The Evolution of An Entrepreneurial University

ENTREPRENEURSHIP EDUCATION & ENTERPRISE EDUCATION @ UMK
UMK in Brief

- Established in September 2006
- Started operation in July 2007
- Entrepreneurship education across faculties and programs
- Current statistics:
  - 5 faculties and 17 academic programs (4 year program except veterinary faculty – 5 years)
  - Student enrollment: 2,300 (including 200 postgraduates)
- Staff
  - Academic:
  - Administrative:
UMK in Brief

- Operates at three different locations:
  - Pengkalan Chepa (City Campus – Entrepreneurship and Business related programs)
  - Bachok Campus (Creative Technology and Heritage Studies)
  - Jeli Campus (Science and Agro Industry)
Why entrepreneurship and enterprise education?

- Mandate from government
- Enhancing graduate employability
- Generating human capital that are entrepreneurial – underlying force towards innovation-led economy
- Job creation and the business multiplier effect
- Creation of an entrepreneurial society – less dependent on government handouts
Background

- UMK is the 19th public university that was established to offer programs that have significant entrepreneurship content in the curriculum.
- The university proudly pronounce itself to the first public entrepreneurial university in the Asian region.
- Thus, the university propagates its taglines such as “Entrepreneurship is Our Thrust” and “The Entrepreneurial University”
Background

- UMK is committed to produce graduates that are not only “enterprising” in their conduct and thinking but able to create jobs for themselves (self-employed) and others (job creators).

- Hence, UMK is continuously developing its entrepreneurship education model that are relevant, unique and different in order to achieve the specified objectives.

- Since entrepreneurship education alone is found to be insufficient (according to some studies), UMK has developed an extended version of the earlier model to include the enterprise education modules (Figure 1).
Objectives of Entrepreneurship Education

- Many IHLs do not have clear objectives when they embarked on entrepreneurship education.
- Two prong objective?: “Enterprising graduates” versus “Graduate entrepreneurs”
- Majority of IHLs’ objectives are to produce enterprising graduates but as job offerings becoming more scarce, IHLs are advised to offer programs that would create graduate entrepreneurs.
Objectives of Entrepreneurship Education

- Many IHLs include entrepreneurship education in their curriculum just to conform with MOHE directive.
- More than 80 percent of IHLs offer entrepreneurship education in the form of credit-bearing courses while others embed it in their academic and non-academic curriculum.
- But, these programs were not very successful because the same pedagogy was used in its delivery. Few studies have shown that entrepreneurship education alone is not enough to create graduate entrepreneurs.
UMK’s Philosophy, Concept, Objectives and Attributes of Graduates

- **Philosophy**
  - Entrepreneurs: Are they born or made?
  - UMK believes that everybody stand a chance to be a successful entrepreneur if they are nurtured, guided and trained in systematic manner.

- **Concept**
  - Amalgamation of established knowledge with tacit knowledge thru entrepreneurship and enterprise education model.
  - Theo-practical approach combining theory with practice thru POBL, case studies, simulation, experiential learning, apprenticeships, etc.
UMK’s Philosophy, Concept, Objectives and Attributes of UMK’s Graduates

- Objectives
  - To produce graduates that are enterprising i.e. competent, innovative and creative, calculated risk taker and opportunity creator.
  - To produce graduate entrepreneurs that have similar entrepreneurial characteristics.
  - To propagate becoming an entrepreneur is a preferred career choice in terms of wealth creation and nation-building.
  - To become an entrepreneur by choice, NOT by chance (accidental entrepreneurs).
UMK’s Philosophy, Concept, Objectives and Attributes of UMK’s Graduates

- Attributes of UMK’s Graduates

- Communication Skill (Kemahiran Komunikasi)
- Brave & Risk Taker (Berani & Mengambil Risiko)
- Team Player (Berpasukan)
- Creative & Innovative (Kreatif & Inovatif)
- Leadership (Kepimpinan)
- Entrepreneurship Skills & Competencies (Kemahiran Keusahawanan & Berketrampilan)
- Knowledgeable (Berilmu Pengetahuan)
- Ethical (Etika)

Legend:
- CORE
- MAIN
- SUPPORTIVE
What is entrepreneurship education?

- *Entrepreneurship education* refers to the curriculum design that emphasizes on education that would enhance the established knowledge and theories about entrepreneurship in an artificial setting or environment. Students will learn about entrepreneurial behaviors, mindset, attributes, characteristics, business planning, management of small business, etc. via lectures, simulation, case studies, guest speakers etc.

- Too much emphasis on theoretical knowledge
What is enterprise education?

- **Enterprise education** refers to the curriculum design that emphasizes on learning that would enhance the students’ **tacit knowledge** in a real enterprise setting or environment. Students will be able to practice their entrepreneurial skills by engaging themselves in real enterprises. Students are able to experience the risk-taking process as well as making decision that will have a direct financial impact on their respective enterprises. In any case, they will be able to learn from success as well as failures from their endeavors.

- Emphasis will be on experiential learning, apprenticeships, project-based and action learning.
Entrepreneurship Education vs. Enterprise Education

<table>
<thead>
<tr>
<th>Entrepreneurship Education</th>
<th>Enterprise Education</th>
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<tbody>
<tr>
<td>Emphasis is on conveying the established knowledge and theories about entrepreneurship and the respective discipline of study</td>
<td>Emphasis is on inculcating the tacit knowledge thru real experience and practice in the business of ones own choice</td>
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<tr>
<td>Artificial setting or environment</td>
<td>Real setting or environment</td>
</tr>
<tr>
<td>Knowledge is learned</td>
<td>Knowledge is practiced</td>
</tr>
<tr>
<td>Learning about entrepreneurship</td>
<td>Learning for entrepreneurship</td>
</tr>
<tr>
<td>Can be delivered by non-practitioners</td>
<td>Self-learnt (learning thru experience) with guidance from practitioners</td>
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<tr>
<td>Able to create awareness and interest only</td>
<td>Able to create new and young entrepreneurs</td>
</tr>
<tr>
<td>Difficult to assess competency level because of subjectivity</td>
<td>Assessment on competency level is very objective</td>
</tr>
<tr>
<td>Pedagogy:</td>
<td>Pedagogy:</td>
</tr>
<tr>
<td>Lectures &amp; Tutorials, Case studies, Video Presentations, Simulations, Role play, Guest Entrepreneurs, EVs, PELS, CLS, etc.</td>
<td>SIEP, Entrepreneurial Week, SEED, SECs, Students Cooperative, Field Works, Incubators, Entrepreneur-in-Residence, etc.</td>
</tr>
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Thematic Approach in Entrepreneurship and Enterprise Education

**BUSINESS PLANNING**

- **Opportunity Identification Skills**
  - 1st Year: LSP
- **Resourcing and Business Start-Up Skills**
  - 2nd Year: LSP
- **Managerial and Technical Skills**
  - 3rd Year: LSP
- **Entrepreneurial Leadership Skills**
  - 4th Year: LSP
- **Business Incubators & Business Launching**
  - ESS
Challenges in Implementing Entrepreneurship and Enterprise Education

- A comprehensive entrepreneurship ecosystem must be established (Figure 2)
- Support from top management and stakeholders
- Clear guidelines and policies to facilitate rather than inhibit entrepreneurial activities
- Commitment from all levels – faculties and departments
- Entrepreneurial thinking will be the norm
- Reformation on current policies and regulations
Figure 1
Entrepreneurship Education and Enterprise Education Model – The 4e Model™

INPUTS  LEARNING PROCESS/DELIVERY  OUTPUTS

EXTRA-CURRICULUM
(EMBEDDED)

ENTERPRENEURSHIP EDUCATION
(Established knowledge)

ENTERPRISE EDUCATION
(Tacit knowledge)

ACADEMIC CURRICULUM
(EMBEDDED)

Opportunity Identification (Year I)
Resourcing Skills (Year II)
Managerial Skills (Year III)
Entrepreneurial Leadership (Year IV)

Timeframe

Enterprising Graduates
• Brave & Risk Taker
• Creative & Innovative
• Knowledgeable
• Entrepreneurship Skills & Competencies
• Leadership
• Communication Skills
• Ethical
• Team Player
• High Achiever

THEME

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Figure 2: UMK’s ENTREPRENEURSHIP ECOSYSTEM

ENTERPRISE UMK™

STUDENTS’ COOPERATIVE
LEARNING INCUBATORS
SSU & PBTU
PSP
SEC

STAFFS’ COOPERATIVE
STAFF-OWNED BUSINESSES
SSU & PBTU

COMMERCIAL UNIT

UMK HOLDINGS
A
B
C
D
E
F
G
Z

STUDENTS’ ENGAGEMENT

UNIVERSITY’S ENGAGEMENT

STAFF’S ENGAGEMENT

CRIB

IDEAS@UMK

JOINT-VENTURES

SPIN-OFF COMPANIES

INTELLECTUAL PROPERTY OFFICE

INCUBATOR 5 & SCIENCE PARKS

STAFF’S ENGAGEMENT

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Conclusion

ACCULTURIZATION PROCESS
- Changing the mindset
- Building the culture

ENTREPRENEURIAL SOCIETY
- Risk-taker
- Innovative
- Creative
- Supportive

ENTREPRENEURIAL CAPITAL
- Human
- Knowledge
- Intellectual
- Physical
- Financial
- Social

ENTREPRENEURIAL ECONOMY
- Vibrant
- Sustainable
- Added value
- Job creation
- Higher productivity

ECONOMIC GROWTH
- Higher output
- Higher income per capita
- Higher standard of living
- Full employment

- Higher productivity
- Higher output
- Higher income per capita
- Higher standard of living
- Full employment
Thank you

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