business appeals to everyone. According to Bookbinder (2017), the age, gender, income, race and culture of the target group will play a large role in determining where one open up shop or if he/she even need to have a physical address for the business. Research which group fits the business model best and then gear everything to attract that demographic.

4. Network

While networking is important in all fields, it may be most important for entrepreneurs. Networking is how one meets other people that might have skills entrepreneur can use in the business. Entrepreneurs can also find potential investors through networking to help get the business model off the ground, and the network can also support the business once it is opened, helping to bring new customers (Berne, 2020). Strong relationships and partnerships are essential for building a successful consulting business. Many businesses are networked directly by personal relationships and referrals. Therefore, take some time to evaluate referral network: current/past employers, alumni networks, volunteer activities, networking groups, professional associations, among others. Take a close look and think about where the network needs to be strengthened.

5. Sell the Idea

Consumers want products, but they do not always know which product to pick. An entrepreneur is to convince people that whatever he/she is selling is the best option available. One will have to find out what makes a product unique and then sell it based off the value it adds (Boore & Porter, 2017).

6. Market

Health education entrepreneurs should be focused on marketing before, during and after starting the business. One may have the best restaurant in the city, but nobody will visit if they do not know it exists. Marketing is tricky, but one should be able to focus marketing efforts on target audience (Boore & Porter, 2017). For example, millennials may be more likely to see an advert on social media than on a billboard downtown.

7. Evaluate Efforts

Health education specialists are experts at using data to evaluate both process and outcomes. How effective are client outreach and communication strategies? Are there processes that can be streamlined to recruit and onboard or maintain clients more effectively? How do key indicators like revenue, total clients, social media engagement and others align with the goals set for the business? Use data to inform the business plan and any necessary mid-course corrections (Bookbinder, 2017). For example, the data may tell how ideal clients find the business on Instagram, so spending hours on other social media platforms is not necessary.

Qualities of Health Education Entrepreneurs

Health education entrepreneurs ought to possess some salient qualities which are important in the success of entrepreneurships. Some of the qualities are highlighted thus:

1. **Critical Thinking**

Extensive and critical thinking about the future and the applicability of any proposed strategy to potential future conditions and circumstances is essential in today's healthcare environment (Zuckerman, 2020). This strategic thinking is a competency that appears frequently in the literature on entrepreneurship. Health educationists are advised to develop an entrepreneurial mindset focused on strategy development (Scott, 2018).

2. **Risk taking**

Risk assessment is a common aspect of strategic planning. Risk taking is a key characteristic of the entrepreneur (Lewis, 2019). A recent survey showed that entrepreneurs are less risk adverse than employees' word entrepreneur in a pejorative manner to identify managers who take risks irresponsibly (Berman & West, 2020). A call has gone out to healthcare organizations to become more innovative in creating new market opportunities (Gershon & Pattakos, 2014). This will first necessitate the future healthcare administrator developing risk-taking behaviour.

3. **Confidentiality**

Related to risk taking is the issue of one's confidence. Research has demonstrated the importance of confidence building for the entrepreneur. Ray (2019) showed in an international study that entrepreneurs are distinguished from managers in their ability to give up job security because they have confidence that they will succeed. Another study which compared entrepreneurs and managers showed entrepreneurs being much more confident when they were correct on general questions being asked (Busenitz & Barney, 2017). Businesses, which have entrepreneurs leading them, can acquire benefits as demonstrated in one study where entrepreneurs with high self-assurance led their companies to a faster rate of growth (Singh, 2019).

4. **Communicating Ideas**

Entrepreneurs must communicate their ideas to garner support. They use persuasion or accommodation to build support for their ideas (Borins, 2018). Communication of ideas and concepts is considered critical for the entrepreneurial health educator, according to one health educator executive (Parker, 2019). Communicating ideas is viewed as articulating thoughts and plans relative to group tasks. The understanding and buy in of ideas is likely to influence team member motivation.

5. **Motivating team members**

Motivating team members is another behaviour associated with entrepreneurs. Fligstein (2017) describes entrepreneurs as having the ability to motivate cooperation of others by providing them with common meanings and identities. Technical entrepreneurs tend to favour a system where workers can select and evaluate peers, thereby having a hand in motivating the workforce (Berne, 2020). A strong team-based culture will produce success for the entrepreneur's company.

6. Tolerance of Ambiguity

Entrepreneurs thrive in turbulent and uncertain environments (Grousbeck, 2017). No one can deny that the healthcare industry fits this description. Entrepreneurs are observed to have high tolerance for ambiguity (Grousbeck, 2017). They thrive on ambiguity, preferring a vague rather than a specific situation, and see ambiguity as an opportunity (Grousbeck, 2017). Entrepreneurs cultivate a tolerance for variation and the ambiguity that naturally arises from variance.

7. Internal Locus of Control

One of the more common attributes of entrepreneurs in literature and research is that of internal locus of control. Brockhaus (2018) noted that entrepreneurs had a greater sense of internal locus of control than the general population. Gasse (2018) also notes the importance of an internal locus of control for entrepreneurs and reported it to be more significant than achievement needs. Similarly, the Small Business Institute conducted a follow up evaluation study to one of their entrepreneurial training programs and their findings indicate a significant correlation between internal locus of control and positive attitudes toward entrepreneurship (Gasse, 2018).

Rules of Entrepreneurship in Health Education

Entrepreneurial activities in health education are relative and contextual. Relative, in that much of what is done in health education influences and is influenced by various human conditions and social, environmental, and political factors (Eddy et al., 2019; McLeroy, Clark and Simons-Morton, 2019). Intra-individual changes across time resulting from a wide range of personal, social, and environmental factors (such as maturation, marital status, conditions of employment and changes in the built environment) require a relative approach to health education applications (Green & Lucie, 2016). Entrepreneurial activities are also contextual in that these activities occur within different organizational, community, and social structures, which are influenced by disparate written and unwritten policies, procedures, and norms. Therefore, some important rules of entrepreneurship in health education discussed below should be viewed from this relative and/or contextual perspective.

1. Assess Capabilities and Limitations

Entrepreneurs cannot be all things to all people. In entrepreneurial endeavours, it is vital that he/she knows what can and what cannot be done with a high level of proficiency (Barringer & Ireland, 2016).

2. Position the Business on the Right Path

With knowledge of capabilities and limitations, entrepreneurs can position a business product and/or service in the marketplace. A position is the image or niche that a product or service has in the marketplace (Pride & Ferrell, 2018). For example, a variety of health risk assessment (HRA) instruments are currently available in the marketplace and range in cost, length, and outcome reports to individuals and organizations. If an entrepreneur wanted to introduce a new HRA into the marketplace, two important steps to position this product would be to (a) determine capability to develop a competitive HRA (what you do best) and then (b) determine how the HRA is unique (what this new HRA brings to a competitive market). This becomes the basis for the market position. Whatever makes the HRA unique will become the market niche and will establish the position promoted in subsequent marketing plans. The development of a unique position takes time and effort. Some activities to establish and maintain your position in a community are knowing and staying ahead of competitions, making presentations to appropriate businesses and civil groups, distributing high-quality health communication pieces that support the position, writing for local publications, and creating satisfied customers. Providing an exceptional service or product brings repeat business, expands the opportunities, and positions the company as a leader in the community or field (Berne, 2020).

3. **Entrepreneurs should use Contemporary Business and Marketing Applications**
 - i. **Business plan development:** Developing a successful business plan includes opportunity recognition, feasibility analysis, industry analysis, business model development, and strategic management (Barringer & Ireland, 2016). Articulating a business plan is an important step in entrepreneurial behaviour, and it is important to realize that one risks a lot by not writing everything down and sharing the business ideas with others. Developing a viable business plan is discussed in depth elsewhere (Kuratko & Hodgetts, 2014). The formulation of a business plan allows other experienced colleagues to point out strengths and weaknesses in the business strategy and highlight additional opportunities to consider (Witherspoon, 2020).
 - ii. **Opportunity recognition:** Before getting excited about a business idea, it is critical to determine whether your idea fills a need and meets the criteria for an opportunity. An opportunity is a gap between what is currently on the market and what the possibilities are for new or significantly improved products or services (Barringer & Ireland, 2016). It is created by a favourable set of circumstances, which generates a need for a new product, service, or business. An opportunity has four central qualities: It is (a) attractive, (b) durable, (c) timely, and (d) anchored in a product or service that creates or adds value for its buyer or user (Barringer & Ireland, 2016). The authors further suggested that conducting a feasibility analysis validates the need and potential for a product or service in the marketplace, believed that all of the following four feasibility criteria must be met before proceeding in the development of a business plan:

- a. Product and/or service feasibility: Is the product or service generally appropriate for the marketplace? Does it adhere to ethical guidelines for the profession?
 - b. Industry and/or market feasibility: What is the overall appeal of the market for the product or service being proposed? Is the product or service being introduced in a timely manner? Has a niche been established?
 - c. Organizational feasibility: Are there sufficient resources to move forward in successfully developing a product or service idea? Is there space availability? Are quality practitioners available in the area to deliver health education and/or promotion services?
 - d. Financial feasibility: Is there financial backing in place to “start up” your business idea? What can or will your market pay for your services? Is the cost of the product or service affordable in the target market?
- iii. Business model development: After conducting a feasibility analysis, a business model must be developed. A business model is a plan for how you will use your resources, structure your relationships, and interface with your stakeholders so that your program can sustain itself based on the profits it turns (Barringer & Ireland, 2016). There is no standard business model in health education; in fact, it is dangerous to assume that one can be successful by simply copying the business model of another program, even if that other program is the industry leader. This is true because it is difficult to specifically determine how another program’s business model was used without understanding (a) the process that was used in the development of the program and (b) what resources were at the program planner’s disposal to develop the program. Health educators who create programs without conceptualizing well-crafted business models may think that they can succeed anywhere by merely using the same “canned” program for any situation; however, neglecting the need to focus on the “best process” approach to planning business and health education applications often yields inadequate business plans, which fail to embody this “best process” orientation, thus yielding inadequate products and services.

The components of a business model include developing a core strategy, utilizing strategic and distinctive resources, building partnership networks with program stakeholders, and establishing an accessible customer interface (Barringer & Ireland, 2016). A business core strategy must be unique, and it must reflect the mission of the project. Partnership networks with key program stakeholders are crucial for your program to become institutionalized within your priority population (that is, business becomes incorporated into the culture of your contracting institution). For example, a worksite cafeteria campaign to provide heart healthy entrees to employees must first be supported and promoted by corporate decision makers and upper- and mid-level management for healthy eating at lunchtime to become assimilated into the corporate culture of employees. Finally, a strong customer interface is essential for understanding and supporting the needs of priority population. When entrepreneur develops a working

business model, he is able to continually evaluate if all elements of the program are working effectively in concert with one another.

- iv. **Marketing application:** Many times, there is a misconception about what it means to market health promotion programs. Marketing is not simply stating all the good aspects of a program and promoting the benefits people can get from the program (Andreasen, 2015). Kotler and Zaltman (2019) defined marketing as, satisfying needs and wants through exchange processes. The essence of marketing is developing satisfying exchanges from which customers and marketers benefit (Pride & Ferrell, 2018). Adopting a marketing orientation entails determining what customers want before even developing a product or service (Andreasen, 2015). This requires the initial generation of market intelligence and responding to this information before implementing programs or services.

A majority of health behaviour change programs that we see today fail to adopt marketing orientations and focus on selling predeveloped programs that are considered best practice. This sales orientation represents an organization centred mind-set, which focuses on the needs and values of the organization primarily, rather than the needs and values of the people the program will serve (Andreasen, 2015). Entrepreneurs recognize that the best way to get results is to start with evaluating the customer's wants and needs, not blindly attempt to implement canned programs. Knowing who wants your product or service, how to get it to them, and how much they're willing to pay for it are not luxuries, they are necessities (Witherspoon, 2020). If consumers buy into participating in a program, they are not necessarily affirming their belief in the program alone; rather, they are buying into the benefits and satisfaction that they think the program will provide (Andreasen, 2015). For this reason, it is important to have an intimate knowledge of the benefits and barriers your priority population perceives regarding the product or service.

4. Get a Good Support Team

One reason for becoming an entrepreneur is to be his/her own boss. Being your own boss allows an entrepreneur to pull together your own support team of professionals that he/she wants to work with to bring your idea to market. If the company is a small business, it is appropriate to hire key health professionals (health educators, dieticians, data management providers, among others) on a contract labour basis and business support personnel (accountant, lawyers, among others) on a fee-for-service basis. Carefully determine the nature and scope of support team. The business plan will often tell the types of staff needed to bring to the project to meet the business plan goals (Kuratko & Hodgetts, 2014). For entrepreneurial activities, it is often good to be "lean and focused. Being lean prevents some of the long-term debt that may affect profitability in the future. Furthermore, a focused team helps meet the stated goals more efficiently. As a rule, entrepreneur should not hire friends and relatives unless they are the best people for the job. To avoid pressure from family and friends, develop a

systematic process to add employees to the team. This process should include clear job descriptions, expectations, qualifications, and performance standards.

5. **Strategically Manage Entrepreneurial Activity**

Strategic management is important when formulating operational plans for business. The management of time, money, staff, energy, product, and work processes is not the exciting part of the business; however, it is as vital as selling yourself and your program (Witherspoon, 2020). Strategic management closely articulates with many of the processes used to implement and evaluate businesses. Strategic management involves continually and systematically examining the internal and external environments of your program (including strengths, weaknesses, opportunities, and threats to sustainability). This includes formulating short-range and long-range program strategies, objectives, and policies and implementing programs, budgets, and procedures. According to Wheelen and Hunger (2000), a business' performance should continually be evaluated through continuous feedback channels linking all stakeholders throughout all steps of the management process.

Conclusion

Health education experts, apart from being employed to render their services, could also be entrepreneurs and become employers of labour. The need for provision of diverse health services to the public is now pushing health educationists to move out of their operational comfort zones to develop their entrepreneurial opportunities and become entrepreneurs. New entrepreneurial behaviour is needed by health educationists to drive this philosophy. Through organized entrepreneurial instruction, health educationists could obtain hands-on experience with entrepreneurial behaviour and drive entrepreneurial opportunities in health education. Through a thoughtful reflection process, they could develop their entrepreneurship opportunities to service the society. The authors therefore encourage the development of entrepreneurship opportunities in health education for healthcare providers, as it will bring enormous benefits to the field and the experts in particular.

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