

Board of Governors Meeting

10.00 am - 4.00 pm on Thursday, 28 September 2017
in

Agenda

| <i>No.</i> | <i>Time</i> | <i>Item</i> | <i>Pages</i> | <i>Presenter</i> |
|-------------------------|-------------|--|--------------|------------------|
| 1. | | Agenda for the day | 3 - 4 | |
| Items to discuss | | | | |
| 2. | | External environment | 5 - 12 | DP |
| 3. | | Progress of the Corporate Strategy to 2020 | 13 - 28 | PB |
| 4. | | LSBU brand development and portfolio | 29 - 54 | NL |

Date of next meeting
4.00 pm on Thursday, 12 October 2017

Members: Jerry Cope (Chair), David Phoenix, Sodiq Akinbade, Steve Balmont, Shachi Blakemore, Duncan Brown, Julie Chappell, Michael Cutbill, Douglas Denham St Pinnock, Peter Fidler, Carol Hui, Hilary McCallion, Kevin McGrath, Mee Ling Ng, Jenny Owen, Tony Roberts and Suleyman Said

In attendance

Apologies

This page is intentionally left blank

CONFIDENTIAL

Board of Governors and Academic Board joint strategy day

**9.45am for 10am to 3.30pm on Thursday 28th September 2017
at 15 Hatfields, Chadwick Court, London, SE1 8DJ**

P R O G R A M M E

Theme: positioning LSBU for 2018-2020

| <i>Time</i> | <i>Topic</i> | <i>Presenter/s</i> |
|-------------|--|----------------------|
| 9.45 | Tea and coffee (adjacent to conference room) | |
| 10.00 | Welcome – start of joint session: Board of Governors and Academic Board | Jerry Cope |
| 10.05 | Joint session: <ul style="list-style-type: none"> • External environment • questions / discussion | David Phoenix All |
| 11.15 | Tea and coffee (adjacent to conference room) | |
| 11.30 | Joint session: <ul style="list-style-type: none"> • progress of the corporate strategy to 2020 • questions / discussion | Pat Bailey All |
| 12.45 | Buffet lunch (adjacent to conference room) Members of the Academic Board depart after lunch | All |
| 13.45 | Session for the Board of Governors: <ul style="list-style-type: none"> • LSBU brand development and portfolio • questions / discussion | Nicole Louis All |
| 14.45 | Tea (adjacent to conference room) | All |
| 15.00 | Conclusions | JC |
| 15.30 | Close | |

Attendance

Board of Governors: Jerry Cope (Chair), Douglas Denham St Pinnock (Vice-Chair), David Phoenix (Vice Chancellor), Sodiq Akinbade, Shachi Blakemore, Duncan Brown, Julie Chappell, Michael Cutbill, Peter Fidler, Hilary McCallion, Kevin McGrath, Mee Ling Ng, Jenny Owen, Tony Roberts and Suleyman Said

Apologies: Steve Balmont and Carol Hui

Members of the Executive: Pat Bailey, Deputy Vice Chancellor
Mandy Eddolls, Executive Director of Organisational Development and Human Resources
Richard Flatman, Chief Finance Officer
Paul Ivey, Pro Vice Chancellor (Research and External Engagement)
Nicole Louis, Chief Marketing Officer
Ian Mehrtens, Chief Operating Officer
James Stevenson, University Secretary & Clerk to the Board of Governors
Shân Wareing, Pro Vice Chancellor (Education and Student Experience)

With: Michael Broadway, Deputy University Secretary
Joe Kelly, Governance Officer

Additional members of the Academic Board: Stephen Barber, Reader and Programme Manager, Business
Craig Barker, Dean of Law & Social Science
Janet Bohrer, Director of Academic Quality Development Office
Patrick Callaghan, Dean of Applied Sciences
Kirsteen Coupar, Director of Student Services
Charles Egbu, Dean of Built Environment & Architecture
Janet Jones, Dean of Arts & Creative Industries
Patricia Godwin, SU Vice President (Education)
Mike Molan, Pro Vice Chancellor (Enhancement), Dean of Business
Shushma Patel, Acting Dean of Engineering
Lesley Roberts, Head of Skills for Learning
Warren Turner, Dean PVC Health & Social Care

Apologies: Gurpreet Jagpal, Director of Enterprise

Board Strategy day

Sept 2017

Become what you want to be



EST 1892

**London
South Bank**
University

Corporate Strategy – driving reputational improvement

2018 Guardian Table (does not include latest DLHE or NSS results)

| Rank 2018 | Change from 2017 | Institution | Guardian score/100 | Satisfied with course | Satisfied with teaching | Satisfied with feedback | Student to staff ratio | Spend per student/10 | Average entry tariff | Value added score/10 | Career after 6 months |
|-----------|------------------|-----------------------|--------------------|-----------------------|-------------------------|-------------------------|------------------------|----------------------|----------------------|----------------------|-----------------------|
| 32 | 14- | City | 67 | 84.6 | 86.2 | 73.4 | 18 | 7.4 | 138.3 | 5.8 | 82.6 |
| 58 | 38 | West London | 59.3 | 76.7 | 82.6 | 72.9 | 15.6 | 5.8 | 118.8 | 6.4 | 68.9 |
| 70 | 4 | Middlesex | 55.9 | 81.5 | 81.7 | 74.9 | 16.6 | 6.6 | 117.2 | 5.1 | 71.4 |
| 81 | 7 | Kingston | 53.8 | 79.8 | 80 | 71 | 18.8 | 6.2 | 118.3 | 5.2 | 64.4 |
| 92 | 15 | London South Bank | 50.6 | 81.6 | 83.9 | 71.6 | 17 | 4.3 | 105.9 | 5.7 | 75.9 |
| 95 | 3 | Greenwich | 49.7 | 81.8 | 83.1 | 71.6 | 17.8 | 3.6 | 131 | 5.8 | 65.3 |
| 102 | 8- | Hertfordshire | 47.8 | 82.9 | 85.9 | 70.1 | 17.6 | 4.1 | 118.3 | 4.2 | 77.7 |
| 105 | 1 | St Mary's, Twickenham | 46.5 | 85.2 | 87 | 67.9 | 17.9 | 3.2 | 122.1 | 3.7 | 69 |
| 107 | 8 | East London | 46.4 | 80.9 | 85.7 | 75 | 16.8 | 4.4 | 114.3 | 5.5 | 51.9 |
| 108 | 4 | Westminster | 46.2 | 81.4 | 80.9 | 68.6 | 17.9 | 4.3 | 117.7 | 6.7 | 57 |
| 117 | 1 | London Met | 37.2 | 79.8 | 82.1 | 72.4 | 18.1 | 2.5 | 103.9 | 3.4 | 59.1 |



Become what you want to be

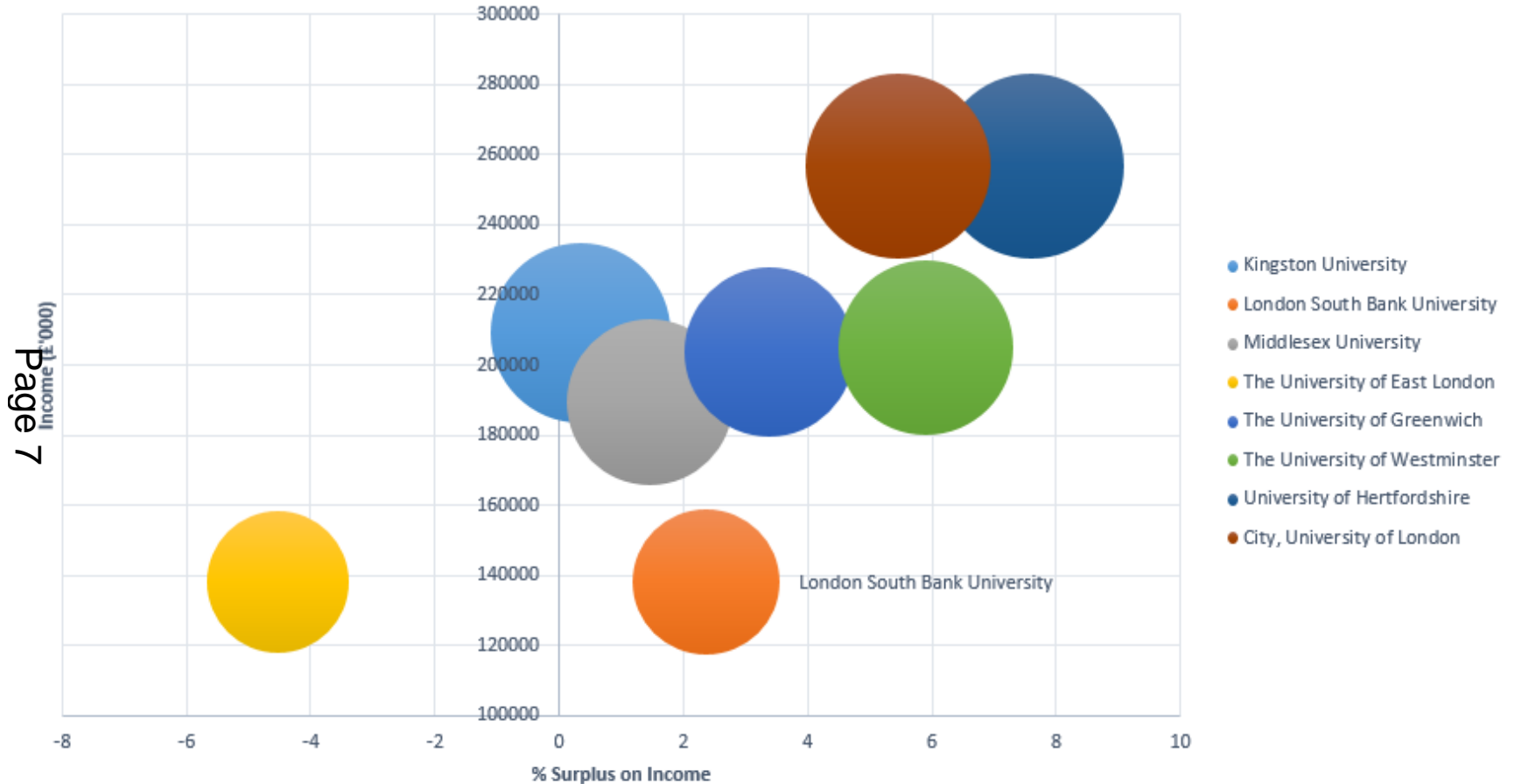


London South Bank University

EST 1892

Shape and Effectiveness

2015/16 Income, Surplus on Income and Student FTE (Size of bubble)



Become what you want to be



London South Bank University

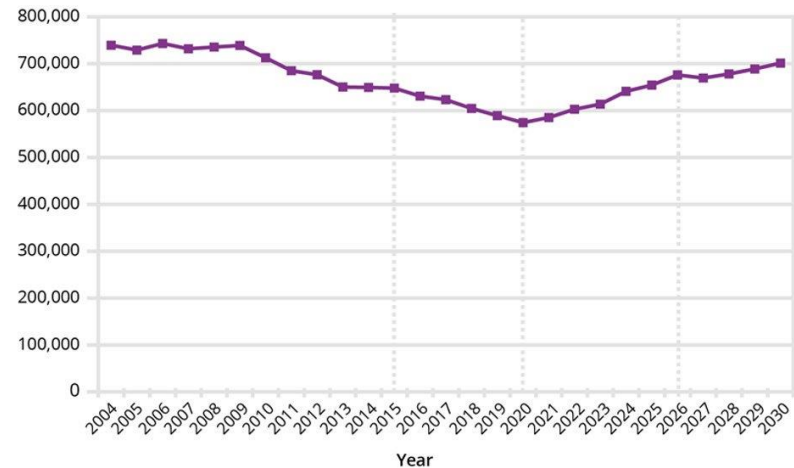
EST 1892

External Environment

- Brexit (2019)
 - Student numbers
 - Structural funds
 - Research funds
- Fees debate
 - £9250?
 - Differential fees?
 - Health – bursaries to loans
 - Tertiary funding review and vfm review via Education select Committee
- Demographics
 - 75000 fewer 18 year olds from 2015-2020 – *but this isn't the main driver behind drop in applications*
- Apprenticeships and 2 year degrees

Page 8

18-year-olds in England – ONS mid-year population estimates aged to 18-year-olds



Become what you want to be

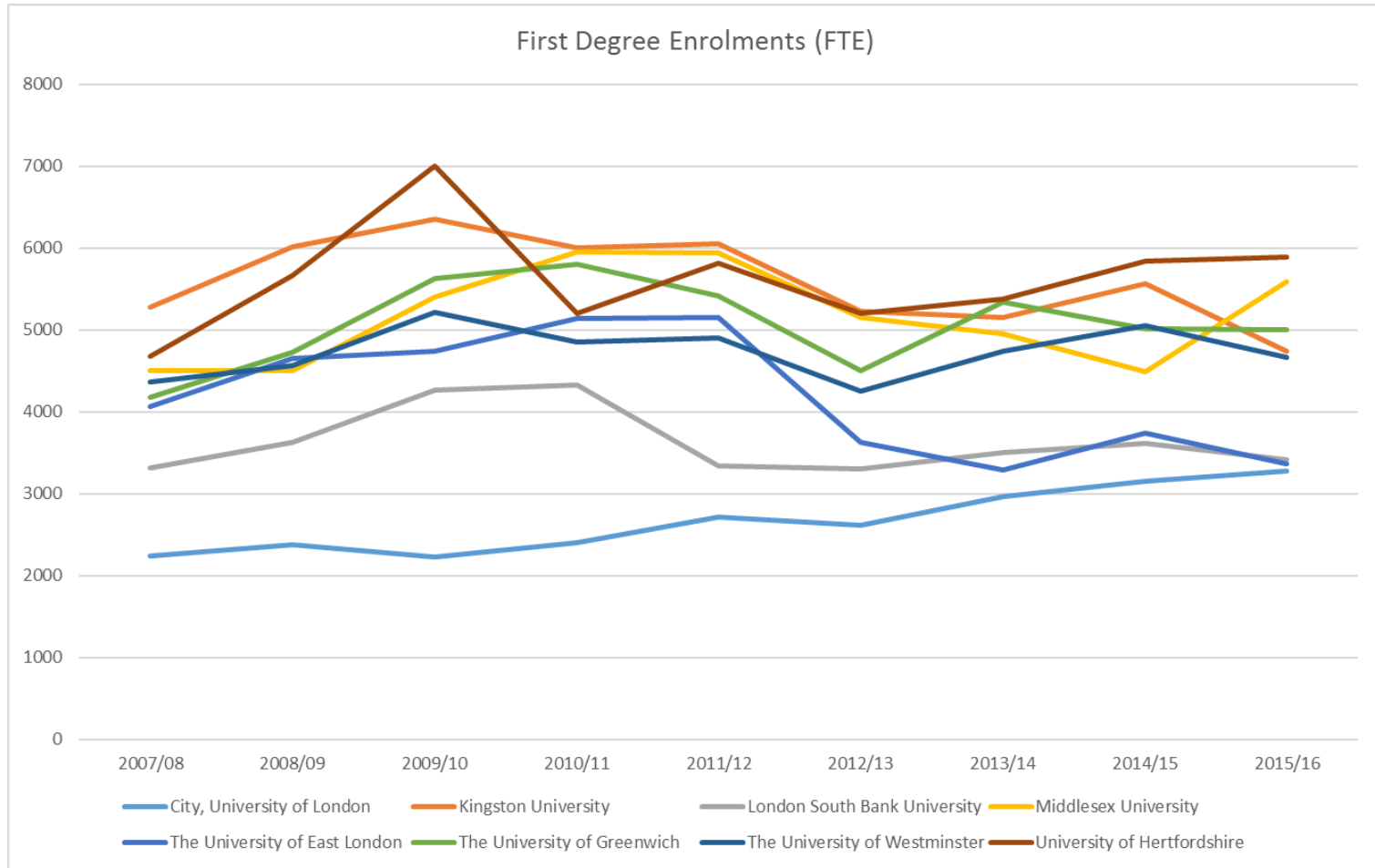


**London
South Bank
University**

EST 1892

First Degree Enrolments

Page 9



Become what you want to be

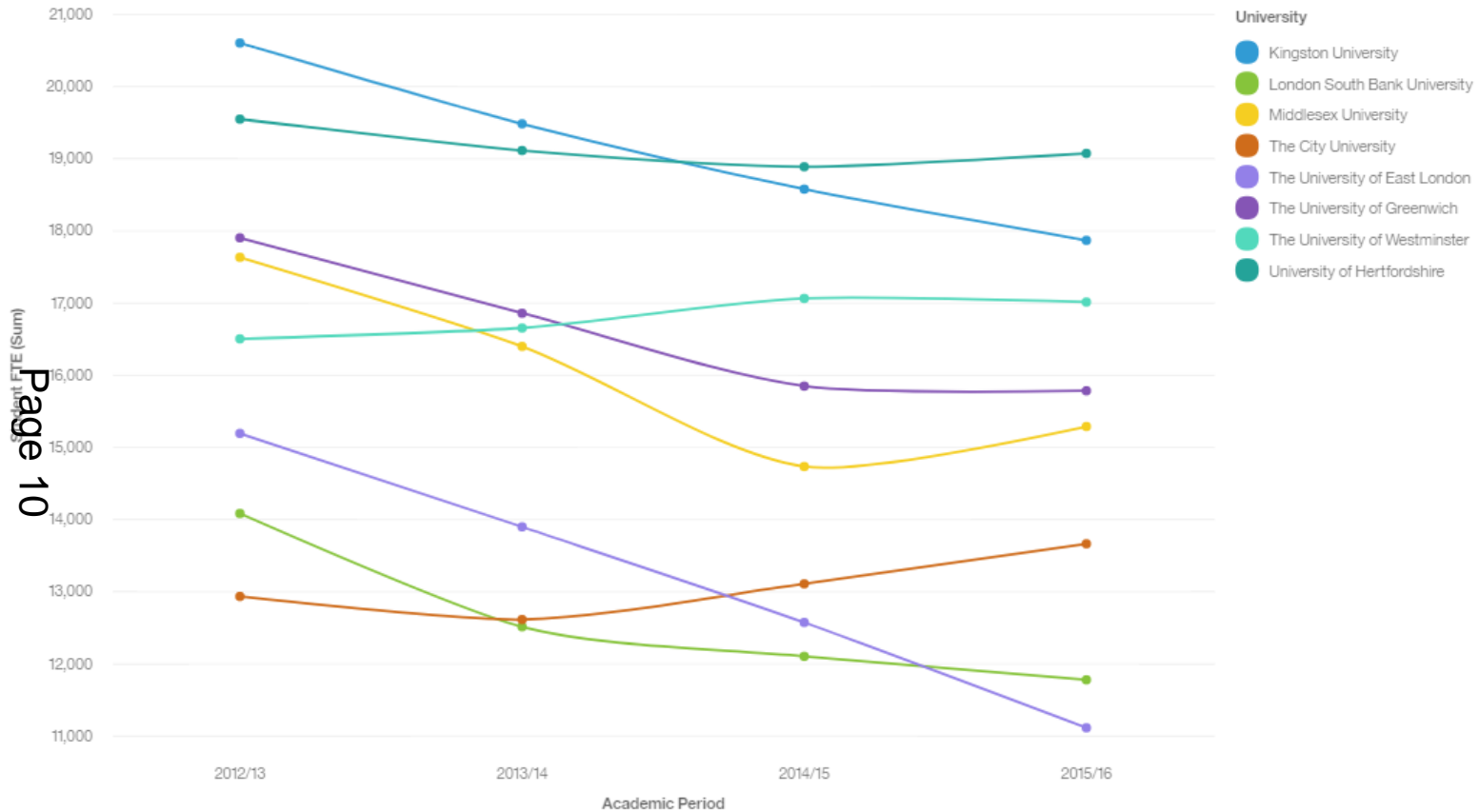


London South Bank University

EST 1892

Changing demand

2012/13 to 2015/16 Student FTE by Competitor Group



Become what you want to be



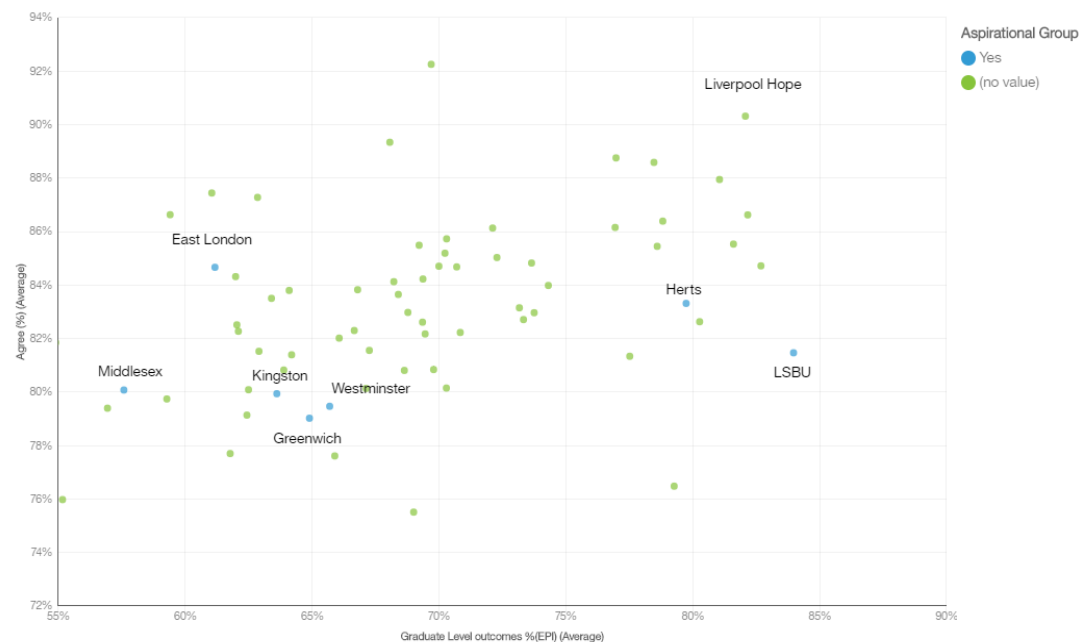
**London
South Bank
University**

EST 1892

Regulatory environment and competition

- Guidance for Research Excellence 2021
 - Staff inclusion
 - Impact to 25%
- Information
 - GDPR – data
 - CMA – course information
- TEF and ‘quality metrics’
 - LEO data
 - OfS – new QA code

2016/17 - UK Post 1992 Universities - NSS Overall Satisfaction (Y Axis) by DLHE Graduate Outcomes (X Axis)



Become what you want to be



**London
South Bank
University**

EST 1892

Assumptions

- Success as a university requires continued delivery against core metrics in teaching outcomes and research
- Obtaining £170M by 2020 is unlikely in current climate without seeking acquisitions

Page 12

The new environment opens up opportunities for new products such as apprenticeships and two year degrees but specialist delivery/cost base may require specialist vehicles

- There are additional market opportunities in areas such as CPD, unpackaged products and overseas developments

Become what you want to be



**London
South Bank
University**

EST 1892

Board of Governors Strategy Day

Sept 2017

Corporate Strategy: progress towards 2020

Pat Bailey

Become what you want to be



EST 1892

**London
South Bank**
University

Reputational improvement

27 KPIs agreed/reviewed by Bd of Governors

Each School has data sets covering:

- Finances
- Student and staff numbers
- Key metrics (progression rates, NSS, DLHE, LT positions)

Page 14

School Roadmaps align with Corporate Roadmap, covering:

- Teaching & Learning
- Student Experience
- Employability
- Research & Enterprise
- Access
- Internationalization
- People & Organisation
- Resources & Infrastructure

+ League Tables

Become what you want to be



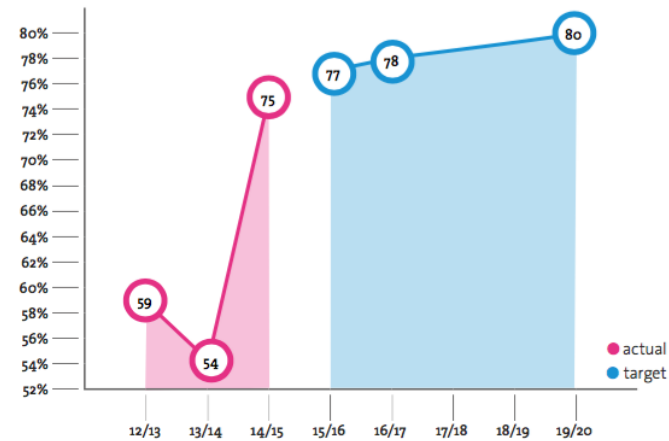
**London
South Bank
University**

EST 1892

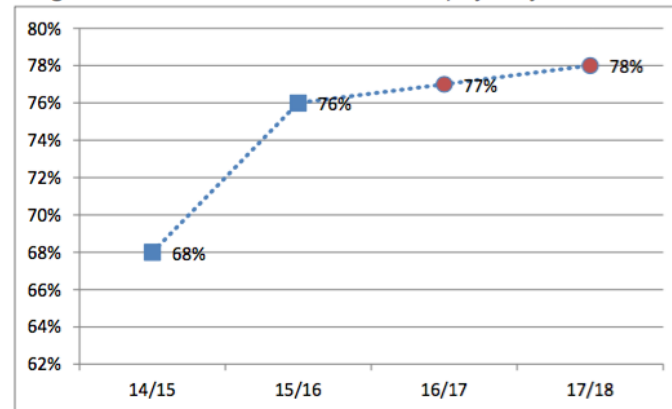
1) Teaching & Learning

- We're strong on professionally accredited courses (real world relevance)
- NSS (and TEF) also give measures of Teaching Quality (TQ) and Learning Environment (LE)
- CRIT is establishing mechanisms for sharing best practice, linked to DEL initiatives

DHLE entry to employment or further study (EPI)



Progress: KPI 1 – DLHE Graduate Level Employability – EPI Cohort



2) Student Experience

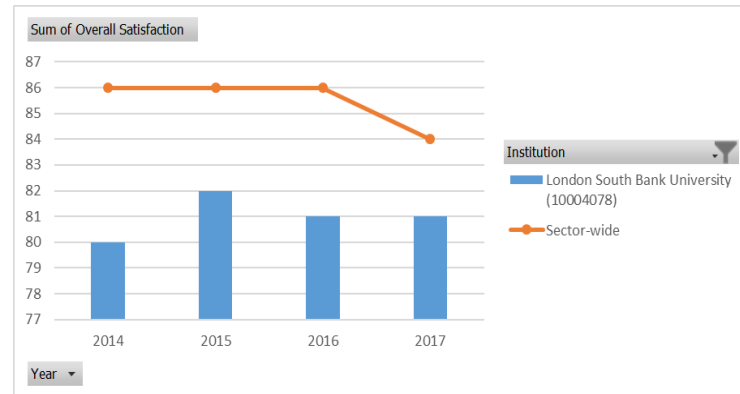
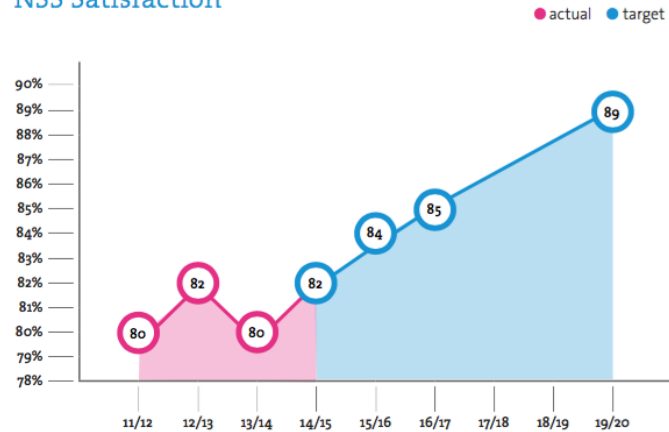
- Student engagement through SEC, clubs and societies, and initiatives such as the new 'interns' scheme

Page 16

Targeted input from 'Skills for Learning' team has had big impact

- Apprenticeships a major area for LSBU – ca 400 in 2017/18, and 2000 by 2020

NSS Satisfaction



Become what you want to be



London South Bank University

EST 1892

3) Employability

- All students having the opportunity for work experience as intern, placement or professional practice

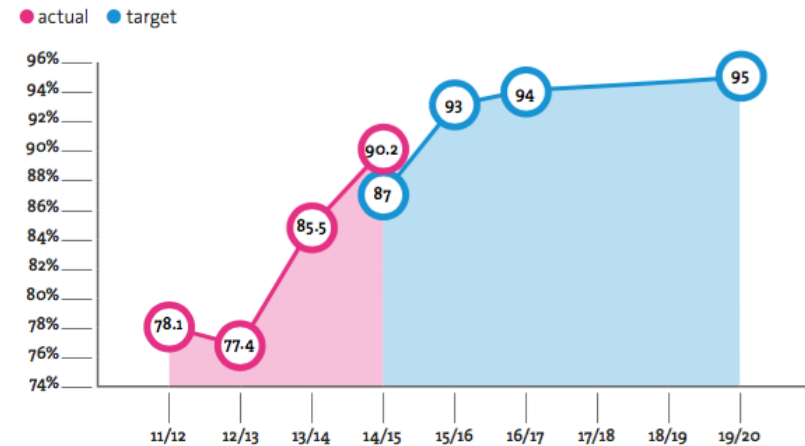
Page 17

Apprenticeship scheme obviously links directly with employers and employability

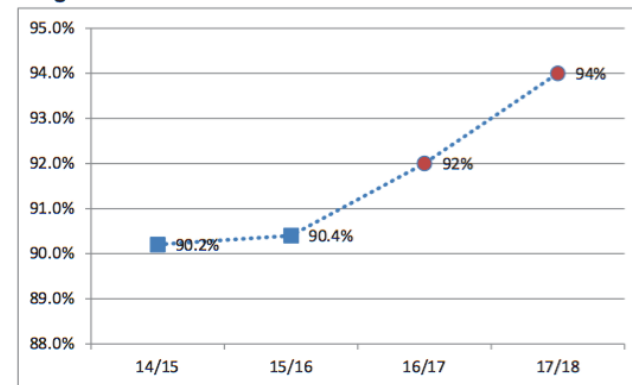
- Employment Agency being launched
- In top quartile of DLHE

Become what you want to be

DHLE entry to employment or further study



Progress: KPI 6: DLHE Positive Outcomes

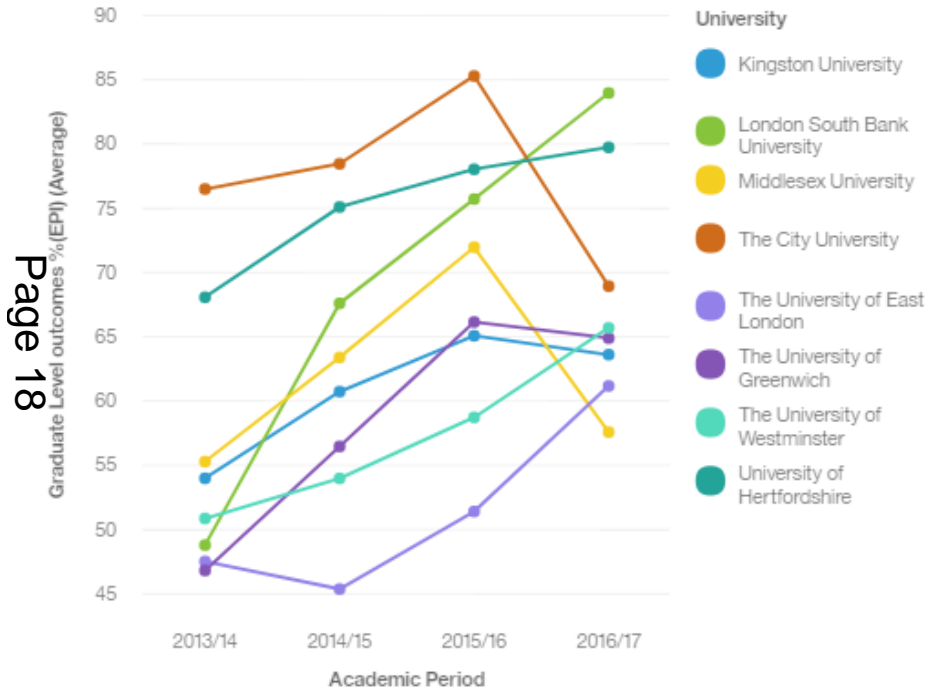


**London
South Bank
University**

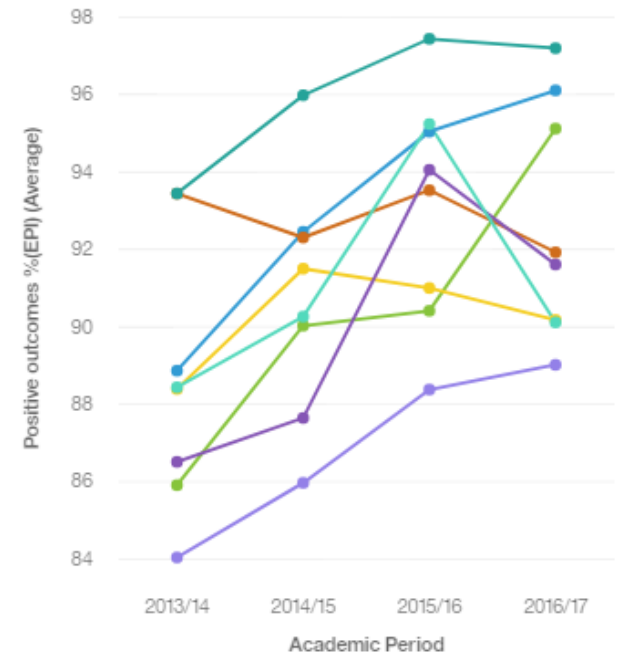
EST 1892

DLHE Outcomes vs competitors

Graduate Level Outcomes (DLHE EPI Cohort)



Positive Outcomes (DLHE EPI Cohort)



Become what you want to be



London South Bank University

EST 1892

4) Research & Enterprise

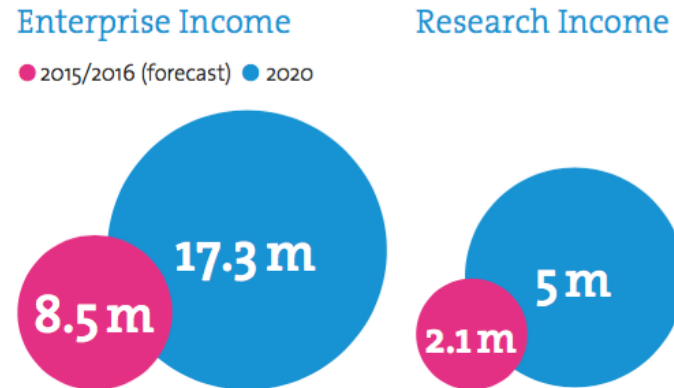
- Research & enterprise income remains a challenge, but have hit R targets and good pipeline – TWI notable

Page 19

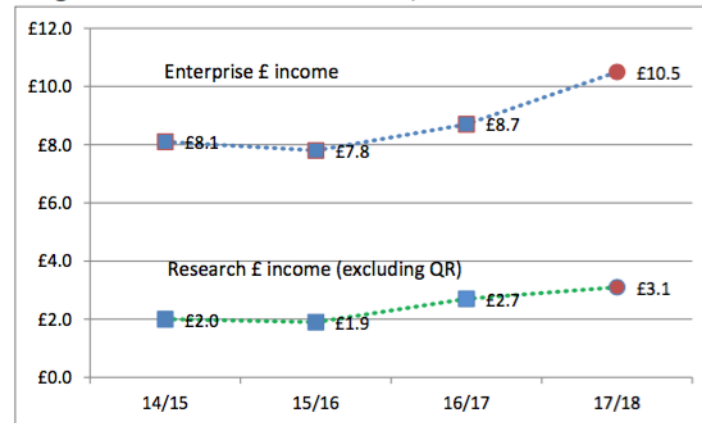
Research Centres and Groups now set up, aligning us for REF2021

- AURA data provides annual snapshot, plus quarterly reports to Schools

Become what you want to be



Progress: KPIs 8 & 9: Research & Enterprise income



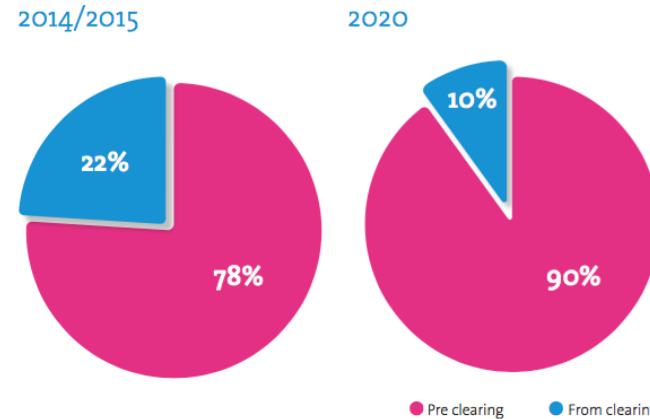
**London
South Bank
University**

EST 1892

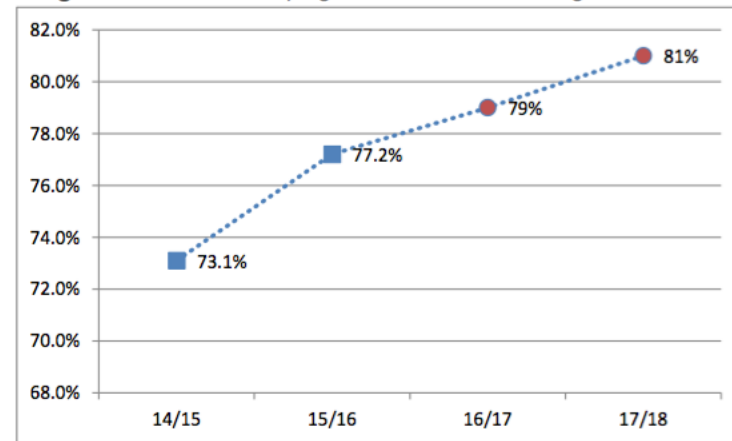
5) Access

- Less dependence on 'clearing' is planned, but this is challenging
- Our record of taking students from LPNs or through non-traditional entry routes strongly contributed to our TEF silver
- Skills for Learning' team are helping support students who struggle with some of the core skills

Page 20



Progress: KPI 15: Year 1 progression % - FT First Degree students



Become what you want to be

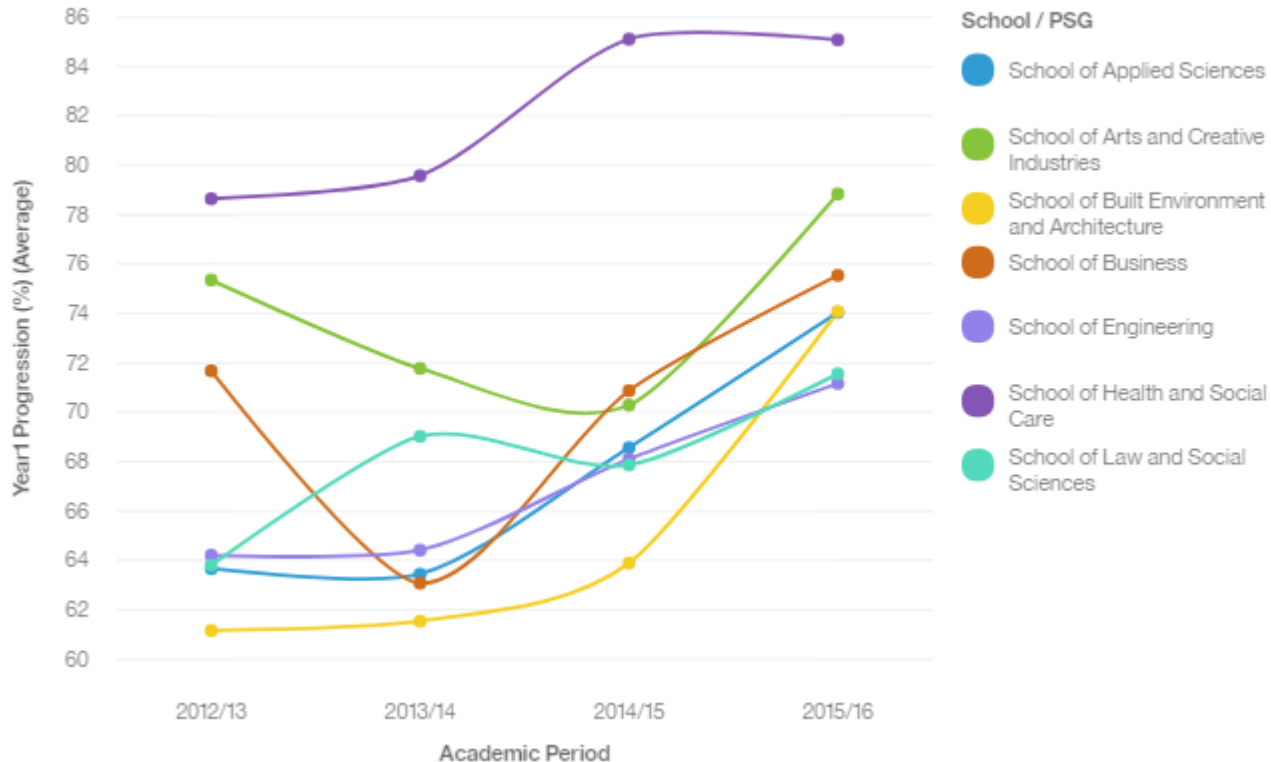


**London
South Bank
University**

EST 1892

Progression Rates (Yr 1-to-2) in Schools

Year 1 to Year 2 Progression % (FT First Degree Students)



Become what you want to be



**London
South Bank
University**

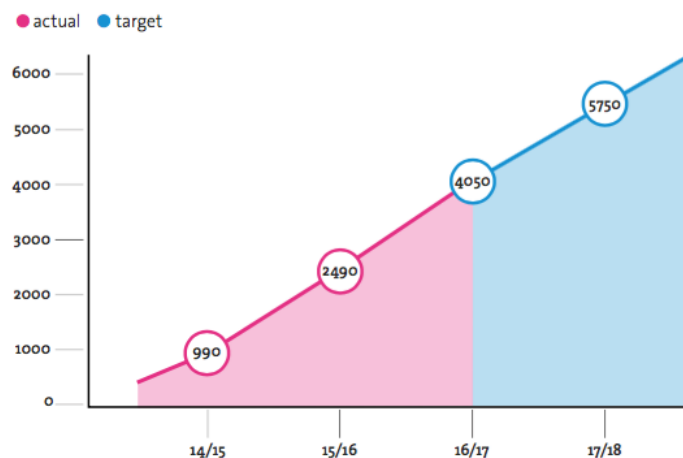
EST 1892

6) Internationalisation

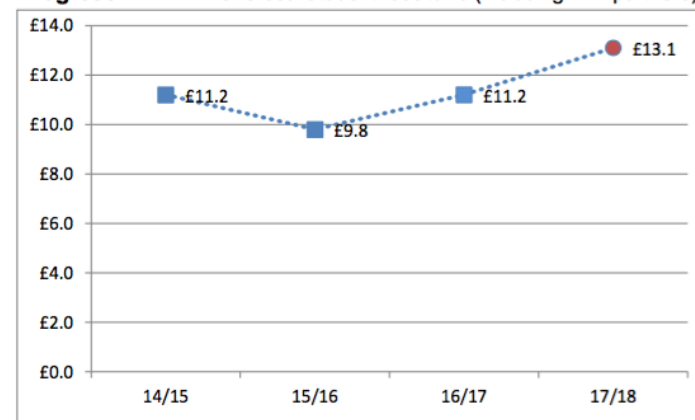
- Our relatively low % of int'l students (cf Sector, esp. London) gives us potential in a touch market given Brexit and UKVI
- Restructured int'l recruitment team will improve targeted recruitment to LSBU
- BUE numbers rising fast: 2400 (16/17); 3900 (17/18); 6500 (18/19); 10,000? (19/20)

Page 22

TNE student numbers



Progress: KPI 17 – Oversea Student fees £ms (including TNE partners)



Become what you want to be



**London
South Bank
University**

EST 1892

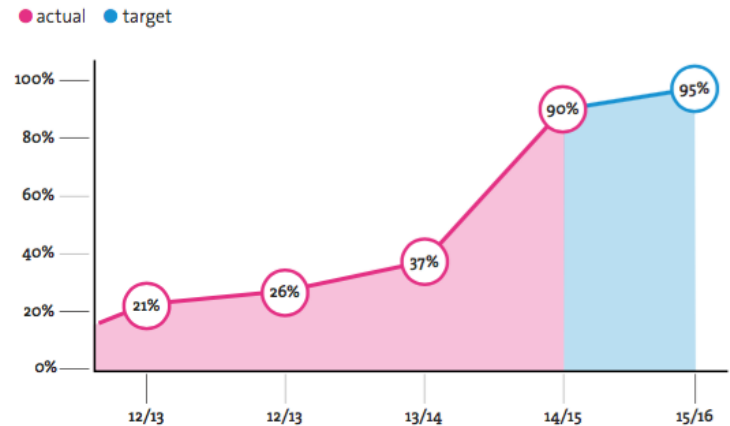
7) People & Organisation

- Employee Engagement Survey triggered new initiatives; Pulse Survey at Easter showed big improvement in staff engagement and confidence
- Academic Framework is impacting positively on those staff; similar structure being explored for PSGs
- EDI includes 4 networks, and working towards gender and RE charter marks

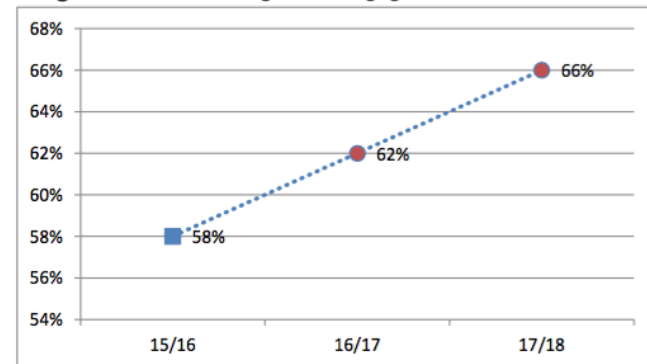
Page 23

Become what you want to be

Appraisal completion rates



Progress: KPI 18: Average Staff Engagement Score



**London
South Bank
University**

EST 1892

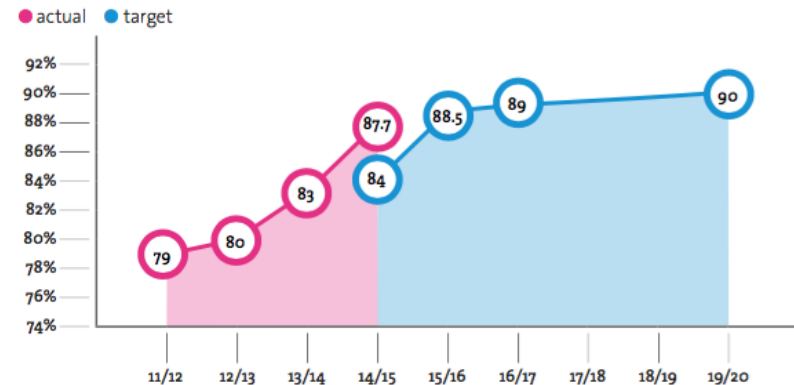
8) Resources & Infrastructure

- Only university to hold 4 Excellence in Customer Service Awards – hope to see this reflected in NSS feedback

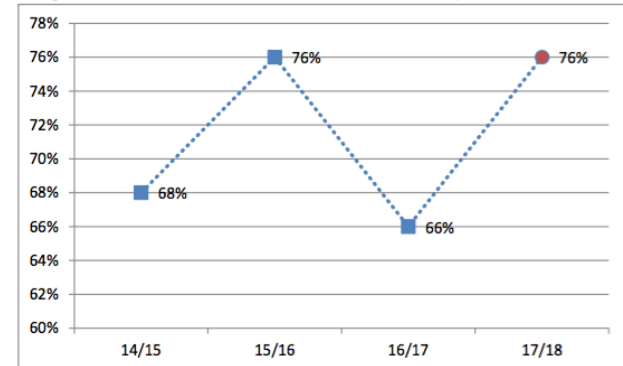
Commitment to embedding sustainability across LSBU, and have already met 2020 carbon reduction target

- Major plans for development of the Estate (incl. St. George's Q)

Student satisfaction ratings with facilities and environment



Progress: KPI 24: Institute of Customer Service - % positive index score



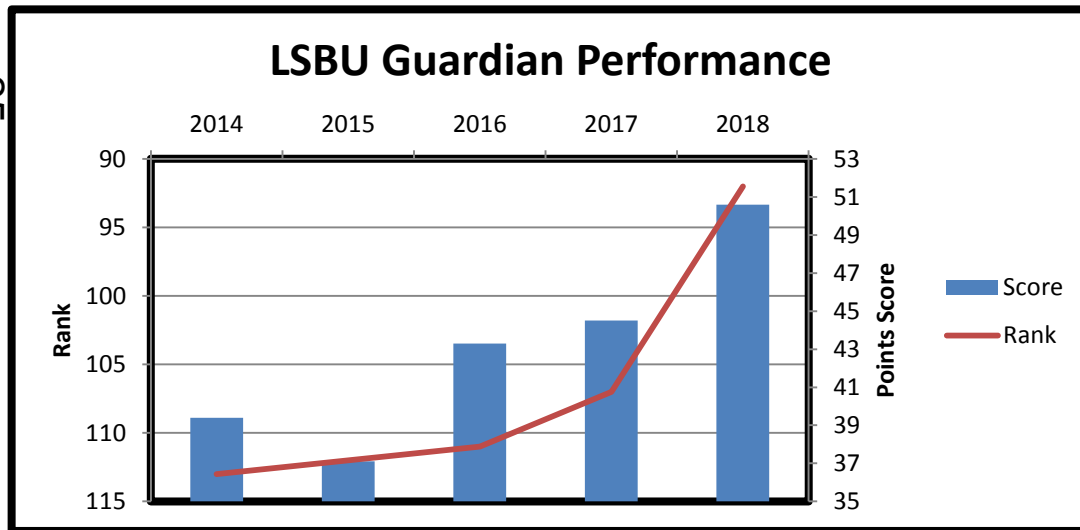
Become what you want to be



League Tables

| Table | 2015 | 2016 | 2017 | 2018 |
|--------------|---------|---------|---------|---------|
| CUG | 120/123 | 119/126 | 115/127 | 108/129 |
| Guardian | 112/116 | 111/119 | 107/119 | 92/121 |
| Sunday Times | 122/123 | 120/127 | 120/128 | 106/128 |

Page 25



Become what you want to be



EST 1892

**London
South Bank
University**

Reputational improvement in 2017

- TEF Silver (valid for 3 years; subject TEF soon)
- Entered both international league tables for 1st time
- QS 4 stars
- Guardian – top100
- Up 14 places in Times/ST league table;
- University of the Year for Graduate Employment
- THE Entrepreneurial University of the Year

Become what you want to be



**London
South Bank
University**

Key challenges

- Branding and student recruitment (esp. UG)
- **Apprenticeships**
- Family of educational providers
- **Impact of fees debate, and 5% surplus p.a.**
- Core metrics (for TEF and subject-TEF)

Page 27

Core projects

- Student Journey
(incl. SRS and IPTE)
- **Digital Environment**
- LSBU's 'educational offer'
(incl. portfolio)
- **Estates (incl. St. G's Q and Passmore Centre)**
- Diversification (e.g. CPD)

Become what you want to be



**London
South Bank
University**

EST 1892

This page is intentionally left blank

UK Market Analysis 2013 to 2015

Page 29

A LOOK AT TRENDS ACROSS THE UG AND PG MARKETS

Become what you want to be



EST 1892

**London
South Bank**
University

Agenda Item 4

Market Analysis 2013/14 – 2015/16

Reporting Context

- Data analyses HESA Enrolment figures for new enrolling students on an FTE basis between 2013/14 to 2015/16
- Data looks at subject demand based on JACS subject codes which does not necessarily reflect course offering or school allocation
- Focus on London market contrasting trends between modern and traditional institutions

| Traditional Institutions | Modern Institutions |
|--|----------------------------------|
| Birkbeck College | City, University of London |
| Brunel University London | Kingston University |
| Goldsmiths College | London Metropolitan University |
| Imperial College | London South Bank University |
| King's College London | Middlesex University |
| London School of Economics | St Mary's University, Twickenham |
| Queen Mary University of London | The University of East London |
| Royal Holloway | The University of Greenwich |
| School of Oriental and African Studies | Roehampton University |
| St George's, University of London | The University of West London |
| University College London | The University of Westminster |
| University of the Arts, London | |

Become what you want to be



**London
South Bank
University**

UK Market Key Highlights

General

- New enrolments across all institutions up by 2% whilst London market grew by the UK up 10% ~ led by surge within traditional institutions
- HSC commissioned courses grew by 6% nationally and similarly within for LSBU but position is pre-bursary removal
- Post the removal of caps, traditionals have taken greater share of market for both UG and PG
- Up to 2015 entry, LSBU's recruitment performance was in the median of its competitor

UG

Page 31

London Moderns have a clear edge in certain subjects, business, Allied Health and Education
Business is largest subject area, however recent UG growth is driven primarily by three institutions

Creative arts, social studies and communications have experienced reasonable sector growth and are interesting areas for LSBU to build on

- LSBU's portfolio mix is less diverse with a relatively long tail of low level subject areas in contrast to competitors
- Only 5 subject areas are in growth across moderns institutions v 15 across traditionals

PG

- London moderns saw overall decline in PG with only 3 out of 11 institutions growing the new student intake over the period
- PG subject level demand saw significant drops in business and education reflecting a switch in demand from moderns to traditional institutions
- In contrast, moderns saw strong growth in Arch'/Build' and Allied Health which were also high growth subjects across traditional institutions

Considerations for LSBU Executives to inform business strategy

Page 32

| | |
|------------------------------------|---|
| Size and Shape | Based on UG / PG trend and most recent enrolment cycle, what does future demand look like for London moderns and what are the implications for size and shape of LSBU? |
| Portfolio Mix | Given the changing mix in subject level demand, which subjects present the greatest opportunity for LSBU? Where to focus our offer to drive growth Best fit with professional / technical education |
| Competitors | Which competitors are the soft targets for market share growth amongst London moderns? Can we grow share from traditional institutions in specific subject and if yes, which ones and how? |
| Allied Health | <ul style="list-style-type: none"> + Strong historic growth in UG and PG and across moderns and traditionals + Area of reputational strength for LSBU and possible conflation of providers + Strong relationships with trusts + Opportunity to leverage developing apprenticeship demand - Real estate restrictive - Trust partnership expansion dependent |
| Business | <ul style="list-style-type: none"> + Largest segment of both UG market, growing within modern and traditional institutions + Largest segment with PG market but..... - Experiencing significant PG decline within modern institutions + Relevantly low cost to deliver + Internationally relevant ? Growth will require differentiated value proposition, possibly stand a long brand ? Real estate requirement? |
| Architecture & Building | <ul style="list-style-type: none"> + High growth in PG and strong growth in UG across modern and traditional institutions - Real estate dependent |
| | |

Brand Monitoring 2013 to 2015

A LOOK AT AWARENESS AND PERCEPTIONS OF THE LSBU BRAND

Become what you want to be



**London
South Bank
University**

EST 1892

LSBU's reputation within the sector is growing based on league table rankings



2018: 92nd
2017: 108th

Page 34



2018: 108th
2017: 115th



2018: 90th (joint)*
2017: 120th*

**Note: UK specific rankings*



University of the Year for Graduate Employment 2018



2018: 106
2017: 120th



Awarded TEF Silver status – aligned with UCL, King's College London and Queen Mary

Become what you want to be



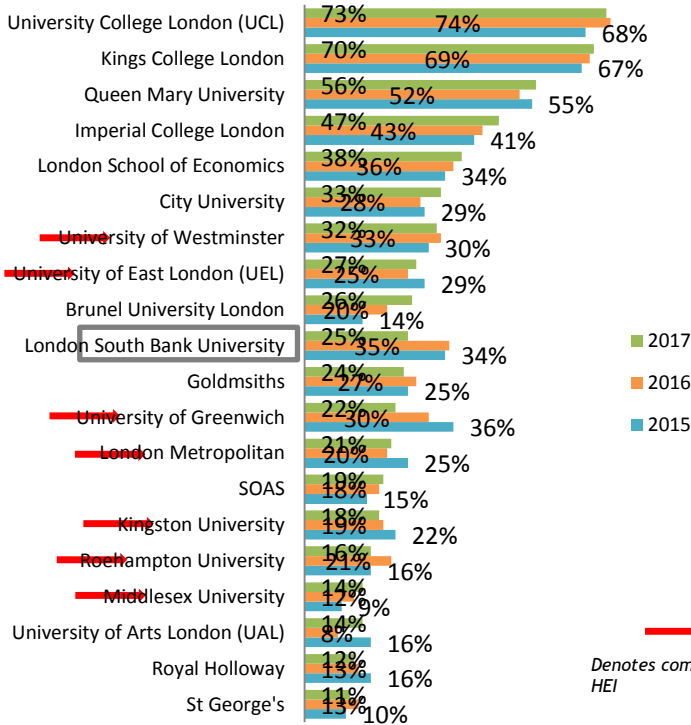
London South Bank University

EST 1892

However spontaneous brand awareness has dropped by a third over three years amongst aspirational applicants

Page 35

Top 20 spontaneously cited London HEIs in 2017*



Spontaneous awareness of LSBU since 2016



Become what you want to be

Data from Applicant Brand Trackers, 2015-2017 conducted by Youthsight



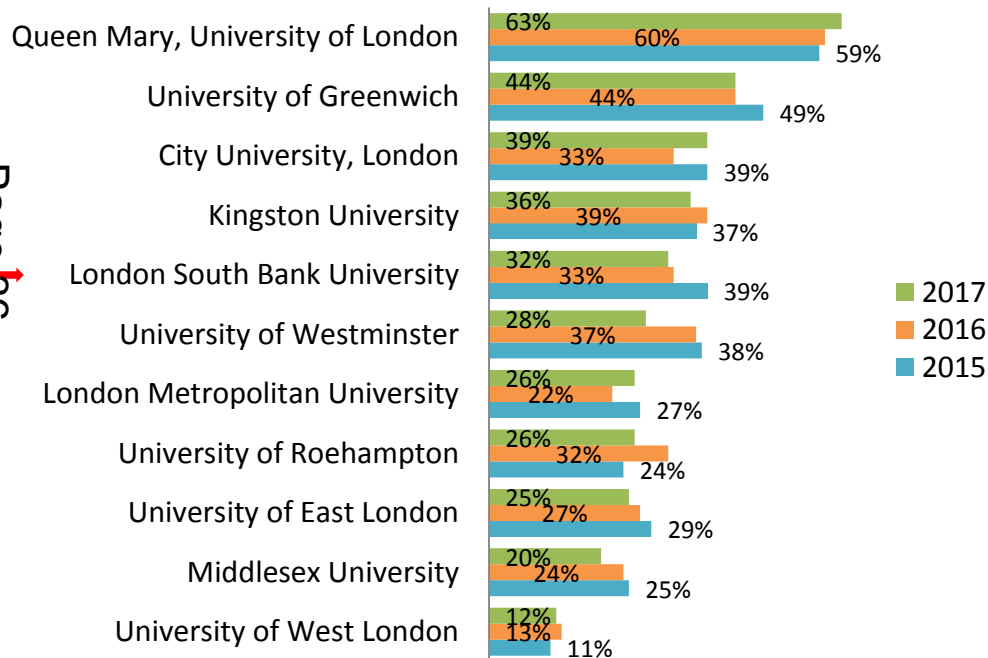
London South Bank University

EST 1892

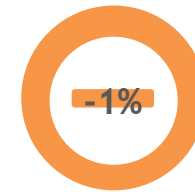
When prompted, LSBU brand awareness has also fallen over the same period amongst the same target group

Page 36

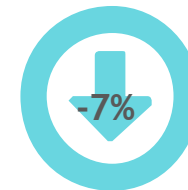
% net familiarity (4 or 5 – very familiar)



Prompted awareness of LSBU since 2016



Prompted awareness of LSBU since 2015



Become what you want to be

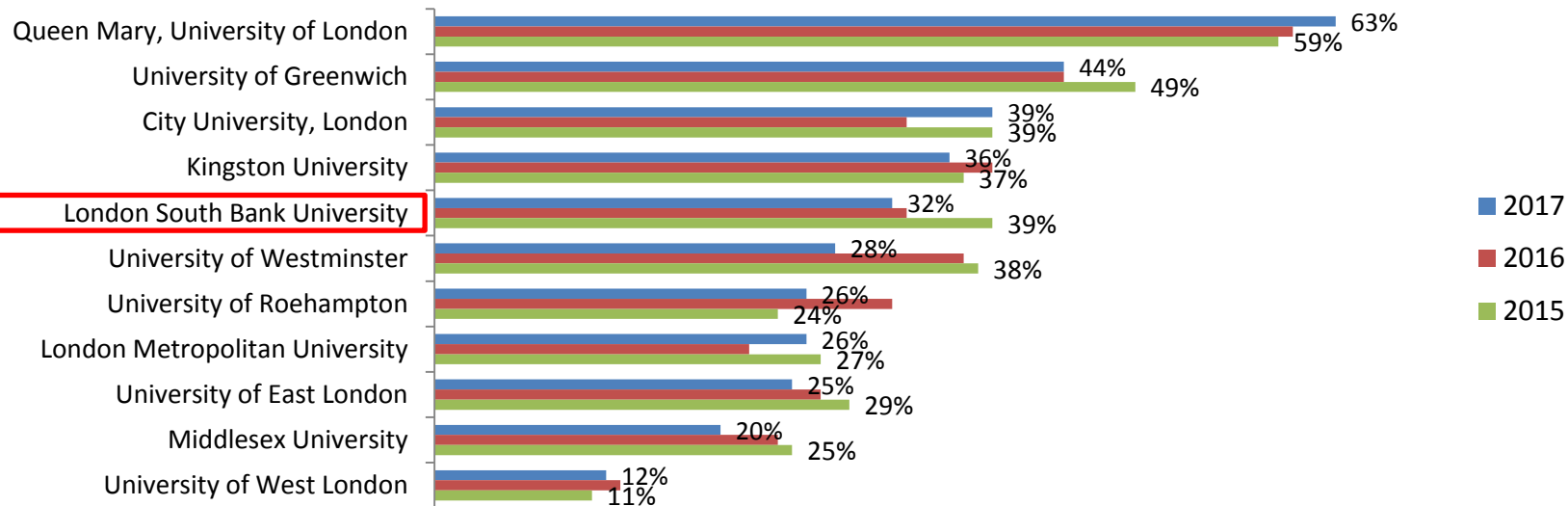


London South Bank University

EST 1892

There is a wider trend towards reducing brand awareness across London moderns

Page 37



Only Queen Mary has seen increased familiarity over the past three years – London South Bank University has ‘lost mental ground’ by 7 percentage points

Become what you want to be

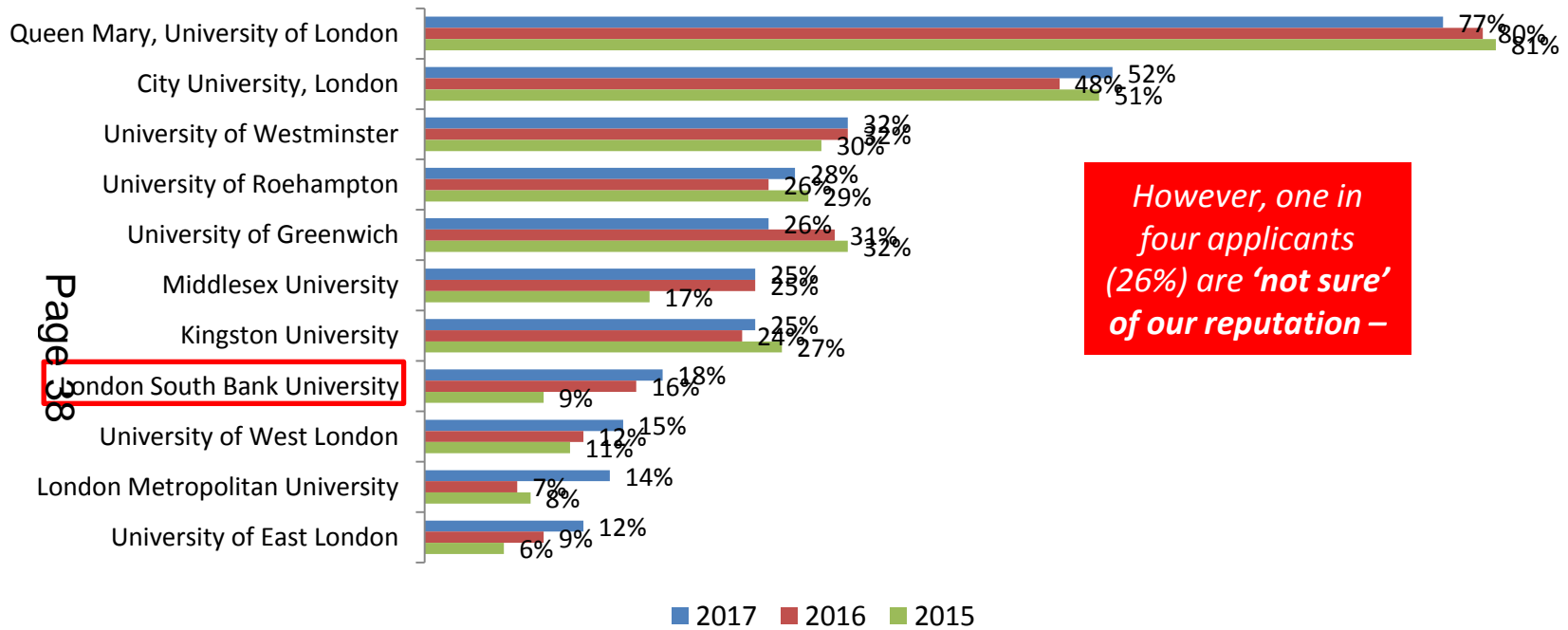


London South Bank University

EST 1892

Data from Applicant Brand Trackers, 2015-2017 conducted by Youthsight

Where we have some familiarity, our reputation has increased



However, one in four applicants (26%) are 'not sure' of our reputation –

Suggestions of increasing reputation highlight potential scope to build on – however it is essential to consolidate familiarity to maximise these perceptions

Become what you want to be

Data from Applicant Brand Trackers, 2015-2017 conducted by Youthsight



London South Bank University

EST 1892

And our brand is primarily associated with attributes which have both pros and cons



Diverse, inclusive and accessible – a cosmopolitan university, but one that may be seen as ‘easy to get into’

London Modern, interesting but unknown – generic description for a new university, with no deeper meaning

Good, Bad and Average – we need to do more to create, communicate and maintain a more consistent view

Page 39

Become what you want to be

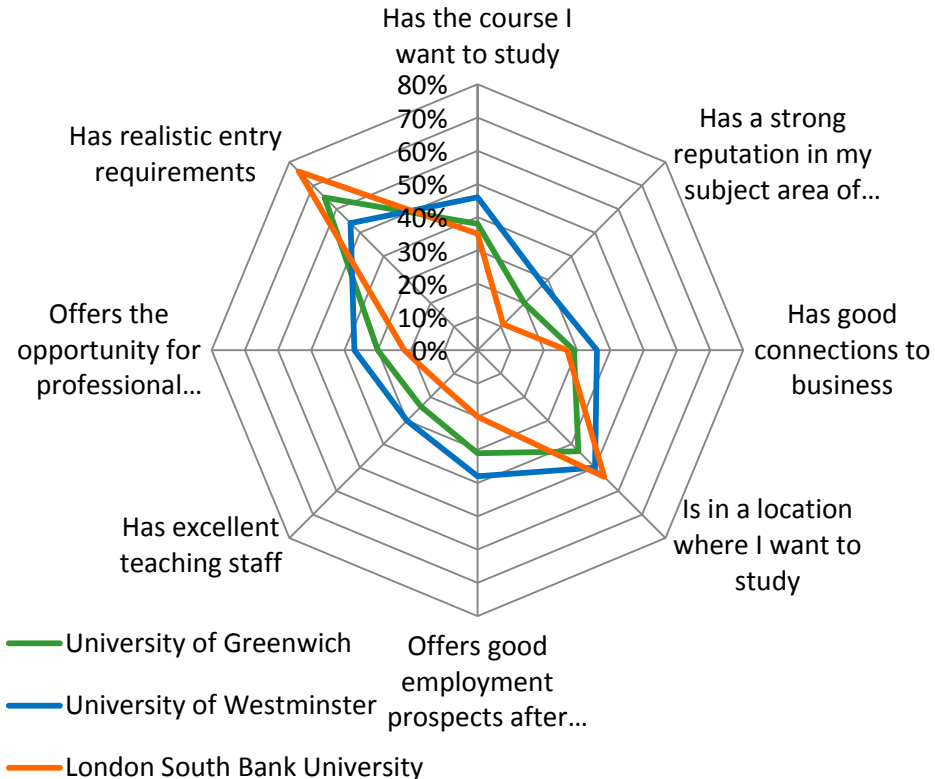
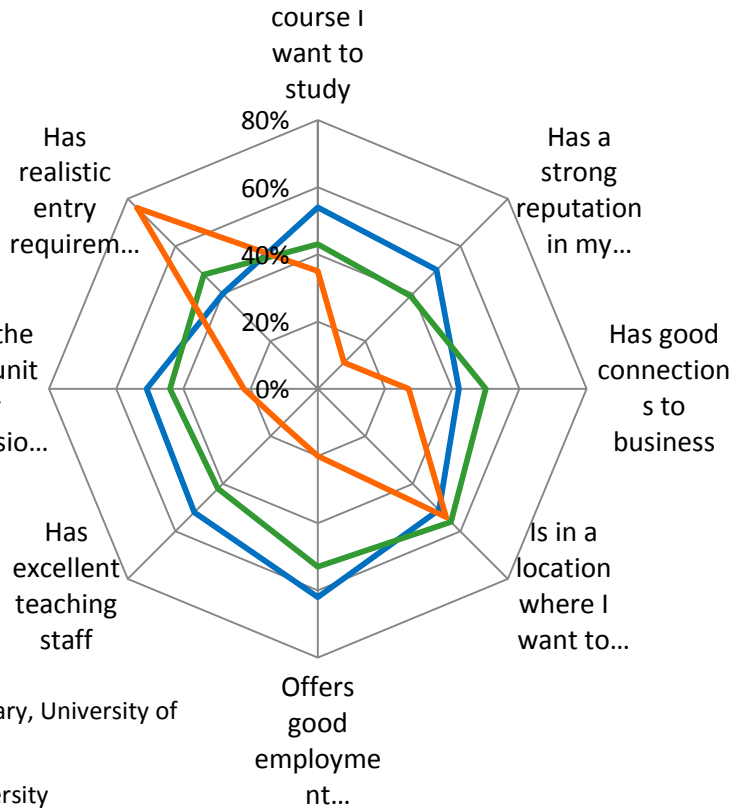


**London
South Bank
University**

EST 1892

LSBU's strongest brand associations are with realistic entry and location

Page 40



Become what you want to be

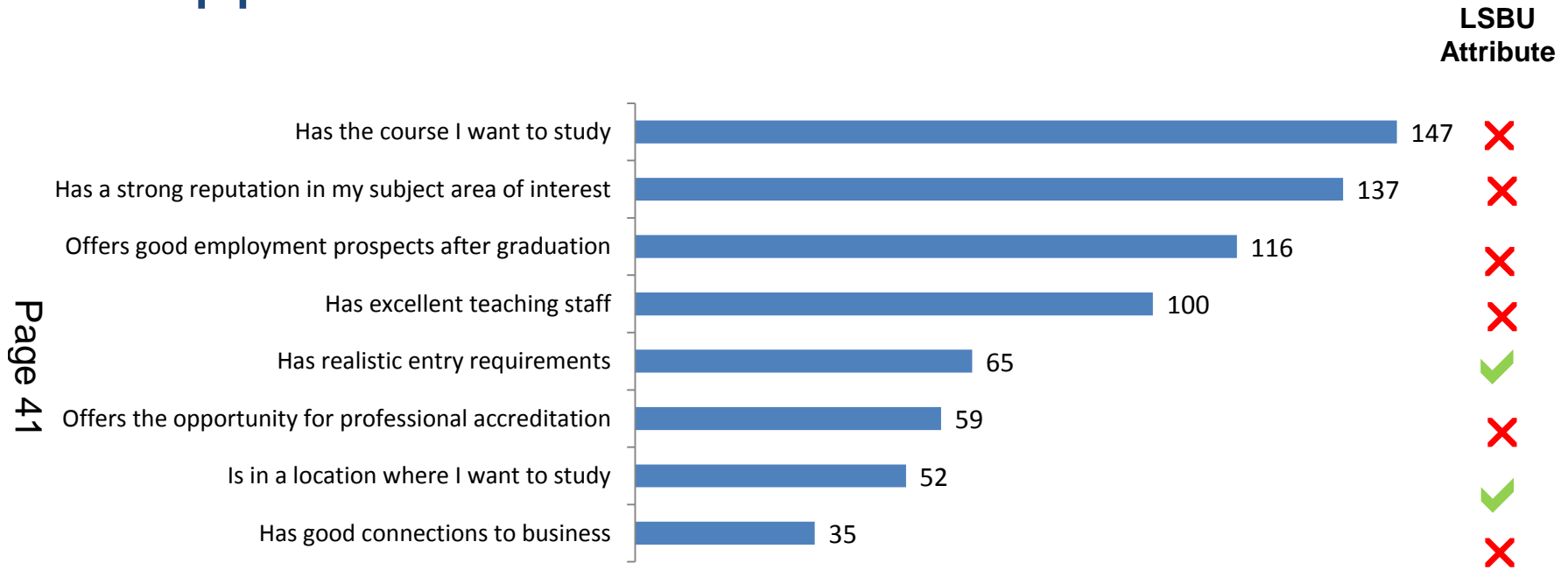
Data from Applicant Brand Trackers, 2015-2017 conducted by Youthsight



London South Bank University

EST 1892

And our strongest brand associations do not reflect attributes which are most important to new applicants



When applying to university, prospective students are most concerned about relevant course availability, but also deeper considerations around reputation in subject specialisms, and the potential impact of their degree on future employment considerations

Become what you want to be

Data from Applicant Brand Trackers, 2015-2017 conducted by Youthsight

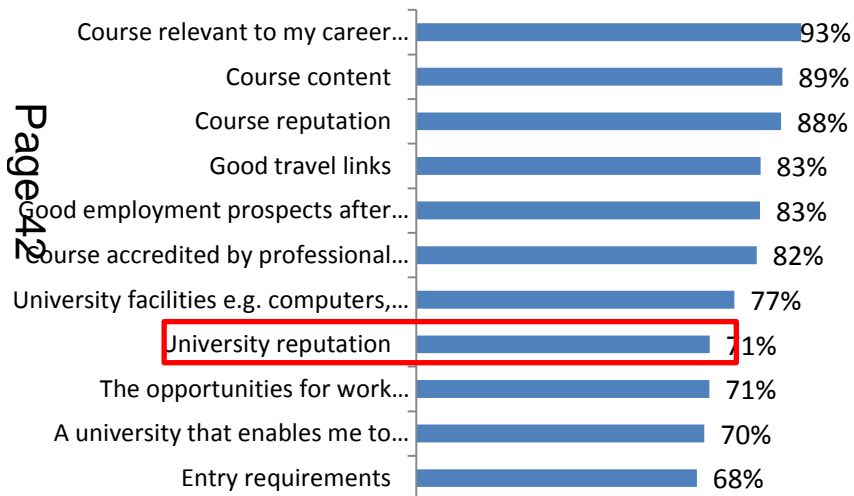


**London
South Bank
University**

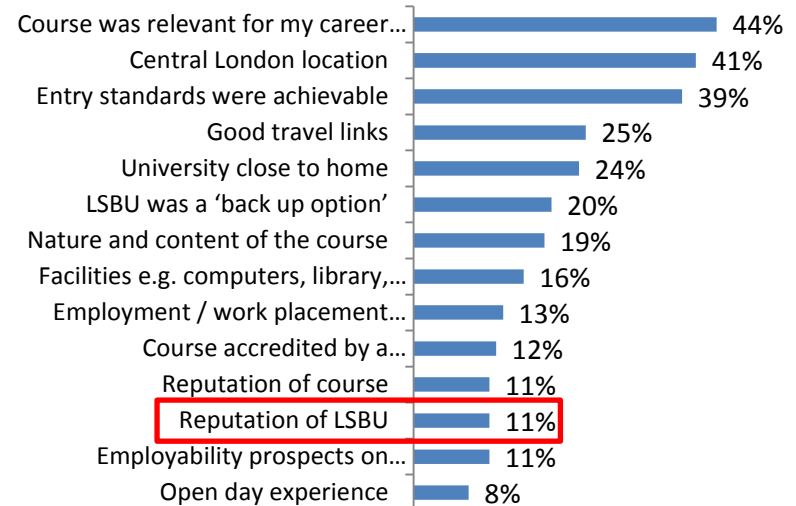
EST 1892

For LSBU joiners, institution reputation is less important versus course specifics. For decliners, reputation is barely considered

**Reasons for coming to LSBU,
New Student Survey 2016/17**



**Reasons for applying to LSBU before
declining, Decliners Survey 2016/17**



Applicants who declined an offer primarily applied to LSBU due to its location, and achievable entry requirements – our reputation is not a consideration at all

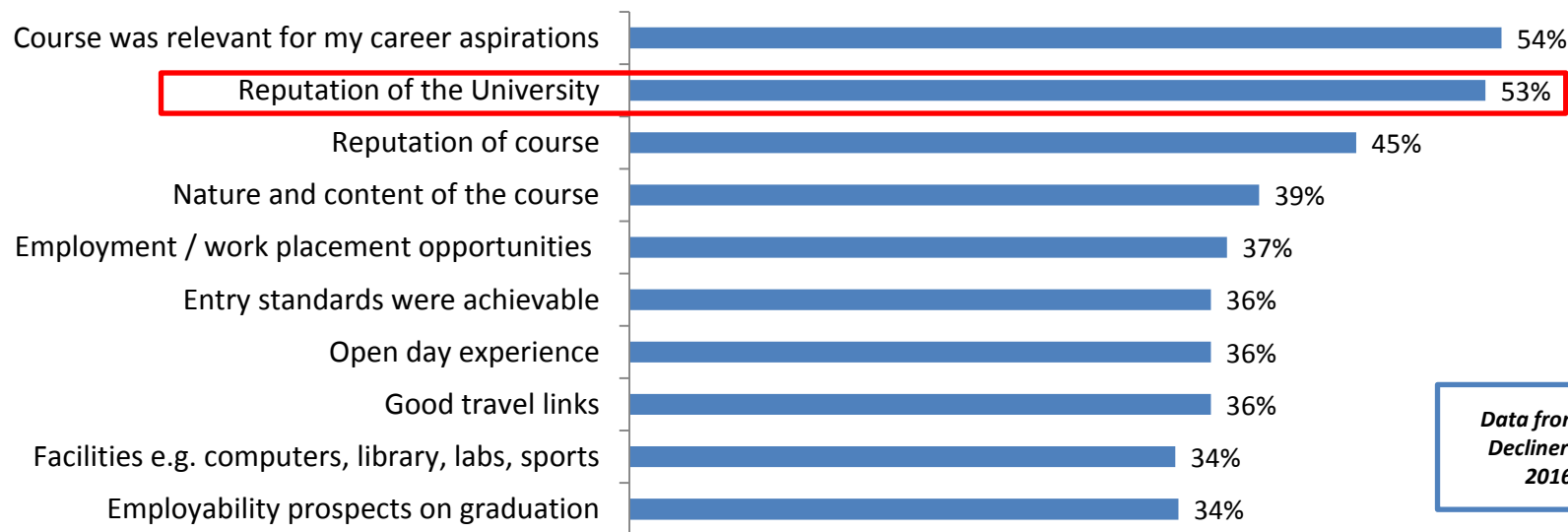
Become what you want to be



**London
South Bank
University**

However for those who decline an LSBU offer, the reputation of their first choice institution is a critical factor

Page 43



Data from LSBU's Decliner survey, 2016/17

Beyond the pre-requisite of course relevance, the decision to accept another university's offer is driven by reputational factors around both institution and course – even future employability prospects are a much lesser consideration

Become what you want to be

Data from LSBU Decliner Survey 2016

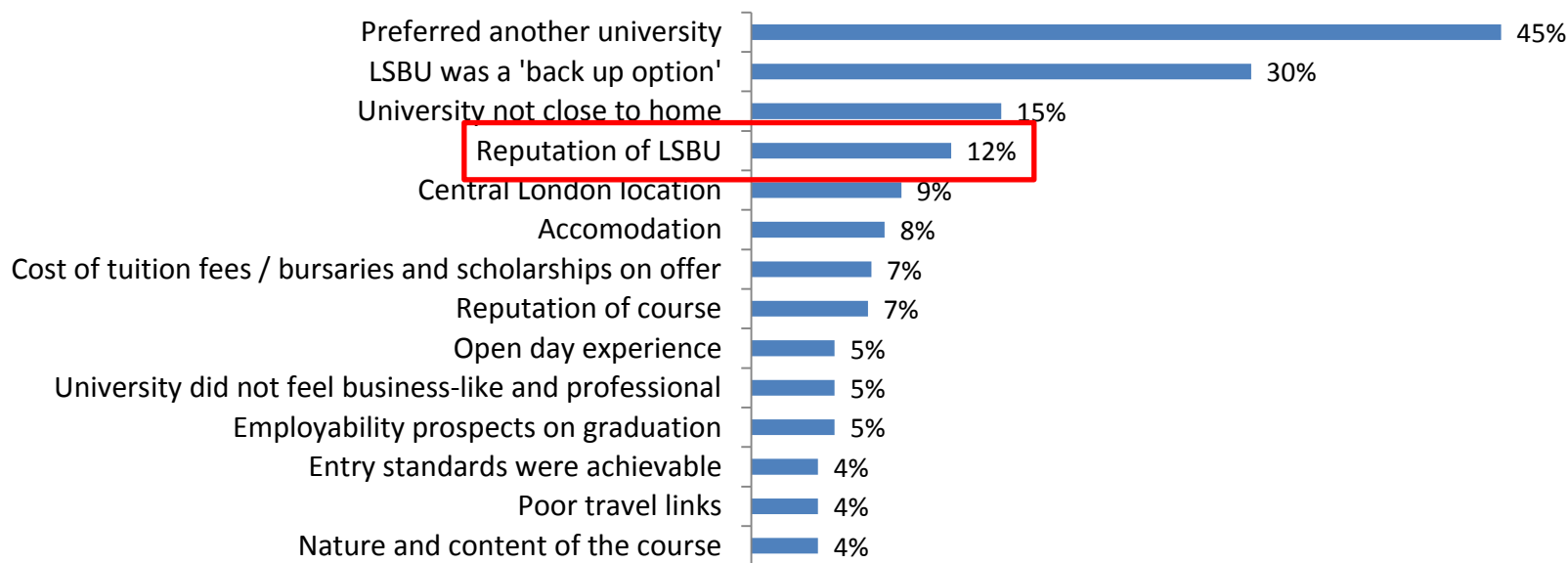


London South Bank University

EST 1892

Amongst decliners, the lack of a strong reputation means that for a high proportion, LSBU is a 'back-up'

Page 44



While LSBU's reputation is only cited as a reason not to accept by 12% of decliners, the fact that 45% 'prefer another university' is likely to be tied to stronger reputations of other institutions

Become what you want to be

Data from LSBU Decliner Survey 2016



**London
South Bank
University**

EST 1892

Previous brand work organised LSBU thinking and informed further development

Page 45



Become what you want to be



London South Bank University

EST 1892

Exploring brand ideas that will connect with
the consumer

From...

*Transforming lives, businesses and
communities*

To...

*Where you come from does not define
your destiny*

Become what you want to be



**London
South Bank
University**

EST 1892

But it was still too generic...

We believe that where you come from does not define your destiny.

Life is full of barriers and interruptions that prevent change

The ability to change starts with attitude

Page 47

Become what you want to be



**London
South Bank
University**

EST 1892

It's an idea that's already intrinsic to everything we do...

OUR MISSION:

to be recognised as an enterprising civic university that addresses real world challenges

Page 48



Figure 3: our real world impact, driven by integrated teaching and learning, research and innovation, enterprise and external engagement

Enterprising

Goal 3: Teaching & Learning

Ensuring our teaching remains highly applied, professionally accredited and demonstrably linked to research and enterprise, delivering the attributes that will make our graduates highly sought after.

Goal 4: Research & Enterprise

Delivering outstanding economic, social and cultural benefits from our intellectual capital, by connecting our teaching and research to the real world through commercial activities and social enterprise.



Become what you want to be



London South Bank University

EST 1892

As an adjective it defines an attitude...

Enterprising

An enterprising person is one who comes across a pile of scrap metal and sees the making of a wonderful sculpture. An enterprising person is one who drives through an old decrepit part of town and sees a new housing development. An enterprising person is one who sees opportunity in all areas of life.

To be enterprising is to keep your eyes open and your mind active. It's to be skilled enough, confident enough, creative enough and disciplined enough to seize opportunities that present themselves...regardless of the [environment].

***Enterprising** people always see the future in the present. Enterprising people always find a way to take advantage of a situation, not be burdened by it. And enterprising people aren't lazy. They don't wait for opportunities to come to them, they go after the opportunities. Enterprise means always finding a way to keep yourself actively working toward your ambition.*

***Enterprise** is two things. The first is creativity. You need creativity to see what's out there and to shape it to your advantage. You need creativity to look at the world a little differently. You need creativity to take a different approach, to be different.*

***What** goes hand-in-hand with the creativity of enterprise is the second requirement: the courage to be creative. You need courage to see things differently, courage to go against the crowd, courage to take a different approach, courage to stand alone if you have to, courage to choose activity over inactivity.*

***And** lastly, being enterprising doesn't just relate to the ability to make money. Being enterprising also means feeling good enough about yourself, having enough self-worth to want to seek advantages and opportunities that will make a difference in your future. And by doing so you will increase your confidence, your courage, your creativity and your self-worth—your enterprising nature.*

Jim Rohn © 2001, <http://www.jimrohn.com>

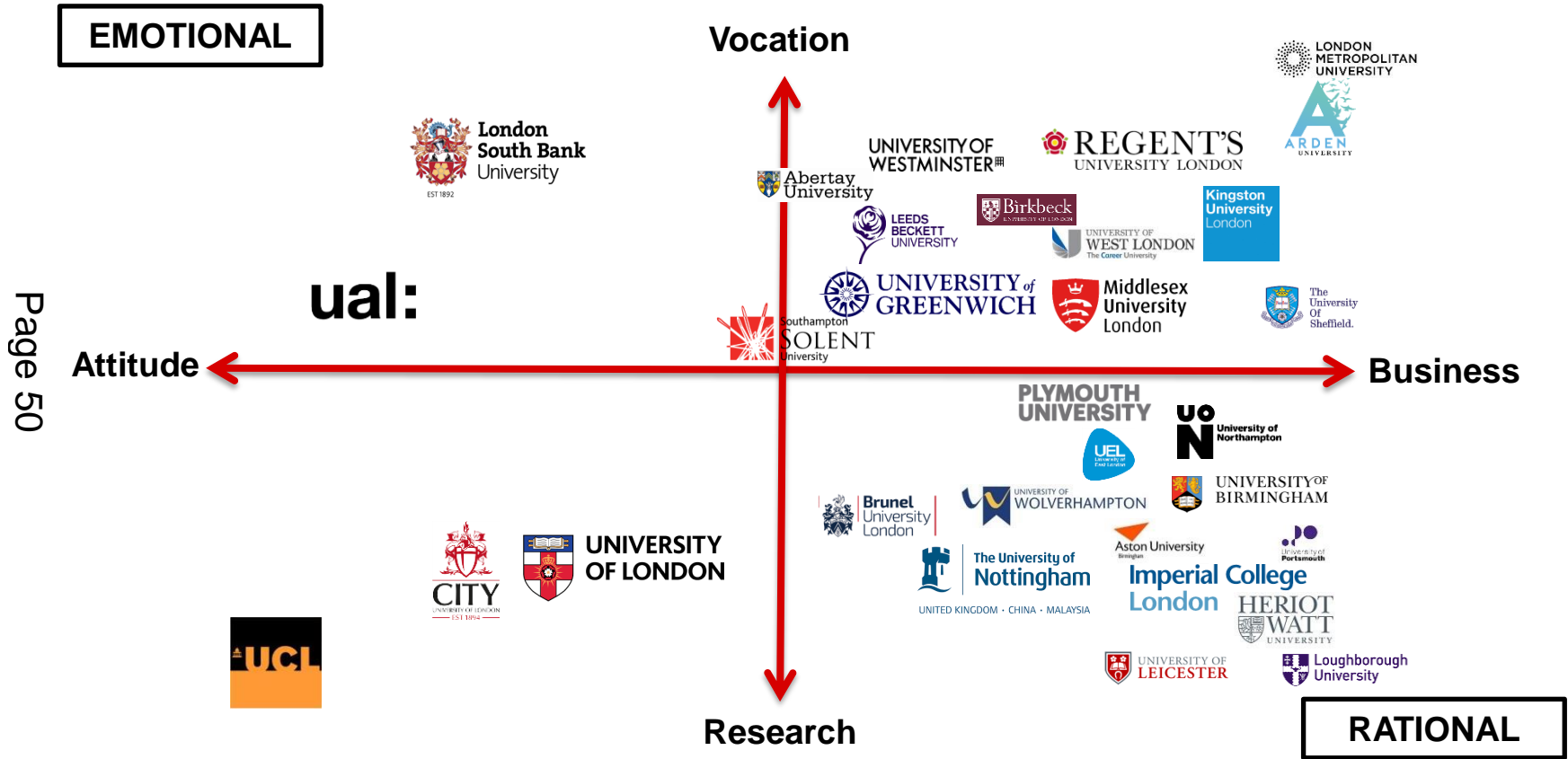
Become what you want to be



**London
South Bank
University**

EST 1892

Competition in Our Territory?



Page 50

Become what you want to be

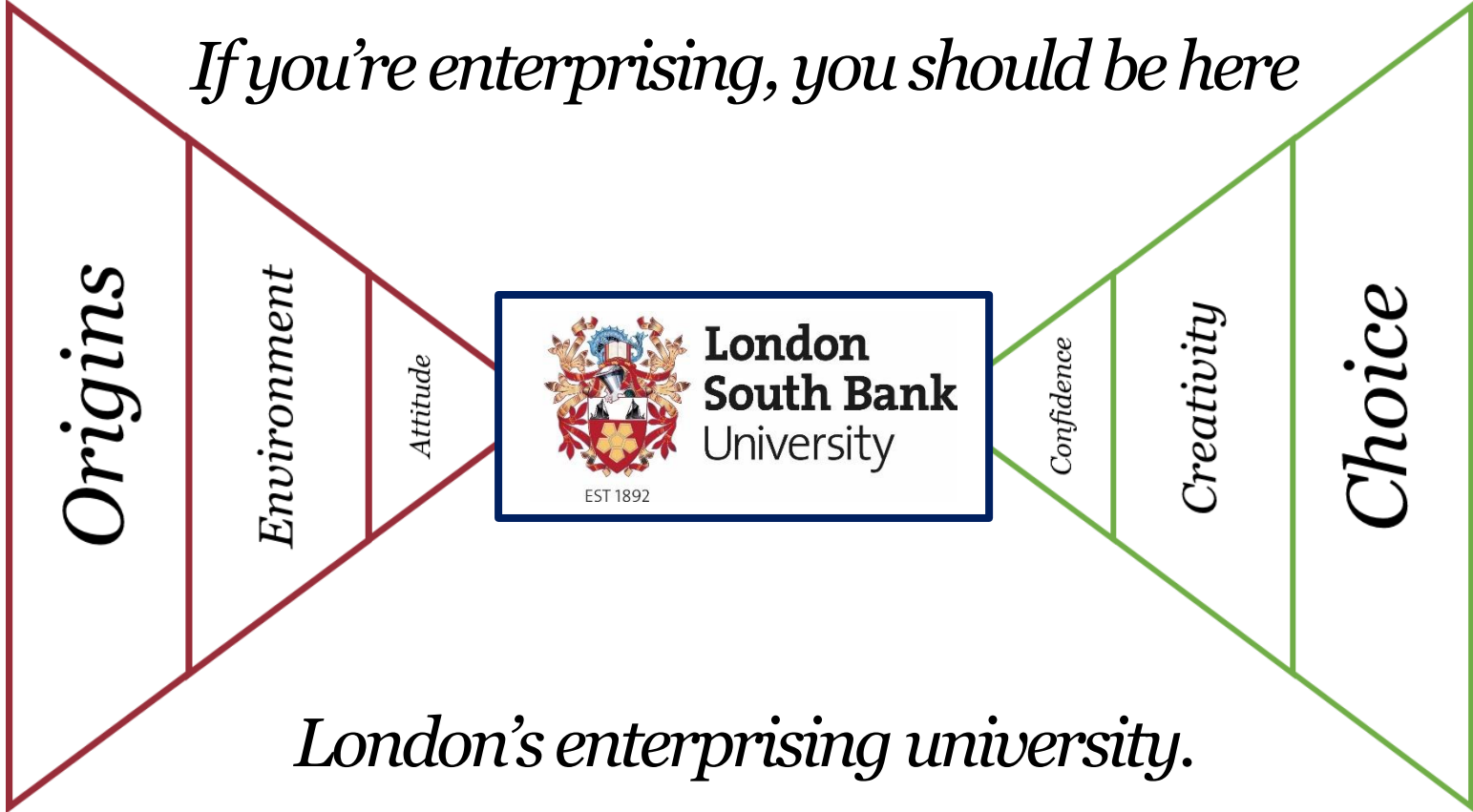


London South Bank University

EST 1892

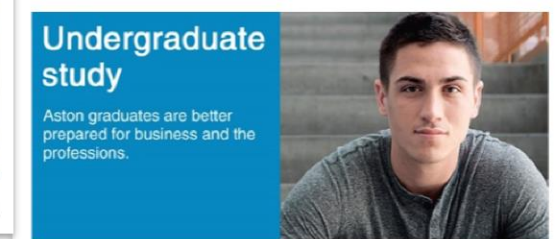
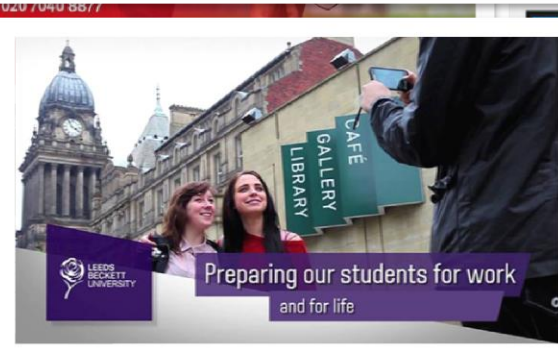
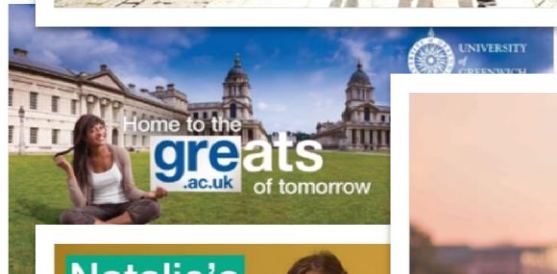
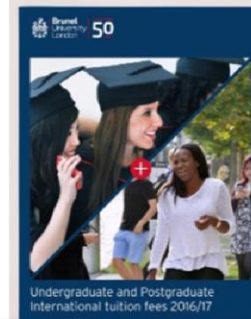
The LSBU Difference...

Page 51



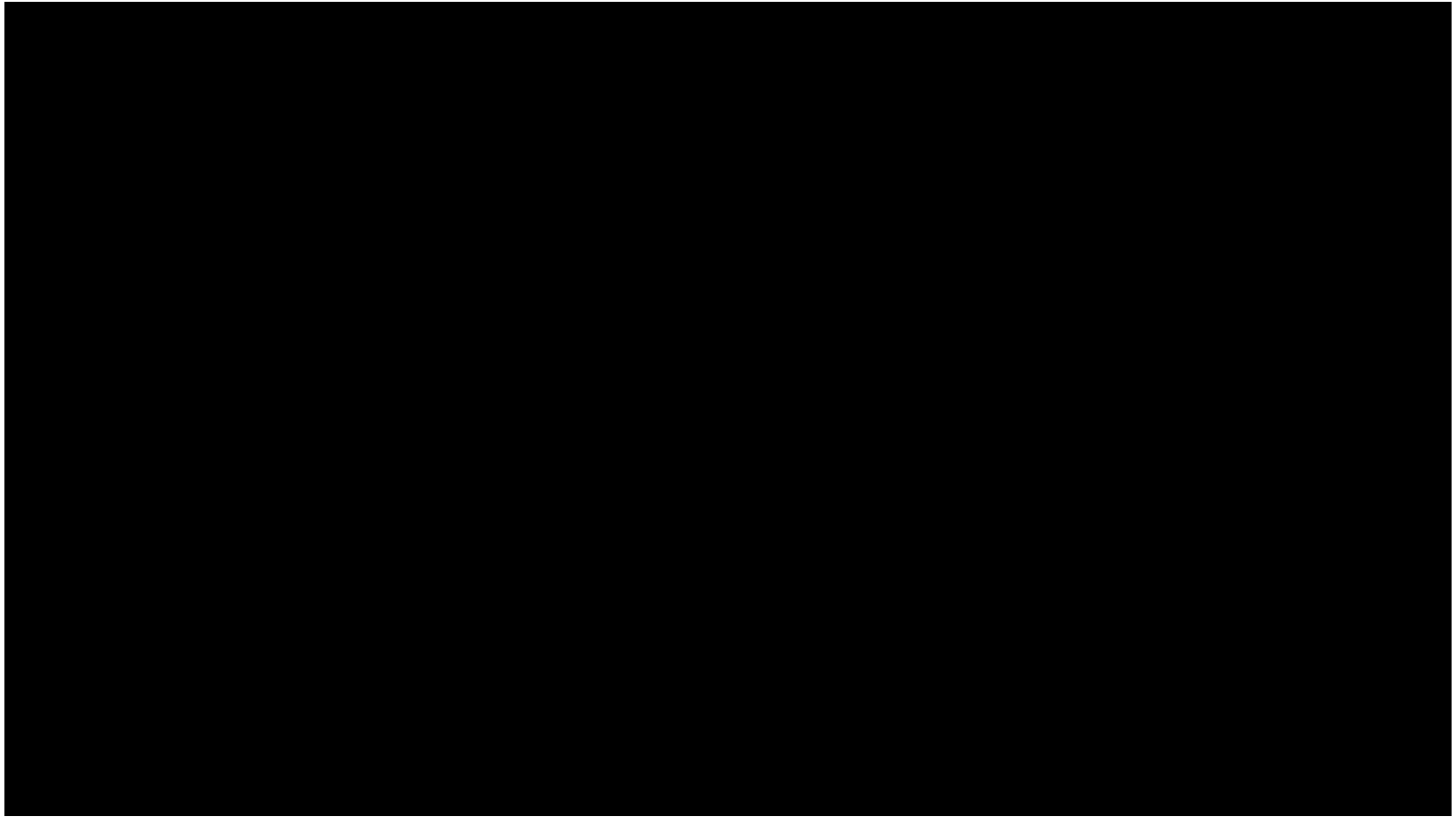
Become what you want to be





Draft Open Day Opening Video

Page 53



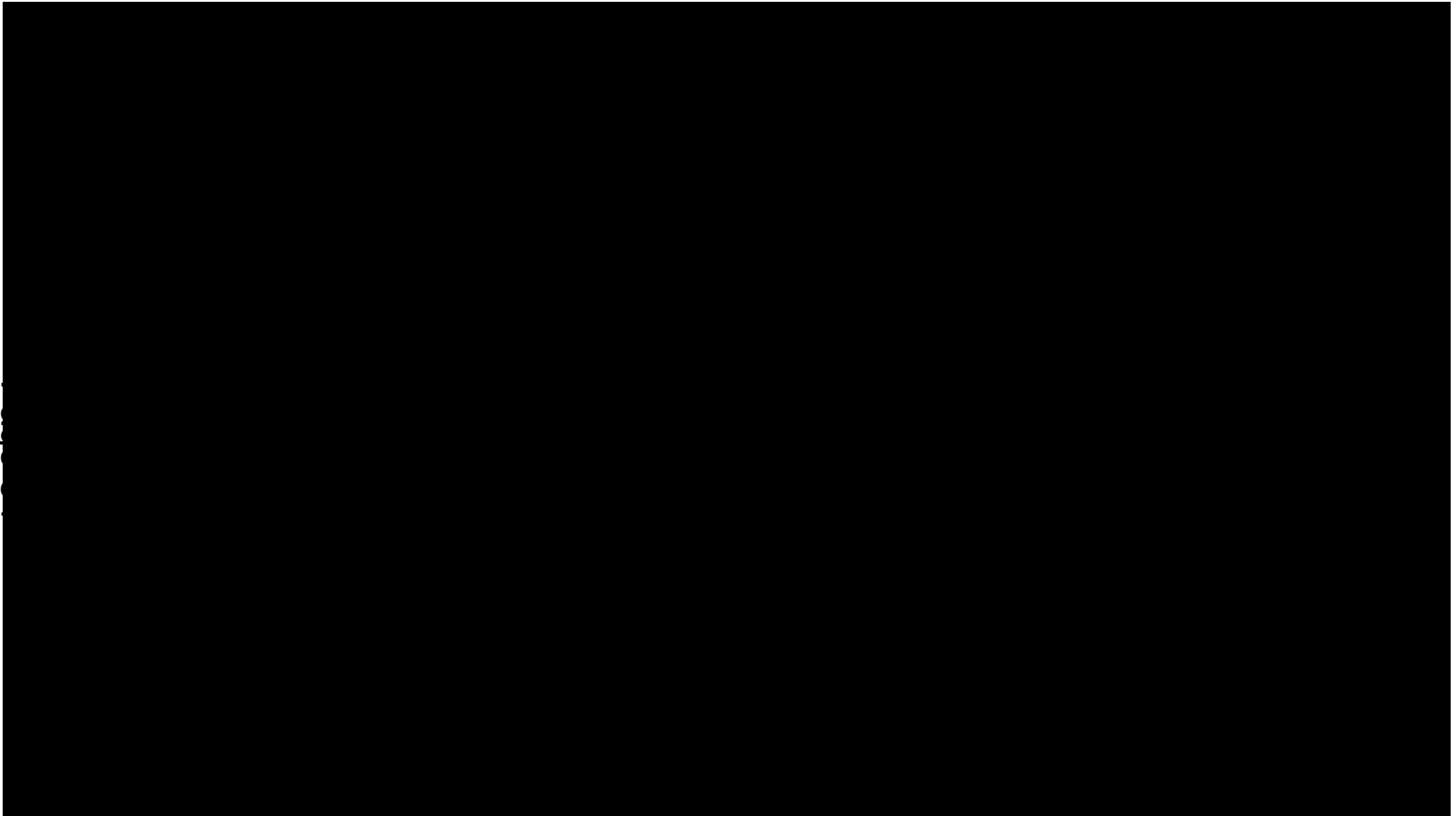
Become what you want to be



**London
South Bank
University**

EST 1892

Draft Open Day Closing Video



Become what you want to be



**London
South Bank
University**

EST 1892