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Curiosity and an Entrepreneurial Mindset: Views from Fellows of the University

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**CURIOSITY AND AN  
ENTREPRENEURIAL MINDSET:  
*VIEWS FROM FELLOWS OF THE UNIVERSITY***

**John Thompson**

**Emeritus Professor of Entrepreneurship**

**Huddersfield Business School**

**with**

**Jenny Grainger**

**Director of Marketing & Communications**

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**John Thompson (with Jenny Grainger)**

**Published 2021**

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# **CURIOSITY AND AN ENTREPRENEURIAL MINDSET:**

## ***VIEWS FROM FELLOWS OF THE UNIVERSITY***

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# FOREWORD

The years 2020 and 2021 brought huge change to our world; and the effects will continue. Many people faced personal tragedies as loved ones were lost. Despite this, business opportunities arose.

For those engaged in business, with roles in every sector from healthcare to design, from engineering to logistics and to entertainment, this year has highlighted just how important curiosity and innovation is. For entrepreneurs and entrepreneurially-minded people, of course, the need for innovation is not new. This is something that we recognise here at the University of Huddersfield, and we encourage all our students to be aware of the need for innovation in all fields.

Whether you are going to work for yourself, work in or lead a company, you must always believe that anything is possible – things might not be easy, but you can make them happen with drive and determination.

This booklet provides a framework for you to consider how you might explore how naturally entrepreneurial you are and your own propensity towards being an entrepreneur. I hope you find it useful.

Good luck for the future.

Professor Bob Cryan

Vice-Chancellor

The University of Huddersfield





# INTRODUCTION

Generally, people will associate the term ‘entrepreneurship’ with starting a business. It is this, certainly, but really entrepreneurship covers a wide spectrum of activities – it is a way of behaving - as our short profiles below of three ex-undergraduates testify. In this booklet we see and discuss entrepreneurial behaviour – and the mindset that drives this – in terms of finding opportunities to create value for others, whilst (ideally) doing something a person enjoys and can do well. There is an implicit realisation that there will always be challenge, uncertainty and risk involved; but we believe the message is relevant for every student across the University.

**Sian Gabbidon** was born in Leeds. Her parents both worked full-time, and so she spent many hours with her grandparents, where she was able to develop her creative talent in a variety of ways, including learning to sew - such that she could make clothes from her own designs. Later, as a Huddersfield graduate in Fashion Design with Marketing and Production, she independently developed her own design business – Sian Marie Fashions - specialising in womenswear, and particularly new and imaginative ‘bold and daring’ swimwear, using strong colours and geometric patterns. Making effective use of social media, especially Instagram, and having her clothes modelled by recognisable celebrities in exotic locations, her business took off. Sian was the winner of *The Apprentice* in 2018, earning a direct investment of £250,000 and Lord Alan Sugar as her business partner. Her target audience is the 25-34 age group, who most naturally enjoy beach holidays and festivals, activities – and opportunities – restricted by the COVID-19 pandemic. Sian has responded by continuing to widen her range of “sophisticated loungewear”, driven by her belief that “style is a deeply personal expression of who you are, and that every time you dress, you are asserting a part of yourself”. Utilising premium fabrics, new collections are launched every season; and many of her clothes can be customised as she uses reversible and multiway designs. One of her key challenges going forward is that she is in a very competitive industry where high-profile celebrity figures increasingly lend their names to rival design collections.

**Jeffrey Postlethwaite** is from the Lake District; he graduated in Enterprise Development in 2013, along with his identical twin brother, Matthew. Their degree required students to start and run a small business as part of their studies - and he opted for food. Together with a business partner (from a different degree) he started a small pasta bar in the centre of Huddersfield. At the same time, the twins were drawn to acting and the media – whilst studying they had parts in the first series of the hugely successful *Peaky Blinders*. After graduating, they relocated to Los Angeles and continued to develop both dual and individual careers. They had parts together again in the movie *The White King*; and they also earned money from working in commercials. Jeffrey has since focused much more on business, and, after working in a number of local organisations, he founded California Gummy Bears – which now produces a range of all-natural sweets using local California fruits. The sweets are, of course, grizzly bear shaped, and the distinctive packaging features the bear from the California flag. The sweets are available through over 500 retail and wholesale outlets throughout America, Canada and Europe as well as from an on-line store. There has been considerable media interest; over one million California Gummy Bears were consumed within the first year.

As part of his Enterprise Development degree **Matthew Postlethwaite** also opted for food, experimenting with Mexican wraps in a pop-up shop. In Los Angeles has also started and sold a confectionery business, NUDE chocolate, which utilises unusual, healthy ingredients, such as mushrooms, and which sell through around 200 retail outlets. At the same time, he has continued to paint, sing, act and produce films – most notably the award-winning film *The Great Artist* about a creative artist dealing with mental illness. In 2021 this film qualified for The Academy Awards; and it has been accepted in Cannes by the American Pavilion for the best film. Matthew won a Hollywood ‘Music in Media Award’ as co-writer of the song, *Brave*, which was sung by Pia Toscano in *The Great Artist*. He is continuing to develop film and television material; his main focus now, though, is his production company, Purpose Co., which has a mission to “drive and empower transformative change through the power of motion picture.” He believes that “the content that we consume matters, and it shapes our society. Representation matters: not only do we want to share diverse stories but also deliver them in a way that is impactful”.

The spread of the COVID-19 pandemic in 2020 created a huge shock for individuals and businesses everywhere; and students were certainly not spared the uncertainties and disruption. We will all have witnessed a variety of individual reactions, some perhaps obvious and predictable, others more creative, imaginative and enterprising, as different people have responded to the challenges, threats and opportunities, and changed their behaviours. There have been threats to the ways of life and ways of working that most people have been used to, but, for some, these threats have offered opportunities to both learn new skills and learn more about oneself. Simply, some people have taken greater ownership of their lives and careers. It is perhaps fair to say that graduates ‘today’ are expected to be more self-reliant than many of their predecessors; it is helpful, therefore, to have developed flexibility, adaptability, resilience and a willingness to take (manageable) risks.

Jobs have been lost and job prospects are different; most jobs have changed in some way, some radically. COVID-19 has encouraged many people to re-evaluate their lives. Many who worked at home for some of 2020 and 2021 – avoiding a daily commute – have wanted to continue with this work pattern, or some variant of it. Some people were furloughed for periods of time; and many will have considered and investigated new opportunities for self-employment. By doing this their lives might have changed materially as they have taken on fresh challenges and, at the same time, unfamiliar risks. Of those able to do this, money was perhaps not the key driver of their decision about what they wanted to do. They were drawn towards independence and self-reliance. The future for them and for fresh graduates is definitely uncertain. Who can explain with any confidence what the job situation will be in the future as new opportunities arise, and are created, all the time?

***At some point in their life, a great many people will consider either working for themselves (freelancing) or starting a small business. It does not have to be when they graduate – but it could be. Do they – do you - know what they (you) would need to do, the steps to take? More significantly, can they – can you - be sure it is an appropriate step to take?***

But look at things this way: young people, especially students, have an excellent opportunity to find out at least some of the answers, using both theoretical and experiential approaches. These opportunities are available in some form in most, if not all, Universities. Your own

reaction to these opportunities, and what you choose to do, will always be affected by your perception of how relevant you think this decision might be for you personally, and whether you think you might be drawn to taking on such a challenge.

**So, who are you?** When faced with decisions and choices where there is real uncertainty, is your first, and natural, reaction likely to be one of fear or hope?

Do you have – or believe you have - the necessary attributes and skills to ‘go it alone’?

Are you willing to dedicate time and energy to strengthening those attributes and skills you have that are maybe not (yet) strong enough for dealing with the challenges you foresee?

Can you see opportunities that link your interests and capabilities – but opportunities where you could genuinely create and add value for others?

Is this something you either know you are interested in, or believe you could become seriously interested in - and are drawn towards the choice - always bearing in mind that there are risks and potential setbacks and disappointments you would have to deal with?

And: are you willing to seek and listen to advice, even though you will make your own choices?

**In other words, we are really asking: do you have an entrepreneurial mind and mindset?**

**How well do you understand yourself, who you really are and who you aspire to be?**

This booklet has been created to help you gain more insight into the answers to these two key questions by providing ideas, food for thought, suggestions and an opportunity for personal reflection. It is written deliberately in a style that encourages you to personalise the thoughts and ideas. It does not, though, adopt a “how to” approach; it is not a manual for how to start a small business or become self-employed. But if you are drawn towards pursuing this line, then other sources of information will always be available to you.

There is no suggestion that by reading this booklet you can be transformed from someone without an entrepreneurial mind or mindset into someone who naturally thinks and behaves entrepreneurially. But you can develop yourself if you are keen to do so; and there are people around who can and will help and support you. There is an old saying: “if it is to be it is up to me”. With this booklet we want you to think about who you are and who you want to be; and how you might seek to close the gap. The solution lies with you; you have to own the challenge.

The booklet is built around the framework on the next page.

There are two important ‘matches’ involved. The first is between personal capabilities and resources, which provide a natural foundation, and personal aspirations and interests. Together, these then need to be congruent with the realistic opportunities that are available. Each of these three themes is discussed in the booklet, in Chapters 3-6. A further chapter, Chapter 7, explores how this matching process might be managed, taking into account the various risks and potential sacrifices.

## Realistic Opportunities

*(Chapters 3 & 4)*

The context

**Personal capabilities**

*(Chapter 5)*

Relevant resources

Now and in the future

**Aspirations and interests**

*(Chapter 6)*

Values and passions

A freelance wildlife photographer, restrained from travelling widely, and certainly overseas, during 2020, and who found both inspiration and opportunities close to where he lives, has commented along the following lines. “I am technically competent – and I own all the ‘right’ equipment . . . long lenses, tripods, filters and the like. But this alone doesn’t make me either unusual or exceptional. By nature, I’m patient. I spend hours watching and preparing. I learn about the habits and behaviours of the animals, birds and insects I’m monitoring and work out where the opportunities, the unusual shots, might be. That’s why I am ready when something happens, and when an opportunity presents itself. I don’t create the pictures; I respond when things happen. Some people will look at my photographs and describe me as lucky. I am only lucky because I am ready and waiting. I make sure I am prepared. And I do take lots of shots – most days. Some days I will surprise myself with the pictures I shoot; other days I pretty much discard everything. I just never know when I set out and set up. But the main thing is, I love what I do.”

The content of the booklet has largely been crafted around a series of discussions (during 2020) with several clearly entrepreneurial people who have received Honorary Degrees from the University of Huddersfield. They have been successful in a whole variety of different fields and environments, and their reflections on their experiences offer serious food for thought. Most of the interviews were conducted on-line, and the format was relatively unstructured. The discussions were centred on the perceived value of an entrepreneurial mindset for people graduating from university ‘today’, and the University’s role in enabling this to develop. The structure and text have been driven by their thoughts and contributions, augmented by relevant supporting references and ideas. Their words in the boxes registered to the right in the text were collected in the interviews; the quotes in the boxes registered to the left margin were collected at different times from other entrepreneurial people with links to the University.

That said, the world post-COVID, and the world you will help to develop in the future, is going to be different from the past our respondents have had to deal with. Whilst there are always

opportunities to learn from the thoughts and ideas of people who have been successful – and their ideas can be both helpful and provocative – the world is changing all the time. As has always been the case, of course, the most enterprising people have driven many of these past developments; and this principle will not change. But there is no script; the future is yet to be designed.

Think for a moment about your parents and particularly your grandparents. Your grandparents certainly grew up in a world where ‘instant gratification’ was not demanded in the way it is today. They were not advocates of fast fashion; they bought virtually everything in shops. They did not have access to the computer power that is available today. Crowdfunding was unheard of. They did not communicate ‘instantly’ using their smart phone. They did not have social media profiles. The effect of climate change was not high on their agendas.

Ironically perhaps, whilst you might well subscribe to the following comment about today’s world, so would your parents and grandparents when describing the world in which they grew up!!

In today’s world, the pace of change has never been so fast – and it will never be as slow again.



# THE CONTRIBUTORS

## **John Bernard**

John Bernard graduated from the University of Huddersfield in 1995. He is now a multi-award-winning marketer, start-up advisor and the EMEA Marketing Director for Dexcom, the San Diego-based medical devices manufacturer. John has made a transformational and worldwide impact on companies and their customers in the technology sector.

Previously, he was the Global Marketing Director at Mozilla, leading strategy and marketing for the Firefox brand; prior to this Silicon-Valley experience, John held senior global marketing roles in the mobile industry with Sony Ericsson, Siemens and LG Mobile, launching multiple mobile phones and services. He is credited with creating the LG Mobile brand in Europe; pioneering the first digital physical outdoor media in the UK; and setting the template for integrated mobile phone launches that are commonplace today.

In 2013, John received the ‘Marketer of the Year’ award from Marketing Week magazine and was voted into the ‘Drum Digirati’, a list of the influential people across the breadth of the UK’s digital marketing industries. In 2014, he was shortlisted for Digital Marketer of the Year.

John has served on the Board of the Chartered Institute of Marketing (Scotland) for five years and, in November 2017, he was voted on to the CIM Board of Trustees. He is a spokesperson within the mobile, marketing and healthcare industry and a regular judge for Marketing, PR and Design Awards.

## **Roger Bromley**

Professor Roger Bromley has an extensive background in industrial collaboration and technological innovation.

Bolton-born, he graduated in mathematics from Cambridge University and began to work with high-tech manufacturing companies in the Manchester area. In the mid-1990s he was involved in a large internet technology project that brought together a cluster of smaller firms, plus several universities and a number of big corporate players. The experience, “frustrating in some respects, but stimulating in others, made him realise the need for a more sophisticated understanding of collaboration and that it must be properly managed”. It became a priority for him that talent and ideas from the university sector flows into industry.

His mounting expertise in collaboration has been paralleled by a successful and productive career as a technological innovator – and this is his link to the University of Huddersfield, where one important collaboration has been the use of sensors and wireless transmission technology for creating smart, safety-critical, fasteners for industrial use. Other relevant collaborations include technology transfer to the railway industry.

Roger Bromley is a passionate advocate and ambassador for the encouragement of innovative and challenging thinking that questions conventional wisdom.

## **Chris Brown OBE**

Chris Brown has experienced variety and success in many fields of business – as well as in the swimming pool!

Educated at St Peter’s School, York, he studied law at Oxford University, where he was President of the Swimming Club. He remains an active competition swimmer with the City of Bradford Swimming Club and has held numerous National titles and British records. He would like to continue as a competitive swimmer “until he qualifies for the over-90s age group and beyond”.

His qualifications also include an MBA from Cranfield, an MA in History from the Open University and a BA in Philosophy from Leeds University.



Chris worked at Jaguar Cars, Lucas, GEC and FKI before, in 1990, he co-led a buy-in to the Huddersfield-based engineering company David Brown – no family connection, it should be pointed out. As Chief Executive, he turned around and then grew this firm into a worldwide enterprise, with manufacturing facilities in 22 countries. His success led to a successful flotation on the London Stock Exchange in 1993.

He has also been the Chair of Robotic Technology Systems plc and International Nuclear Solutions plc, as well as Ilkley Lawn Tennis and Squash Club. Additionally, he has been a Director at Bluestone Films. Currently a Deputy Lord Lieutenant of West Yorkshire, Chris Brown served as High Sheriff of the county in 2016-17. While holding this office, and working in collaboration with Leeds Community Foundation, he instituted the High Sheriff of West Yorkshire Fund, which focuses on crime reduction and the rehabilitation of offenders, and is dedicated to creating safer communities. He was Chair of the University of Huddersfield Governing Council for fifteen years, from 2004 until 2019.

### **Ken Davy**

Ken Davy left school aged 15 with no academic qualifications and then, after working as a photographer on P&O cruise ships, he built a successful photography business - before switching direction and becoming a financial adviser, working for Abbey Life. Through books he had found when travelling abroad, he had discovered and developed an early interest in how people can improve their self-confidence and take greater control over their lives and careers. It would turn out that financial advice was a natural home for him, and he was very successful. He started his own company, DBS, in the early 1980s; it grew to a full listing on the London Stock Exchange in 1997 and was later sold. In 2003, after a necessary pause, Ken started the business he currently chairs, Simply Biz, which provides development, research and marketing services to directly regulated financial advisers. Ken is regarded as one of the financial service sector's foremost strategic thinkers and is the recipient of several prestigious awards.

He is engaged in public and commercial life away from Simply Biz. He was a Huddersfield Borough Councillor from 1968 to 1974; and is still active in both local and National politics. In 1996, Ken became owner and Chairman of Huddersfield's Rugby League Club, which he subsequently merged with the Sheffield Eagles and created today's Huddersfield Giants. During his chairmanship, the Giants have moved from the lower reaches of the game to become established in the Super League. He was also Chairman of Huddersfield Town Football Club until 2009, having rescued it from administration in August 2003.

### **Ann Francke OBE**

Ann Francke is Chief Executive of the Chartered Management Institute, the UK's leading professional body for management and leadership with an international member community of over 143,000. She started her career at Procter & Gamble and has held senior executive positions at Mars, Boots, Yell and BSI.

Ann is an expert on gender balance in the workplace and speaks frequently in the media and at conferences on this and other management topics. Her book, *Create a Gender-balanced Workplace*, was published by Penguin Business in 2019; and she was awarded an OBE for services to Workplace Equality in the 2020 New Year's Honours list. Ann is also the author of the *Financial Times Guide to Management* and was named in the top 100 'Women to Watch' in the 2015 Female FTSE Cranfield report. She was awarded the inaugural MemCom award for outstanding leadership of a UK professional body in 2016.

### **Nick Glynn**

Nick Glynn graduated from Edinburgh University with a degree in Social Anthropology; after graduation he produced a series of documentaries for the BBC and Channel Four. He later bought Easy Computers (now trading as Laptops Direct) in 1999 and grew the company to become Buy It Direct Ltd, of which Nick is Group CEO. The group now sells various products, including IT and other electronic items, kitchen appliances, bathrooms and furniture, all of which it sells to both consumers and businesses. It sells own-label products along with leading global brands.

The Buy it Direct Group is composed of discrete product-based companies which together constitute one of the UK's largest independent online retailers with 800 staff, £400m revenue, 1.5 million sq.ft. of dedicated warehousing across five UK sites, two showrooms, and a home delivery service. It has prospered as the online retail business continues to expand rapidly. Other group companies include: Trojan Electronics which specialises in the refurbishment, repair and resale of IT, kitchen appliances, TVs and consumer electronics on behalf of retailers, brand owners, importers, and distributors; and Babyway International, which sources baby and nursery products for large retailers in the UK, Europe, and the US. Trojan has an experienced team of 120 engineers and operates from a 180,000 sq.ft. unit in Swansea. The Buy It Direct Group has also invested in a start-up called Areera. a TV recycling business which uses robots to dismantle the screens.

### **Paul Grimwood CBE**

Paul Grimwood graduated from Huddersfield with a degree in Marketing; his career culminated in his appointment as Chairman and CEO of Nestlé USA, followed by a period as non-executive chairman of that business. Paul's placement year, part of his degree at Huddersfield, was with the confectionary firm Mars, and this helped to determine the direction of his subsequent career. His contribution to the international food industry was recognised by the award of a CBE in the 2019 New Year Honours List.

After graduation, Paul joined Mars as a full-time employee. This was followed by executive positions with Highland Distilleries and Purina before he joined Nestlé. He became head of that company's UK and Ireland operations prior to the USA posting.

In conversation he will recount that as boy he was brought up in York and cycled every day past the Rowntree factory, imbibing its chocolately aroma. Rowntree, of course, would ultimately become part of the Nestlé group.

### **Graham Leslie CBE**

Graham Leslie is a serial entrepreneur, philanthropist and business mentor. His business interests include pharmaceuticals, construction, baby products, media, health care and the financial service sector.

He showed early entrepreneurial intent at school in Middlesbrough - buying a number of copies of *Lady Chatterley's Lover* and renting them out to other curious teenagers. His early career was as a professional footballer, followed by hairdressing, and then wig manufacture, before he started Galpharm (later Galpharm International) in 1982. His business idea was innovative and creative; he realised that when restrictions on certain pharmaceuticals were being lifted, generic versions could be manufactured and sold once their patents had expired. They could thus be made more freely available and affordable both in pharmacy and grocery outlets – which ensured several hundreds of millions of pounds of savings per annum to the NHS in both time and cost. Under Leslie's control Galpharm became the UK's largest licensed supplier of OTC and Healthcare medicines for both branded & private label customers - and the largest in the world after it was subsequently acquired by the Perrigo Group in 2008 for \$88m. It had all begun in a tiny warehouse unit close to the University of Huddersfield.

Working in collaboration with the Kirklees Metropolitan Council, Graham Leslie helped to finance and create the Galpharm Stadium in Huddersfield, the first ever 25,000 all-seater joint professional football and rugby stadium in the world. Since selling Galpharm International, Graham has established and acquired several other companies in various sectors. He has been awarded a CBE.

### **Virginia and Clive Lloyd**

Clive and Virginia Lloyd are husband-and-wife entrepreneurs who founded Design and Display Limited in 1990. Today the company employs over 80 people at its Elland factory and provides display units and materials for retailers and other businesses. Clive additionally runs a commercial property business. Both Clive and Virginia have significant community roles and interests alongside their businesses.

Virginia served as High Sheriff of West Yorkshire during 2012-13, and she is now a Deputy Lieutenant of West Yorkshire. She is a Patron of Opera North and a Trustee of the Henry Watkinson Educational Trust.

Clive is a past Deputy Chair of Opera North, a trustee and executive member of the Leeds International Piano Competition, a founding trustee of The Piece Hall Trust in Halifax and chair of the music education charity NOEL. He is also a past President of the Halifax Antiquarian Society and an honorary Vice President. He currently sits on the board of Northern Ballet and chairs the development committee for Opera North.

### **Theo Paphitis**

Theo was born in Cyprus in 1959 but moved to the UK when he was six; his business empire now spans retail, property, finance and consumer goods. Having left school at the age of 16 (with no formal qualifications due to his dyslexia) he began work as a filing clerk in a Lloyds of London brokerage.

Having realised very quickly that “filing was not his forte”, he took up a job working for Watches of Switzerland where he discovered a passion for retail. Eventually he would acquire and revive the fortunes of notable high street names such as Ryman (the Stationers) and Robert Dyas, the home and garden products retailer. In 2011 he also launched what has now become the multi award winning, global lingerie brand, Boux Avenue; and more recently he acquired the London Graphic Centre (arts supply). He has also been involved with La Senza and Red Letter Days in the past. He is part-owner of sports management agency, MB Partners. The Theo Paphitis combined group now comprises over 300 stores and 4,000 employees who serve over 28 million customers a year; there is a substantial on-line sales arm.

His businesses have raised around £5 million for Comic and Sport Relief, and his Theo Paphitis Charitable Trust continues to support many child and youth charities. Theo appeared on Dragons’ Den for a number of years and continues to be part of the show, and invested in several small businesses that he continues to support. He has also founded #SBS Small Business Sunday, a network for small businesses. He is Chancellor of Solent University.

### **Maggie Philbin OBE,**

After University in Manchester, where she studied English and Drama, Maggie Philbin was co-presenter on the TV show *Multi-Coloured Swap Shop*; she went on to be a presenter on the very popular *Tomorrow’s World* television programme. She has been engaged in promoting science and technology ever since. More recently a presenter on BBC 1’s *Bang Goes the Theory*, she has also reported for BBC Breakfast and BBC Webwise - as well as heading up the BBC’s Digital Switchover.

In 2008, she created an interactive science and engineering initiative, *TeenTech*, which now runs across the UK, with a supporting award scheme through secondary schools. The initiative has won several national and international awards and reaches over 15,000 teenagers directly every year. *TeenTech* was one of the partners for the BBC’s 2015 *Make It Digital* and *Micro:bit* initiatives. At the WISE Awards in 2012, she won the *Communication and Outreach category of Women of Outstanding Achievement* and, in 2013, she was included on the *Tech City Insider* list of 100 people who are making digital London tick. Recognised by the Institute of Engineering Design for *TeenTech*, she served as President for four years. In 2019 *TeenTech* was awarded the Best Employer and Schools Initiative.

In 2014, she was asked to lead an independent taskforce to produce a report on digital skills to be shared with all political parties. In 2016, Maggie was voted the most influential woman in IT by Computer Weekly magazine, was awarded Digital Leader of the Year and listed as one of the 50 Most Inspiring Women in Technology in Europe. She also became patron of the Council of Professors and Heads of Computing.

### **Alan Roberts OBE – who was interviewed before his death in 2021**

Professor Alan Roberts was a Consultant Clinical Scientist and Director of the Centre for Clinical Prosthetics at Bradford Teaching Hospitals. He was either an honorary member or Fellow of several distinguished scientific societies and served on the National Council of the Red Cross. His key research interests were wound healing and

implantation; and he was responsible for the development of Indermil, a liquid designed to close minor or low-tension skin wounds without the need for staples or sutures.

In the academic sphere, Alan served as Pro-Chancellor of the University of Leeds and held professorships at the universities of Bradford and Hull, as well as visiting professorships around the world. He was awarded the *Prince Philip Medal for Research* in the field of implantation materials in 1970 and awarded the MBE for services to Medical Science in 1982, and subsequently the OBE in 2002.

Alongside medicine and academia, Alan had a military career in the Reserved Forces. He has been the Colonel of two regiments; and in the early 1980s he was Deputy Commander, Northeast District. At this time, he served as an aide-de-camp to Her Majesty the Queen. He was also a Deputy Lord Lieutenant for West Yorkshire and a Justice of the Peace.

### **Jonathan Sands OBE**

Jonathan Sands is renowned for his expertise in brand design; and he is the CEO of the brand agency, Elmwood. Elmwood has offices in Leeds, Melbourne, Singapore and New York, and has won more 'design effectiveness' awards than any other agency worldwide. Jonathan had begun a career in advertising when, aged 21, he joined Elmwood, then based in Guiseley, Leeds. He quickly rose to become managing director and later took over control of the business in a management buyout. What might have been a high-risk move at the time has enabled Elmwood to build a staff of well over 100 and open new offices around the world.

During his career, Jonathan Sands "has seen" – and contributed to – "huge changes in the design industry". Companies that have survived in an increasingly competitive field have either catered for a small, niche markets or, like Elmwood, become global operations.

Jonathan Sands is a Visiting Professor at the University of Huddersfield where he plays a key role in a project, backed by the Royal Academy of Engineering, designed to encourage collaboration between engineering and design students.



## Chapter 1:

### THE STUDENT'S JOURNEY – YOUR JOURNEY

For many students, University is a bridge between growing up in a relatively sheltered family environment and ‘branching out as an independent adult’ with responsibilities, although this statement is clearly something of a generalisation. Student life can offer more and different opportunities than many schools provide: independent learning, new clubs and societies, part-time jobs, volunteering. All with new friends from various backgrounds. Moreover, there is a wonderful opportunity to try new things in a measured way and where the risk can normally be managed and handled. But some people will always be more curious and more adventurous than their friends and colleagues; their willingness to break out of any comfort zone they are in is greater. Simply, we all make our own choices about what we try, why and how.

In some respect, though, the real value is not just about the doing. It is also about what we personally learn from our experiences. How we make sense of what we are doing, seeing and feeling. How we use this learning (in particular, what we are learning about ourselves) to guide new decisions about what we do next and whether we change direction. We are finding our way through life. This demands making time and space to reflect on our various experiences. Our perceptions will be personal to us. We may feel disappointed with our progress, whilst others might feel we have done really well, for example. This relates to our expectations of ourselves and our ambitions. As we will discuss further, we can all try activities that attract us, but, without certain natural capabilities and opportunities, our progress and improvement is likely to be limited and we will not be able to perform at the same level as some other people who we might envy. We have to be realistic about this. Ideally, we will reach a position where we get real enjoyment from things we can do well; and we will consequently want to focus time and energy here. But this may not, and perhaps cannot, always be the case.

Endeavouring to discover where one’s true passion lies is a challenge that faces us all. The answer may be easily found; but often it is not. In his autobiography, Arsène Wenger<sup>1</sup> the long-serving and very successful manager of Arsenal FC, says: *When you are born, your first instinct is to survive. Then you must find the meaning of your life. My life is football.* Wenger was fortunate – he was both passionate about, and good at, something he enjoyed.

We would encourage you, first, to not waste the opportunities available to you at university, and certainly not just those directly related to your degree; and, second, to reflect on your learning from all your choices and experiences and how you have reacted to the outcomes. Every opportunity you have had to be enterprising and ‘take a chance’ could be relevant for inclusion: including finding new friends, new partners, new sports you have tried, new food experiences, anything you have tried to generate extra cash, different holidays, books and films that have affected you. Although you might choose to ‘really throw yourself into something’, this will probably not be a requirement; with most things you can ‘take baby steps’ and explore - learning and adapting as you go along. It is, after all, a journey into the unknown in many respects.

***You might even consider keeping a journal that logs your various decisions, actions, reactions, feelings, reflections and learning, and compare and contrast how you see yourself***

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<sup>1</sup> Arsène Wenger, *My Life in Red and White*, Weidenfeld & Nicolson, 2020

*at the end of your studies with the person who started out on their student journey some three or more years ago. If you do decide to keep such a record, we would also recommend that you include a record of those people you have found most helpful to you in your journey – sometimes these are people who have been able to see something (potential) in you that you haven't seen for yourself. Your new friends, your tutors, people who have provided you with part-time work, others you have been introduced to. Possibly also include the people you have found frustratingly unhelpful! Building networks will always be an important element of your life; you need to recognise when you need help and support and where you might find it. And invariably there will be setbacks to deal with.*

Hopefully at the end you will appreciate more about yourself, in particular what you are good at, what you enjoy and can feel passionate about, where you might wish to devote your energies going forward. You might be clearer about where you would like to find employment, assuming you do, what you might be doing and how you intend to approach things – or whether you want to take responsibility for creating your own job straight away.

Finally, you might want to benchmark yourself against some of the generic characteristics that are deemed important for success in today's world. Such 'lists' can be found in a variety of places; the following attributes are condensed from one of these, namely a 2016 report from the World Economic Forum <sup>2</sup>

- Curiosity
- Creativity and bold thinking
- Adaptability
- Team-working, collaborating and networking
- Tenacity
- Strategic thinking
- Being a lifelong learner.

*This list is not offered as a complete set of attributes*

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<sup>2</sup> The Future of Jobs: Employment Skills and Workforce Strategy for the Fourth Industrial Revolution.

## Chapter 2:

### THE ENTREPRENEURIAL MIND

Different people will use different words to explain or define an entrepreneurial mind and an entrepreneurial mindset, but the general direction of thought is likely to be along similar lines. The same could be said about definitions of an entrepreneur. Basically, we are interested in how people who might or would be described as entrepreneurial, or as an entrepreneur, think and behave.

John Thompson, writing with Bill Bolton<sup>3</sup>, has previously defined an entrepreneur as follows:

**An entrepreneur is a person who habitually creates and innovates to build something of recognised value around perceived opportunities.**

They explain the ‘person’ could actually be a team, a so-called entrepreneurial team, but there will be a clear champion. Curiosity, creativity and innovation are at the heart of what happens – and there will be an outcome. Something new (maybe really new, maybe an improvement on something that already exists) will be created and built – and it will be appreciated by others for the value it offers them. The process of creating and building this value will imply that valuable opportunities have been spotted and acted on – and that those concerned have been willing and able to deal with the risks of the challenge. All of this might happen in the context of the business world, although it is something that can be found in practice in all walks of life as well as anywhere in the world. There are entrepreneurs at work in education, in sport, in art, in the health service, in charitable organisations, and in religious organisations. The relevant organisations might be small or large, new or old. The people involved might equally be young and starting out in life with fresh ideas, or older and building on their past experiences.

From this, then, we can say that having an *entrepreneurial mind* implies:

**Being habitually curious to identify opportunities for making a difference, using creativity, networks and innovation.**

This is a way of thinking and seeing the world around; it does not automatically imply that there is proper follow through. Many creative and imaginative people will not act on opportunities they spot. This might be because, for example: they are happy to stay within a comfort zone and allow others to be the value-builders and change agents; their personal circumstances, values or the resources available to them act as constraints; or even that they are ideas people who spot ‘too many’ opportunities, such that they have to choose and prioritise.

To explain an *entrepreneurial mindset*, we would simply add some extra words:

Being habitually curious to identify opportunities for making a difference, using creativity, networks and innovation - **and then committing to make it happen.**

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<sup>3</sup> See, for example, *Entrepreneurs: Talent, Temperament, Opportunity* (3<sup>rd</sup> Edition), Bolton & Thompson, Routledge, 2013



There is a willingness and a determination to do something – and embrace the risk. There is never any guarantee of success; but there is always the opportunity to learn. Your time at university offers such opportunities; maybe you have already shown some determination to strike out and take on new challenges and initiatives. You will certainly know whether you would be seen as someone with ideas and perhaps a fresh perspective that you are willing to share. Equally, you might be someone who can see the potential in ideas contributed by others, get excited by one of these ideas and keen to develop it further.

**Maggie Philbin** was a contributor to BBC Television’s *Tomorrow’s World* from 1983 until the 1990s. The programme introduced viewers to many new innovative technologies that subsequently became ‘part of everyday life’. The programme ran for nearly 40 years in total. Maggie Philbin was an influencer who had first joined the BBC in 1978 as one of the presenters on a popular Saturday morning children’s show, *Multi-coloured Swap Shop*, usually shortened to *Swap Shop*, where she joined Noel Edmonds, Keith Chegwin and John Craven. The three-hour programme featured music, celebrity visitors, competitions, cartoons and “Swaporama” – where the programme went on location and up to 2000 children came each time to swap their belongings. Having earlier graduated in English and Drama, Philbin had responded to a relatively vague advertisement: “Do you want to be a top TV personality? Could you interview people on live television?” *Swap Shop* was already running with three presenters and a fourth was being added – but very little was explained before the interviews. Would you respond to such an unknown opportunity? When called for interview, and without clear information - and like Maggie - how would you decide what to wear!

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In 2020 an NHS nurse named **Ashleigh Linsdell** was awarded an OBE. During the COVID pandemic, and in her own time outside work, she had responded to the recognised shortage of new scrubs for doctors and nurses, by first making and then using social media to build an army of volunteers who sewed and made home-made scrubs for NHS staff. At one level, she did what others were doing; at another level, she did far more. She additionally built a working supply chain to source scrubs and then get them to wherever they were most needed. Interviewed on BBC Breakfast television, she asked “Why me? What have I done compared with other more high-profile celebrities?”. The interviewer, Rachel Burden, summed it up .. .. “You deserve it. Most people just think about doing something. You got on and did it .. .. and it proved to be a huge success”.

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In 2021 comedian Rob Brydon used social media and mainstream television to help raise awareness of the emergency funding needs of the long-established Park Lane Stables in Teddington (Middlesex), an urban stables close to where he lives, and whose survival was at serious risk. The stables needed to raise £1million very quickly to enable those behind the initiative to buy the premises from their landlord and avoid them being sold for alternative use. The stables, using paid staff and volunteers, provide daily support for young people and adults with various forms of disablement – and their families. In some cases, it is literally “what keeps them going”. The appeal was successful. Commenting on television Brydon remarked (about the stables): “We have to ask. Is the world a better place because of this initiative? Would it be

a worse place without it?” This comment summarises how we might evaluate the relative worth of any initiative that someone might seek to build.

People drive new thinking and innovation....

Great ideas can come from anybody and anywhere; a great idea doesn't care where it comes from.

***John Bernard***

Proactive people who are driven to improve and change things, maybe even ‘change the world’, are important and valuable. They drive new thinking and innovation. They identify potential ways for doing things better and for doing things differently. They are to be found everywhere and in all walks of life. They always have been. After all, “a great idea doesn't care where it comes from”. Most contributions will be modest and improvemental, but they still create new value and potentially pave the way for further positive and improvemental contributions from different people. Occasionally, though, the story is going to be different, particularly when people we think of as visionaries are involved. Steve Jobs, co-founder of Apple, was such a visionary. He dreamt of something radically new and different, made it happen and improved the lives of many people with a series of innovative products. And how many of us use Apple products all-the-time?

In every case, something triggers someone's interest. One might ask, though: how many people saw how people were communicating with each other in early episodes of Star Trek and envisaged the smart phones that are ubiquitous in today's world? And then did anything about it. Timing and existing reality need to be factored in, of course. Anyone who looks at some of the drawings made by Leonardo da Vinci over 500 years ago will see what amounts to a prototype helicopter!

Think for a moment about people you know and the types of job they have – and hopefully enjoy. Clearly many people execute instructions they are given and make sure things happen. Others structure their workloads and decide on who should be doing what in an organisation. Specialists provide support with, amongst other things, finance and IT. A limited number ‘at the top’ decide on direction and strategy for the next few years. All of them are essential in their own way, and yet none of them are expected to be making visionary contributions that radically change their industry or profession. Hence, in many cases, we are talking about improvemental change, where really anyone at any level in an organisation can contribute if they are willing to do so, and if they are encouraged to do so. Many will see opportunities; some will be asked how they could do their job better; but how many are willing to embrace the risk involved in pursuing the opportunities they can see?

		FOCUS OF EFFORT	
		Focus on things you are familiar with	Focus more on the unproven, unknown and clearly not yet achieved
<b>BEHAVIOUR</b>	Take a largely passive approach		
	Actively do things, but largely with guidance		
	Actively seek out problems where you have to use your own initiative?		
	Dream about what might be		
	Dream and do		

**Table: Your natural behaviour**

Where do you think you naturally fit in this schema? Are you drawn towards problems where you can be creative and/or where there is nobody around to tell you or show you how to tackle them? You might put a mark in the table above where you think others would see you now (and perhaps in the future) and where you would like to see yourself. If these placements are different, consider the implications for you. How ambitious are you? What is it you would have to do that is different from your current behaviour to achieve your ambitions – and – how do you feel about the potential challenges and risks you will face?

Entrepreneurs learn to be comfortable operating in unknown territory.

**Chris Brown**

In many respects, herein lies the issue. Branching outside one’s comfort zone, seizing opportunities, implies risk. Success is not guaranteed. But it does not follow that the most risk-oriented people are likely to be the most successful and the most risk averse the least successful. How comfortable are you when you are faced with something unknown? Do you ‘look for the upsides when you are experiencing downsides’?

Many people who create and build something really different might well be described as ‘free thinkers’, ‘white space thinkers’ or ‘blue sky thinkers’. They have not been constrained by feeling or believing they need to preserve what has happened in the past, although they might

in fact actually be looking to improve something that exists but that can be made better. They are interested in what is also sometimes described as ‘thinking outside the box’. If somebody suggests trying something radically different, such people would not respond by asking “who is already doing it?”. This way of thinking is how they find opportunities. But not everybody is comfortable – or effective - in ‘white space’.

Having an entrepreneurial mindset  
implies ***thinking without boundaries.***

***Ken Davy***

Decisions and choices involve analysis and creativity. These utilise different parts of the brain. We all use the various parts of our brain, but not in the same way. It is sometimes argued that young children are naturally curious, questioning why things are as they are, and instinctively creative and imaginative in many of their ideas and thoughts – but the education system they experience focuses on making them more analytical. Do you see your time at school and University more as a regime where if “you follow guidance and instructions you will do well”? Knowledge is important, but alone it is not enough. Many students will feel they are discouraged from acting largely on instinct. Instead, they are encouraged to use logic and robust argument to justify and defend their decisions; the past work of others is often cited and relied on to accomplish this. Mathematics can explain some things; a scientific approach to research and investigation helps provide evidence to validate and support decisions. Conformity with something proven is good! And this certainly does make sense. Alongside this, the implication of thinking without boundaries is that people are not afraid to be out of step with others and with ‘conventional wisdom’.

Individuals preparing for later life need to reflect on their behaviour and risk taking; at the same time, educators must try and ensure students are curious and innovative whilst never forgetting that ideas must be properly justified and will stand scrutiny. People must be prepared to explain how their ideas have genuine merit and can add value – they help others with the problems that they can identify and appreciate ideas (solutions) that will help them.

Staying within boundaries has an element of safety built into it; this might be said to be driven by a reluctance to deviate from established practice by taking certain (unnecessary) risks. Entrepreneurs meanwhile focus more on opportunities than the inherent risks, although this does not mean they are oblivious to the risks. Rather, they are willing to embrace the risks. The question to be asked is whether someone is more focused on what can go right (and the pay-off if it does) or what can go wrong. That said, it is always important to appreciate the implications of there being a potential downside and how you would deal with it.

It can be argued that people who put themselves into a position where the upside is possible, whatever this might mean, are giving themselves a chance (or an opportunity) to be lucky. This has been described as ‘smart luck’ and is aligned with George Bernard Shaw’s comment that “chance favours the prepared mind”.



## Chapter 3:

# CURIOSITY; CREATING VALUE AND OPPORTUNITIES

You have to make and learn from mistakes. If you are not making mistakes then you are not pushing hard enough at the boundaries of your comfort zone

*Ann Francke*

Entrepreneurial people are curious; in this, of course, they are not alone. Some people are simply more naturally curious than others. They have perhaps been like this all their lives. They are constantly wondering about the answers to ‘how’ and ‘why’ questions. Why are people doing this? Why is something as it is? How could it be improved? This curiosity can be broad and general; equally it can be directed to specific problems.

Entrepreneurial people set out to create and add value for others. This may be social or environmental value as well as economic value; a great deal depends on personal values. They may use their imagination to ‘dream up’ something they (and maybe others, as well) have never seen or experienced. They may be creative in conceiving how this ‘something’ might be made to happen. They then direct their energies towards making it happen. They try out their ideas and see what happens. They remain open-minded and willing to learn from their mistakes and any setbacks they experience. And they remain willing to change course and try something fresh. They are happy to progress in stages. They don’t expect to get everything right ‘first time’. In business, they stay focused on the ‘bottom-line’.

With entrepreneurs it is about creative commercialism

*Nick Glynne*

Before reading further, reflect on the extent to which the following questions are ones that you are constantly asking:

- What are the problems that other people have? What would provide a solution or resolution for them?
- What are people saying they want?
- What do I want? – and do I know other people who would be genuinely interested if I found an answer?
- What exists in different, unrelated areas that might help provide such an answer?

- What could I do or make that would help people in a way they would recognise and value?
- What's 'out there' being used that I could improve or do better?

These are examples of the questions that perpetually curious entrepreneurial people will always be asking and seeking answers for.

## Opportunities<sup>4</sup>

Opportunities are to be found anywhere and everywhere; but typically they are not easily spotted. Instead, they have to be found by someone who is looking for them. Whilst many people may well be searching, there is no certainty that seekers will automatically become finders. The process is similar in some ways to the old gold rushes. You had to be seeking, or at least in the right place, to have any chance of finding gold. Those who found any consequential gold nuggets were often thought of as the lucky few – but that may well ignore the effort, sacrifice and risk involved in being in a situation to be lucky!

Put another way, it has often been suggested that whilst opportunities are always 'out there' ready to be found, someone still has to find them; they don't find you! It is rather like walking or driving through thick fog, looking for something or somebody; you can pass by very close to where you need and want to be, but you do pass by. It is sometimes said (about very successful opportunities that someone else finds and exploits) that with hindsight it was obvious, it was just hidden in plain sight. Whilst this might be true, there still has to be a seeker, who is either actively looking and searching, or who is vigilant and observant. There will certainly be some instances where people seem to stumble across opportunities. They were not actively searching, but they were alert. They 'knew one when they saw one'. The issue then relates to their ability and willingness to act.

We might also consider the link between opportunity and ambitions and aspirations. Whilst it will not always be the case, some high-potential-pay-off opportunities will carry greater risks, and this will affect the ability and willingness of people to seize them if and when they spot them. For this reason, one might argue there is logic in concentrating any search in areas people understand – so they have a better grasp of the risks<sup>5</sup>.

Can you think of a recent new business or product idea that you believe you could have seized and enjoyed developing if only you had seen it before someone else did?

## Curiosity

Two TED talks by the late educationalist Ken Robinson<sup>6</sup> make some interesting points. One: you can't educate people for an uncertain future; but you can help people to prepare, and you

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<sup>4</sup> Some of the points in this section have been inspired by 'Getting a Start', Nathan Fowler, 1915.

<sup>5</sup> The themes of risk and luck and discussed in more detail later in this booklet.

<sup>6</sup> Do Schools Kill Creativity (2006) and Bring On The Learning Revolution (2010)

can help to prepare people. Two: to progress in life people have to be prepared to be wrong. Three: problems change all the time; today's answers are not tomorrow's answers.

Listening comes free – and it can be a great source of added value.

**Richard Reed, Co-founder, Innocent Smoothies**

Curiosity relates to finding out and learning about something – and we all have our preferred ways of doing this. We can read. We can talk to people. We can watch You Tube. We can sample and try things. In every case there will be an element of just what it is that we see and hear. How much do we filter messages? Do we start with preconceptions which we look to reinforce? Are we genuinely open-minded?

In the past, have you ever been that (proverbial) curious child who showed a great deal of interest in anything and everything – except in what you were meant to be doing?

Here is an exercise you might like to tackle. Most people we know will carry a handbag or a wallet much of the time. Men might just have one wallet; women will have several handbags, linked to both fashion and function. Do you have one that you would describe as “perfect for you and your needs”? One that won't last forever, though; one that may be difficult to replace with one you like as much. Right. So: just what is it that you like so much? What does it give you? Why does this matter to you? Do you think your friends would see it in the same way? If you were to ask them about their preferred choice of wallet or handbag (and why), how different might the answers be? Assume now you are tasked with designing a new wallet or handbag, how would you set about the task? *You are free to opt for a modest price item that would need to sell in large numbers or an exclusive high-price one where margins are higher and sales likely to be fewer.* If you decide to ask other people about where they see opportunities – especially if you assume they might be looking for something that would provide exactly what they want but they see as hard to find - how would you phrase your questions? And who would you ask?

A raft of different TV programmes offer help to people who are looking to find a new property or 'move to the countryside'. In general, experts with access to extensive information introduce people to properties they might like to consider buying. Before any properties are selected for viewing, the prospective buyers are asked to list their priorities for the new house. These choices drive the shortlisting. It seems like a sensible approach. But how often do the experts opt to show a property that doesn't meet one of the stated key priorities and find that the prospective buyers are willing to give up on that requirement if something else has caught their eye?

In reality, life is a journey of discovery – in part about ourselves, and what we are looking for.



Mystery creates wonder . . . and wonder is the basis of man's desire to understand.

*Astronaut Neil Armstrong*

Curious people, then, are keen and willing to learn, open-minded and action-driven. Yet there can be no curiosity without recognition (or fear) of the unknown. Curious people may be in search of new skills, new knowledge, new ways of seeing or interpreting something – or new levels of performance. This can be directed inwardly at the individual, or outwardly at other people for whom there is a desire to create value. Customers or potential customers.

It is perhaps not a question of whether you are curious, but how you are curious. How you gather information and seek to find out about things. Who and what you rely on. Your approach and behaviour.

How clear are you about this? Do you typically look for an answer to a problem that will work and make the problem disappear, even if it is only temporary? Or do you search for the 'best solution'? Finding the latter will be far more elusive, of course. How and where you focus your time and energy becomes an important issue.

Do you tend to tackle things in what some might describe as a 'gung-ho' way or are you much more cautious and prefer to take so-called 'baby steps'?

Especially if there is a degree of immediacy, would you say you naturally react with instinct or do you opt for more logical questioning?

## Chapter 4:

# CONTEMPORARY ISSUES; TODAY'S 'NEW NORMAL'; WHAT MATTERS TO AND FOR TODAY'S STUDENTS

Life is full of uncertainties; how we deal with them is the issue. Some people are more curious than others; they welcome new opportunities and challenges; some are more willing (and also better placed) than others to take risks. Recent times have required (or forced) more and more people to work from home, in certain cases for the first time in their working lives. Many have consequently become more 'tech-savvy'. Moving forward from the time this text was written, exactly who will have been keen or anxious to return to commuting and an office environment, looking forward again to the socialisation opportunities this brings? How many people will, though, prefer the new adopted home-based practices and want them to continue? More significantly, where are the new job opportunities? It is by no means predictable how different industries will have changed and will have reacted. High street retailing will not return to how it was; on-line retailing has acquired, and will retain, a stronger presence and share. Jobs that have emerged in the new warehousing and logistics sectors will not disappear. Hospitality and entertainment will both return, but how long will it take for them to be as significant as they were in 2019? Will there be fresh opportunities in technology and media? What new opportunities will have emerged in the health and social care sector? The COVID vaccination effort has been huge and, although relying to some degree on volunteers, has also created new job opportunities.

For students, to what extent will academic study have returned to the face-to-face classroom model? And afterwards, what will have happened with job opportunities and job preferences?

Individually we will all be able to look back and evaluate how the shock of COVID has forced behavioural change on us. Some people, particularly those who are older and more vulnerable, will have self-isolated for lengthy periods, and maybe either lost confidence or become more reclusive, taking fewer risks, in order to protect their health as best they can. Correspondingly, there have been stories of others during the pandemic, generally younger people, taking more risks. We will all – at the very least! – have read stories of people ignoring lockdown and social distancing recommendations and meeting for parties or 'raves' in large numbers.

How, then, are you approaching the future you face?

George Bernard Shaw<sup>7</sup> posited: "The reasonable man adapts himself to the world; the unreasonable man persists in trying to adapt the world to himself". Therefore, he argued, "all progress depends on the unreasonable man".

We commented earlier about the speed of change in today's world and about various levels of change, ranging from incremental to radical. Entrepreneurship, we said, is about building value, and this will require a mix of logical and creative thinking.

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<sup>7</sup> Extracted from 'Man and Superman', first published in 1903.

Future wealth creation depends on us innovating and improving how things work.

*Roger Bromley*

Future wealth creation, then, will depend on innovation – which surely must be a key role and key outcome for Universities across all its subject areas. Where, though, we might ask, is the focus of attention in the context of the following opportunities<sup>8</sup> ...

	<b>'KNOWN' (EXISTING) PROBLEMS</b>	<b>'UNKNOWN' (NEW) PROBLEMS</b>
<b>USING LARGELY NEW KNOWLEDGE</b>		
<b>USING LARGELY EXISTING KNOWLEDGE</b>		

Arguably Universities should make sure there is some focus on the top right-hand quadrant, which will demand genuine and directed curiosity.

Think, for a moment, which problems interest you most and which take up most of your time and energy.

An absence of curiosity is a failure.

*Ann Francke*

Some engineers and designers working on mobile phones in the past will have focused their efforts on increasing speed and capacity, and, at the same time, reducing production costs – whilst others, such as many at Apple, will have concentrated their curiosity and creative skills on addressing what people might use their phones for – as well as making telephone calls, of course. Rather than responding to what customers know or declare they want, they will have been seeking to create demand, by showing people what is possible. Similarly, with electric cars, some time and energy have to be focused on engine and battery capability, some on the actual design features of the car, and some on manufacturing technology to make it all possible. But customers have always realised that an electric car is of little use to them if they are likely to struggle to charge it (easily) as often as it needs to be charged. It is easy to understand the

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<sup>8</sup> The matrix was suggested by Roger Bromley

scepticism of some people – and also to appreciate that we are going to need imaginative solutions, given where many people park relative to their house and electricity points.

Interestingly, those motor vehicle manufacturers who will emerge as ‘winners’ as electric cars increasingly replace petrol and diesel, will be creating economic wealth whilst also impacting positively on social and environmental concerns. In this ‘competition’ one obvious front-runner has to be Tesla, an industry newcomer whose owner (Elon Musk, already a successful and wealthy entrepreneur) saw an opportunity he was drawn towards and was willing to take the investment risk early on. His pioneering seems to be paying off. In parallel, of course, he is also competing with Jeff Bezos (Amazon) and Richard Branson (Virgin) in the race to provide space flight opportunities to wealthy individuals.

Is it, then, a defensible argument that in future we will become increasingly concerned with those products that create value beyond economic value? Ones that lead to a ‘better lifestyle’ – as well as making money, of course. Social responsibility and sustainability are likely to be issues that we cannot ignore. Fast fashion offers the possibility of constant renewal and change without excessive spending (an any single item, of course!) – but can we – and how can we - recycle or swap so we are not creating unnecessary waste?

In this progress we will see contributions from people with various levels of ambition. Some will, either explicitly or implicitly, be harbouring dreams of big ideas that will ‘change the world’ – and yet, as said earlier, small, modest ideas can be the catalyst and trigger for many other ideas and contributions - and have unexpected outcomes. Ideas shared on social media can travel around the globe almost instantaneously and reach staggeringly large audiences.

The late Anita Roddick<sup>9</sup> once commented that “anyone who thinks something really small can’t have a huge impact should try sleeping with a mosquito”.

Linked to this line of argument, we might reflect on the extent to which any of us should consider the potential impact of any ideas that will seem like progress, which we might unleash on the world. For instance, some fear the future risks from artificial intelligence, but should this stop entrepreneurs and design engineers developing new computing capability? In other words, should we be as curious about ethical issues and consequences as we are about the technology itself? What do you think?

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<sup>9</sup> Together with her husband, Gordon, Anita Roddick was co-founder of The Body Shop in 1976.



## **Chapter 5:**

# **UNDERSTANDING ONESELF; SELF-MANAGEMENT; MAKING AN IMPACT**

### **Understanding oneself**

Project yourself forward several years. You have been successful (it doesn't matter how), you have made a contribution by building something of value, and you are being interviewed.<sup>10</sup> The questions for your discussion address such themes as: How did it all start? When did you realise 'this' was something you could do and do well? Why did you choose to follow the route you took? How do you summarise your contribution? What have been the major challenges you have had to face? How did you develop your resilience? And what next for you?

Obviously, you are unlikely to be in a position now to answer all, or even any of these. Whilst you might well have a convincing story to tell at some point in the future, the chances are very high that, although the direction you took could be determined in advance, the details will have largely emerged as you found opportunities and acted on them, making choices and decisions, facing challenges and setbacks, and learning from your experiences.

Later on, you will almost certainly understand yourself better than you do now, but also recognise that some key building blocks and your instinctive approach were in place now, before you set out on this journey.

There is a good chance that you will have realised or identified something that interested you, that you both could do and enjoyed doing, and focused your energy on this. It is, though, important to appreciate that there is no particular time in anyone's life when this realisation might occur. It is also the case that for many it seems easier to know what you don't enjoy rather than what gives you the most satisfaction. As a student, it is certainly worth thinking about whether you do have any insight into the possible answers.

Entrepreneurialism, having and acting on an entrepreneurial mindset, then, is arguably a natural ability and inclination for many people. It might always be obvious; it might become more obvious when someone discovers or realises that area they want to be the focus for their lives. Individually you will already know something about 'how you are wired'. Do you naturally favour logical and analytical decision making, or a more creative and intuitive approach? And what the balance between the two is for you. But have you been able, and encouraged, to pursue your preference or pushed towards an alternative style?

In reality, 'you are who you are'. You cannot, metaphorically, alter the cards you have been dealt, or the Scrabble pieces you have picked up. In this there is an element of luck. What counts is what you do with them; how and how well you play the game.

Everyone changes and evolves, affected by circumstances, opportunities and interventions by people who inspire and support you. As well as your own choices and decisions. But who you

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<sup>10</sup> Theme suggested by Graham Leslie

are was always there. You will know when ‘you feel good about things’ and what you enjoy, and you will appreciate when something comes naturally to you.

I have always liked a comment [that is often incorrectly attributed to Einstein!!] . . . .

If you judge a fish by its ability to climb a tree, it will live its whole life believing that it’s stupid.

***Jeffrey Postlethwaite***

***BA Enterprise Development, 2010-2013***

Successful people will always have had to deal with surprises and setbacks, natural characteristics of most endeavours. Dealing with these challenges requires self-confidence and self-belief, accompanied by desire and determination - which are most likely to be in evidence when something matters to a person. In addition, when there is also a belief in the product or activity, and in what it can offer to other people, there is likely to be a stronger persistence in sticking with something when progress is disappointing. This belief might, of course, be misguided!

Daniel Kahneman<sup>11</sup> contends that it is natural for people to avoid risks if this means we avoid personal disappointment. Instinctively we are ‘loss averse’. Returning to an earlier point – do we become less naturally curious as we grow older? If we do, this might be to avoid being reprimanded for being too prone to challenge and ask difficult questions. Conformity, following others, opting not to ‘stand out’, may all therefore make sense for us unless we are passionate about something.

Personal ambition, and our desired level of performance and achievement, is also relevant here. If we are not readily willing to tolerate potential (and likely) under-achievement against our hopes and ambitions (even though they may be unrealistic for us personally), to what extent does this affect our decision to be involved with something?

Those who follow professional football will understand how the FA Cup impacts the game every year. Whilst the threat of relegation is real for many clubs and their players - and is generally seen as something they really want to avoid - a large majority of teams who enter the FA Cup do not expect to win the trophy. This outcome might be highly desirable, but it is unrealistic. Most years the cup is won by a Premier League team. Every year non-league and lower league teams have an opportunity to enter and take part in the competition, and maybe secure a match against a team ranked much higher than them. There are shocks, without a doubt, but for many low-ranked teams the best outcome from a ‘cup run’ is a substantial monetary pay-off – either from their game being televised or from drawing a vastly superior team (with a large ground capacity) away from home. For an individual player, of course, there is always the

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<sup>11</sup> Renowned psychologist and economist, recognised for his academic contributions in the fields of judgement and decision making.

opportunity to be 'spotted' by scouts from other, 'bigger' clubs. In these circumstances there are instances where some players (and teams) will seize the opportunity to reach a new level of performance. They have, in effect, 'everything to gain and nothing to lose', as far as expectations are concerned – because, whatever the hopes, the assumption will be that they will not win. Of course, they might, and achieve long-term notoriety for a single game. Much of the pressure, then, is on the bigger clubs whose reputation is at stake. How much it matters to them and their players is influenced by other factors, such as their league position and any involvement in other knock-out competitions, such as the European ones.

## **Making an impact**

Although entrepreneurialism might be 'in a person's DNA' (it is one's nature) it needs to be nurtured by self-management and support from other people. Individuals will sometimes be naïve; they will also make misjudgements and mistakes and have to rethink things. Keeping an open mind is important as it is impossible to foresee every eventuality and risk – as well as new opportunities that emerge. In addition, people mature at different rates, in part influenced by circumstances. It has been suggested that unfortunate events, such as the loss of a parent at a young age, can bring out (possibly dormant) entrepreneurial attributes, as people have to take greater responsibility for their own lives. This makes sense; but equally, it does not follow that the loss of a loved one *will* itself make someone more entrepreneurial.

Organisations succeed when the right people are in the right place ... and that comes down to both the individual and the employer ... both need to realise 'who you are'.

***Paul Grimwood***

Our experiences in life, then, will help us to work out where and how we are most likely to feel 'at home', and why. Is self-employment right for us? What sector are we most drawn towards? Is it commerce and business or somewhere different? Are we more comfortable with the structure and order of an established organisation? Do we have leadership characteristics and potential? Do we prefer to be led? Recruitment professionals, of course, will be seeking answers to these questions as well, when we talk to them.

You might wish to briefly reflect on the following questions at this point:

- What are your most obvious skills, relevant for employment or self-employment? And how good are you relative to other people?
- Do you prefer 'getting things done' in an organised environment or thinking about change possibilities?
- How effective are you as a team player and networker? As a leader or influencer?

And if changing things is relatively high on your agenda, is your focus more towards 'reforming' or operating in so-called white space and 'revolutionising'?

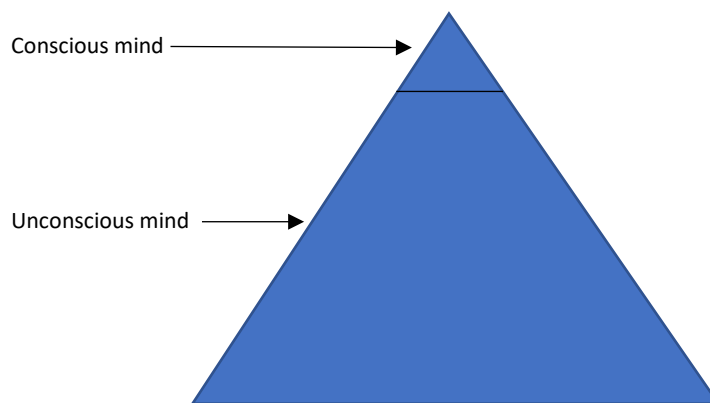


- How would you like your contribution to be measured? What would you like to achieve?

## Self-management

This chapter finishes with two further points for self-reflection.

The first concerns the degree to which you are able to marshal and exploit what you know, which is a product of learning. The distinction between what a person knows and doesn't know, what a person realises they don't know (and further recognise that this actually matters in the context of what they are doing) and what they 'don't know they don't know' (which is an uncertainty that might spring a surprise threat or opportunity at any time) is not a new idea. And it is an important idea that reinforces the value of reflection to embed learning. One key issue relates to the extent of a person's conscious mind. Think of it as follows:<sup>12</sup>



The top section of the 'iceberg' represents the conscious mind which sits on top of one's unconscious mind. All-the-time, and in multiple contexts, we simply rely on our sub-conscious mind (what we know, what we have stored as a result of things we have been told, read, seen, learnt from doing etc, but is just 'stored') in order to provide instant reactions and intuitive responses. We need to make this a more managed process so that we can be sure our decisions are better informed. This, then, is an appropriate opportunity to think about what we know we know, what we don't know we know, what we know we don't know and what we don't know we don't know. The latter two can be linked to risk taking. At this point it is worth considering how this might link to the notion of 'thinking without boundaries' that we mentioned earlier, as it implies we would be endeavouring to change our personal boundaries.

Some people can remember an amazing quantity of facts and data, and quite possibly recall something instantly when asked, but can they always make sense of it? Some people may not appear to have the same command of detailed information, but they simply (intuitively) appear to have a better 'worldview' of what is going on. As a consequence, their perceived wisdom

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<sup>12</sup> This representation of the theme suggested by Ken Davy

and judgement might well be better and lead to more effective decisions. ‘Quality’ is here better than ‘quantity’. One conclusion must be that people need to work on both aspects if they are to develop a broad strategic view and a proper appreciation of the important operational detail.

The second point relates to the balance between intuitive reaction and a more thoughtful response<sup>13</sup>. Especially if we see something, or some event, as a threat to our personal well-being, or to anything or anyone else that matters to us, we will want to deal with it as quickly as we can in order to try and minimise the impact. We will want to ‘make it disappear’. But our first, intuitive, reaction may not be the best alternative or even a sensible action. We would benefit from, metaphorically, ‘taking a deep breath’, thinking about what really is going on, what our realistic alternatives are, and what (taking into account everything we know, and including the relevant timescale) seems to be the most sensible and feasible alternative. To certain observers this might seem like procrastination; and it relates in some ways to the fable of the tortoise and the hare. It is about reconciling ‘head and heart’. Making sure there is a balance between when one’s ‘heart rules one’s head’ and when one’s ‘head rules one’s heart’.

Sometimes people described as entrepreneurs appear to be fast-reactors and intuitive decision makers. However, and linking together both of the points in this section, their conscious mind may be more strongly developed, such that they feel in command of the situation and the risk.

As an illustration of this – and assuming you drive! – think how you might behave if you had the opportunity to drive a Formula 1 racing car around a ‘proper’ racetrack. You might, for example, be happy to drive faster than you had ever driven on a normal road, but always know the car was able to perform at a far greater level. But you always feel safe and in control. You might alternatively keep increasing your speed until you feel either unsafe or scared – always knowing that other people would set their threshold at a different, higher, level, a level that might make sense *for them* but not you (because they believe they have either a higher driving capability or they have more self-belief). Neither of these might actually be true. They might be over-estimating their capability. You might keep pushing yourself further and ‘dare yourself’ to scare yourself. Here you are genuinely pushing the boundaries of your comfort zone; the question, always, is how far makes sense? You would be OK and feel vindicated if nothing happened; you would claim you had surprised yourself! Your decisions and choices will be affected by a variety of factors and influences. You might have prior experience to draw on; you might have witnessed or been involved in a spin or a crash that you remember. In some ways, the greatest value of the experience would come from reflecting on the issues you considered, the choices you made throughout and what you ‘take-away’ to use later.

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<sup>13</sup> Steve Peters refers to our intuitive reaction in such a scenario as our personal ‘Chimp’ at work. See: *The Chimp Paradox: The Mind Management Programme for Confidence, Success and Happiness*. Vermilion, 2012.



## Chapter 6:

### INTEREST, PASSION AND MOTIVATION

Reflecting on his own life and achievements, the late comedian and actor Bobby Ball said: “Success in life comes from being able to pay your mortgage by doing something you really enjoy.” This, then, implies we are able to combine what we really enjoy doing, and working out how we can create and add value for other people by and from doing it. A key part of the implicit self-awareness is discovering what really matters to you. What motivates you? What drives you? What is it that you want to accomplish and achieve? What do you want to change?

There’s a difference between liking something and loving something.

If you love what you do, really, you’ll never feel as if you are “working” again.

*Virginia and Clive Lloyd*

Simply, if you are going to dedicate serious time and energy to something, there is always an opportunity cost to consider – what you could do instead. You are, after all, making sacrifices. Therefore, you should prioritise and focus on something you really care about – maybe something you are passionate about. This may present as an opportunity (you have an opportunity to improve something you care about) or a threat (something you care about is being threatened and you want to find a way in which you can help). There is obviously a logic in linking this to your natural capabilities – but capability and personal desire may not always be completely in harmony. Your personal values may additionally be a factor.

*Looking back at something you have done ..  
ask .. ..*

What was it that was so painful that I was driven to do this?

*Maggie Philbin*

One way of expressing this topic is to imagine you are developing your own ‘**business model**’, and, in effect, answering the questions a business would ask, which are along the lines of: What is our product or service? Who are our target customers? Where and how do we add value? What is the compelling reason our customers will choose us over a competitor? Can we operate profitably?

You are, ideally, looking to establish an edge that singles you out in a distinctive and positive way – but at the same time you are looking for the right model for you as a person, your interests and values. So, you are looking to answer:

**What** is it that you enjoy, can do at a level that satisfies you, and rewards you financially to whatever extent this matters?

**Why?** What is it that you are looking for? What motivates and drives you?

**How** can you improve and get better/stronger? What will this take and is it realistic?

**Where** is your edge? What are you doing (better than others) that provides this edge?

**Who** (as well as you) sees value in what you are doing?

This clearly requires that you have some ideas and insight into what you are (or might be) passionate about and what motivates you – as well as about where you might be able to excel. Often this realisation can only come over time and from experience, from trying things out to see just how good you are and how much you enjoy something. But it remains important to reflect on experiences. Progress will be based on whether you are able to meet your own milestones, always remembering here that you do not have to be ‘super ambitious’! Targets will sometimes (often) be directional rather than absolutes.

Passion should arguably be the starting point. Motivation affects ambition and the extent to which a person is willing to push and stretch themselves. Ideas have to interest and grab you – and then you need to check out the reality ... as not everything you might feel passionate about can become something successful (for you or even for others). The basic line of personal questioning is as follows:

- Am I passionate about this idea? Yes or No. *If Yes, then check ...*
- How good is my idea, in the context of my hopes, aspirations and expectations? First, and if this is relevant, is it even a business? Second, does it meet my ambitions and expectations? Third, if it is only ‘lifestyle potential’ would I be happy with that?
- Am I willing to give it what it is going to take to get it off the ground? Am I passionate about the ‘doing’ elements? Here we are talking about time, effort, practice and energy as well as resources and the ability to get hold of them.

You need imagination and to dream – but there’s a difference from being a visionary and being a fantasist. You also need to be a realist.

**Theo Paphitis**

Entrepreneurial people always want to exploit a good idea; they are looking for the opportunity to exploit the knowledge they have gained.

**Alan Roberts**

You may well find that there is a strong link between what you can do well and what you enjoy – but this may not always be the case.

## **Where it all begins**

New ideas can ‘grab you’ at any point in your life, but the chances are high that there will have been triggers at some point in your past that help to explain your interests and behaviours, how you discovered where (some of) your natural capabilities lie, which activities attract you, which personal values help to define you, what drives you, what annoys you and what really matters to you.

Many people declare that they are supporters of a particular football team, for instance; the significance of being a supporter varies enormously between people. When this support is for a team from one’s hometown or city, the reasoning is not difficult. But why do some of us support teams that we will struggle to ever get to see? Arsenal, Liverpool and Manchester United are three examples of teams whose supporters can be found all round the world. How does this support start? More significant, how much do the relative fortunes of ‘their team’ matter to people? How passionate are they? Are they distraught and ‘sick as a parrot’ when their team loses and ‘over the moon’ when they win – using the language of many footballers!? What persuaded the late Bill Shankly (retired manager of Liverpool FC) to declare: “Some people think football is a matter of life and death. I assure you it’s much more serious than that”.

Some people are really annoyed with themselves if they lose money by, say, dropping it somewhere or not checking their change. Some people pocket money they find in the street; others give it to charity, in part a reflection of their personal values. This is not the same as losing money where there are choices and known risks and uncertainties – where there are also feelings relating to loss that help us to understand our tolerance of risk.

How do you feel if you let someone down? If someone lets you down? Does ‘keeping your word’ matter to you? Are you comfortable accepting responsibility and being accountable for your actions? Are you a polished maker of excuses when something goes wrong? To what extent will these feelings and behaviours affect you in business or as an employee?

Do you get annoyed if you are, say, delayed in traffic or miss a train through no fault of your own? Or do you just accept the uncertainty and vagaries of life and ‘get on with it’.

Some people believe we can learn a great deal from how children play when they are young and the toys, games and activities that attract them. Their choices reflect their skills as well as their natural interests.

The late Trevor Baylis was a serial inventor who declared that “art is pleasure and innovation treasure”. That said, it is often the entrepreneurial people who exploit the innovation that reap the *financial* rewards. Baylis himself was more of a (recognised) champion who inspired others than he was an entrepreneur, a role and contribution he really enjoyed. He designed and invented a clockwork radio that he personally was unable to take to market. Others saw the

business potential, especially for use in the Third World where electricity is scarce and batteries can be expensive – and where grants and donations were available to support a feasible business model. Baylis claimed that his interest in invention and innovation started when he was a boy in the Blitz who discovered a discarded Meccano set outside a house that had been bombed. He took it home and loved what he was able to build with it. He enjoyed having “unconventional thoughts”.

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Charlotte di Vita is the social entrepreneur behind two very successful initiatives. The first, Trade plus Aid, helps to market products from Third World countries (where producers do not individually have readily available routes to market) and uses the profits generated to provide, in return, seed and other materials, as well as to create jobs. The second, Twenty First Century Leaders, secures the support of ‘famous people’ and celebrities to design various products that, exploiting their names, generate revenue and profits for a variety of charitable causes. Di Vita claims her interest and passion started in school, when she saw a Blue Peter programme asking children to make and sell things to raise money for “the starving children in India”.

*Although this did not happen when he was a young boy, the story of Bob Geldof and Live Aid shows real similarities.*

I say to today’s young people – don’t accept the norm just to fit into a job. If you have a dream, go for it. You don’t win the lottery if you don’t buy a ticket.

**Charlotte Di Vita**

## **Approaching the challenge**

Earlier in this booklet, we explained that entrepreneurial people are creative and innovative, and they champion change. They build something of recognisable value. Their challenge is one of balancing ‘convention and conformity’ with the need to question, challenge, innovate and change. Maybe virtually everything could be improved, but is it always worth the disruption involved? Perhaps the gains would be minimal; perhaps people would not see this as a priority for them and feel it would be nothing more than a distraction from other things that really do matter in their lives.

There is a logic, then, in attempting to discern what problems people have, and how they would define them, and then looking to be creative and innovative in designing solutions or resolutions that could improve things.

At the same time, there is an argument that “if you build it, they will come”. People do not necessarily appreciate that something might be possible, but if it was, and if it was offered to them, they could become interested – especially if they see others buying and trying something ahead of them. So, is there a case to be made for supporting people who believe they have an idea, a vision, for something that could be valuable in the future, even though potential customers ‘do not yet have it anywhere on their radar’? This would imply there is a role for supporting and encouraging visionaries and dreamers.

With the latter approach, people are adopting a mindset where they really believe in something and want to get on and do it. The issue concerns what it would take and how it might happen. In a sense people are working back from a desired end and ‘plotting a route’ – even though there will be inherent uncertainty and necessary adjustment. “Dismissing this alternative means you are imposing barriers from the outset” (*Ken Davy*).

There is, additionally, always the opportunity to ‘borrow’ a successful idea from somewhere else and launch it in a new market.

Sahar and Bobby Hashemi (sister and brother) launched a chain of high street coffee shops, Coffee Republic, starting in London, and which they later sold. Sahar had been in New York and “stumbled across, and fallen in love with, half-cast decaf skinny lattes”. She believed there would be a demand in London and set out to prove it. She has subsequently helped build a business that markets skinny candies (sweets). “You shouldn’t start a business because you think it’s going to make you a lot of money, but because you’re going to be the first customer of that business” (*Sahar Hashemi*).

The logic, then, is, for something you are drawn towards, to try it. You might enjoy it; you might start thinking this is something you could be passionate about. If this turns out to be the case, be prepared to work on it. As you build your experience you will learn and understand more about how good you are and how you feel about something. It is at this point that you make another decision – stick and persist, or walk away and find something else. Perhaps, then, the logic is to continue with something as long as you are enjoying it and not becoming frustrated, and it is achieving positive outcomes – but continue to look for new opportunities. As mentioned earlier, it is always important to know when, linked to both outcomes and personal satisfaction, to give up on dreams.

Always be prepared to give something up and look for something different that you might be (more) passionate about ... and stay realistic about where continuing and further practice (or whatever) is going to take you.

*Theo Paphitis*



You learn the most in your most difficult times.

*Jonathan Sands*

Linked to this theme, there is also a case to be made that individuals should always be challenging themselves and their ideas. People can benefit from accepting real challenges, but they must be in a position to accept the risks involved. As long as you are not over-committing resources – that you do not have or cannot realistically access – there is additionally (sometimes, but not always) an argument that this is appropriate behaviour for young people ‘before they settle down’. Being really stretched and under pressure can focus the mind and enable genuine self-discovery; but, equally, for some, it can be very stressful.

Doubts can be healthy, to a point. When one starts to doubt something, it could be well-founded doubt or a suspicion that something just seems too good to be true - even when someone might have come up with something really valuable! It might also be true that when someone becomes sceptical, they are becoming clearer that something is not going to be as successful as they had hoped.

None of this implies that a person needs to be a real visionary as such – but people do need a vision for what might help other people – and from this it is possible to work on the details and to try things out.

To conclude this chapter, it is also important never to forget that, for many people, it is unlikely that they – and especially someone still young and ‘starting out’ – has fully appreciated the depths of their ability and what they might achieve if they push themselves. It can be all-too-easy to underestimate one’s own ability – just as some people delude themselves into thinking they can achieve performance levels that are unrealistic.

**Three final thoughts:**

1. The motivation to succeed is essential – in part to emulate or even to better our role models, the people we most admire – *Arsène Wenger*.
2. It is said that hard work beats talent when talent doesn’t work hard.
3. In many ways, for improvement, the devil is in the detail. People ‘at the top of their game’ strive endlessly to find an edge that gives them an advantage. You have to want to do this.

## Chapter 7:

# SELF-MANAGEMENT; DEALING WITH RISK AND LUCK

Identify where you feel your strengths are – everybody is individual, and we’ve all got things we are great at and we’ve all got lots more things we are not great at.

***James Sommerville***

***Co-founder of design agency ATTIK  
(originally in Huddersfield) and later Head  
of Global Design for Coca-Cola.***

There are supporters of the view that entrepreneurs are born and not made, and others who believe entrepreneurship can be taught and therefore entrepreneurs can be made. Much lies in the nuances. It is perhaps true that everyone can be an entrepreneur (using the term in its broadest sense) in much the same way that most people can be a footballer. That said, whilst most people might be able (and enthusiastic) to play football, how many have the ability – regardless of their interest and commitment – to earn an income as a professional footballer, let alone play at the ‘very top level’? In other words, it is fair to say that everyone can be an entrepreneur in a particular context at a particular level of achievement – but only a few will be ‘excellent’ or outstanding achievers. Everyone can find something valuable to build, but only a few will make an outstanding difference. Success as an entrepreneur, and as anything else, comes from balancing ambition and ability with finding something a person enjoys. People with an entrepreneurial mindset will be determined to find a relevant opportunity to build something valuable within these parameters. That implies an element of risk and judgement; and the outcome can be affected by luck.

Part of this requires that we learn to be satisfied with who we are and what we can do and do well. We discover our strengths and focus on these. The alternative is to aspire to be someone, or to do something, that is unrealistic for us – we are here focusing on our weaknesses or our limitations rather than our strengths<sup>14</sup>. There is no reason why a person should not do this, of course, but there is a corresponding likelihood that, after committing a great deal of time and effort – and maybe money – there is likely to be disappointment and under-achievement.

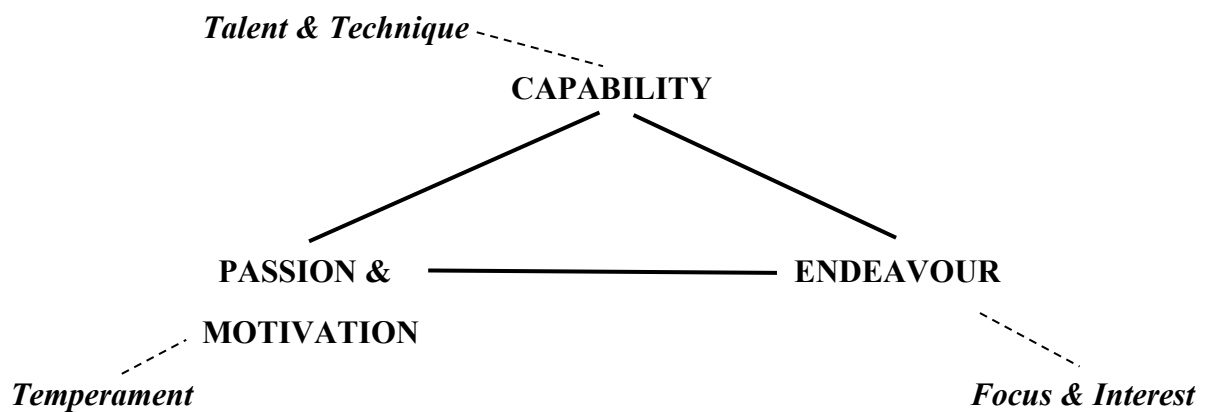
Hugh Grant and Meryl Streep starred in the 2016 movie about the (genuine) wealthy 1940s New York socialite, Florence Foster Jenkins, who dreamt of becoming a great opera singer. Unfortunately, her ambition far exceeded her talent. In her own mind, Florence sang in tune with a beautiful, powerful and commanding voice; sadly, to everyone else, the opposite was true. She had an awful voice. Normally she performed to small, invited audiences largely

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<sup>14</sup> This argument is developed in *The Subtle Art of Not Giving a F\*ck*, Mark Manson, Harper Collins, 2016.

comprising her friends. Any criticism was denounced (by her) as coming from ‘deliberately hostile jealous and ignorant people’. Her indulgent (and rather enterprising) husband, actor St. Clair Bayfield, had to go to extreme lengths to try and make sure his wife never found out how awful people believed she really was. When, late in her life, Florence announced her ambition and plans for a one-woman concert at Carnegie Hall, with an open audience, St. Clair’s challenge was to persuade those who bought tickets to indulge the fantasy and give his wife a standing ovation. This required energy and financial expense – and a real risk that something could go horribly wrong. Florence did perform; there was some hostile press coverage; she died shortly afterwards, aged 76. She had said: “People may say I can’t sing, but no one can ever say I didn’t sing”.

The relevant framework, then, is along the following lines:



In summary, we should be looking for opportunities which allow us to blend what is achievable for us (driven by our capabilities, our natural talents and learned skills) and what makes sense (based on our interests and personal motivation), all in the context of us caring enough to focus and commit the time, energy and resources that will be required.

Although it is clearly everyone’s own responsibility to discover their strengths and realise their weaknesses, it certainly helps if teachers, University lecturers and future employers, where relevant, support this view. Education should not push the notions of ‘right answers’ and ‘safe choices’. It further helps if people are encouraged to try (new) things as part of this process, especially if they are doing this in a relatively safe and limited-risk environment, which University can be. As time progresses, and personal responsibilities become more significant, people’s perceptions of how it feels to fail with something are likely to change.

There is also a temporal element involved, with experimentation and learning. People will not succeed every time; there will be setbacks and sometimes what might be thought of as failures. Here we are defining failure as not meeting hopes and expectations, rather than ‘total failure’. The issue is to try things and if something does not work out, to learn, to move on from setbacks, from mistakes and from poor decisions. There is, then, a constant process of trying things and learning from what happens.

James Dyson is a serial entrepreneur, recognised for his innovative designs for various household electronic products. His 'signature product', for which he is most recognised, is his vacuum cleaner. Once he had the idea for an innovative new design he persisted (at his own expense) until he was satisfied with the design. He built around 5,000 prototypes to achieve this – typically, each time, tweaking one single element in some way.

We are held back by inertia, by fear and by a lack of self-belief .. . .

In the long run, saying yes gets you a lot further than saying no.

**Maggie Philbin**

## **Risk – a brief introduction**

Most decisions that we have to make contain an element of uncertainty. Outcomes cannot be predicted (because of variables that we are not in a position to control) and typically the information we have, and would like, is partial and incomplete. In addition, factors we classify as luck can intervene. The basic concept of risk is something we all understand. It is linked to whether a person is comfortable or uncomfortable with the potential 'worst-case' outcome. The risk can certainly relate to money, but the very survival of a business, as well as personal reputation, are also risks.

Think about whether, and why, you prefer defined assignments (with accompanying guides on how they will be graded) or examinations – as well as, with the latter, how you feel about unseen questions, pre-seen questions, and the ability to take notes into an examination room. Which do you prefer? What is being tested in each case, and, of these, which do you feel is the most important test?

Would you be willing to go on a 'blind date', set up by a friend? Would you submit your profile to the TV programme *Blind Date*, where, if selected for the programme, you have a one in three chance of being selected?

Do you prefer games where the result and outcomes are largely down to the actions of the players involved, or ones where there is a significant element of random chance?

In this context, and as you consider the exercises below, think for a moment how you feel about success and failure. Whether it is 'winning' or 'not losing' that matters more to you. When you end each year of studies, or when you graduate, and look back on what has happened .. . will your first thoughts be about your best results and outcomes, or your disappointments? Situations where you could have done better. These (in your mind) failures are ideal learning opportunities and a route to improvement, of course.

Many people would be willing to speculate to accumulate a certain amount of money (say with a lottery ticket) and not blink if they don't win anything. The £2.00 spent on the ticket (where it is highly likely you will not win) does not metaphorically break the bank. And there can be an element of fun waiting for the outcome. But what if the required investment was £100 –

with a correspondingly higher pay out, or better odds, of course? Would as many people be playing? The amount that might be lost matters in people's choices. Every decision we make has consequences; and whilst 'winning' will invariably be attractive, 'not losing' is also very important to many people.

Try these two exercises which will, first, allow insight into your instinctive propensity for risk and, second, show how risk can be quantified to a degree even if uncertainty is still involved.

**One.** Your class is being split into groups of five. Each group of five will be asked to contribute the £1000 of 'Monopoly money' they have been given. There are two investments to choose from. There will be ten rounds of 'play'. The 'winning group' will be the one which accumulates the most.

The first investment pays a steady return of 5% on the current value nine times out of ten, with a 10% reduction on the other one. The pattern of the nine wins and one loss is by a random draw.

The second investment either increases or decreases by 25% in each of the ten rounds. In every round a coin is tossed. You further have the option to call heads or tails each time; or accept that every time (with an independent toss) heads is a win and tails is a loss. You can only play one strategy throughout this option.

You will personally be designated 'team leader' and asked to decide which investment your group takes. What is your first and instinctive choice? Why? How would you explain your choice to your team? Assume here you are not given time to plan. Now give yourself time to think and plan. Having had an opportunity to 'do the math' do you stick with your instinctive choice?

**Two.** You again start with the £1000 of 'Monopoly money'. A coin will be tossed twenty times. You can (similarly) call the odds or accept the principle that heads wins and tails loses every time. Every time you win the coin toss, your current/accumulated amount will increase by 50%. Every time you lose then 40% will be deducted.

Is it your first instinct that these are good odds, and this is a good game to play? In other words, if it was your own real money involved, you might be very tempted?

Again, try the math and reflect on your first thoughts.

In these exercises it is important to appreciate that every single time a coin is tossed there is a 50% chance of a head and a 50% chance of a tail. Over time, and a long series of coin tosses, we might well tend to assume that there will be as many heads as tails – but there is actually no guarantee of this. Many sporting fixtures start with the toss of a coin – with the winner deciding who, say, serves first in tennis or bats first in cricket. It is always arbitrary whether someone calls it right or wrong when they have the choice. Therefore, the people who win the tosses where it really matters whether you win or lose, are often said to be lucky; they may only win perhaps 30% of the time, and lose 70%, but they win the important ones.

If anyone tells you there is a reward without risk, they are lying. So, be prepared, willing to take risks, but study them carefully and make calculated risks .. .. don't bet the farm; you don't have to.

*Stelios Haji-Ioannou*

*Founder easyJet and other 'easy' businesses*

## **Risk management**

When lists of typical entrepreneur characteristics are offered, it is quite normal to see included a 'tolerance of ambiguity'. In other words, entrepreneurs are more comfortable with uncertainty, and therefore have a higher threshold of risk, than many other people. That said, people can prepare themselves for managing uncertainty more effectively. More knowledge, greater capability (skills), more confidence (gained by experience), more insights (from reflective thinking) and better judgement all help.

The line of argument here is that it can be unwise to believe or convince yourself that you 'have the answer'. Assumptions should be tested. People should look to discover and learn, using directed curiosity.

Personal decisions need to be made about what it is you want to learn, and how you prefer to manage this learning process. The focus might be on facts, skills, sense-making or thinking (itself directed at improvement and innovation). Some people enjoy reading printed works, whilst others (increasingly) rely on on-line sources. Others find stimulation from listening to experts. Chance can also have a role; you may 'stumble' across something relevant and valuable – assuming you are alert and that you see the connection to other things. There is also a significant value in learning by doing and learning from doing. Experiential education has a vital role to play, but the real value lies in the consolidation of the learning by a process of reflection and sense-making – and sometimes experimentation to test out emergent assumptions.

Churchill suggested that "success is the ability to go from one failure to another with no loss of enthusiasm". After all, how many people get it 'right first time, every time'? Failure is a critical part of learning. If you are not putting yourself into a position where you might fail, then ask yourself whether you are really stretching your comfort zone. Some would say that "life begins at the edge of your comfort zone"! Failure, and the ability to accept and learn from setbacks, both builds self-confidence and makes a person more resilient. Yet how often do we become anxious when this perceived failure happens and perhaps seek to blame anybody and anything rather than accept personal responsibility? Risk averse people, who seek to avoid situations and circumstances where they might 'fail' may well be denying themselves valuable opportunities.

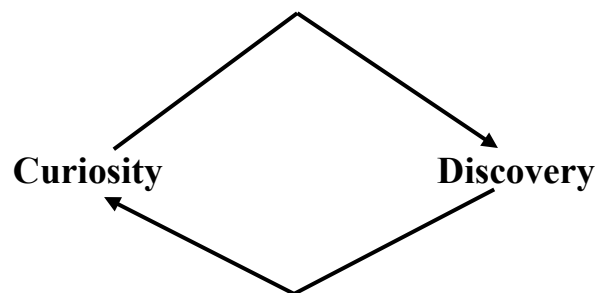
The thing about life is it's about trying things out. If it doesn't work, you can always change the decision you make.

When I step outside my comfort zone to do something that's difficult, I feel scared, out of my depth – but if you stay outside long enough, the comfort zone gets bigger and bigger and bigger and bigger.

***Simon Woodroffe - Founder of Yo!Sushi and an original 'dragon' on Dragons' Den***

Practice is an important element of improvement and risk management. Practice may not 'make perfect' but it has the potential to 'make better'. The issue will always be how much better and with what return on the investment? A top athlete will practice 'endlessly' day after day – and the better they are, then every subsequent improvement may only be very marginal. But that small, marginal improvement may provide a critical edge over rivals. Athletes have coaches who are watching and monitoring and offering suggestions. It is very likely that making sense of happenings and opportunities depends on more than one mind and set of eyes. Not everything that will be tried will work out; there is much to be learnt from making errors of judgement (and working out why they are misjudgements). When some tweak does succeed it is vital to understand what, how and why, if this tweak is to be a base for further improvement. It is a constant iterative process that helps people to strengthen their perspective on how good they might be with practice, endeavour and improvement.

This approach can be examined from another perspective. A problem situation (which needs either improvement or a solution) is defined using analysis, using analytical thinking to work it out. Then there is a switch to creative thinking to come up with ideas – which are then tested. The results of the trial are further analysed . . . and the iterative cycle continues. It is, essentially, a process of trial and error and accretive learning, step by step. There is a constant cycle of curiosity and discovery:



Part of the discovery process is likely to involve a sounding out of ideas with other experts and/or interested parties. This can be very sensible, although someone will always have to make a judgement and decide. Theo Paphitis cautions that when seeking advice as part of this discovery process, it matters a great deal who you ask. He suggests avoiding the three traps, people who are all biased – namely family, friends and fools. None of them will want to upset you and will perhaps sometimes be too kind in their comments. Instead, find someone who can be objective and honest and whose opinion you genuinely trust.

Similarly, in business and product development, giving away samples free of charge has a role to play, but is likely to provide subjective feedback – of the type: “I like it, certainly, it’s a good idea” . . . when what you want to know is whether people would actually buy it because it helps them with a problem or an issue.

## **The impact of luck**

It is possible to conceptualise luck in a number of different ways: good luck (a fortunate and beneficial event); bad luck (an unfortunate event); hard luck (you performed at your very best in an interview, but you were beaten by someone better . . . when on another day . . . ); and random luck (the coin tosses you win, as discussed earlier). How a person reacts to these so-called lucky events, especially those that might be categorised as bad or hard luck, is important. In addition, there is smart luck and arbitrary luck.

Sometimes ‘chance events’ – that might have been predictable at a certain level – offer opportunities to people and businesses; but equally chance events can threaten progress with other things. Take, for example, a small, local food retailer in a residential area on the outskirts of a town. If the nearby petrol station changes hands and the new owners of the franchise build a convenience store, this could be a real threat. It could have been predicted, but could much have been done to prevent the occurrence? Similarly, how many new retail opportunities have arisen in recent times as established household names have closed their high street branches? Opportunities have been there for those rivals with the resources and desire to capitalise on them. How often do you hear about last minute changes to the team line-up for a professional football team because a player has been injured in the warm-up? This might be categorised as bad luck for the injured player and good luck for the player substituted.

The message is that it is important to be ready, willing and able to act when such an opportunity arises. Say you want to go to a concert by a band you really enjoy, but when you enquire about tickets, you find that the event is sold out. Do you put yourself on a waiting list, make sure either the evening is kept free or that any alternative you plan is flexible, and hope someone else cancels? Or do you, more pessimistically, just write it off?

The cricket commentator, Henry Blofeld, has commented that whilst ambition and desire matter, a person also needs the talent (capability) to take advantage of lucky breaks when and if they arise. In addition, a person needs to ‘be ready’. This readiness, then, can be described as smart luck, putting oneself in a position to be able to capitalise on breaks when they come along. This is a complex issue, as people will hardly want to spend their lives waiting for a lucky break, but they will be distraught if the opportunity comes along, and they are not in a position to capitalise.



Arbitrary luck relates to circumstances beyond your control that work for or against you in a variety of ways. Take two individuals: one is born into a relatively wealthy family who live in the catchment area for an outstanding secondary school; the other lives in a fractured family environment in a deprived area where education is not seen by everyone as a high priority. There is nothing an individual can do to change this reality, but how they exploit or squander their advantages, or strive to overcome their inherent disadvantages and find opportunities, defines how they deal with this arbitrary luck.

## **Chapter 8:**

# **SUPPORT, NETWORKING AND MENTORING**

### **Introduction: collaborating**

Although some people do prefer to work on their own and shun organisations, even small organisations, if and where they can, there is still a need to collaborate and work with, and alongside, others. Many people work in teams every day, and certainly more than one team. In today's 'New Normal' world this, of course, can often mean virtual teams.

People contribute in different ways in team and group settings; much of this is driven by a person's natural attributes, although, clearly, sometimes they are flexible and perform roles to make sure things get done. A 'complete' and effective team needs someone to: contribute ideas, inspire others in the group to take everything seriously, point the group in a direction they can share and believe in, organise everyone and link them together, gather missing information, challenge assumptions, obtain resources and make sure everything is completed. Invariably everyone can and does perform more than one of these roles. Things can get sticky if individuals are competing to be (seen as) the 'lead person' for any of these roles and/or if there is nobody who wants to do something that is critical to success in the relevant task. Some people are 'better at talking than doing', inevitably, and others are happy to 'really get stuck in'. Some people are active and others passive. Some decisions are taken after lengthy and detailed discussion; others are hardly discussed. Sometimes everyone feels satisfied with the process and outcome, but this is certainly not always the case. There will often be occasions when someone is not being seen to 'pull their weight'.

Think about where you fit? Where do you personally want to contribute? What do you feel is your most natural contribution? What do you most enjoy? Do others see you as you see yourself? Are your capabilities and interests in this regard matched or mismatched?

Think also about your experiences in student groups, how you have felt about these, and where it leaves you. Especially when groups have been required to work together for a graded assignment. Do you have certain reservations about team working as a consequence? What have you learnt about yourself and your interactions with others in task-driven situations? Are you, do you think, often, occasionally or never the 'leader'? Why? And are you happy with this? In addition, what have you learnt about decision making?

If you are in 'business' or self-employed, there is a need to form relationships with key suppliers and customers; these are people you might become very dependent upon. Moreover, wider networks 'open doors' to opportunities and contacts who might also prove to be invaluable at some point. 'Who you know' is a critical variable. At the end of the last chapter the notion of arbitrary luck was introduced. Simply through your parents (and their background and connections) you may have ready access to truly valuable people – if you are able to handle the connections well. 'Who you know' may be contacts you 'really know' as well as contacts you know through social media and may never have actually met. Building networks, managing others and working for others, are, therefore, all important and necessary skills. One important thing to bear in mind, though: true networking is far more than 'having met socially'; it is about

relationships and about understanding how different people might be valuable to you and, also, how you might be able to offer value to them.

Now, also, think for a few minutes about the following; inevitably the task can only be partially completed. Create a list of your key 'business' contacts – not your friends, per se, although some might be included. Interpret the idea of 'business' in its widest sense. Then add against each name people you know that they know - or must know - that at some point might be useful to you. This will simply reveal that everyone in your personal network has their own network which can, handled appropriately, be opened up to you. This higher order network will already be substantial and powerful, and, using the term carefully, 'exploitable'. This is how some people use LinkedIn and similar services.

Earlier in the booklet the issue of personal attributes, capabilities and strengths was discussed. It was suggested that there is often – but not always - a link between those things a person can do well and those things a person enjoys. In an ideal world people will be in a position to 'play to their strengths' and focus on those things they can do and enjoy doing. But this cannot always be the case. Sometimes people will need to do things they struggle with or don't enjoy. To some extent, teams and groups can help with this. People will benefit if other members of a team have strengths where they are either weak or not enjoying something. People balance each other out.

Throughout your time at school and University you will have spent time with teachers and lecturers. Some you will respect more than others; some you will like more than others. Some you will feel you can talk to 'outside class' if you have any sort of problem or issue, and they will help. Some of this help will be advice; some might be an explanation of something you are struggling to understand. On occasions, though, what you are looking for is someone who will just listen as you discuss an issue, ask questions, probe and challenge your thinking, and, effectively, enable you to reach a decision yourself – one that you believe in, one that you 'own'. This is mentoring, and it can be invaluable. The key to mentoring is that someone is helping you to reach and make the decision. They are not giving you the answer, although they might offer suggestions of things you could consider.

## **Organisations and learning**

It was highlighted earlier that in organisations there are individuals who lead, in the sense they are responsible for setting strategy and direction for the next 3 to 5 years, 'managers' who organise resources (funding, people and materials) to accomplish this, plan their deployment and monitor progress and others who accept direction and complete tasks – albeit with devolved responsibility for just how they do their work. Alongside these are those who are asked to think beyond the five years and imagine what the future might look like for the organisation. All these people must work together, collaborate and share. All the time, individuals and the organisation (through sharing) are learning from their experiences and,

hopefully, building strengths and resilience. Things evolve as people learn and evolve. In no small part, this depends on curiosity, experimentation, innovation, discovery and learning<sup>15</sup>.

The culture and predominant ways of working inside organisations becomes paramount. Is the organisation predominantly centralised, with a so-called ‘command and control’ culture, where individuals are expected and required to follow and carry out instructions? Or is there much more decentralisation and devolution where individuals are allowed (possibly considerable) freedom to decide for themselves how to work – with the assumption that they will seek the best ways to meet their objectives and targets? Different people respond and work better in particular situations. You will already know something about yourself in this respect. Do you prefer clarity and order in the way you study and are assessed? Do you want the lecturing staff to set the parameters? Or do you prefer to see yourself as an independent learner, happy to work to your own agenda, using guidance from tutors, and delivering work that can help you achieve your personal expectations and goals? The latter approach offers flexibility, and allows for experimentation, but it carries greater risk and uncertainty. For some students, though, it can be more enjoyable as well as being more challenging and stretching, whilst allowing a different type of learning and personal development. In this context, you may feel staff (lecturers) are a barrier and a hindrance rather than supportive and encouraging.

Entrepreneurship needs to be shaped. Creativity needs to be shaped. [I believe] we are all born with capabilities to be entrepreneurs, though often they are beaten down before we have even given them a chance to take shape.

**Matthew Postlethwaite**

**BA Enterprise Development, 2010-2013**

The challenge for educators is to bring out the best in students, to help them achieve their full potential.

When someone is ready to learn, they will find a teacher. And this goes on through life.

**Roger Bromley**

University should inspire students to think and encourage them to act.

**Alan Roberts**

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<sup>15</sup> Roger Bromley offers the ICE acronym to summarise this process: Innovation, Collaboration, Enterprise ... and, somewhat tongue-in-cheek, suggests organisations are now entering a new ICE Age. Enterprise, here, refers to ‘getting things done’ and just how this is accomplished.

## Mentors and role models

*One question to be asking yourself (about a mentor) is this ...*

What do you see in me that I don't see in myself?

**Graham Leslie**

Really it is the process of mentoring that is valuable; it can add an 'extra dimension' if a good support person is available. The process is about challenging, reassurance and the opportunity to check out ideas and possibilities. Individually we might turn to one particular person for support consistently, but, in reality, different people may provide mentoring on an informal basis, sometimes in everyday conversation. A great deal comes down to contacts and networks.

A good mentor is, therefore, sometimes in the background, rather than to the forefront, helping and supporting, sometimes quietly and unobtrusively. They help others make the 'right' decision and they may well represent aspiration, either as a role model or an inspirational figure.

In their own individual way, they teach and train. They give something. This might be information, insight or an introduction to someone useful. It might be the answer to a problem or difficulty – but which the recipient must implement. It can also be a conscience, testing reality in particular situations. And it can be the proverbial 'kick up the backside' motivation to take action.

Mentors can be willing or unwilling; knowing or unknowing. They can be a good example of something, worthy of emulation; here we are thinking of successful people whose actions seem to be worth copying. It might be logical and natural to be drawn towards someone who is successful – maybe you read books they have written or listen to them on television, TED or You Tube – but there is still a need to distil their message and advice. It may be relevant for you; it may not. It might be something you could follow or even emulate; again, it may not. In part that might be linked to either personal capability or desire and enjoyment. Equally they can be a bad example of something, someone whose own experiences highlight important pitfalls; here we might be talking about people who have failed at something. Where such individuals have reflected on where they went wrong, and why they failed, they can provide hugely valuable help to others. It is a mistake to think that only successful people are worth listening to – especially as they may not realise why they have been successful, taking too much for granted. However, there is always a risk that those who have failed have also failed to understand why, and to realise the mistakes that were made – and so there will be times when the views of people who have failed should be listened to with caution.

Mentoring can be a single meeting or conversation, or continuous. There can be a degree of structure in the process, or it can be very informal and unstructured. It can involve serious commitment and 'immersion' in the business or other activity being supported, or just a fleeting touch. There is, of course, no reason why people are not supported by several mentors at one

and the same time, as long as they appreciate why they are seeking different advice and support from different people. Over time it is almost inevitable people will be helped by more than one mentor.

For mentoring to be effective, people need to be humble enough to accept that other people can help them. There are things they don't know and can't do for themselves.

Mentoring, then, is a process of discovery through conversation. It is driven by curiosity. The 'expert' mentor might well realise the real issue or problem first, but it must become shared understanding. There is always going to be a great deal that can be learned from other people, perhaps especially from those who are 'wired differently' from you and can offer fresh challenges and perspectives. These might include students from courses quite different from yours.

It is, therefore, important and valuable to identify just who you think might be able to help you, how, and why they might be willing to do so. Are you drawn towards people who think and behave differently from you – are, for example, more analytical or more creative than you? Are curious in different ways because they appear to 'see the world differently' and find different routes to opportunities?

You might like, at this point, to think about those people who have, so far in your life, been the most influential. What have they contributed and given to you? Why has it proved to be valuable? How has this affected your later behaviour vis-à-vis seeking help and support? Are you at all minded to take this more seriously in future? How does this list overlap with the people identified in the list of network contacts we invited you to complete earlier?



## **APPENDIX 1:**

### **PERSONAL SELF-ASSESSMENT**

*You should now be able to provide some insight into the following questions, however incomplete your answers might be:*

Am I a naturally **curious** person?

How do I manifest my curiosity?

Would I say I have an **entrepreneurial mind**?

Would I say I have an **entrepreneurial mindset**?

**Who I am** – what I am **passionate** about – what I care about

**What I know** (*and know I don't know*) - knowledge

**What I know I can do well** – skills and **capabilities**

**Where** I enjoy investing time and attention – maybe devoting considerable time to practice and refine my capabilities

**Who I know** – based on my contacts and personal networking capabilities

**How I operate**

**Why I behave as I do** – what drives, **motivates** and **restrains** me





## CONTRIBUTERS' CHAPTER REFERENCES

The interviews with the listed contributors have guided and influenced the text in the following chapters:

	CHAPTERS						
	1	2	3	4	5	6	7
<b>John Bernard</b>	*		*				*
<b>Roger Bromley</b>			*	*	*	*	*
<b>Chris Brown</b>	*						*
<b>Ken Davy</b>	*			*	*	*	
<b>Ann Francke</b>		*	*	*		*	
<b>Nick Glynne</b>		*		*		*	
<b>Paul Grimwood</b>	*			*			*
<b>Graham Leslie</b>		*		*	*		*
<b>Virginia &amp; Clive Lloyd</b>				*	*	*	
<b>Theo Paphitis</b>					*	*	
<b>Maggie Philbin</b>	*		*		*	*	
<b>Alan Roberts</b>	*				*		*
<b>Jonathan Sands</b>				*	*	*	*





