


# E- BULLETIN

VOL 2 JANUARY 2019 – MARCH 2019 News & Article



**REDEFINE ENTREPRENEURSHIP  
IN THE CONTEXT OF  
UNIVERSITY  
ESTABLISHMENT**  
by  
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## Introduction

Entrepreneurship is the most powerful economic force known to mankind. There has been a great deal of attention paid to the subject of entrepreneurship over the past few years, stemming primarily from the discovery by economic analysts that small firms contribute considerably to economic growth and vitality. The entrepreneurial revolution that captured our imagination during the last decade has now permeated every aspect of business and social thinking and planning. The process of transforming creative ideas continues to be our major challenge. Successful entrepreneurship requires more than merely luck and money.

The concept of entrepreneurship has a wide range of meanings and definitions. On one extreme, an entrepreneur is a person of very high aptitude, who pioneers change,

possessing characteristics found in only a very small fraction of the population. On the other extreme of definitions, anyone who wants to work for himself or herself is considered to be an entrepreneur. The word entrepreneur originates from the French word, *entreprendre*, which means "to undertake." In a business context, it means to start a business. The Merriam-Webster Dictionary presents the definition of an entrepreneur as one who organizes, manages, and assumes the risks of a business or enterprise.

Peter Kilby once compared entrepreneurship to the imaginary animal, the Heffa-lump: It is a large and important animal which has been hunted by many individuals using various ingenious trapping devices. All who claim to have caught sight of him report that he is enormous, but they disagree on his particularities. Not having explored his current habitat with sufficient care, some hunters have used as bait their own favourite dishes and have then tried to persuade people that what they caught was a Heffa-lump. However, very few are convinced, and the search goes on (Kilby, *Hunting the Heffa-lump: Entrepreneurship and Economic Development*, 1971)

Yet, despite all of the discussion and attention paid to this issue, fundamental questions remain unanswered in a generalized form: What is entrepreneurship?

## What is Entrepreneurship? From Historical Perspectives

Many definitions of entrepreneurship can be found in the literature describing business processes. The earliest definition of entrepreneurship, dating from the eighteenth century, used it as an economic term describing the process of bearing the risk of buying at certain prices and selling at uncertain prices. Later commentators broadened the definition to include the concept of bringing together the factors of production. This definition led others to question whether there was any unique entrepreneurial function or whether it was simply a form of management. Early this century, the concept of innovation was added to the definition of entrepreneurship. This innovation could be process innovation, market innovation, product innovation, factor innovation, and even organizational innovation. After a while, entrepreneurship was described as involving the creation of new enterprises and that the entrepreneur is the founder. Many kinds of organizations now exist to support would-be entrepreneurs, including specialized

government agencies, business incubators, science parks, and some NGOs. In more recent times, the term entrepreneurship has been extended to include elements not related necessarily to business formation activity such as conceptualizations of entrepreneurship as a specific mindset resulting in entrepreneurial initiatives e.g. in the form of social entrepreneurship, political entrepreneurship, or knowledge entrepreneurship have emerged.

Considerable effort has also gone into trying to understand the psychological and sociological well-springs of entrepreneurship. These studies have noted some common characteristics among entrepreneurs with respect to need for achievement, perceived locus of control, orientation toward intuitive rather than sensate thinking, and risk-taking propensity. In addition, many have commented upon the common, but not universal, thread of childhood deprivation, minority group membership and early adolescent economic experiences.

At the first glance, we may have started to understand the definition of entrepreneurship. However,

the detailed study of both literatures and actual examples of entrepreneurship tend to make a definition more difficult, if not impossible.

## The Need for Redefinition of Entrepreneurship in the Context of University

A dynamic and not static definition for the term entrepreneurship needs to be specifically adopted for the implementation all activities and programs. This approach in definition need to be taken as the process of developing enterprising culture is a progressive in nature. As such, it is a more programmatic approach that allows participants in the program be given guidance and support at the appropriate levels in the organizational entrepreneurship life cycle.

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## The Underlying Principles behind the Redefinition

For the purpose of redefinition, some underlying principles need to be adopted as guiding the direction toward the long journey to the destination. Below are some of those underlying principles. By no means are these principles exhausted.

1. The nature of university as a living system of an entrepreneurial organization
2. The fundamental functions of the university as a learning, teaching, research and consultancy, and provider of community services institution.
- The positioning of university in the entrepreneurial activities
1. The dynamic nature and growth phases of the organization life cycle
- The vision and mission of the university in championing human capital with entrepreneurial characteristics for the global prosperity.

1. The consideration of creating enterprising students and staffs
2. The universality of the concept of entrepreneurship of not only for profit organization but also for non profit organization
3. The inclusion of social entrepreneurship in the contact
- The need for nurturing of enterprising students with entrepreneurial characteristics regardless of what profession they will venture after graduation
- The need to serve the small and medium enterprises
1. Taking into consideration that entrepreneurship is a process.

## Suggested Alternative Definitions of Entrepreneurship in the Context of University

Below are some suggested alternative definitions of entrepreneurship for discussion and thought and probably will lead to unique definition in the context of university.

Entrepreneurship is a capacity building and willingness to undertake conception, organization, and management of productive venture with all attendant risks, while seeking profit or non profit with consideration of creating enterprising culture and society, social well being, economic and social impact for global prosperity as reward. The entrepreneurial spirit is characterized by innovative, creative, risk taking, and essential components of organization's ability to succeed in an even changing, challenging, dynamic, and more competitive global environment.

## Concluding Remarks

The concepts, historical perspectives, and the underlying principles, the dynamic of the organization life cycle and the environment, the conceptualization and the practicality of entrepreneurship will provide thought of developing a unique definition of entrepreneurship for the University. This is one the many alternatives to place university on the perceptual map among higher learning institutions around the globe as unique and different. Hopefully, this short paper will lead toward that direction.





## THE EXCERPT

### University Sustainability: Changing Paradigm Shift

1. While change is constant, **survival is the rate of responsiveness to change**. The future is predictable but remains uncertain and therefore, sustainability becomes the key to survival.
2. **University** is the conglomeration of the learned in pursuit of knowledge and excellence for the **benefits of society**.
3. University growth and progress is a journey. It will be a journey towards a **Sustainable University** built upon institutional strength, academic prowess, financial agility, brand and location factors.
4. The year **2019 will be a challenging year** in moving the University forward. To do so successfully, it requires concerted efforts from all; students, staff (both academic and administrative), the main stakeholders and shareholders.
5. The University is embarking on **crafting a suitable model** that propels itself into niche areas, strategised to draw more students to the University and more visibility nationally and regionally in the next 5 years or so.
6. The University is also strategising on **new frontiers of focused areas** and **income generation** as well as getting **more funding for students** studies in the University. The current awarding of full and partial scholarships would be granted to suitable candidates who meet the aspirations of the country.
7. **Internationalisation programmes** to recruit more foreign students and new partners for collaborations in academic, mobility and research are also on the roll out plans

## PUNCAK 2019

8. The new year speech of the VC will explain the **Six Thrusts of Paradigm Shifts** namely; **Performance**, **University State of the Art**; **Nurturing Students** in a Professional and Ethical Fashion, **Graduates and Alumni**; **Changing Culture Paradigm**; **Academic Paradigm Shifts** and **Knowledge Transfer Alliance**.
9. The University plans to roll out a **New Suitable Business Model** by Rationalisation of Academic Programmes, Generation of Additional Income and Providing for more Scholarships and Sponsorships in the 5 years to come.
10. **Refined Organisational Structure** by the crea-

tion of clusters of **Academic, Strategic, Administration, Support Services** and **Research Training Consultancy** is explored with the setting up of DRB-HICOM Graduate Business School that focuses on generating alumnis in the upper echelon of the organisation and provides more visibility to the university. **Industry Linked** centre, **GENIUS, Government, Industry, Academia and Society**, that embodies the quadruple helix models of will focus on developing the much needed collaborative network for better society, producing graduates ready to serve the industry not only academically but also professionally and ethically in their decision making in public service. Also included, the **Academic Development** centre, **CACTUS, Centre of Academic Collaboration & Transformation for University Sustainability** that will continue to chart new waters in collaborations with other universities to accelerate growth in areas that we lack expertise. **Training Research and Consultancy** centre, **CENTRIC**, which stands for **Center of Excellence in Training, Research and Industry Consultancy** will concentrate its efforts as a **small business unit (SBU)** providing new revenue streams by looking at potentials in Contract Research, Leadership Seminars, Professional Short Courses and on-demand training and consultancy, leveraging on our relationship with the groups subsidiaries. We are also looking at a revamped marketing method known as **ABRAD**; stands for **Admission, Branding, Recruitment and Advisory Division** that will amalgamate our efforts in increasing the university's visibility through branding strategy in making our university visible to the eyes of the public in areas we know best such as the Automotive Ecosystem. The division will be a one-stop center for prospects to learn about our university under prospect advisory activities. On top of that, a revamped Students Affairs known as **SDCCA** which stands for **Students Development Counselling, Career and Alumni** will be setup to concentrate our efforts in ensuring productions of better graduates, creating conducive environment for students to learn, discover and innovate through campus lifestyle, providing counselling and career path for students and at the same time, embracing our alumni as the ambassadors of the university.

11. The university will remain focused in its core business by maintaining and strengthening the existing **Faculty of Engineering & Technology, Faculty of Business & Management, School of Foundation and Inter-Disciplinary Studies, School of Advanced &**

**Distance Learning** and **Centre of Language, Cultural & International**.

12. More than **15 Flagship Programmes** are envisaged to be rolled out which include Design Competition, Southern Thailand Education Programmes, Pekan Bangsawan, Student Conference, Swiss Innovation Challenge, Great Place to Work, Academic Coaching Programme, Academia Developmental Canvass, Incubator (Students' Start-up Companies) and many others.
13. In addition to these, **Akademi Saga too will be revamped** and **KL Campus is planned** to be operational to indicate our presence in the public at large. Klang Valley continues to be the epicentre of growth for the nation and we believe with our existence in the Klang Valley, our service will be far more accepted as the force to be reckoned with, especially in **providing quality education in Engineering, Business and Management**.
14. Currently, the University has more than 55 academic Programmes and plan to **roll out 2U2i programmes** in collaboration with CTRM as well as other subsidiaries. The work based learning programmes, stretching more than 1 year in the industry, will attract more students.
15. University is offering 2 Premier Student Support Programmes known as **DRB-HICOM Apprentice Programme (DASP)** and **DRB-HICOM Graduate Employability Programme (DGES)** to 80 students annually with more than 800 partial scholarships awarded annually. Other than these, **Full Scholarships** and **Tuition Fee Scholarships** for 200 students in foundation studies are also available.
16. In the pipeline of 2019 roll-out plan, a **collaboration programme with Geely University (GU)** is planned to include intakes of China Students, English Centre in GU, One Belt One Road Centre in GU and Post Graduate Programmes of GU in our University.
17. Innovative approaches through **double certification, professional certification, virtual campus, blended learning** and **flexible industry driven academic programmes** will be rolled out.
18. **Client based** training, programme certification, technology based partnerships will also be framed and explored with new alliances

## Outlook 2019

19. 2019 is poised to be a challenging and exciting year for the University. It will seek to enhance **Quality and Excellence** through key parameters of PUNCAK.
20. **Improvement** in teaching and learning method, academics development programmes and improvement in **quality of students and graduates** will be the focus too.
21. The University seeks to deliver the planned strategies and action in an **integrated team work basis** with the support of the university community, its stakeholders and partners.
22. **Academia will face a disruptive phase**. The **Industry 4.0 (Industry4.0)** has basically changed the way we do business. Students of younger generations embrace technology far quicker than our syllabus can cope. For that reason alone, our syllabus must be flexible to keep pace with the new generation.
23. **TVET is gaining ground again**. Previously dubbed as the second class education for the academically challenged, it has now become the delivery method of the future. Hands-on, on the job training and work-study programmes will be the in-things of the future. But, teaching TVET requires heavy capital investments, time and efforts to increase instructors' competencies. New methods of teaching TVET by miniaturization of equipment, mini models and computer based training using AI (artificial intelligence), AR (augmented reality) must be explored. Assuming we can achieve this, teaching technical related studies will take on a new dimension. This is where we require academia to self-develop themselves and look for new frontier





## DRB-HICOM University received visit from Beijing Geely University

**21 January 2019, Pekan-** On 8 January 2019, DRB-HICOM University received a return visit from Beijing Geely University (BGU). Delegates from BGU were led by Huo Weidong, the President of Beijing Geely University; Kuang Song, Dean of Euro-American International College International Exchange; Yang Hong, Dean of Boya College; Pan Jin, Director of Education Quality Assurance Department; Wang Haiyang, Chief Librarian; Ma Fei, Vice Dean of Humanities and Arts Design College and Sun Guofang, Assistant Dean of Euro-

American International College Foreign Affairs Manager.

The purpose of the return visit was to discuss further on collaboration between the two universities especially in the area of student and staff exchange. The delegates were also brought to dinner at a local restaurant to experience the Pahang signature dish “Patin Masak Tempoyak” and also tasted some local durian. At the end of the visit, both universities exchanged gift as an everlasting sign of friendship between the two universities.



## DRB-HICOM University is the preferred choice for the 2 siblings

16 February 2019, Pekan- DRB-HICOM University which is poised to be the leader in automotive education with its linkage to the major industries within DRB-HICOM Group became the attraction to new students who wanted to pursue their higher education. The university opens its registration for February and March intake with a total number of 86 students registered in Diploma and Degree Programme. According to most of the students who experienced learning in the university, the university offers programmes which suits the industry’s needs and the curriculum does not only focus on theory but also on practical skills. This attracted Siti Nur Syahmina binti Ibrahim, a student in Bachelor of Business Administration in Management to recommended her brother, Muhammad Nur Iman bin Ibrahim to register as a student in the university.

“My brother, who just graduated in his diploma in Mechatronic, wishes to further his studies in degree level. However, he was unsure of which university he wanted to choose due to the many courses offered in other universities but does not suit the industry. Therefore, I recommended him to further his studies in DRB-HICOM University as the university provides the type of programmes that suits with the industry’s needs” said Syahmina.

“I already planned to further my studies after Diploma but was unsure of which university to choose. Then my sister recommended me to pursue my Degree in DRB-HICOM University as they offered programmes which do not only focus on theory but also practical skills”. Iman said.

“After a little bit of researching, I decided to further my degree in Bachelor of Mechanical Engineering Technology (Mechatronics). Another key factor of why I decided to choose this university is because of their linkages with many industries under the DRB-HICOM group where I can gain a lot of exposure in the industry during my internship” he added. DRB-HICOM University offers 51 different programmes from diploma, degree and post-graduate studies which emphasize on the automotive eco-system. The university’s unique curriculum offers a balanced blend between theory and practical using the concept of “University by the industry, for the industry”.



## Malaysia-Southern Thailand Education Project Colloquium 2019

**21 February 2019, Kelantan-** Educational institutions, agencies and industries in Malaysia and Southern Thailand had a roundtable session to discuss “Malaysian-Southern Thailand Education Project (M-STEP). The event held at Universiti Malaysia Kelantan, was led by DRB-HICOM University of Automotive Malaysia with Institute Darul Ridzuan as the partner of the project. The discussion was focused on outreach programmes and community projects in Southern Thailand with the objectives of providing exposure to students through higher education either in Malaysia or Southern Thailand and thus, providing assistance in the aspects of community development. Also DRB-HICOM University had signed Memorandum of Understanding with Princess of Naradhiwas University during the event.

The event was preceded by a dinner reception with all the participants on the 20<sup>th</sup> February at Dewan Perniagaan Melayu Kelantan. It was also attended by Dato Sri Mustapa Muhamed, the Member of Parliament for the district of Jeli and Puan Hajah Pateemoh Saideeyamu, the Deputy Governor of Narathiwat as a show of support to the project.



## DRB-HICOM University Pre-Foundation Programme 2019

**18<sup>th</sup> March 2019, Pekan-** DRB-HICOM University organized two-weeks programme for SPM leaver’s student from 24<sup>th</sup> February until 9<sup>th</sup> March 2019. A total of 26 participants from all over Malaysia joined this programme which aiming to create awareness of education pathway prospect after SPM; especially to assist them in designing their future; and to enrich the participant in analytic and creativity skills. This programme involved several fun and challenging activities for the participants, which highly treasure not only their skills in academic but also discover their soft skills. Some of the activities are out of the box, Le Tour de Pekan, Industrial Visit, Leadership and survival and also Sembang Teh Tarik.

“This programme definitely helped me a lot in making decision of my next step to further studies in higher institution. My ambitions is to be an accountant and I am determine by now that after getting my SPM result I will definitely apply for DRB-HICOM University in Foundation in Business” said Emiera Fazlia bt Mohd Rahman, one of the participant in Pre-Foundation Programme 2019.

The closing ceremony was held on 9<sup>th</sup> March and it was an emotional event not only for the participants but also for the facilitators who were volunteered to assist and making sure it is an enjoyable and fruitful experience for everyone since the beginning of the programme.