

New Zealand entrepreneurs' views of business success: curriculum implications

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This report is on part of a research project that asked: *How can tertiary education nurture entrepreneurial creativity?* Fourteen New Zealand entrepreneurs or associates were asked: *Why are you a successful entrepreneur?* Their responses establish that business networking is critical for securing advice on specific matters as and when needs arise, and effective communication with teams and customers is essential. High value was placed on personal attributes. One set was variously described as resilience, persistence, toughness and tenacity. Another focused on the need for being enthusiastic and fresh about a dream or cause, and on the importance of simplicity of focus. It is concluded that entrepreneurs love the thrill of the 'roller coaster ride', and that the classroom can be too safe a place for their learning. It is proposed that work-integrated learning through an apprenticeship or internship offers an opportunity for being in a space that ignites entrepreneurial passion and nurtures resourcefulness. *Asia-Pacific Journal of Cooperative Education*, 2008, 9(2), 81-90.

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This report is on part of a research project that asked: *How can tertiary education nurture entrepreneurial creativity?* Entrepreneurship is now considered a vital determinant of economic growth and the entrepreneur is understood as someone who innovates and commercialises their own innovation. The project setting is New Zealand which is struggling to make the shift from relying on primary production to becoming a 'creative economy'.

Rich data were gathered from 14 semi-structured, in-depth interviews. Ten were with new or experienced entrepreneurs, of whom eight were from small medium enterprises with fewer than 20 employees. Two were nascent entrepreneurs and the two remaining participants were associates of entrepreneurs; one a marketer, the other a scientist. Each participant was drawn from a different area of economic endeavour. Participants gave permission for personal information to be used; therefore actual names are used in the text, with their company positions, company names and areas of specialisation provided as footnotes. The interviews took place between July 2006 and October 2007, and the project concluded in May 2008.

Participants were asked to share stories and views about creativity, the connections between creativity and entrepreneurship, business success, formal and informal education, and ways to improve tertiary education programs. This report discusses participants' answers to one of the seven broad questions that was asked: *Why are you a successful entrepreneur?* The associates and the nascent entrepreneurs were asked *What do you consider to be the characteristics of successful entrepreneurship?* The purpose of these questions was to help establish implications for curriculum design. The findings are that five factors contribute to business success – business networking, relationships with staff and customers, persistence and patience, enthusiasm and a dream, and simplicity – and that an apprenticeship or internship provides a suitable means for nurturing the becoming of the successful entrepreneur. The report discusses each of these in turn.

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BUSINESS NETWORKING

Davidsson and Honig (2003) investigated why many people who start a new business fail to achieve their goal while others are successful. They found that "being a member of a business network had a statistically positive effect" (p. 301). Indeed, all participants in this project use networking to access the knowledge required as and when the need arises. Glen Slater¹ has a Master of International Business but considers himself 'light' on business skills, so, "I have to just be brave enough to know what I don't know and go out and ask somebody." Like Glen, Daniel Batten² says:

I think you have to be incredibly self-aware. And when I say that, I mean aware of your weaknesses primarily and your strengths. So honour your strengths and really push them, but also know your weaknesses and be prepared to listen and do a whole lot of listening and be very humble because there's a lot of people out there who actually really want to help, who get a big kick out of helping.

He adds that, "one of the things I do now is I actually do mentor other young entrepreneurs."

Petrena Miller³ also affirms that the key processes are "learning on the run," listening, and "knowing the right questions to ask." She adds that the internet is "fantastic," and it is interesting to note Weinberg's (2002) observation that, "the Web is a hodgepodge of ideas that violates every rule of epistemological etiquette" (p. 139), but it also "returns knowledge to its roots" as conversations that can take many different forms (p. 140).

Less self-assured than many other participants, Brigid Hardy⁴ says "I'm constantly sort of struggling [...] to make myself very pragmatic and just, right, how shall we sell this very simply and how, you know, all that sort of stuff." But she adds that "now I've got this team with me who are very much into 'No Brigid you need to, otherwise you won't be special and unique'." She explains that "you need to just stay hanging out with those people and stay doing that stuff, and 'we'll come in and do that bit', and that's their model and that's, I love that."

Bolton and Thompson (2000) suggest that "[E]ntrepreneurs are not put off by not having the resources they need" (p. 23), and they are "quick to build up networks of people they know can help them" (p. 24). Networking need not be limited to management and operational matters. Hardagon (2003) argues that innovation should be viewed from a network perspective because "[T]he raw materials for the future are already here; they're just unevenly distributed. [...] They are certainly not in a nice big box with a big label, a plastic window, and assembly instructions" (p. 208). The challenge, he says, is to build new networks so that "firms are in a better position to see when the people, ideas and objects of one world can be combined in new ways to solve the problems of another" (p. 13). Wolpert (2002) similarly advocates bridge-building. He says that innovation is usually undertaken within an organisation and consequently leaves "a trail of orphans" (p. 52). He argues that "as counterintuitive as this may sound, innovation must become part of the ongoing commerce that takes place *among* companies" (p. 52).

¹ Joint-owner and CEO, Grand Challenge, robotics

² Joint-owner and CEO, Biomatters, bioinformatics software

³ Owner and CEO, PM Design, fashion clothing

⁴ Owner and CEO, Beauty Engineered forEver, eco-friendly household cleaning products.

RELATIONSHIPS WITH STAFF AND CUSTOMERS

Daniel Batten says that people need hard skills to be in business but adds “there’s a whole lot of other skills which I call soft skills which I don’t think are well taught at all or even the importance of them is understood in this country.” He includes here matters such as:

How well you manage your team when there’s different expectations, the balance between the expectations of shareholders and customers, staff and peers. And a lot of people who think they’re getting into business because they don’t want to report to anyone. Actually you end up reporting to more people than you ever reported to in your life.

In a similar way John Alldred⁵ says: “I mean it’s just people in the end, business. It’s about being honest, it’s about being ethical, about being creative.” Where John emphasises people and creativity, Debbie Duis⁶, a nascent entrepreneur, highlights product and people. She says “you obviously need to have a sound knowledge of your product and I think you also need to have a good insight into the people that you are working with and that you are dealing with. You need to understand people, you need to be able to understand or put yourself in the other person’s shoes.”

This issue here is relationships, and the previous section identified the way that networking with business peers and mentors is part of this set of soft skills. Relationships with staff and customers are also essential. Glen Slater says that “one of the things that is the biggest challenge with a start-up of our nature is keeping the team together.” He explains that:

Most of the time, because they’re all smarter than me, they don’t really need me to tell them what to do or anything like that, but when we do go through hard times then my role becomes critical, because when we go through hard times. I’m the one that drives through and says “Right, that’s what’s happening on the other side of this hard time, this is how we’re going to get there” and draw an incredibly detailed road map and then they just have to go through the steps and then they come out of it again and they’re all keen and motivated again.

For Petrena Miller⁷, the relationships issue has required her rather than her team having to change. She says that:

When I first started I know I used to motor through the staff. I was very focused and you know, I used to get very frustrated with them messing up, you know, costing me money. [...] Like now I understand that people are people and it’s like they don’t do it on purpose you know, so I’m a lot more relaxed in that department. [...] I know for a long time I struggled against the tide because you know, I didn’t have my staff on board and then realising I needed to change, not them, so once I made that decision that I needed to change, then things started to flow and I’ve got you know, great people working for me. We still have our odd little hiccup but it’s not, you know, it’s all resolvable through communication.

Petrena’s understanding fits Goleman’s (2006) definition of “ ‘social intelligence’ as a shorthand term for being intelligent not just *about* our relationships but also *in* them” (p. 11).

Glen Slater brings the importance of relationships with the team and with customers into a single concept. He explains that:

One, the innovation is who we are and what we do, [...] and two, our innovations and our opportunities come from our customers and engaging with our customers requires structure. It’s not a free space, and so if we can continue to bring that opportunity in from our customers, that’s where our innovation is going to come from. Innovation in a box just doesn’t work for us.

⁵ CEO, Lake Wanaka Tourism

⁶ Nascent entrepreneur, cashgora goat fibre – also a landscape designer

⁷ Owner and CEO, PM Design, fashion clothing

Glen's formula seems science, but the practice points to a complex mix of art and craft. John Allred spent his first three months in Wanaka walking the streets and listening to his customers: "I didn't even go in the office. I just went out there and I spoke to priests and kids and businesspeople and farmers and a whole raft of people and I just listened for three months." Writing in *Idealog 5*, Tim Brown (2006), CEO of Ideo, similarly suggests that listening to diverse voices is essential. He says that product design companies need to "hit the streets to gain insights" because "[f]resh original insights about your customers come only when you observe aspects of behaviour in the real world. Design thinking relies less on data than upon insight gathered from multiple sources" (p. 30). Christensen (2000), however, adds a caution in *The Innovator's Dilemma* by showing that in many industries the companies that fail are those closest to their customers. He argues that an unquestioning, customer focus can lead to failure to predict where the next disruptive technology or a new market might emerge.

All participants nonetheless talked in various ways about the primacy of relationships with customers. Cam Calder⁸, for example, says "it is fundamental you know, treat people with courtesy and respect and say 'Thank you' "" and Bill Buckley⁹ has won contracts in the US because he personalizes his company's guarantees. He recalls:

I said "It's bang on." They said "How are you going to guarantee that?" I says "Here's the order book. If any magnets turn up here wrong, get them fixed at my expense. Here's an open cheque. You just get that and send me the bloody bill if something's wrong." They said "Shit, are you prepared to do that?" I said "Course I am". I said "You don't want anything unless it's right so I've got to make it bloody right".

Relationships with staff, customers and external advisers are critical. Brigid Hardy says "I think to pull people in and just keep the thing rolling you're often dealing in so many different levels [...]" and Debbie Duis similarly notes that "you need to be able to speak quite a few different languages." Indeed, in *The Tipping Point*, Gladwell (2002) observes that "some ideas and trends and messages 'tip' and others don't" (p. 32) because of special factors such as the "law of the few" (p.33). Gladwell's "few" are "connectors" who "have a special gift for bringing the world together" (p. 38), "mavens[who] accumulate knowledge" (p. 60), and salesman "with skills to persuade us" (p. 70). It is arguable that entrepreneurs try to work in all three "different languages," and where they lack a particular capacity they readily find someone to fill that for them.

PERSISTENCE AND PATIENCE

Networking with peers and communicating with staff and customers are regarded as imperatives, and extending his list of soft skills Daniel Batten contends that "the thing that really determines your success is the way you respond to failure." He says that "early setbacks [...] toughened us up," and several times in the conversation with him he refers to the need for "toughness." He also makes the point that becoming tough happens "the hard way," not in the classroom. Brigid Hardy similarly sees dealing with setbacks as the central challenge. She says she regularly asks "How do we get around the fact that we can't do this?" and so it's that, you know, that tenaciousness and resilience and flexibility and it also involves the constant cut of problem-solving and finding a way to get around it and all that." She goes on to rate tenacity above all other factors: "Business is a funny, funny thing. It

⁸ Sole trader, no company name, healthcare

⁹ Owner and retired CEO, Buckley Engineering Systems – precision electromagnets, ion beam physics hardware and high vacuum equipment.

doesn't necessarily instantly reward with money I don't think, creativity or innovation or ethics or any of those things. Often I think it rewards tenaciousness and you know, hard core negotiation." Brigid also argues that "I think that part of the thing that enables you to be resilient is if you really believe in it yourself, you really have a cause and it means much more to you than the money." Harrison (2005), a cell biologist turned entrepreneur, goes further and says "[Y]ou have to *embrace* the fact you're going to have rejections [...] and use them to make you more passionate about what you're doing' (p. 124).

Daniel's toughness and Brigid's tenacity and resilience are matched by Bill Buckley's need for "strength" and "willpower" and Petrena Miller's insistence on "persistence." Petrena says "number one, really, to survive in the clothing industry you just have to hang in there, you know." For Mary Taylor¹⁰ this involves taking 'the knocks.' She says:

I guess it's like the entrepreneur is taking the idea and then making it happen despite the knocks, and everybody wants your product to fail. [...] In New Zealand a lot of people want you to fail. I work with a lot of food writers, they are real bitches. They all want everybody else's recipe to collapse you know, like, they don't want someone to have a successful thing. It's very competitive, and you know [...] working in the pork industry, everybody wants to knock the chicken or knock the beef and lamb, you know, within our industry, and then you go to a meat retailers' conference and the chicken guys want to knock the beef, you know, like everybody's in the same protein market but like yeah, they're knockers, you know.

John Alldred suggests that persistence is part of an entrepreneurial pathology:

The never give up attitude because you know, that's one of the key things about being an entrepreneur. Even when the bank's hounding them and the overdraft's over the limit and they're being threatened with foreclosure and they keep bloody going. They keep looking under rocks for another solution. They keep thinking and thinking and thinking.

Pearson (2002) similarly observes that innovative companies require a champion who "will keep pushing ahead no matter what the roadblocks" (p. 35), and Collins and Porras (1996) report that "visionary companies display a remarkable *resiliency*, an ability to bounce back from adversity" (p. 4)

Two participants also pointed out that patience often needs to sit alongside persistence. Daniel Batten affirms the need to "defer gratification because when you become an entrepreneur the first thing that happens is your pay goes down immensely and will do for some time because you're looking at deferring that gratification." He suggests that "you've actually got [to have] the fortitude to be able to put things off that, if you worked for a company, you might be able to get more today, but not in five year's time." Mary Taylor similarly suggests that businesses that want a quick return lack the necessary patience and resilience for achieving superior gains. She says that "a lot of those businesses don't get out of it what they want to in a quick time, you know, like that quick return is often not there, so people get out. They haven't done their homework." Doing the homework is indeed part of the required persistence and hard work, and Goleman (1996) reports on research that found that children "who had waited patiently at four were far superior *as students* to those who acted on whim" (p. 82). He goes on to propose that "'goal-directed self-imposed delay of gratification' is perhaps the essence of emotional self-regulation: the ability to deny impulse in the service of a goal, whether it be building a business, solving an algebraic problem, or pursuing the Stanley Cup"¹¹ (p. 83).

¹⁰ Sole trader, Foodmatters, food-related marketing and events management

¹¹ North American ice hockey trophy.

ENTHUSIASM AND A DREAM

Bolton and Thompson (2000) note that entrepreneurs are motivated to succeed and “possess determination and self-belief” (p. 24), and Harrison (2005) adds that “[B]efore you dare, you have to dream” (p. 43). Cam Calder agrees “you've got to have a dream” to which Petrena Miller adds the need for “internal beliefs” and “an intention to make it work.” For Nancy Beck¹² this means “we don't want to produce dross, we want to produce something that is quite valuable.” Daniel Batten insists on the importance of “enthusiasm which, even as you gain more knowledge and experience, you have to make sure not to lose.” Glen Slater likewise believes his “job is to keep the drive and the enthusiasm high,” and Brigid Hardy admits:

I've gone through periods of being petrified being bankrupt and stuff like that and your energy becomes like quite negative and I think at that time you just have to get, you know, how to dodge, really fast for a little while because otherwise you could put that negative energy into other people.

For Brigid, the counter to these down times is having “something that's really positive and that's really, it's got a special energy around it.” She adds that “I hear all the time you know, from the markets, the competitors sort of saying ‘Oh god that Brigid Hardy, you know, she wouldn't have a clue’, and I think that's actually been our biggest asset in a lot of ways, because you're totally fresh.” The energy and freshness of the product and of the business help to keep Brigid buoyant, and these qualities match others' insistence on the need to have a dream and to have enthusiasm and drive to make products of value.

There is also a singularity of focus in each participant's account of their product and their passion because, as Daniel Batten suggests, the test is to “look at something and interpret it in many different ways and find a story in it.” Pink (2005) observes that “[s]tory ... is becoming a key way for individuals and entrepreneurs to distinguish their goods and services in a crowded marketplace” (p. 107), and Pete Rive¹³ adds that because “there is a clamour of noise and chaos out there, trying to pitch your story amongst all that is a challenge.”

SIMPLICITY

The simplicity and clarity in participants' stories about their enthusiasm, determination and goals relate to the main thesis in Collins's (2001) iconic book *Good to Great* which is a study of companies that made the leap from ‘good to great’ results, and sustained this for 15 years. Collins and his researchers set out to “discover the essential and distinguishing factors at work” (p. 3) and found: “Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice” (p. 11). Collins proposes that good-to-great companies have:

a simple, crystalline concept that flows from deep understanding about the intersection of the following three circles: 1. What you can be the best in the world at [...]; 2. What drives your economic engine [...]; 3. What you are deeply passionate about. (pp. 95-96).

Throughout the book, he emphasises the need for discipline and says that “[w]hen you put these two complementary forces together – a culture of discipline with an ethic of entrepreneurship – you get magical alchemy of superior performance and sustained results” (p. 121).

¹² Joint-owner/CEO, West Coast Orchids – horticultural research and production

¹³ Owner and CEO, The Original Cut and Launchsite, screen productions.

While interviews with participants did not touch on the financial factors that fuel their economic engines, Collins's first and third questions were addressed, and a "simple, crystalline concept" about product and passion emerged in participants' stories. It is noteworthy that Drucker (1985) too argues that "[a]n innovation, to be effective, has to be simple and it has to be focused" (p. 135). He adds that "[e]ffective innovation starts small" (p. 135), and some would argue that it needs to remain small, or at least simple. Debbie Duis, for example, says "you don't need to get bigger to get better because [...] you need to stick to the core things and not get out here too much." John Alldred insists that simplicity must also characterise the organisation itself because:

Business is a fast moving animal and the people who are good at it are the people who are nimble on their feet but generally that's because they have also leaner and meaner machines around them and not overburdened big companies with far too, you know, they're able to make decisions and they also allow their people to make decisions.

This is the very reason why Christensen and Raynor (2003) argue that "[a]n organization's *capabilities* become its *disabilities* when disruption is afoot" (p. 24). While all the entrepreneur participants are enthusiastic about their own business development and success, Glen Slater suggests that New Zealanders value a lifestyle simplicity that is at odds with economic growth. He says:

I think what we need is more desire to be huge. We need more ... what's the word that I heard the other day – "aspiration."¹⁴ Right now most Kiwis aspire to a house in the city and a bach¹⁵ at the beach and a boat and a BMW and once they've got that, well then their business becomes really income substitution and that's about it. [...] I mean I can attest we've got plenty of creative people, we've got plenty of smart people, but we kill anybody who aspires to be global. We kill anybody who aspires to be too big.

This resonates with a study set in Western Australia in which Walker and Brown (2004) found that "[f]inancial criteria are usually considered to be the most appropriate measure of business success, yet many small business owners are motivated to start a business on the basis of lifestyle or personal factors" (p. 577). Writing about New Zealand's economic outlook, Oram (2007) also suggests that "[t]he only thing holding us back is our relative lack of ambition" but he goes on to explain that "a fast-growing cohort of highly entrepreneurial companies [...] is showing us how to do it. They're pioneering new business models and skills for devising brilliant products and services, collaborating with whoever they need, and connecting with customers" (p. 64).

This description fits the entrepreneurs who have participated in this project. Their aspirations may not be 'huge', although by New Zealand standards Tony Falkenstein's¹⁶ and Bill Buckley's companies clearly are large, but their commitment to and energy for their products and for the people they work with and serve do seem to be "showing us how to do it" (Oram, 2007, p. 64). There is, indeed, an elegant and even inspirational simplicity in Daniel Batten's explanation that:

When you're in business you're always networking, you're always communicating, you're always establishing relationships and if you're not good at establishing relationships then you can't be good at business. And what makes you good at forming relationships is the quality of the interactions you have, your personality, your dynamism, your vision, your levels of innovation, the passion that people can feel when they're in your presence.

¹⁴ Glen requested that this be attributed to Keith Pine

¹⁵ A holiday house.

¹⁶ Owner and CEO, Red Eaglecorp, serial entrepreneurship (including Just Water).

Daniel seems to set the benchmark high, but in reality he is only weaving together the key threads that have emerged from participants' stories, and that personalise entrepreneurs as "the new alchemists" (Handy, Year, cited in Hamel, 2000, p. 27).

APPRENTICESHIPS AND INTERNSHIPS

Gonczi (2004) explains that "the way most people think about learning is wrong" (p. 19) because for over two thousand years it has been assumed that learning is concerned with the process of individual minds being provided with ideas and that these ideas are the basis of individual competence. This conception, Gonczi argues, rests on a false dichotomy about the mind and body. He proposes that the best way to prepare people for occupations and professional practice, as well as for life generally, is through some form of apprenticeship which he defines as an:

Educational process in which the exercise of judgment and the ability to act in the world emerge out of the complex of interactions to be found in a community of practice. The interactions combine cognitive, emotional and bodily processes in the social and cultural setting of the workplace or other social settings. (p.21)

These ideas were discussed with several participants in the project. Cam Calder, formerly a dentist and a doctor, thinks Gonczi is "right on the button," and Glen Slater says that he knows companies that often approach universities to seek interns, but nothing usually eventuates because "it doesn't exactly fit with what their supervisor wants them to study." Glen explains, however, that during the year [2006]:

We took an intern [...] . He's a master student. We gave him projects to work on, and I really forced him to spend as much time with my guys as possible. On Tuesday he came back to me and said he wants to work for us next year and he wants to do that because in the last six months, he's really loved working in a start-up situation and an environment where we don't know what's going on but he can really see that he's going to learn a lot more working with us than he would if he went to a corporate.

Glen adds that the intern's experience was about "being in the thrill of us and our highs and our lows. And, I mean, the last six months have been kind of a roller coaster for us." This is about participation and about learning to be. It involves the excitement of chaos and being passionate about the quest rather than about extrinsic rewards. Glen goes on to argue that living with danger is central to the becoming of the entrepreneur:

If you take on an intern or apprentice, get them revved up and excited about it but make it quite safe by giving them safe things to do, then they will just fade away. If on the other hand you can make it really hard even for smart guys with masters' degrees, really dangerous, and say "I don't care if you don't even like what we're doing, get over there and learn about what we're doing", they actually become part of the culture which is really important and the culture in a company like ours is a risk-taking culture, it's the culture of, if we don't work together we're never going to get it done. There are incredible highs and incredible lows. So just beating away, beating away at what we're doing. Also, I might take them with me when I go to meet with my mentors or when go into situations where perhaps I'm dealing with a tough customer. "Come with me, you don't have to say anything", but they sit there or maybe even deal one-on-one with those people as well. That's the stuff that makes them want to carry on.

It is noteworthy that Meyer (2001) suggests that "[t]he foundation of the B-school ideology is control in organisations. [...] Now along comes a great market demand by students who wish to learn more about entrepreneurship. Controlling corpocracy alienates most of these students" (p. 2). Using the words of the poet WB Yeats, Meyer adds: "Education is not the filling of a pail but the lighting of a fire" (p. 2). The experience of Glen's intern working with the robotics team at Grand Challenge clearly lit his fire and ignited his entrepreneurial passion. This has serious implications for curriculum design.

CONCLUSION

The research has found that five factors contribute to the business success of entrepreneurs: business networking, relationships with staff and customers, persistence and patience, enthusiasm and a dream, and simplicity. Acquiring formal, codified knowledge about these may be of interest to the student who wishes to study entrepreneurship, but it will not equip the graduate to *be* an entrepreneur. What is required instead is some sort of curriculum for being.

Hindle (2005), indeed, argues that entrepreneurship should be taught “experientially; creatively; joyously; respectfully; adaptively; and – dare one say it – entrepreneurially” (p. 22). More directly, Shor and Freire (1997) make the point that it “what is impossible is to teach participation *without* participation! [...] You cannot learn how to swim in this room. We have to go to the water” (p. 90).

In this project, as well as identifying the key factors for entrepreneurial business success, participants supported the notion of learning as a practice-based community process. Several specifically endorsed the concept of an apprenticeship or internship. This connects directly with Lave and Wenger’s (1991) argument that individuals learn as they participate by interacting with a community and its history and assumptions, cultural values and patterns of relationship, the tools at hand (objects, technology, languages, images, and the moment’s activity), purposes, norms, and practical challenges. Knowing is interwoven with doing. In a later book on communities of practice, Wenger (1998) adds:

Learning cannot be designed. Ultimately it belongs to the realm of experience and practice. It follows the negotiation of meaning; it moves on its own terms. It slips through the cracks; creates its own cracks. Learning happens, design or no design. (p.225).

This perspective has serious implications for tertiary education, and Barnett and Coate (2005) confront this directly where they argue that students need to be given curriculum space instead of being boxed in: “A curriculum has to become like so many ultra-modern buildings, full of light and open spaces, different textures, shapes and relationships and arrangements for serendipitous encounters” (p. 129). Work-integrated learning through an apprenticeship like the experience given to Glen Slater’s intern offers the opportunity to be in such a space. How else, indeed, might students become creative and resourceful in the ways they are able to network to secure advice as needs arise, communicate effectively with team-members and with customers, and maintain focus, enthusiasm, freshness and resilience? In addition, as Daniel Batten explains:

The way that you experience things in the world is not like for the first three weeks of business you only deal with legal issues, then you only deal with accounting issues and then you only deal with customer management issues and then deal with marketing issues. You're dealing with every single thing every part of the day.

Daniel adds that “[I]t’s at the meeting point between order and chaos which is where the exciting things happen.” Entrepreneurs crave risk, and the classroom can be too safe. Authentic work-integrated learning takes students “to the water” and offers “the stuff that makes them want to carry on.”

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ABOUT THE JOURNAL

The Asia-Pacific Journal of Cooperative education (APJCE) arose from a desire to produce an international forum for discussion of cooperative education issues for practitioners in the Asia-Pacific region and is intended to provide a mechanism for the dissemination of research, best practice and innovation in work-integrated learning. The journal maintains close links to the biennial Asia-Pacific regional conferences conducted by the World Association for Cooperative Education. In recognition of international trends in information technology, APJCE is produced solely in electronic form. Published papers are available as PDF files from the website, and manuscript submission, reviewing and publication is electronically based.

Cooperative education in the journal is taken to be work-based learning in which the time spent in the workplace forms an integrated part of an academic program of study. Essentially, cooperative education is a partnership between education and work, in which enhancement of student learning is a key outcome. More specifically, cooperative education can be described as a strategy of applied learning which is a structured program, developed and supervised either by an educational institution in collaboration with an employer or industry grouping, or by an employer or industry grouping in collaboration with an educational institution. An essential feature is that relevant, productive work is conducted as an integral part of a student's regular program, and the final assessment contains a work-based component. Cooperative education programs are commonly highly structured and possess formal (academic and employer) supervision and assessment. The work is productive, in that the student undertakes meaningful work that has economic value or definable benefit to the employer. The work should have clear linkages with, or add to, the knowledge and skill base of the academic program.

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The editorial board welcomes contributions from authors with an interest in cooperative education. Manuscripts should comprise reports of relevant research, or essays that discuss innovative programs, reviews of literature, or other matters of interest to researchers or practitioners. Manuscripts should be written in a formal, scholarly manner and avoid the use of sexist or other terminology that reinforces stereotypes. The excessive use of abbreviations and acronyms should be avoided. All manuscripts are reviewed by two members of the editorial board. APJCE is produced in web-only form and published articles are available as PDF files accessible from the website <http://www.apjce.org>.

Research reports should contain; an introduction that describes relevant literature and sets the context of the inquiry, a description and justification for the methodology employed, a description of the research findings-tabulated as appropriate, a discussion of the importance of the findings including their significance for practitioners, and a conclusion preferably incorporating suggestions for further research. Essays should contain a clear statement of the topic or issue under discussion, reference to, and discussion of, relevant literature, and a discussion of the importance of the topic for other researchers and practitioners. The final manuscript for both research reports and essay articles should include an abstract (word limit 300 words), and a list of keywords, one of which should be the national context for the study.

Manuscripts and cover sheets (available from the website) should be forwarded electronically to the Editor-in-Chief directly from the website. In order to ensure integrity of the review process authors' names should not appear on manuscripts. Manuscripts should include pagination, be double-spaced with ample margins in times new-roman 12-point font and follow the style of the Publication Manual of the American Psychological Association in citations, referencing, tables and figures (see also, <http://www.apa.org/journals/faq.html>). The intended location of figures and diagrams, provided separately as high-quality files (e.g., JPG, TIFF or PICT), should be indicated in the manuscript. Figure and table captions, listed on a separate page at the end of the document, should be clear and concise and be understood without reference to the text.

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