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Enterprise and Entrepreneurship for Postgraduate Research Students : Report 3 : Training Needs Analysis

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## **Enterprise and Entrepreneurship for Postgraduate Research Students**

### **Report Three**

#### **Training Needs Analysis**

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**Dr Ian Pitchford (Research & Enterprise)**

**University of Huddersfield**

### **Executive Summary**

In Phase 3 of the project we designed a Training Needs Analysis instrument for postgraduate researchers. The questions within the TNA cover personal definitions of the terms *enterprise*, *entrepreneurship*, *impact*; current career intentions; attitudes towards enterprising activities, exploitation of research, spin out from research groups, business start-up, and barriers to engagement. The report incorporates the complete questionnaire to be used to assess current confidence about key skills and potential training needs of postgraduate researchers and provides a brief justification for each question. The framework for the questionnaire has been constructed from a variety of sources, including the Vitae Enterprise Lens, Frugier et al (2003), Lumpkin and Dess (1996) and Wagener et al. (2010) research on Entrepreneurial Orientation, the Rugby Team Impact Framework, the Student Entrepreneurial Intentions Survey (2005), and the Postgraduate Research Experience Survey (2011). The questionnaire consists of six brief sections (A-F) and takes no more than 20 minutes to complete. It will be available as a template for modification and use by all UK HEIs through Bristol Online Surveys. The TNA was also devised to assist in monitoring the effects of training programmes through repeated administration and analysis of the survey throughout the duration of postgraduate research programmes.

## **Introduction**

The TNA aims to assess relevant skills, attitudes and knowledge of postgraduate researchers in the area of enterprise and entrepreneurship. It is intended to help central administration and others to identify potential gaps in current activities, to aid development of additional provision, and to facilitate monitoring of the efficacy of training programmes.

The Enterprise lens was created by Vitae for researchers, skills trainers, programme developers and others. It defines enterprise as ‘a set of skills and attitudes that can enable a culture of innovation, creativity, risk taking, opportunism, etc. that underpins employability, enables entrepreneurship, intrapreneurship and facilitates knowledge transfer’ (Vitae, 2011). The lens focuses on enterprise-relevant skills in each of the four domains that comprise the Researcher Development Framework: Knowledge and Intellectual Abilities (Domain A) includes knowledge base, cognitive abilities and creativity. Personal effectiveness (Domain B) includes personal qualities, self-management, and professional and career development. Research governance and organisation includes professional conduct, research management, and financing, funding and resources Engagement, Influence and Impact (Domain D) includes engagement and impact, communication and dissemination and working with others. Components of all four domains have been incorporated into the TNA to help ensure that the resulting training programmes are compatible with the aspirations of the national Researcher Development Framework.

This report includes the questions used in the TNA survey and provides the background to them.

## **SECTION A**

- **What is your age?**
- **What is your gender?**
- **What is your ethnicity?**

There has been research on differences in enterprising attitudes according to age, gender and ethnicity. This question is designed to help us explore the relevance of these variables. The categories have been adapted from the UK National Census 2001.

### **For fees purposes, what is your normal place of residence?**

This question allows us to build a profile of international and home students and helps us to tailor programmes and workshops to their needs.

### **Which programme are you currently enrolled on?**

This question allows us to analyse differences between cohorts enrolled on different programmes.

- **What is your mode of study?**
- **Which year of study are you currently in?**

These questions allow us to structure the programme timetable appropriately and to identify the needs and attitudes of researchers that might be dependent on their stage and mode of study, e.g., whether they are likely to engage in such programmes at certain stages or have a more positive attitude towards undertaking such programmes owing to current employment status.

- **Which academic school do you belong to?**
- **Which discipline do you belong to?**

This question can assist in profiling researchers' intentions towards certain skills development by the nature of their course and subject discipline. This could also assist the

team in developing a profile of researchers' interests by grouping them under specific academic schools.

## **SECTIONS B & C**

The following skills have been adopted from categories (A1-A3) based on Knowledge and Intellectual Abilities - Domain A, (B1 - B3) Personal Effectiveness - Domain B, (C1 - C3) - Research Governance and Organisation - Domain C and (D1-D3) Engagement, influence and impact - Domain D.

Delivering presentations?
Writing project proposals?
Understanding and managing financial resources?
Job applications?
Understanding intellectual property rights, copyright and patents?
Understanding ethics, integrity, professional standards?
Understanding contracts and legal issues?
Applying for funding, sponsorships and generating income?
Effectively networking?
Collaborating in a team?
Responding to changes and opportunities?
Communicating effectively?
Leading and managing a team?

Planning, organising and delivering projects?
Managing risks?
Selecting activities useful for your professional and career development?
Prioritising and managing your activities?
Selling and negotiation skills?
Seeking information and applying it creatively to a situation or problem?
Being innovative?
Analysis, synthesis, critical thinking, and evaluation?
Self-reflection?
Self motivation?
Writing a business plan.
Awareness of University policy on technology transfer and commercialisation.

**Section B:** requires the researchers to rank their current confidence level in skills and abilities derived primarily from the Vitae Enterprise lens framework. This will allow the research team to understand the current assessment of students and can highlight strengths and weaknesses in areas which could be used to develop programme content. A likert scale has been included in Section B with (1 - signifying not at all confident and 5- highly confident).

**Section C:** These categories have been included to evaluate researchers' views on the importance of aspects of their professional and personal development as well as of their future career orientation. This can assist the team in developing programme content. The likert scale ranks from 1 “least important” to 5 “highly important”. The analysis could also be

completed by academic school and/or discipline to understand the difference/similarities in skills development. The analysis of section B could be cross referenced with Section A to highlight the training needs of the researcher community.

**SECTION D**

This section measures the current skills and attributes of researchers. A likert scale (1-5) has been included with 1 signifying "not me at all" to 5 "totally me".

Many of the following categories have been applied by Frugier et al (2003) and include attitude estimating variables such as autonomy, need for fulfilment, dynamism risk taking, initiative taking, responsibility, innovation, and determination from the hypothesised range of entrepreneurship skills. Others were adapted from Wagener et al (2010). The themes are:

- Independence
- Risk Taking
- Self-Efficacy
- Tolerance of Ambiguity
- Innovativeness

These were adapted and included into section D in the following statements outlined by Wagener et al (2010):

I prefer to make decisions myself.
I trust in my own judgement.
Even under pressure, I make my own decisions.
I take responsibility for my own decisions.
I regularly take calculated risks.
If I get a chance, I will take it.
I am prepared to invest much of my time and resources to make a chance.

I see uncertainty as a challenge rather than a threat.
It is not unusual for me to change the way I am working if the situation requires change.
When I am confronted with a problem, I can usually find several solutions.
I am confident that I could deal with unexpected events.
No matter what comes my way, I can usually handle it.
It is important for me to excel at what I do.
I consider creativity one of my stronger points.
I am open to new and challenging ideas.
I regularly come up with new ideas.
I deliberately seek out new opportunities.
I believe I am in control of my own future.

## SECTION E

- **What are your career aspirations following completion of the programme?**

This question related to career aspirations of PhD researchers will help us identify the number of students wishing to pursue careers in academia, industry or enterprise following completion of the programme. This can also help develop the programme content and inform usage of enterprise, entrepreneurship terminology.

- **Do you feel that your PhD can have a commercial impact?**
- **What type of impact do you believe your PhD research can have?**



This is an important question as it will help map current awareness of pathways to the impact of research, which is central programme content. This question can be followed up through post evaluation research to measure the effectiveness of the programme(s) introduced. Impact categories have been included from documentation on the Research Excellence Framework 2014 to develop a deeper insight into the participants' perception of the potential nature of impact their research can have.

- **Have you previously attended any enterprise related development programmes, workshops or courses in the past?**
- **Are you aware of the following programmes (Business Mine, IPC, Enterprising Researcher and Enterprise Skills Series)**
- **If you have attended any of the programmes above, how satisfied are you with them?**

These three questions highlight the current awareness and use of existing programmes at the University and also help the project team to evaluate the participation rate of researchers on enterprise programmes, workshops and courses. The question on satisfaction can also be used to understand reactions to existing programmes delivered at the University.

- **Would you support inclusion of an optional enterprise and entrepreneurship programme for postgraduate research students?**

This question allows us to estimate potential demand and informs project management aspects of the programmes (e.g., venue, resources, etc)

- **Do you have any of the following? (Business Plan, Business Idea, Portfolio, Personal Statement, Current CV).**

This question helps us to estimate the proportion of researchers that have business ideas and business plans etc.

- **Do any of your family members run a business?**
- **Does the idea of starting a business appeal to you?**

These two questions, which are derived from the Students Entrepreneurial Intentions Survey (2005), help address the transferability and usefulness of the skills available as well as motivations and role models. .

## **SECTION F**

**\*If you wish to take part in the in the £150 Amazon Gift Voucher prize draw, please provide the following:**

Name \_\_\_\_\_

Email Address \_\_\_\_\_

Please tick if you are willing to be contacted for further research

This question will provide the incentive to attract the researcher community towards participating in the research and also allow the project team to conduct a focus group (providing they tick the box for further research). The name and email address will be used to contact the winner for the £150 Amazon Gift Voucher.

**Appendix 1.0**

**Entrepreneurship and Enterprise Programme  
Questionnaire**

**Student ID number:** \_\_\_\_\_

**SECTION A**

**QA1). What is your age?**

- 21-24 years
- 25-30 years
- 31-35 years
- 35+ years

**QA2). What is your gender?**

- Male
- Female

**QA3). For fees purposes, is your normal place of residence registered as:**

- UK domiciled
- Rest of EU
- Non-EU

**QA4). What is your ethnicity?**

- White British
- White (Other)
- White (Irish)
- Mixed Race
- Indian
- Pakistani
- Bangladeshi
- Other Asian
- Black Caribbean
- Black African
- Black (Others)
- Chinese
- Any other background, please state  
.....

**QA5). Which programme are you currently enrolled on:**

- Master of Enterprise
- Masters of Arts by Research
- Master of Science by Research
- Master of Philosophy
- Doctor of Philosophy
- Doctor of Enterprise

Professional Doctorate

**QA6). What is your mode of study?**

Full-time                       Part-Time                       Writing up

**QA7). What year of study are you currently in?**

[ \_\_\_\_\_ ] year (enter digits)

**QA8). Which Academic School do you belong to?**

- |                                                       |                                                                 |
|-------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Applied Sciences             | <input type="checkbox"/> Business and Law                       |
| <input type="checkbox"/> Art, Design and Architecture | <input type="checkbox"/> Computing and Engineering              |
| <input type="checkbox"/> Human and Health Sciences    | <input type="checkbox"/> Education and Professional Development |
| <input type="checkbox"/> Music, Humanities and Media  |                                                                 |

**QA9). Which discipline do you belong to?**

- Allied Health and Biological Sciences (e.g. Nursing, Pharmacy, Podiatry, Biological sciences)
- Engineering and Physical Sciences (e.g. Computing, Physics, Chemistry, Material sciences).
- Social Sciences (e.g. Business, Sociology, Education, Psychology).
- Arts and Humanities (e.g. Language, Music, Art & Design, Media).

## SECTION B

**QB1). How confident do you feel in the following:**

*Please tick the most appropriate box which represents your preference (1 signifies least confident to 5 which signifies the highest confidence).*

	1 Not at all confident	2 Not confident	3 Neutral	4 Confident	5 Highly Confident	A Don't Know	B Not Applicable
Delivering presentations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing project proposals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and managing financial resources?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job applications?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding intellectual property rights, copyright and patents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding ethics, integrity, professional standards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding contracts and legal issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying for funding, sponsorships and generating income?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively networking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating in a team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to changes and opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communicating effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading and managing a team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning, organising and delivering projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing risks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting activities useful for your professional and career development?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prioritising and managing your activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selling and negotiation skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking information and applying it creatively to a situation or problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being innovative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis, synthesis, critical thinking, and evaluation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-reflection?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self motivation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a business plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of University policy on technology transfer and commercialisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SECTION C

**QC1). Which of the following skills do you consider important towards your personal/professional development and future career?**

*Please tick the most appropriate box which represents your preference (1 is of least importance to 5 being highly important).*

	1 Not at all important	2 Not important	3 Neutral	4 Important	5 Highly Important	A Don't Know	B Not Applicable
Delivering presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing project proposals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding and managing financial resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding intellectual property rights, copyright and patents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding ethics, integrity, professional standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding contracts and legal issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying for funding, sponsorships and generating income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively networking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborating in a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to changes and opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communicating effectively?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading and managing a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning, organising and delivering projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting activities useful for your professional and career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prioritising and managing your activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selling and negotiation skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking information and applying it creatively to a situation or problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being innovative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis, synthesis, critical thinking, and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing a business plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of University policy on technology transfer and commercialisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## SECTION D

**QD1). Please indicate the extent to which each of the statements below describes you (1 signifies “not me at all” and 5 represents “totally me”).**

	1	2	3	4	5
	Not me at all	Not really me	Neutral	Somewhat Me	Totally Me
I prefer to make decisions myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust in my own judgement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even under pressure, I make my own decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take responsibility for my own decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly take calculated risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I get a chance, I will take it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am prepared to invest much of my time and resources to make a chance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I see uncertainty as a challenge rather than a threat.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is not unusual for me to change the way I am working if the situation requires change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am confident that I could deal with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No matter what comes my way, I can usually handle it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for me to excel at what I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I consider creativity as one of my stronger points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am open to new and challenging ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I regularly come up with new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I deliberately seek out new opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe I am in control of my own future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## SECTION E

**QE1). What are your career aspirations following completion of the programme? (Tick all that apply).**

- Academia (Higher Education)
- Independent research (Outside Academia)
- Research in Public Sector
- Research in Private Sector
- Teaching below High Education Level
- Working in the Public Sector
- Working in the Private Sector
- Self employment
- Start a business
- Returning to funded employer
- Joining the family business
- Working outside the UK
- Other, If other, Please specify.....

**QE2). Do you believe that your research can have a commercial impact?**

- Yes                       No                       Don't Know

**QE3). What type of impact or value do you believe your research can have? (Tick all that apply)**

- Impact on Quality of Life
- Economic Impact (Commercial Potential)
- Public Policy and Services Impact (Including on Practice)
- Social Impact
- Cultural Impact
- Impact on Health
- Environmental Impact
- Creation of New Knowledge
- Informing Direction of Future Research
- None

	1 Not at all Important	2 Not Important	3 Neutral	4 Important	5 Highly Important	A N/A
<b>QE4).</b> How important to you is your development in enterprise skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**QE5).** Have you previously attended any enterprise related development programmes, workshops?

Yes  No

**QE6).** Are you aware of the following programmes? *(Please tick the most appropriate box)*

	Not aware and not interested	Not aware but would consider	Aware but not interested	Aware and Considering	Aware and have attended
Business Mine start-up support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intellectual Property Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enterprising Researcher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Mine Events Programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**QE 6.1).** If you have attended any of the programmes above, how satisfied are you with them?

Not at all Satisfied	Not Satisfied	Neutral	Satisfied	Highly Satisfied	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**QE7).** Would you support introduction of an optional enterprise and entrepreneurship programme for Postgraduate Research Students?

Yes  No  Maybe

**QE8).** Do you have any of the following?

Business Plan  Yes  No

Business Idea  Yes  No

Portfolio  Yes  No

Personal Statement  Yes  No

Current CV  Yes  No

**QE8). Does the idea of starting a business appeal to you?**

Yes  No  Maybe

**QE9). Do any of your family members run a business?**

Yes  No

## SECTION F

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**\*If you wish to take part in the in the £150 Amazon Gift Voucher prize draw, please provide the following:**

Name\_\_\_\_\_

Email Address\_\_\_\_\_

Please tick if you are willing to be contacted for further research

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