

# **BUILDING SUCCESSFUL UNIVERSITY ENTREPRENEURIAL CENTRE MAY LEVERAGE THE REPUTATION OF UNIVERSITI PUTRA MALAYSIA**

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## **Abstract**

Nowadays, enhancing graduate employability among public higher education institutions can be daunting thought as many universities are facing a decrease in number of graduates being employed and marketed in a highly competitive global and national market environment particularly in a developing country like Malaysia. It is a big challenge for universities to change perceptual and behavioral mechanisms in the light of enhancing graduate employability and marketability. Realizing this key issue, this paper provides a critical and conceptual view on how to lead the entrepreneurial changes in one of leading Malaysian universities. The project report shows that entrepreneurship is not about business alone (Herrmann, 2008), importantly, addressing the importance of developing entrepreneurial graduates may transform the Malaysian university into a leading Asian entrepreneurship university. Thus, this enterprise project is aim to focus on four key aspects, the market feasibility, business strategy, market strategy, financial model, and implementation plans. The PESTEL analysis is employed to provide some evidences on entrepreneurship education which identifies the role of entrepreneurial centre as a key entity in improving the university entrepreneurial system. Specifically, vision, context, opportunity, and resources and finance are thoroughly highlighted to articulate the sound entrepreneurial education. Indeed, the impact on entrepreneurship education is emphasized on three key aspects such as the behavioral action of students and staff, infrastructural development, and institutional changes on the eco-system of university. Thus, building the university entrepreneurial centre may leverage the reputation of Universiti Putra Malaysia.

**Keywords:** *university role, center of entrepreneurship, entrepreneurship education*

## **INTRODUCTION**

Aligning with the vision of this enterprise project of becoming a leading University entrepreneurial incubator in Malaysia, the greater focus of this enterprise project has been enhanced to a new paradigm for entrepreneurship as a whole to challenge an exciting concept of 'Entrepreneurial University' (Gibb et. al., (2009). This is aligned with a Triple Helix model, (1) wealth generation (industry); (2) novelty production (academia); and (3) public control (government), (Leydesdorff & Meyer, 2006: 1; Etzkowitz, 2008). It is desirable that institutionalizing the entrepreneurial University will make the Malaysian university more recognized as a top entrepreneurial university in this region, but importantly more autonomous in the sense of being an independent University, adopting the notion of generating own incomes and receiving less public fund from the state.

The new entrepreneurial University centre, the Centre of Entrepreneurship Innovation (CEI) UPM is responsible to take these breakthrough challenges to gear a synergy of entrepreneurship ecosystem across faculties, centers, institutes, and residential colleges. The centre has outlined three strategic business models as follows:

1. Creating awareness of a NEW concept of entrepreneurship in a business and non-business contexts.
2. Transforming entrepreneurial mindset of students and staff across the university.
3. Building a high impact business venture to institutionalize entrepreneurship in education.

In the previous enterprising report, the focal points of enterprising project are addressing the establishment of six student enterprises which are known as PutraBiz shops. This venture is only creating awareness of being graduates entrepreneurs. Thus, in this enterprising report, the concept of entrepreneurship is expanded to understanding of a NEW way of thinking and behaving rather than a business per se. It is easier to adapt this concept in the business context. The idea is also to adapt and strengthen the entrepreneurship model in the non-business contexts, for example in public services such as human ecology, education, social sciences, local government and sciences. The key message needs to be sent across all entities UPM to reset their strategic directions and positions towards becoming an 'Entrepreneurial University'.

## **1.0 A BRIEF NOTE ON MARKET FEASIBILITY**

It is often desirable to recognize new opportunities and evaluate remarkable ideas drawing from my marketing research. Strategic analysis of my enterprise market feasibility is crucial in opening a huge market potential to become an 'Entrepreneurial University'. The comprehensive market feasibility is conducted to prepare the Malaysian university to be an 'Entrepreneurial University' in a few years ahead.

The establishment of the Malaysian university was the outcomes of restructuring and rationalization process of all faculties, centers, institutes, and residential colleges. Thus, the Malaysian university has extraordinary strengths based on facts and figures as highlighted in their official websites.

### **3.1 Stakeholder Management**

Understanding the concept of entrepreneurship in education is central to rigorous entrepreneurial development of the university. In this context, stakeholder management is key market feasibility of my enterprise project. As a core business of this enterprise project is education, my bigger concern here is leveraging stakeholders relationship of the Malaysian university consisting of undergraduate and postgraduate students, academic and non-academic staff, fresh and senior alumni, and finally communities.

Mapping stakeholders of the Malaysian university is vital for this enterprise project as follows:

1. Primary internal stakeholders: UPM students (undergraduate and postgraduate) and staff academics and non-academics).
2. Secondary external stakeholders: Communities in the Klang Valley (especially Serdang, Putrajaya, Bangi, and Kajang).

Market landscape is refined as follows:

1. This project is developed to serve about 34,161 potential customers (internal stakeholders) studying or working or living within main campus.
2. This project is also established with the purpose of serving the roughly 570,000 potential communities (external stakeholders) of Serdang, Putrajaya, Kajang, and Bangi.

Indeed, the student development and performance analysis is presented to explore enterprising potentials among student entrepreneurs and graduate entrepreneurs. Based on this analysis, most students have good personality and moderately soft skills, but lacking enterprising skills.

### **3.2 Student Performance Analysis**

In summary, it is fruitful to show some key tables illustrating the student development and performance analysis based on a formal measurement model developed by the Ministry of Higher Education, Malaysia. The measurement model is known as MY3S measuring communication skills (CS); Communication skills in English (CSBI); Communication Skills in Malay (CSBM); Critical Thinking & Problem solving (CTPS); Teamwork (TS); Ethics & Moral (EM); and **Entrepreneurship skills (KK)** and SETARA (Rating System for Institutions of Higher Learning) as shown in Table 1 and Table 2.

Table 1: Student Performance Analysis

No.	KPI	Overall Achievement 2010	Achievement 2011			Remarks
			Q1+Q2	Q3	Q4 (Overall 2011)	
1.	SETARA	72.47%	-	-	<b>84.61%</b>	SETARA Instrument: Self Assessment
2.	My3S : Communication Skill (CS) – BI	78.26%	-	-	<b>86.15%</b>	Result from MOHE
3.	My3S : Communication Skill (CS) – BM	93.04%	-	-	<b>94.91%</b>	Result from MOHE
4.	Graduate Employability	74.1%	-	<b>73.2%</b> (as of October 2011)	<b>75.3%</b>	-
5.	Overall Students' Satisfaction Index*	63%	<b>78%</b>	-	<b>56.3%</b>	-

Table 2: Student Performance Analysis Based on My3S

No.	KPI	Overall Achievement 2010	Achievement 2011		
			Q1+Q2	Q3	Q4 (Overall 2011)
1.	My 3S - Overall Generic Students' Attributes	88.70%	-	-	<b>86.25%</b> (92.16%-from MOHE)
2.	<u>Affective Domain</u> •Leadership Skills (LS)	92.17%	-	-	<b>94.43%</b>
3.	•Team Skills (TS)	85.22%	-	-	<b>93.25%</b>

4.	• <b>Entrepreneurship (KK)</b>	<u>56.87%</u>	-	-	<u>72.88%</u>
5.	•Ethics & Moral (EM)	85.22%	-	-	<b>91.47%</b>
6.	•Life Long Learning (LL)	90.43	-	-	<b>96.81%</b>
7.	<u>Psychomotor</u> •Critical Thinking Problem Solving (CTPS)	70.87%	-	-	<b>82.37%</b>

\*NB : Percentage of respondents rate CSI > 4.00

### 3.3 University-Industry Linkages

Improving university-industry and communities linkages gives great opportunities to students to enhance student performance. Enormous efforts are conducted by the Malaysian university to increase the industrial penetration of government linked corporations, public listed companies and multinational corporations as well as raise the community penetration of key communities in the Klang Valley. Meeting key performance indicators of employer satisfaction index is vital to enhance student performance as illustrated in Table 3.

Table 3: Industrial and communities linkages 2011

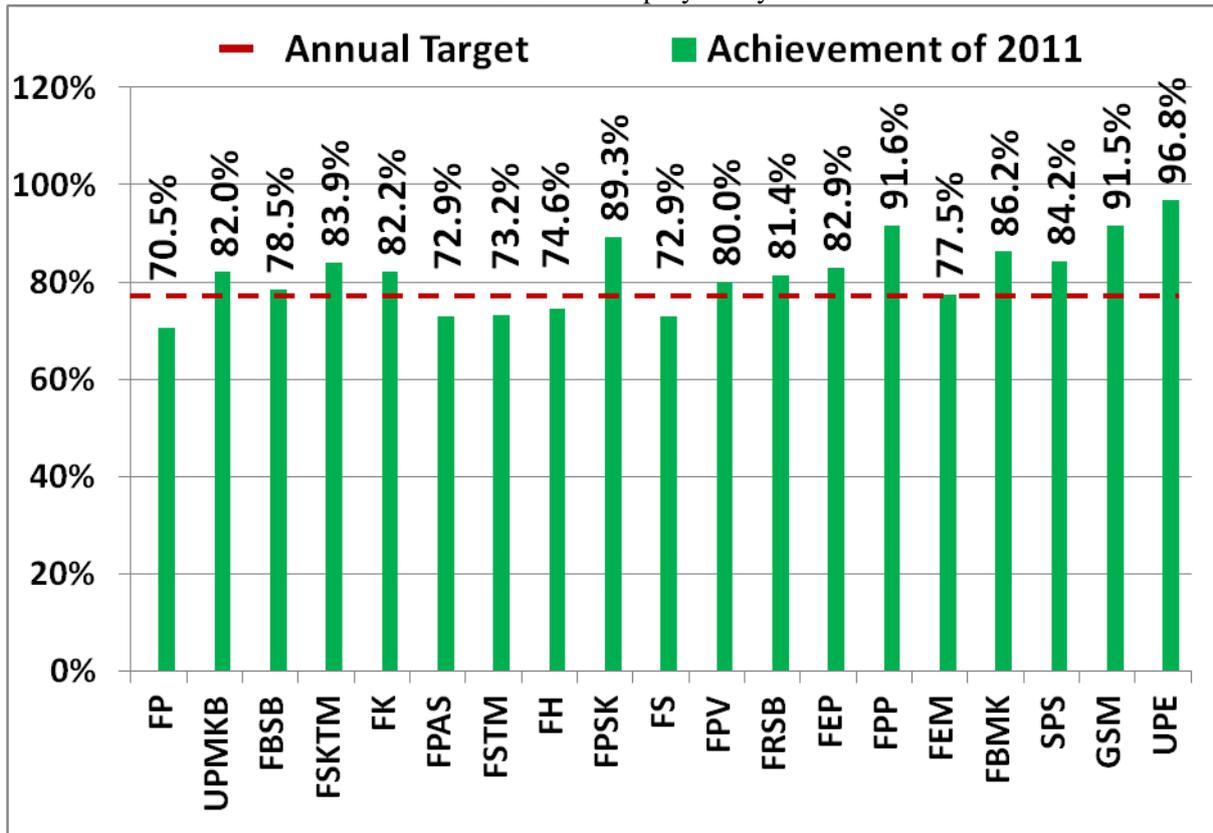
No.	KPI	Overall Achievement 2010	Achievement 2011		
			Q1+Q2	Q3	Q4 (Overall 2011)
1.	% of Industrial penetration of 7229 identified GLC, MNC, PLC & others that strategic to UPM	9 %	<b>16 %</b>	<b>18.5%</b> (1377)	<b>24%</b> (1758)
2.	% of increase in community penetration on identified 13 communities strategic and relevant to UPM	-	-	-	<b>20%</b> (13 communities with 13 programs)
3.	Employers Satisfaction Index (Input to SETARA: Total Score 13)	9.3	0	<b>12.5</b>	<b>12.3</b> (94.3%)

### 3.4 Graduate Employability Analysis

Graduate employability is often becoming a key issue to most higher education institutions in

Malaysia. Implementing policies to develop graduate entrepreneurs or entrepreneurial graduates may give a substantial impact on the graduate employability index. Table 4 shows that the achievements of the Malaysian university graduate employability by faculties. Unsurprisingly, non-business students especially from some sciences faculties have failed to meet the annual targets due to a lack of enterprising skills as one of key reasons. The analysis implies there is a dire need of a new model of graduate employability to be introduced by CEI as proposed by this enterprise project. Thus, developing entrepreneurial graduates is a critical role that the Malaysian university should play in creating an entrepreneurial university.

Table 4: Graduate Employability 2011



Having discussed the hard evidences as the market feasibility of this enterprise project, a clear strategic analysis of opportunity is presented to highlight the market gap between graduates employability and graduates entrepreneurship. In other words, there is a significant difference between developing graduate entrepreneurs and entrepreneurial graduates. A graduate entrepreneur is someone who runs his/her own business, whilst an entrepreneurial graduate is someone who has a remarkable ability to think and behave enterprisingly. Therefore, the market gap of this enterprising project will be not only producing graduate entrepreneurs, as an earlier agenda of owning student PutraBiz shops, but also developing entrepreneurial graduates, as a new enterprising agenda. The further discussion about this new concept will be highlighted and articulated in the next section.

## 2.0 BUSINESS STRATEGY

According to Porter (2009: 104 & 107), strategy is not an operational effectiveness but both are vital for superior performance. "Strategy is the creation of a unique and valuable position, involving a different set of activities". In contrast, operational effectiveness refers to how a company performs

enterprise activities, such as creating, producing, selling, and delivering products and services with limited inputs and defect, better than its rivals. In other words, companies should perform differently in a competitive market than its rivals do to gain competitive advantages and improve its superior performance.

Keeping this notion in mind, creating unique and distinctive business model innovation is vital for my enterprise project. In the previous enterprise project, retail enterprise was emphasized to articulate the importance of graduate entrepreneurship. In this part of enterprise project, a wider definition of entrepreneurship is taken into account. The business model is expanded to developing entrepreneurial graduates. This notion is huge and very relevant to all students regardless whether they are studying business or non-business programs in the Malaysian university rather than focusing on students who are interested in business alone.

With regards to a desirable vision to become an entrepreneurship university, the centre has outlined three strategic business models as follows:

1. Creating awareness of a NEW concept of entrepreneurship in business and non-business contexts.
2. Transforming entrepreneurial mindset of students and staff across the university.
3. Building a high impact business venture to institutionalize entrepreneurship in education.

#### **Strategy 1 - Creating awareness of a NEW concept of entrepreneurship in business and non-business contexts.**

It could be easy to develop awareness about developing graduate entrepreneurs to business students. However, it would be great challenge to promote being graduate entrepreneurs to non-business students. Thus, a new approach of developing entrepreneurial graduates is the correct answer for this solution. Gibb, et. al., (2009) created an alternative model of entrepreneurship education for higher education institutions. This model focuses on developing understanding, and capacity for pursuit, of entrepreneurial behaviors, skills and attributes in the widely different contexts” (Gibb, 2010: 6).

Thus, the first strategy will strike organizing awareness about entrepreneurial teaching for all undergraduate business and non-business students. Based on the Gibb’s model (2010: 6), a concept of training course requires two components of entrepreneurial teaching – ‘trust in building relationship’ (know-who) and ‘holistic management’ (know-how). It aims to stimulate the practice of entrepreneurial behavior. Thus, the concept emphasizes on ‘experiential outcomes’ rather than ‘learning outcome’ through entrepreneurial learning.

In applying this concept, 10 entrepreneurial student leaders are highly trained to organize 10 series of basic entrepreneurship programs. The ratio is 1 to 10 (one student leader to 10 junior students). Firstly, a series of workshop on Training of Trainers is organized to train student leaders focusing on three business topics – personality traits, business setup, and how to run business activities. All student leaders are assigned with experienced mentors to maximize the opportunity for entrepreneurial learning and engagement with real communities. Matrix assessment is applied to ensure the quality standard of the program. Secondly, well trained student leaders will organize their own entrepreneurship program (start-up weekend for 2 months) with 10 junior students in designated locations. Financial implications are fully funded by the Centre of Entrepreneurship Innovation. As the focus upon a holistic approach to the management of organizations, student leaders may choose their own contexts to instill empathy with entrepreneurial values in order to understand better the entrepreneurial life world.

#### **Strategy 2 – Transforming entrepreneurial mindset of students and staff across the university.**

A major misconception about entrepreneurship is it has been perceived as a business alone. Therefore, it is quite difficult for a university to change the mindset of students and staff. Recently, the Ministry of Higher Education has announced a strong support on graduate entrepreneurship in education for graduating students to become entrepreneurial graduates after six month of their graduation. Therefore, transforming entrepreneurial mindsets of students and staff is important to develop more

capable entrepreneurial graduates rather than graduate entrepreneurs. Gibb's model (2009) emphasizes on student engagement in a wide range of entrepreneurial activities. The business concept is built based on business simulation competition being coached and mentored by entrepreneurial staff in the different contexts. A group of students are sought and identified to set up entrepreneurship clubs such as the ENACTUS Club, the Catur Bistari Club, the Student Co-operative (KOSISWA) Club, the MyAgrosis Club, and the Uniputra Enterprise Club under supervision and support from the Centre of Entrepreneurship Innovation. These student clubs will organize a series of entrepreneurship carnivals emphasizing on three 3P – Planet, People, Profit. With a strong support from CEI, student leaders as a president armed greatly by his or her management team conducts a variety of activities including start-up workshops, guest speaker presentations, SME internship, and competitions and networking events and many more.

Indeed, changing entrepreneurial mindset among students and staff requires changing of work cultures. Through this process, everyone in the university 'feels' that he or she is an entrepreneurial person, not a business person per se.

### **Strategy 3 - Building a high impact business venture to institutionalize entrepreneurship in education.**

Herrmann (2008: 7) states that enabling an institutional environment gives a better clarity of purposes and outcomes in building capacity for entrepreneurship education. Taking advantages of high power distance practiced by many Malaysian leaders in Malaysia, it is a call for action to a Vice-Chancellor of the Malaysian university as an entrepreneurial leader who should institutionalize cultural changes among academic staff, students, and targeted communities. Therefore, a concept of entrepreneurial leadership addressed by Gibb, et. al., (2009) requires a transformational leadership at the institutional level.

Having said the importance of entrepreneurial leadership, entrepreneurial change can be achieved by engaging student entrepreneurs with real communities. It is essential to highlight that student entrepreneurs should be hybrid leaders of change. This concept leads us to the third strategy which is aimed at building capacity on an entrepreneurship ecosystem to gear superior performance as one of autonomous Malaysian universities. There are two innovative projects on student entrepreneurship to create high impact business venture as follows:

1. Establishments of six PutraBiz Kiosks
2. Enterprise Schools (Business coaching)

#### **4.1 Establishments of six PutraBiz Kiosks**

The CEI is responsible for the development of six PutraBiz kiosks focusing on a larger and wider scope of typical business ventures as follows:

- Kiosk 1 - Digital media (e.g. photography and photocopy),
- Kiosk 2 - Computer and broadband,
- Kiosk 3 - Travel agency (e.g. car rental, airline and bus ticketing),
- Kiosk 4 – Food & Beverage shop,
- Kiosk 5 - Fashion shop, and
- Kiosk 6 - Agriculture (green) products supported by Student Co-operative Association (KOSISWA).

Importantly, the entrepreneurial development of six PutraBiz kiosks is not just to encourage retail business per se, but also it acts as a platform of entrepreneurial learning to engage with real communities nationally and internationally. Every student enterprise will work together with key partners to engage with business communities and outsiders as follows:

#### **Key partners:**

- Kiosk 1 - Digital media – partnership with Hud & Hud Media
- Kiosk 2 - Computer and broadband – partnership with YES and MYZ Sdn Bhd
- Kiosk 3 - Travel agency – partnership with Malaysia Airlines & Airasia
- Kiosk 4 – Food & Beverage shop – partnership with Secret Recipe
- Kiosk 5 - Fashion shop – partnership with Sarina Boutique
- Kiosk 6 – Cooperative Shop (books & events) – smart partnership with Student

### Cooperative Association (KOSISWA).

The core business of this enterprise begins with the establishment of six PutraBiz shops. Thus, it is fruitful to expand the current business strategy to a more entrepreneurial life world business innovation that is the business canvas created by Osterwalder and Pigneur (2010). Nine basic building blocks have covered four key business aspects of my enterprise project - customers, offers, infrastructure and financial capability as shown in Table 5.

Indeed, applying Osterwalder and Pigneur's (2010) business canvas to my business strategy describes intensely what my business ideas are, how the business ideas can be implemented, and who my target customers and/or stakeholders. Using this innovative technique allows my business model to rationalize its values. This is aligned with articulating a strategic intent (defining a company and its market) and identifying core competencies (supporting that intent) as addressed by Prahalad and Hamel (2009: 125). It is hoped that a proposed model of PutraBiz business canvas give a comprehensive and practical view of my business case.

Table 5: A Proposed Model of PutraBiz Business Canvas

<p><b>KEY PARTNERS:</b>  <b>Kiosk 1</b> - Digital media – partnership with Hud &amp; Hud Media (TBA)  <b>Kiosk 2</b> - Computer and broadband – partnership with YES and MYZ Sdn Bhd  <b>Kiosk 3</b> - Travel agency – partnership with Malaysia Airlines &amp; Airasia (TBA)  <b>Kiosk 4</b> – Food &amp; Beverage shop – partnership with Secret Recipe (TBA)  <b>Kiosk 5</b> - Fashion shop – partnership with Sarina Boutique (TBA)  <b>Kiosk 6</b> – Cooperative Shop – partnership with KOSISWA &amp; KOSISMA</p>	<p><b>KEY ACTIVITIES:</b>  <b>Kiosk 1</b> - Digital media (e.g. photography and photocopy),  <b>Kiosk 2</b> - Computer and broadband,  <b>Kiosk 3</b> - Travel agency (e.g. car rental, airline and bus ticketing),  <b>Kiosk 4</b> – Food &amp; Beverage shop,  <b>Kiosk 5</b> - Fashion shop, and  <b>Kiosk 6</b> – Cooperative Shop (Charity/community Centre)</p>	<p><b>VALUE PROPOSITION:</b></p> <ul style="list-style-type: none"> <li>• Empower student leadership competence by owning the shop</li> <li>• Enhance student personality and soft skills – young, brave, tough, vigorous, and integrity.</li> <li>• Focus creativity and innovation through branding the shop</li> <li>• Have working experience before graduate to avoid being unemployed</li> </ul>	<p><b>CUSTOMER RELATIONSHIPS:</b></p> <ul style="list-style-type: none"> <li>• Shared ownership with CEI</li> <li>• Shared equity with CEI</li> <li>• Link to more powerful business networks/linkages</li> <li>• More capable student leaders</li> </ul>	<p><b>CUSTOMER SEGMENTS</b></p> <ul style="list-style-type: none"> <li>• Students</li> <li>• Entrepreneurial graduates</li> </ul>
<p><b>KEY RESOURCES:</b></p> <ul style="list-style-type: none"> <li>• Shop</li> <li>• Training &amp; coaching programs</li> <li>• Mentors (University staff who have entrepreneurship mindset and skills)</li> <li>• All existing assets amounting over RM470m (£1 billion)</li> </ul>	<p><b>CHANNELS:</b></p> <ul style="list-style-type: none"> <li>- <b>Products/market selection</b> Various products/services empowering student brand products</li> <li>- <b>Pricing strategy</b> Marketing communication Facebook, public relations (events), notice board, &amp; Bulletin Putra</li> </ul>			
<p><b>COST STRUCTURE</b></p> <ul style="list-style-type: none"> <li>• Cost of shops (RM70,000)</li> <li>• Cost of branding design (RM13,000)</li> <li>• Cost of entrepreneurial training courses (RM50,000 for three series)</li> <li>• Cost of coaching &amp; mentoring (RM67,000 for every weekend in 6 months)</li> </ul>		<p><b>REVENUE STREAMS</b></p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1115 1102 1615 1366" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p><b>Revenue Streams A:</b></p> <ul style="list-style-type: none"> <li>• Shop Rental Fees</li> <li>• One year contract</li> <li>• Initial RM60 monthly</li> <li>• Rental Fees Structure</li> <li>• 1<sup>st</sup> Stage (Jan-June): RM60</li> <li>• 2<sup>nd</sup> Stage (July-Dec): RM120</li> </ul> </div> <div data-bbox="1637 1102 2058 1366" style="border: 1px solid black; border-radius: 15px; padding: 5px;"> <p><b>Revenue Streams B:</b></p> <ul style="list-style-type: none"> <li>• Shared Equity</li> <li>• Nil for 3 months business operation</li> <li>• 30% of shop revenue after 3 months business operation</li> </ul> </div> </div>		

## 4.2 Enterprising School

Keeping the ideas of stimulating experiential activities among entrepreneurial students, developing entrepreneurial leadership requires understanding content development of entrepreneurship in education. The idea of Enterprising School (ES) should be seen as a complementary view of PutraBiz enterprises to provide business coaching in a specific business area. Firstly, a series of workshop is organized to develop a comprehensive ES module. The module will focus on five key ES topics as follows:

1. Business ideas & Branding
2. Talent and human resource management
3. Customer service management
4. Social Marketing
5. International business

The key business concept of Enterprising School is to focus on business “treatment” on the specific issues or problems encountered by shop owners. Then, well-experienced business coaches will provide continuous business coaching to shop owners and directors. This will give a significant impact on shop operation and business growths. Target participants are managing directors, directors, investors, venture capitalists, and so forth (especially owners of PutraBiz Kiosks and all student and graduate shops throughout UPM). In the next section, a marketing strategy of this enterprise project is presented to promote the entrepreneurial development of UPM. It is worthwhile to discuss some key business strategies as illustrated in Table 6 to improve my enterprise project such as:

- SWOT analysis (Have, et. at, 2003)
- PESTEL analysis ((Gillespie, 2007; Johnson & Scholes, 2003)
- Porter Five Forces model (Porter, 2008)
- Ansoff Matrix (Have, et. at, 2003)
- Blue Ocean strategy (Kim & Mauborgne, 2005)

Table 6: Application of Business Strategy Tools to PutraBiz Kiosks

Business Strategy Tools	Description/Justification
SWOT analysis (Have, et. at, 2003)	<ul style="list-style-type: none"> <li>• Identifying CEI internal strengths and weaknesses;</li> <li>• Recognizing opportunities within a supporting campus environment and;</li> <li>• Minimizing threats or potential risks from established shops.</li> </ul>
PESTEL analysis (Gillespie, 2007)	<ul style="list-style-type: none"> <li>• Political factors refer to a university policy governed by Vice Chancellor and senate to grant permission to locate student shops.</li> <li>• Economic factors mean increasing student incomes in leading and recruiting student entrepreneurs.</li> <li>• Social factors refer to improving student lifestyles and balancing study, work and leisure.</li> <li>• Technological factors give advantages to student entrepreneurs to promote products/services using social media marketing tools.</li> <li>• Environmental factors include educating student entrepreneurs to better aware of climate changes and its effects.</li> <li>• Legal factors include getting ‘license to operate’ is vital and all PutraBiz shops are registered companies under a company act, 1973.</li> </ul>
Porter Five Forces model (Porter, 2008)	The five forces may shape competition and give an impact on profitability of PutraBiz shops. This includes bargaining power of buyers - students; bargaining power of suppliers – business partners; threat of new entrants – new shops under University Holding; and threats of substitute products/services – established brands and shops off campus.
Ansoff Matrix (Have, et. at, 2003)	Identifying four generic growth strategies is vital to gain distinctive competitive advantages. This includes: <ul style="list-style-type: none"> <li>• Market penetration – increasing market shares by targeting</li> </ul>

	<p>existing customers at student mall;</p> <ul style="list-style-type: none"> <li>• Market development – segmenting new, potential customers for the current products/services.</li> <li>• Product development – developing new student products for existing customers.</li> <li>• Diversification – developing brand new products for new, potential customers.</li> </ul>
Blue Ocean strategy (Kim & Mauborgne, 2005)	Creating uncontested market spaces and making the competition irrelevant is vital for all six PutraBiz shops. Basically, all shops sell different products/services at the student mall. All student shops are encouraged to market their products/services online and run their business innovatively.

## 5.0 MARKET STRATEGY

According to Corey (1999: 1), marketing strategy is central to any business plan to ensure all products or services to be delivered to targeted customers. Marketing is defined as ‘a social and managerial process by which individuals and groups obtain what they need and want through creating, offering, and exchanging products of value with others’, marketing management refers to ‘the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational goals’, (Kotler, 1997: 14). Understanding definitions of marketing and how to manage it is vital for an entrepreneur to satisfy human needs and desires.

Thus, this notion is related to the sole purpose of establishing six retail shops is to sell a wide range of products or services. Actually, linking the Kotler’s notion of marketing emphasizing on ‘a social and managerial process’, the real ‘product’ for this enterprise project is student – to produce a more capable graduate.

Understanding marketing strategy requires an entrepreneur to align with big, hairy, and audacious goals (BHAG) of enterprise project. In this business case, key concepts of image, corporate reputation and product branding are very important as the Malaysian university has great reputation in the eyes of Malaysian people. The brand association between the university and PutraBiz kiosks needs to be developed to address the perceptual and behavioural changes is central to the marketing strategy.

Firstly, what is an image? The image is the impression or perception relating to the overall evaluation of products or services. Brand can be defined as a mental box illustrated by customers (Aaker, 1996). A company’s brand image will lure customers to purchase its products or services. Reputation is associated with various brand images that perceived by customers. It works like a magnet noted by Van Riel & Fombrun (2007).

Fombrun (1996) describes reputation as the overall estimation in which a company is held by its constituents. A corporate reputation represents the ‘net’ affective or emotional reaction – good-bad, week-strong – of customers, investors, employees, and general public to the company’s name”. “Corporate reputation is the expectations, attitudes and feelings that consumers have about the nature and underlying reality of the company as represented by its corporate identity” (Topalian, 1984). “A reputation is the set of meaning by which a company is known and through which people describe, remember, and relate to it. It is the net result of the interaction of a person’s beliefs, ideas, feelings and impressions about the company. A company will not have a reputation – people hold reputation of the company” (Dowling, 1986).

Those definitional concepts of reputation highlighted focus on the important of stakeholder management to today’s corporations. Communication process is vital in constructing brand images and this can be stored in stakeholders’ long-term memory. A reputable organization is willing to spend a million of dollars to implement an exercise of perception management.

It is essential to highlight the differences between corporate branding and products branding. Corporate branding refers to a company’s image and reputation, whilst product branding means the acceptance of good or bad image of products or services. It is believed that successful of business depends substantially on great business model. There are two marketing strategies being used for my

enterprise project.

#### **(A) Products/market selection**

There is a variety of products/services offered at the six PutraBiz kiosks. The idea is about empowering student brand products in the different contexts such as digital media, computers, transportation services, bakery business, fashion, and green products. A pricing strategy is preferable to be implemented as most customers are students. According to Kotler (1997: 496), setting pricing policy requires an entrepreneur to describe a six-step procedure for price setting: (1) selecting the pricing objectives; (2) determining demand; (3) estimating costs; (4) analyzing competitors' costs, prices, and offers; (5) selecting a pricing method; and (6) selecting the final price.

#### **(B) Marketing communication**

Consumer awareness can be created by developing a program of promotion and marketing mix. A well-known marketing mix can be used is four Ps – product, price, place (distribution), and promotion (Belch & Belch, 1998: 9). With the capability of CEI, marketing mix can be done to promote six PutraBiz kiosks to targeted consumers. CEI will use a variety of promotional tools such as advertisement, notice boards, Bulletin Putra (online), Facebook, twitter, and many more to promote PutraBiz kiosks to cater a wider market in campus and nearest residential areas.

#### **(B) Customer Relationship**

Mapping out customer relationship may create not only awareness among customers but also build trust in relationship. Based on Osterwalder and Pigneur's business canvas (2010), customer relationship is one of nine key building blocks. There are four elements of customer relationship of my enterprise as follows:

- Shared ownership with CEI
- Shared equity with CEI
- Link to more powerful business networks/linkages
- More capable student leaders

These four elements are addressed thoroughly and consistently in student entrepreneurial club activities. Cultivating trust in relationship may create sense of belonging and loyalty among customers to support six PutraBiz shops. For example, a KOSISWA club is a powerful student association which empowers student leaders through interactive discussions and lively online social networking.

## **6. FINANCIAL MODEL**

### **6.1 Financial Model**

Basically, this enterprise project is fully funded by the Ministry of Higher Education (MOHE). Therefore, a financial loan is not a big issue for my enterprise. Importantly, producing a financial statement is important to provide information about the firm's performance, problems, and prospects (Higgins, 2007). Based on Osterwalder and Pigneur's business canvas (2010), key financials for my enterprise can be categorized into two financial aspects Cost structure and revenue streams as illustrated in Table 5.

Initial cash outlay amounting of RM200,000 is allocated by the Ministry of Higher Education (MOHE) to implement this enterprise project. Commonly, financial projection should be presented in 3 years to see the value of companies, however, in this case, it is a university policy to allow student entrepreneurs to own PutraBiz kiosks for one year only. In summary, total of Free Cash Flow annually for six PutraBiz shops is RM771,600.

### **6.2 Financial Implications**

It is worthwhile to highlight financial impacts on risk management of PutraBiz kiosk based on business scenarios as depicted in Table 7. Rationalization of scenarios is justified. This may give financial implications to the enterprise project.

Table 7: Scenarios of My PutraBiz Enterprise: Financial Impacts

Scenarios	Rational	Financial Implications
Scenario 1: Location of Putrabiz shop	Changing the location of Student Mall might change location of my PutraBiz shops.	Changing the location of PutraBiz shops might cause a reduction in sales amounting 50% as regular customers difficult to locate the shops (moderate).
Scenario 2: Top management decision	If the Vice Chancellor steps down, it may change decision to develop student enterprises.	Top management decision gives substantial impacts on financial performance (high).
Scenario 3: Authority & jurisdiction	My PutraBiz shops may be taken over by University Holdings. CEI has no authority to operate any student enterprises.	Merger and acquisition give substantial impacts on financial performance (high).
Scenario 4: Attitudes of students	Student riot or demonstration to run any business due to uncertainty of their employment	Continuous trainings and maintain dialogs with student representatives (student leaders). In a positive side, 'free' publicity to PutraBiz shops may increase 30% of sales (moderate).

## 7 IMPLEMENTATION PLAN

### 7.1 Key Resources

Generally, the Malaysian university is among the top university in Asia, and one of leading universities in world which has extraordinary strengths and remarkable core competencies. Therefore, based on Osterwalder and Pigneur's business canvas (2010), the university has invested in key resources as follows:

- Building six shops
- Funding entrepreneurial training & coaching programs
- Hiring mentors (university staff who have entrepreneurship mindset and skills)
- All existing assets amounting over RM470m (£1 billion)

### 7.2 Risk Management

Risk can be associated with a matter of insurance. Excellent organization will practice an effective risk management to avoid losses or catastrophe on its earnings and capital. Risk managers should assess and monitor latent and prospective risks on its business environment which a company operates (Regester & Larkin, 1997). Therefore, it is essential to find a better way of mitigating potential risks at the earlier stage of reputation risk management as shown in Table 8.

Table 8: Risk Register & Mitigation

Issues: Internal	Risk	Likelihood	Impact	Mitigation
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		(1 (low) - 5)	(1-5)	
Management team of student enterprises	Management team turnover due to commitment and uncooperative issues	2	4	<ul style="list-style-type: none"> <li>• Ensure all kiosks submit the profile of enterprises every month to CEI.</li> <li>• Monitor student management team meetings held weekly.</li> </ul>
Products/services branding	Lack of products/services brands invented by students	1	3	<ul style="list-style-type: none"> <li>• Conduct a branding workshop for all shopkeepers.</li> <li>• Mentor sessions on branding with real branding experts.</li> </ul>
Students' knowledge and skills	Lack of business knowledge and enterprising skills among students	3	4	<ul style="list-style-type: none"> <li>• Conduct a student entrepreneurship program for all shopkeepers.</li> <li>• Mentor sessions on self-awareness with real and successful entrepreneurs.</li> </ul>
Top management decision making	Ultimate decision making on student entrepreneurship activities is made by Vice Chancellors/Senate, not CEI	2	4	Maintain dialogues with Senate and try to convince them in the top management meetings.
Business life span	Shopkeepers are allowed to own the PutraBiz kiosks for a short-term period (during their studies).	2	3	Maintain dialogues with successful shopkeepers who have opportunities to become business partners or turn their business into a franchise system after they graduated as alumni.
<b>Issues: External</b>	<b>Risk</b>	<b>Likelihood (1 (low) - 5)</b>	<b>Impact (1-5)</b>	<b>Mitigation</b>
Competition with established shops	PutraBiz shops will not be able to compete with established, branded shops off campus.	2	3	Plan for an improved branding of the shop – focusing on Corporate Branding (Fombrun & Riel, 2004)

Customer needs	Lack of marketing strategy and tactics to meet customer needs	3	4	Expand the scalability of enterprises and diversify their business
Collaboration with business partners/networks	Business partners asks for bigger equity shares	2	3	Make a contract by time-based: for example, Partner X can have equity shares 70/30 with shopkeepers in the first 3 months only. Later, in the next 9 months, shopkeepers will have equity shares 60/40 with Partner X.

### 7.3 Executive Leadership

Having inspired by 14 leadership lessons of Steve Jobs addressed by Isaacson (2012), I have played an entrepreneurial leadership role to contribute substantially in developing student entrepreneurs as well as entrepreneurial graduates.

Table 9: My Leadership Strengths and Weaknesses to Business Case

My Strengths to Business Case (Based on Steve Job's real leadership lessons)	My Weaknesses to Business Case (Based on Steve Job's real leadership lessons)
Focus	Simplify
Take responsibility end to end	When behind leapfrog
Tolerate only "A" players	Don't be a slave to focus groups
Put products before profits	Bend reality
Engage face to face	Impute
Know both the big picture and the details	Push for perfection
Stay hungry, stay foolish	Combine the humanities with the sciences

Indeed, it is noted that a formal leadership is portrayed with a great support from my management team. Concerning with corporate governance and integrity, five members (three CEO and two entrepreneurial academics) are appointed a task force entrepreneurship committee.

## 8 CONCLUSION & IMPLEMENTATION STEPS

In a nutshell, this business case report began with an acknowledgment that the focus was upon building a strong conceptual claim of becoming the 'Entrepreneurial University'. This ambitious enterprise project is a blueprint of entrepreneurship in education for the Malaysian university. It is timely that the MOHE has called for the entrepreneurship award that is MOHE Entrepreneurial Award 2013 led by the National Entrepreneurship Council of Higher Education (NECHE), United Kingdom. To win this most prestigious award, my enterprise project will be presenting the implementation steps. Specifically, demonstrating the institutional leadership and a strong entrepreneurship culture in campus requires CEI to focus on four enterprising aspects (NCGE, 2012: 3) as follows:

1. Institutional environment
2. Student engagement
3. Innovative and entrepreneurial staff

#### 4. Entrepreneurial impacts

Indeed, meeting the four entrepreneurial elements, it is hoped that this enterprise project will give substantial institutional changes of becoming among the top Entrepreneurial University in the world.

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