

The Perspective of Practical-based in Entrepreneurship--

The Life Narrative of Chinese Clinic Director Fu

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Abstract

The presentation of innovation and entrepreneurship is a major factor in sustaining the on-going function of today's organization, society and economic system. In the early stage, scholars took an objective viewpoint to study entrepreneurship and regarded it as a static picture. However, it yielded miscommunication in some parts of entrepreneurship. For such concern, we took the position of practical-based to interpret the story of Fu, who is a Chinese medical doctor, clinic manager and an entrepreneur as well. From his story, we found that:

1). It's entrepreneuring not static entrepreneurship. Stories of Fu refuses a static viewpoint to study entrepreneurship, rather it goes beyond and suggests "entrepreneuring" ontology (Steyaert, 2007). The whole story is about a specific entrepreneurial process taking place in Fu's three-stage life span- Chinese medical doctor, clinic manager and an entrepreneur in southern Taiwan.

2). Entrepreneur is an ordinary man rather than an hero. We find that Fu is not fit with a hero character whom is described in the traditional entrepreneurial research. Rather, he is a problem solver, tried to resolve what he encountered along the way he developed his business. The role of Fu contradicts the heroic stereotype plays in traditional entrepreneurial research.

Fu's narrative redirects our understanding about what entrepreneurship is, and following implications are depicted:

- 1) The motivation inspires ordinary people to practice entrepreneurship is yielded by daily encounters.
- 2) The fundamental presentation of entrepreneurship comes from the personal theory accumulated and shaped by daily practices in the professional fields.
- 3) One of the most critical factors to reinforce entrepreneurship is the diverse context where provides multiple stimulations.

Keyword: Practical theory, entrepreneurship, narrative inquiry

Introduction

Innovation and entrepreneurship are the common, stable, and constant behaviors in the entrepreneurial society. Innovation is a major activity to sustain the on-going function of today's organization, society and economic system (Drucker, 1995). In previous researches on entrepreneurship, there were varied understandings of entrepreneurship. Generally, the understanding of entrepreneurship is like the two poles of a spectrum. Some scholars focused on the strict definition of entrepreneurship, which means creating new venture (ex. Gartner, 1985); others focused on the definition that entrepreneurship equals to innovation (ex. Drucker, 1995).

In early studies, the formulation of entrepreneurship was viewed as the objective viewpoint of static state and being. Because entrepreneurship was regarded as emphasizing the heroic destructive innovation and as the revolutionary transformation that destructs economic equilibrium (Schumpeter, 1934), therefore, entrepreneurship is the innate ability of an individual to discover opportunity and create new value by new venture. By such assumption, the themes of previous researches highlighted entrepreneur's personality, attribute, psychological cognition, behavioral pattern, and background...etc (Ripsas, 1998; Baron, 1998; Mitchell, Busenitz, Lant, McDoufall, Morse, Smith, 2002; Pennings, 1982; Kim et al., 1989; Kats, 1991; Fernandez & Kim, 1998). As a result, entrepreneurship has become the innate privilege of the Great Man.

Although these researchers provided us with some useful understanding about entrepreneurship, they overused given conditions and factors under certain kinds of situation in their researches (Shane & Venkataraman, 2000), which cannot completely describe entrepreneurship (Low & MacMillan, 1988; Yamada, 2003). From an entrepreneuring perspective, Steyaert (2004, 2007) regarded the formulation of entrepreneurship as an individual's social interactions in facing everyday situations. Therefore, our previous understanding of entrepreneurship was transformed from emphasizing a single key-person (ex. entrepreneur) to focusing on the dialogue of the whole entrepreneurial process. Hence, we focused on the entrepreneurial process so that entrepreneurship becomes a kind of process viewpoint that is dynamic and becoming. In other words, entrepreneurship is the result of everyday's actions which does not belong exclusively to the Great Man (Steyaert, 2004).

In this study, we followed the arguments of Drucker(1995) and Steyaert (2004, 2007). We thought that engaging in entrepreunering not only relies on entrepreneurship but must also realize the invisible factors of entrepreneurship in an entrepreneur's everyday practices. Therefore, we studied the narrations of a Chinese medical director who later became an entrepreneur to understand the invisible factors of entrepreneurship and how to develop entrepreneurship.

By employing the narrative approach, it represents a life story of Chinese Clinic Director Fu, who is born and raised in the Chinese medical family. In Fu's family, they are all Chinese medical doctors-(grandfather, father and four sons), but within different generations and paradigms. Fu's father is more conservative in conducting Chinese medical clinic, but his third younger brother is far more proactive in comparison with father. And Fu found his way out from both of these apparent contradictions in his family then built up unique, innovative means to conduct Chinese medical chain clinics in Southern Taiwan.

He intended to be a professional doctor in his father's clinic while he graduated from the Chinese medical college. However, the major confliction between his third younger brother and father regarding how a Chinese medical business shall be has being collide with one another and broke up his family. Three brothers went out family clinic and initiated their respective clinic consequently. Then Fu were asked to be the director of Ping-tung hospital by his third brother. Since then the journey of Fu's entrepreunering set off. In Fu's story presented the transition of himself from being a professional doctor to be a clinic director and to be an entrepreneur. And it shapes out three major episodes in this article.

In the first story, he learnt how to manage and conduct a Chinese medical clinic from knowing in practice, in here he presented the capacity of narrative knowing. He learnt the way to arrange complex stuffs in the clinic from the inspiration by an encounter of coffee shop. It demonstrates the emergence of managerial sense is a process of becoming, rather than a given personal nature.

The second story is about how Fu established, practiced and refined his personal theory through the opening of the Yi-Fan, which is the first clinic opened by Fu's own. In this episode presents how Fu built up his personal theory form the repetitive process, which goes thourgh "practice-establishment-refinement-accumulation". And this personal theoring process contributes Fu to conduct his clinic alliance very successfully.

Furthermore, in the third story Fu presents the process of reinterpretation from imitation to creation. Fu learnt from his classmate's best practice then made amendment by his interpretation then incorporated it into his conducting novel strategy to run business.

Four sections are illustrated as followings: practical-based theory as major analytic lens in this study is introduced firstly. Methodology and study process are presented in the second section. Stories which Fu has told are presented and interpreted in the third section. Then the study findings are manifested in the last section.

Review and Discussion

Entrepreneurship reviewing

Entrepreneurship is well known and usually been linked with some ingredients within it, which are entrepreneur, opportunity recognition, new venture and innovation. Schumpeter's view of the entrepreneurship has been extremely influential. At its core is a new way of combining existing resources. Schumpeter equates entrepreneurship with innovation, and he proposed that entrepreneur create a destructive creation make the market equilibrium shift from one stage to another (Schumpeter, 1934). Furthermore, Knight (1921) focused on the connection between entrepreneur and innovation. He argued that entrepreneurship is a kind of mental trait which entrepreneur possessed, and who has such spirit can endure uncertainty and has initiative to do self-control and self-efficacy then create the innovation to earn profit. Late on, Gartner(1985) stressed that entrepreneurship as venture creation.

As above, we can tell the notions regarding what entrepreneurship is are quite diverse. Therefore, Cunningham & Lischeron (1991) tried to conclude what entrepreneurship is, and proposed six different perspectives: Great man and psychological, these focused on characteristics of entrepreneur; Classic school focused opportunity recognition; managerial and leadership, these focused on entrepreneurial activities and management; and intrapreneurship focused on deployment of resources. Two major elements can be elicited from these six perspectives. 1).entrepreneur is core element in entrepreneurship. 2). It focuses on temporal stage instead of whole successive process, while they addressed on the entrepreneurship. Both of them divert the focus of entrepreneurship from the contextual and interactive elements. Low & MacMillan(1988) has identified these shortcomings in entrepreneurial research and proposed that the emphasis should be put on entrepreneurial process.

Lately, the focus has shifted from static characteristic discussion to dynamic process

discussion in addressing entrepreneurship. As Smart (1994) argued that entrepreneurship is an ability to detect market opportunity, and moreover such ability has to incorporate innovative thought and management skill then it can contribute to venture creation. Furthermore, Shane & Venkataraman (2000) have proposed that entrepreneurship as the nexus of entrepreneur, opportunity and entrepreneurial process. In such argument, they explained how entrepreneur incorporate his past experience and learning then contribute to successful venture creation.

Those scholars have already realized the importance of entrepreneurial process in conducting the entrepreneurial research. However, they did not elaborate how and what this process proceeds. Ucbasaran, Westhead & Wright(2001) conveyed corresponding idea with Low & MacMillan(1988) and highlight the significance of interrelationship among entrepreneur, environment and entrepreneurial activities. Pitt(1998) has employed practical theory to analyze entrepreneur's narrative and tried to figure out how entrepreneurial process proceeds. And he found that the motivation comes from entrepreneur's successive sensemaking and enable entrepreneur to carry on his venturing.

Rae (2000, 2004) based on his conceptual framework to elicit practical theory of entrepreneurs and generalized them into practice-based model. He has identified three major stages which are family background, prior working experience and experience in venture creation those are more influential in entrepreneurial learning and venture creation. Steyaert(2004) has proposed entrepreneurship as the result that came out from daily efforts made by entrepreneurs.

Above literatures review relax and open the traditional perspective in addressing entrepreneurship, and drive our attention toward entrepreneurial process instead of entrepreneur himself. As far as our concern in this paper, Drucker(1985) and Steyaert(2007) are employed and define the entrepreneurship as "It is the innovation created from daily life and social interaction of individuals". And furthermore, the arguments of Pitt(1998) 、 Rae (2000, 2004) and Steyaert(2007) facilitate our elaboration in this paper.

Practical-based Theory

The notion of practical-based theory is derived from social constructionism. It identifies the way in which an individual's knowledge is gained through his social interaction and experience. Hence, personal theory can be shaped by one's experiences from his social life and interaction (Rae, 2000). Furthermore, personal theory emerges from an individual's thought and action (Bruner, 1990). People

perceive and respond to daily events by referring to their past experience and the best model takes shape from this process. As mentioned earlier, human knowledge comes from daily practices, such as how a kid learns to ride a bicycle. This kind of knowledge is not an objective being but practical wisdom.

As Lave (1988) indicated, practical knowledge is acquired through one's contextual knowing that has a particular setting. Schon (1983) identified how a practitioner react in his practical context is mainly based on an action-knowing procedure. This is what Maturana & Varela (1998) have mentioned as "all doing is knowing, and all knowing is doing."

The idea of practical-based theory can be beneficial if employed to realize entrepreneurship. Due to the high-velocity and dynamic nature in entrepreneurship, entrepreneurs act and react to the markets by situated perception. Since the means and ends are not predetermined, entrepreneurs take action contextually and new enterprises are built through this on-going process. Through the lens of practical-based theory, we focused on the entrepreneurial process in which entrepreneurs exercise trial-and-error, modify, adapt to the market and finally find what works along this way. Therefore, it is more comprehensive in observing entrepreneurial process as we analyze how entrepreneurs conceive the world they encounter and reconfigure it via practical-based theory.

Methodology

Narrative inquiry

A narrative approach has been justified for entrepreneurship generally (Steyaert, 1998) and for entrepreneurial process to depict how it evolve and learnt in particular (Warren, 2004, Rae, 2006, Rae, 2000) as processing in entrepreneurial contexts is viewed as an extremely complex dynamic phenomenon requiring higher generative learning processes more than simple adaptation of routines (Ravasi et al., 2004). Entrepreneurial doings and learning can be characterized as an idiosyncratic process, that takes place unintentionally (Warren, 2004), or even by accident, while entrepreneurs are busy solving practical problems. If entrepreneurs are alien to actively reflecting on their own activity, their learning and practicing may evolve in parallel, unconnected tracks.

Narrative inquiry has been used in previous research to gain understanding of learning processes of individual entrepreneurs as well as how the learning then pervades a broader environment (Warren, 2004, Ravasi et al., 2004) to include those directly employed by the enterprise or a broader range of stakeholders. The stories are not portrayed as pure description of “real” events in the sense that no other interpretation of the data and their connections are possible (Warren, 2004). Neither does the final text represent a straightforward production process. The text is a co-production between the storytellers and researchers, as both author of a scientific text and as a “consumer” of their stories (Czarniawska, 1998, Czarniawska, 2004, Johansson, 2004). As text, the story should be interpreted in this context, as a social (re)construction of real historic events, made accountable by such structuring devices as research questions, analytic methods and linguistic creation of the researcher (Warren, 2004).

Research Field

The “X Chinese Medical Service Network” was established by chief director Fu in 2006. Fu integrated Kaohsiung and Ping-tung branches to provide a comprehensive service for patients. Now the headquarters of X Chinese Medical Service Network is located at the Ping-tung main clinic, which consists of eight branches and two hundred staff. The total capital is approximately NT\$ 1.5 hundred million and annual sales is approximately NT\$ 2.98 hundred million.

Fu was born in a Chinese medical family. His father conducts a conventional Chinese medical clinic and hires his four children to serve there. Since Fu’s father received traditional Chinese medical training, he was satisfied with having a local middle-sized clinic which involved the whole family. However, his sons did not agree with his conservative mindset, especially Geo, who is Fu’s third younger brother. Geo had tried to convince his father to give him a chance to establish a branch where he could be in charge. The two of them have quarreled over this issue for several times.

Fu was different from his three younger brothers. What he wanted was to be a resident doctor at his father’s clinic. Nevertheless, Geo persuaded him to run their own business and expand their father’s clinic. The conflict between Geo and his father was so fierce that Geo broke up with his father and started his own clinic. Two years later, Geo has owned two clinics and invited Fu to manage one of them. When the break-up happened, Fu had been through a tough time staying at his father’s clinic because he could not accept his style in various ways. For this reason, Fu was forced to leave and conducted Geo’s Ping-tung branch.

After managing the Ping-tung branch for many years, Fu took over the Feng-shan and Dung-gang branches as his brothers had not managed well. By accumulating much managerial experience, Fu wanted to set up his own clinic. Therefore, he established his own clinic in Zuo-ying district of Kaohsiung City. As the clinic went well, he later set up other clinics in Kaohsiung and Ping-tung successfully. Furthermore, under the influence of Geo, who had studied in the EMBA program at National Singapore University in 2001, Fu joined the EMBA program at National Sun Yat-sen University in 2004.

Data Collection and Analysis

Fu narrated the story of his entrepreneurial process by himself and rebuilt the structure of each event with our help. During this period, we had nine two-hour discussion sessions. Aside from rebuilding the structure of each event, we also made clear the background and context in many events. The narrative analysis here undergo with two major treatments: 1) from narrative materials to field texts and, 2) from field texts to research texts.

The first stage involved the cooperation between narrator and researcher. The narrator tape-recorded records his own experience and discussed with the researcher to develop systematic stories as field texts. In the second stage, the researcher began to search for theory to interpret the field texts. We deconstructed and recombined the stories through theoretical perspectives and configured several story lines as research texts.

Narrative Materials to Field Texts

Narrative material is the fundamental form in narrative research, which includes self-narration, real life events, dialogues, conversations, and stories gained from interviews. (Lieblich, Tuval-Mashiach & Zilber, 1998). As a result, there are some fragments in the narrative material that needed to be sort out systematically to produce field texts. Field texts are produced by the researcher after transcribing the narrative materials. (Clandinin & Connelly, 2003).

Narrative materials are sorted through the process of data-mining, data-arrange, and event-connection. In our paper, the basic narrative materials are stories narrated by Fu. Fu tape-recorded his own experience and asked his assistant to make transcriptions. In this process, Fu had recorded 600 minutes of narration and had produced 100 pages of transcripts.

There were five discussions between Fu and the researchers. Since most of the episodes in Fu's narrations were fragmented, we asked Fu to rearrange the transcripts

based on the sequence of events. During the process of transforming narrative materials to field texts, we had sorted 33 items in six different stages. Field texts not only provide specific background and context of events but also shape new stories. Narrative researcher participated the narrator's field experience; we created outfield texts through re-combining and re-constructing Fu's narrative materials.

Field Texts to Research Texts

The process of transforming field texts into research texts is complex. What have to be considered are how researchers experience these themes? Therefore, our mission in this stage was to find and reconstruct meanings from field texts. We must be clear about the relationship between field texts and research texts because a research text is the result of constant self-inquiry about meaning and significance. The process of transforming field texts to research texts is as followed.

Firstly, we reconstructed a plot of "Chinese medical doctor, clinic director, and entrepreneur" to rewrite the stories collected in the final field texts. When transcribing field texts to research texts, we must find the narrative perspective. A week after the discussion, we found that we mainly emphasized the transition of the narrator's roles. Therefore, we decided to focus on that topic.

But when we were ready to write the research texts, we faced the first problem, which was the theoretical perspective we applied. At this time, the most important step is to read some works by thoughtful researchers and authors (Clandinin & Connelly, 2003). In later discussion, we found that *Modernity and Self-Identity* (Giddens, 1991) was on our booklists. This urged us to connect the transition of narrator's roles with identity.

Therefore, we redefined the meaning of original field texts on identity, we reconstructed three themes of "the construct and display of professional identity," and "the construct and display of managerial identity," and "the construct and display of entrepreneurial identity." However, when rethinking our research issue on entrepreneurship, we faced our first frustration in interpretation and analysis. We realized the connection between entrepreneurship and identity but we were not able to interpret this relationship.

After three months of discussion, we noted several key events including Fu becoming a chief upon his brother's request and learning to be a manager through facing real problems. We have discovered the theme of multi-identity in this process and rewrote the second research text that include three themes of "the construct and display of identity," "the overlap of multi-identity," and "the leap of multi-identity." Therefore,

we often write different interim texts between the field text and final publication research text because of the various purposes and themes (Clandinin & Connelly, 2003).

However, this did not explain our research interest in entrepreneurship of why the narrator had some innovative behaviors with identity. We tried to review literatures related to it. Based on the studies of Rae (2000) and Johansson (2004), we gained some insights on “identity,” “entrepreneur’s learning,” “practice theory,” and “imitative innovation”...etc. Finally, we focused on the themes of practice and entrepreneurship. And based on “practical-based perspective,” we recombined the whole story’s plots as our third version of research texts.

Story and Analysis

The Emergence of Managerial Sense

Life narration is constructed in the process of narrating, intertwining in personal actions and historical context (Elder & Shanahan, 1997; Foss, 2004). Fu’s story illustrates similar construction process. In this section, we derive from this viewpoint to see Fu’s life narrations and the process of how from professional doctor he became a Chinese clinic director in Ping-Tung branch and why from passive attitude he became more aggressive when he faced various and complex managerial works in the process.

When Fu was graduated from Chinese medical university, he worked for his father’s clinic. As a professional doctor, he spent much time to diagnose his patients in daytime and enjoyed reading books related to medicine to enhance his knowledge in spare time. When Fu’s brother requested his help to be the director of Ping-Tung branch, Fu faced a dilemma.

“Well, I faced a difficult situation...move to Ping-Tung or stay here...tell the true, on one hand I was afraid to leave my home that I was used to, on the other hand, I felt that maybe I could do something different in Ping-Tung branch”

People always feel a sense of security in familiar places, but they also want to do something different in daily routine life. Just like Fu with an inner desire to move on and also afraid the uncertainty of the situation, Fu faced critical choices to step forward. At this time, people need some self-reflection between disparities of comfort zone and unfamiliarity to make their own decisions (Giddens, 1991). Therefore, Fu decided to give himself a chance to move forward in continuing self-reflection process.

During the first month, Fu became uncomfortable with his work. He regarded himself as a Chinese medical doctor. His mission, as a professional in Chinese medicine was to treat patients. Dealing and helping patients was his love and passion. After all, this is what he was trained for. However, Fu became overwhelmed by daily routines and non-related to his profession (e.g. patients' complains, senatorial works, administrative bureaucracies), after became the Director of Ping-Tung clinic. With deep frustration, Fu questioned his own decision.

“Before I went to Ping-Tung, I had much time to treat patients and also had some free time for myself ... but now, I have lots of meetings....I had a difficulty sleeping at night ...I regret to make this decision. There are many problems in my life.”

As above narrative, we can see the non-equilibrium of Fu's mood. In this condition, people always need some time to reconstruct their inner psychological conditions. Fu chosen to be alone and went away from troublesome and messy working environment to a coffee shop. He went to a coffee shop and sat down nearby the work surface. After a while, he over-heard a comment from the coffee shop owner to his manager. “What an administrator should care about is the whole process of operation, not only the tiny details.” This sentence was just like a key to trigger Fu's mind that remind him that he is also a manager in addition to his profession.

During everyone's psychological reconstructing process, any tiny surrounding sentences or action would be a trigger to impact inner world reconstruction (Giddens, 1991). Fu seems conscious that what the manager should do by this sentence. The managerial work originally not in charge of any detail things. Fu felt that if I am a director, I should care about the whole operation rather than the tiny details.

Referring to above, we can see Fu began to realize he is also a manager and has responsibilities as a manager. Therefore, manager's managerial sense is emerged in this self-reflection and self-reconstruction process, which we call “the emergence of managerial sense.” Therefore, the managerial sense is not the thing being there which means that the one who obtains a managerial position then he is equipped managerial sense. But it emerges from interaction between self-reconstructing inner psychological conditions and contexts.

When Fu realized what manager should do, he thought maybe I should try to find some ways to deal with his clinic administrative works. In the meantime, there were some memories emerge from his Chinese herbal medical training program which he attended.

“Chinese herbal medicine is very complicated...the doctor must identify the exact and appropriate medicine for the right patient...While I was studying Chinese pharmacology, I found that there are certain elements which could be categorized...I sorted out the herbs accordingly this help me memorizing them and my Chinese pharmacology grades were outstanding.”

As the quotation, Fu recalled the class he took at “China medical university”. There are numerous Chinese herbals for treatment of various diseases. In this class he was able to improvise the most effective way of memorization and classification of herbal medicine. Fu thought perhaps the various and complex managerial works are similar to Chinese herbal medical training program. “I tried to classify the issues which are proposed in the meeting next morning and found that there are some patterns...” This process of learning and applying any herbs for treatment intrigues Fu to pay more attention to the main points of management.

Hence, we find Fu through recalling his experience of learning Chinese herbal medicine and tried to prioritize clinical affairs and classify them into different hierarchical categories and assign them to employees who should carry out the tasks. This process that Fu has demonstrated is what Bruner (1986) proposed as “narrative knowing.” Fu found different ways about his managerial works from his personal real life experiences and stories that had significant meanings and provided contextual and spatial thinking, therefore he gained some clues from narrative structure and identified the ways to deal with his problems.

In concluding this part of the story, we can realize how Fu’s managerial sense emerged in his narrations. Fu’s self-managerial sense was originated from interaction with social contexts which he faced. Through this emergence of self-managerial sense, Fu faced the complex clinic administrative works aggressively. In addition to his new aggressiveness toward his administrative activities, he also applied the learning experience of herbal medicine to deal with the complex clinical affairs. He knew he had to prioritize and make systematic arrangements about how to conduct clinical works in this process.

Forming and Utilizing Personal Theory from Practices

People refer to their past experiences and cognition to figure out the framework of problem solving as they were in the unknown and uncertain situations (Giddens, 1991). We focus on Fu’s narration concerning how he took over Dong-Gang branch and Feng-Shan branch here. The illustration regarding problems and doings he faced and took in new branches are presented during this period as followings.

Couple years later, Fu continued to be in charge of Ping-Tung branch. As compared to his brothers' clinics, Fu's clinic had performed much better in Ping-Tung branch. In the meantime, his third brother planned to open a new branch in Singapore. Therefore, his third brother had hoped Fu could take over the Dong-Gang branch. Due to Fu's past experience, he felt comfortable to be the director of a new branch. So Fu accepted his brother's request determinedly. But when Fu came to Dong-Gang branch during first month, he realized there were many unexpected challenges of administrative efficiency and number of patients.

"When I went to Dong-Gang branch, I noticed inefficiency in administrative works and also not many patients ...the total income was not enough to cover the whole operational cost..."

Here, Fu refer to his past experiences in Ping-Tung branch to offer some promotions such as free registration fee and provided some free ointments to the patients. The result of those ways indeed increased the number of patients and improved financial condition in Dong-Gang branch. After couple months, Fu's forth brother also saw the performance from Fu's managed in Dong-Gang branch. Therefore, he requested Fu to take care the Feng-Shan branch. Fu didn't find any problems and thought that he could be able to handle this new branch based on his copious past experiences.

When Fu went to the new branch, Feng-Shan branch, he noticed the same problems of administrative efficiency and number of patients. Fu followed the sme logical line of thought to use the same skills in order to solve the problems at this new branch. But the result was not what Fu had expected. The successful operation system in Dong-Gang branch, had failed in the new Feng-Shan branch. This situation confused Fu's cognition.

"I used the same ways to improve the Feng-Shan branch problems, but it's no effect like Dong-Gang branch. I didn't know what's wrong with this condition"

In order to understand what went wrong, Fu decided through observations to find out why he had different results in the two branches when conducting the same way of operations. *"I always go around and went near our clinic at that time. I tried to find out what caused the results to be different."* This means Fu began through observations to learn how to solve the problems in real business operation environment, which was different for his previous experiences.

"I found there was something different in those places; I felt the residents had more close ties and connection in Ping-Tung and Dong-Gang, they always communicated with each other frequently...but this was not the same in Feng-Shan...I felt residents didn't interact as frequently in Feng-Shan..Therefore, I think that Ping-Tung and

Dong-Gang belong to more close community ties, where as Feng-Shan belongs to a more open community... ”

Fu concluded his observations and then formed his personal theory to explain what situation he met. Fu could engage residents by word-of-mouth in close community because of closely connection in Ping-Tung and Dong-Gang, but he maybe needed other ways to face the residents in Feng-Shan branch. This area draws a lot of immigrants from adjoining cities to Feng-Shan and most of them are young people working in high-tech or international trade companies. They are unfamiliar with one another. Thus there is less interactions between them. These people are educated in the Western system, which makes them more newfangled and like to challenge the traditional medicine. Fu began to introduce some instruments from western medicine in order to attract and engage residents in Feng-Shan branch. (e.g. infrared rays to treat muscular problems and relieve pain)

Two months later, Fu was able to increase the number of patients in Feng-Shan branch. Hence, our understandings of entrepreneurial learning turned from individual's mental operation to the process of interaction between individual and social context (Minniti & Bygrave, 2001). Therefore, we knew the entrepreneurial learning came from interactions in real business world where filled with much contextual factors to affect entrepreneur's practices.

Under contextual-social interaction perspective, the entrepreneur's inner mindset framework which learned from past experiences will change and transform by different situations. Although Fu had formed his personal theory about how to operate the clinics in different areas, he still encountered great difficulties in Zuo-Ying branch. Zuo-Ying is in the border area in business center of Kaohsiung city where many military camps are set up. Therefore, the residents mostly were soldiers and their families. Although Fu faced a different situation in Zuo-Ying, we saw again that Fu through free initial diagnostics and treatment realized what patients needed and how to overcome the challenges. Therefore, people create meaning and action through personal theory which was combined their lived experience with practices (Shotter, 1995).

The conclusion concerning the story shows how Fu formed and utilized personal theory to solve problems from his narration. As Maturana & Varela(1998) mentioned: "Every action is knowing and every knowing is action." Through Fu's narration, the process of how he put his knowing into action is vivid. Fu reflected upon his past experience and contrast them with his current encounters, came up with solutions through continuous exploration and adaptation, and accumulated business know-how through these process then eventually formed his personal theory.

The re-interpreting “Imitation to Creation”

It would shape out various frameworks for an individual to recognize the world as he has conducted different social interactions and experienced various contexts (Ricoeur, 1987). As a result, multiple and fruitful circumstances is a useful interface to facilitate individuals build up their mindset. With such concern, Fu’s narrative regarding his EMBA experience intrigues our attention.

With the encouragement from his third younger brother, Fu started EMBA program in 2004. Fu’s classmates in the EMBA program came from diverse working fields, and they were quite experienced in conducting business. Fu had mentioned that he was able to observe the distinguish practices of them and gained various stimulations through interactions with classmates as he participated in EMBA program. One such example he highlighted was a story that he participated in the “Class Regulation Proposal Contest” (the “Contest” hereafter) which prompted him to relate to establishment of SOPs for his clinic.

Fu recalled his memory in the beginning of school day. Since classmates regarded class rule is necessary to guild and run class matters, they wanted to discuss and made the engagement. Ted who is high-tech engineer and been considered as a brilliant guy has proposed a “Class Regulation Proposal Contest” while most of students kept silent about how to conduct this. The “Contest” required every classmate to deliver their ideas regarding what and how shall regulated, and those proposals are selected by whole class in the class meeting. This contest broke the silence, and they are motivated and started to think how to propose ideas. It shaped a platform for classmates to dialogue and to communicate ideas. And the competition mechanism provides a mean for those classmates either as managers or as CEOs can prove themselves is better. As a result, the “Contest” did facilitate them came out a comprehensive regulation. Fu started to ponder over if he can relate this issue to the management of his Chinese medical clinics.

While Fu participated in the process of the “Contest”, he gained some meaningful observations from it. Firstly, the profile of EMBA classmates is quite similar with his clinics’ staffs (e.g. administrative, nurses and therapists), as they are autonomous professionals and not easy to be motivated. Secondary, the “Contest” provides a good motivation mechanism for his classmates and Fu though this probably can be useful to prompt his staffs as well. As those implications make Fu start to think he can apply this model to establish SOPs for his clinic alliance.

“ Ah..m, I think the class rule is a good mean to be efficient coordination for classmates. And it makes me start to think...if I could proceed and organize my clinics like this way”

The practical action can be an analytic instrument for actors to identify and recognize the connections between practice and living and create meanings from it (Shotter, 1993, 1995). As the Fu's implications from the observation of “Class Regulation Proposal Contest”, it took shape as a medium which facilitates Fu find the hints and start to relate some critical elements to the establishment of SOPs in Chinese clinics. As this intrigue, he tried to imitate the idea of “Class Regulation Proposal Contest” and proceed to the “SOPs proposal contest” in his clinics.

Firstly, Fu made classification of his staffs according to the professions of clinic's workers. They can be classified into three kinds-Nursing, Therapy and Administration. Then Fu asked staffs to deliver their ideas of SOP corresponding with their profession to the committee. Then the clinic committee will sort out the best ones as SOPs in their clinic alliance. This turned out to be failure in operating this model. Only three proposals were received one month later.

Fu elaborately ponder over why it turned out in this way. Apparently, it worked in EMBA setting, why it cannot work out in his clinic? The reason it works in EMBA was because of his classmates wanted to say something but lack of appropriate context for them to deliver their ideas. Since everyone has high social esteem and they don't like to break their friendship initially as their inappropriate ideas could be offensive. Under such circumstance, the Class Regulation Proposal Contest provides a platform for them to share ideas.

On contrary, staffs in the clinic do not have this initiative. Thus it failed imitate it exactly. Fu made few modifications by adding incentives into the SOP proposal contest. Firstly he gave five hundred dollars to whom who deliver their proposals. Secondary, the best one winner will receive fifty thousand dollars plus three day off as a reward. And most of all, the winner will be promoted as a SOP leader in teaching other clinic staffs how to proceed the SOPs. By such amendment, the SOPs were come out in divisions of Nursing and Administration. However, it did not work out in division of Therapy. Therapists conveyed their vulnerable in conducting SOPs in this way. Since their operations are hard to put into text but have to demonstrate it in site. As this consideration, Fu made an adjustment for Therapy by adding the demonstration contest. All therapists in the clinic alliance were gathered in the Headquarters and demonstrate their therapy to compete their ideal SOPs. Then the best demonstration was selected by the committee, and came out the ideal SOPs.

Above story has explained how Fu related the idea of the “Contest” to the application of clinics SOPs establishment. As a result, Fu’s imitation contributes to creation. Johansson (2005) has deconstructed the ideas of imitation and creation in the entrepreneurial research. He has suggested that individual can imitate what he is good at and create something new from it.

From Fu’s story presented above has elaborated more than imitation from one’s own previous work but from other’s practice. Fu tried to copy what his classmate demonstration to SOPs establishment. Although, the initial hard copy did not work out a good result while Fu applied it to his clinics. However, he added his contextual amendments to make it works in the rest procedures. From this process, Fu implemented “imitation to creation” with his reinterpretation in classmate’s practice. Initially, Fu has detected the motivation mechanism of the “Contest” did not work to encourage his staffs. From his understanding and comparison, he figured out the problem is lack of tangible incentives for clinics’ staffs. Furthermore, the Therapists’ vulnerable to conduct SOPs in paper work are comprehended by Fu as he is sophisticated in how message therapy service is provided. Then he made another amendment for the division of Therapists.

In concluding this part of the story, we highlight two critical findings which could deepen what Johansson(2005) has argued: 1). Other’s practice can be a good medium for “imitation to creation”: As we can tell from the story, the “Contest” shapes out a template for Fu to ponder over how he can proceed to SOPs establishment. 2). Situated interpretation is a key to make this “imitation to creation” possible: Fu has put the contextual knowing which gathered from his experience in Chinese medical clinic to re-interpret the Class Regulation Proposal Contest, then he made the appropriate amendments which corresponding the situated context and establish SOPs successfully.

Conclusions and Implications

Through studying an entrepreneur’s everyday life and every stage of practice and reflexivity, we learned that entrepreneurship is the accumulative result of an individual’s daily interactions. Fu’s entrepreneuring process of a professional doctor, manager, and entrepreneur enabled us to have a better understanding of entrepreneurship. Three implication are highlighted below:

- 1) The motivation inspires ordinary people to practice entrepreneurship is yielded by daily encounters. “Managerial sense” motivates entrepreneurship. The first story presented the process of Fu’s managing clinical problems, we observed that Fu changed his self-consciousness while facing his problems. Under Fu’s managerial identity, he was willing to confront his own problems and searched for solutions by himself. Therefore, identity becomes a motivation that shapes entrepreneurship.
- 2) The fundamental presentation of entrepreneurship comes from the personal theory accumulated and shaped by daily practices in the professional fields. “Personal theory” is fundamental in forming entrepreneurship. The second section in Fu’s narration illustrated how he developed his own business theory from implications he gain by managerial experiences in Feng-shan and Dong-gang branches, such as the perceptions of “open community” and “closed community.” The personal theory that Fu has formed through the process of practice becomes the foundation for establishing a business.
- 3) One of the most critical factors to reinforce entrepreneurship is the diverse context where provides multiple stimulations. It is important to reinforce entrepreneurship with field trainings. Although Fu formulated personal theory by past experiences, there were limited innovative effects when he applied the theory on medical service environments. When Fu got into the EMBA program as third story presented, he faced new environments. For example, through “Class Regulation Proposal Contest,” Fu came up with ways to run his clinic. Nonetheless, in this process, Fu was not merely a copycat but made reinterpretations according to the situations at the clinic. Hence, new field practice is a source of enforcing an individual’s entrepreneurship.

As above discussions, we have realized some of the implications of how to engage in entrepreneurial behaviors. First, we ought to emphasize the shaping of an entrepreneur’s identity through encouraging an individual to confront his problems. This way, his issues would not pose serious problems to him. Encouraging one to tackle with problems is the key to construct self-consciousness and identity. Moreover, we ought to develop personal theory through open learning instead of simply following principles. This will enable an individual to face his problems, develop the ability of sense-making and eventually shape his entrepreneurship. Finally, we ought to encourage an entrepreneur to explore and practice instead of mere control. By doing so, an individual could have various daily interactions in different settings which would strengthen his entrepreneurship.

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