

CHAPTER 6
CASE STUDY 5
STRATEGIC MANAGEMENT MODULE
TOWARDS SUSTAINABLE GROWTH OF USIM

6.1 Preamble

The fifth applied research case is related to the strategic management sector. For any organisation, strategic planning is a process to determine how to drive the organisation from the current situation to the desired direction of the future. In other words, future oriented means; the direction in which the organisation should look into in order to achieve the expected future condition as predicted for the next five (5) or ten (10) years. It should be measured based on in-depth analysis of the internal and external environment of the organisation. Ideally, a complete and big picture and clear framework should be planned, oriented and in line with the state of the organisational environment, on the direction of the organisation and must be understood by the community of the organisation. Strategic planning should be made comprehensively by looking at current issues facing the organisation, formulating appropriate action plans, identifying resources, implementing action plans and monitoring. It is to ensure that all strategies and initiatives formed and implemented are in line with the vision and mission of the organisation.

Thus, the 5th case research will see how the strategic plan outlined by the university can be achieved and well executed especially in the 5th Thrust of the USIM's strategic planning which is 'Empowering Financial Sustainability'. This is the focus of this 5th case research and will be deliberated further.

6.2 Introduction

Public universities in Malaysia need to transform to stay relevant in the global education market and to fulfil the aspiration of the National Education Blueprint for Higher Education. The Ministry of Higher Education announced the University Transformation Programme (UniTP), through the launching of the Malaysia Education Blueprint 2015-2025 (Higher Education), or the MEB (HE). As all universities have a different starting point, this UniTP is to guide and assist public universities in creating and implementing their own tailored transformation plans. Every university strives in wanting to be the best to maintain as the first choice among its stakeholders. The higher educational institution is in search of a sustainable and profitable growth strategy.

In strategic planning, the main objective of an organisation is to gain competitive advantage. Competitive advantage carries the meaning of how the institution does anything that is exceptionally well compared to its rival such as offering better customer service, producing innovative products and low pricing which means having something unique that separate it apart from their competitors. USIM offers a unique model as her delivery of knowledge, which integrates both the revealed knowledge (*Naqli*) and the acquired knowledge (*Aqli*).

This uniqueness needs to be portrayed effectively as it adopts a balanced approach between the physical and spiritual aspects, not only in the academic programmes offered, but are also being widely practised throughout the university including administration and management levels.

6.2.1 Issues and Project Brief

USIM has outlined its Strategic Planning for year 2016-2025. However, it has been revisited in the Workshop on University Strategic Planning, which was held on 22-24 February 2019 in Royale Chulan Hotel, Seremban, Negeri Sembilan. The outcome is the document as shown in Figure 6.1.



Source: USIM Strategic Planning 2016-2025(2019)

Figure 6.1: The Cover of USIM's Strategic Plan Document

After many debates and arguments, the final version got the approval of the Board of Management on April 16, 2019. The new strategic planning for USIM which comprises of six (6) Thrusts are shown in Table 6.1.

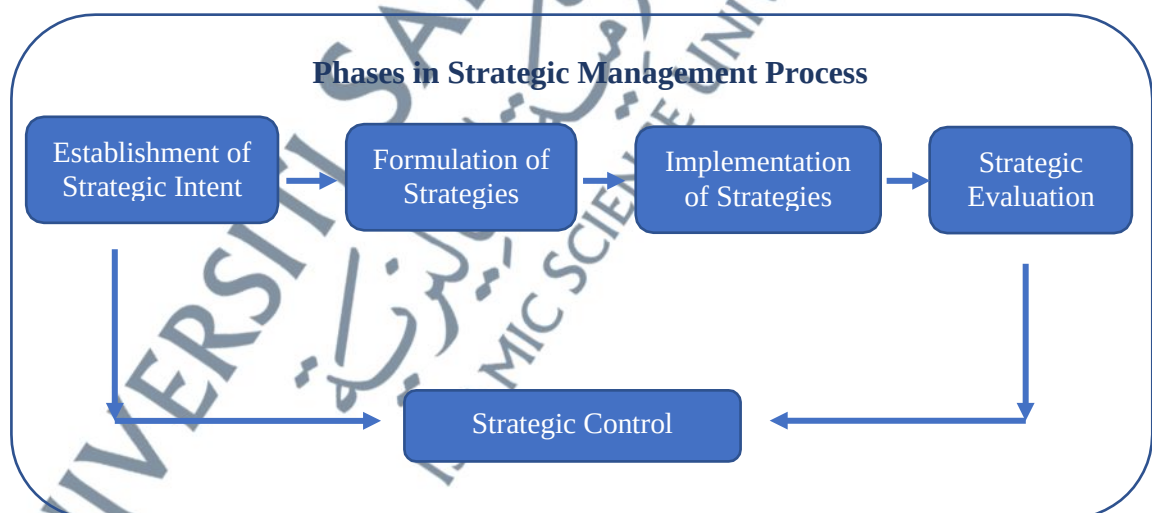
Table 6.1: Six Thrusts of USIM’s Strategic Planning

1. Moving Towards Barakah Campus	2. Strengthening and Innovating Academic Programs Based on the Integration of <i>Naqli</i> and <i>Aqli</i> Knowledge	3. Producing Balanced, Holistic and Entrepreneurial Graduates Based on the Integration Model of <i>Naqli</i> and <i>Aqli</i> Knowledge (GINA)
4. Empowering Research, Development, Innovation and Commercialization Based on the Integration of <i>Naqli</i> and <i>Aqli</i> Knowledge Through Strategic Collaboration, Co-Learning and Research with Top Universities	5. Empowering Income Generation and Financial Sustainability	6. Produce Outstanding Administrative and Academic Talents Based on the <i>Qalb</i> ’ Leadership Model for Universal Sustainability

Source: USIM Strategic Planning (2019)

The new strategic plan involves a transformation process that requires huge efforts from every level in USIM. For the purpose of this applied case on strategic management, the Fifth (5th) Thrust: ‘Empowering Income Generation and Financial Sustainability’ has been chosen as the focus point of discussion. The thrust has been instructed by the Top management when mapping out the strategies and execution activities in line with the university’s strategic plan. This is also in line with the Minister’s Key Performance Indicator (KPI) for year 2019 as outlined in the 2nd Thrust of the Minister’s (KPI) which stated that, “all public universities need to find alternatives resources for income generation”. (Minister of Higher Education KPI, 2019).

There are three parts in a Strategic Plan. The first is the mission statement that sets the long-term goals. The second is the listing of the initiatives that the organisation will carry out as part of its fulfilment of the goal, and third is the implementation and the impact of the initiatives on the resources. Amrollahi and Rowlands, (2017) recommended rules for strategic planning to prevent from falling into the trap of focusing on internal matrix and not the external customer. One of the rules, is to keep the strategy simple by focusing on what will attract customers. Strategic Planning as defined by Mohamed et al. (2014) is a process practised in the organisation which enables the organisation to identify the direct path to achieve its long-term objectives as guided by the vision and mission statements. This sets as a guidance on what the organisation inspires to be. Figure 6.2 indicates the phases in strategic management process. For USIM to stay relevant, the conventional ways of thinking might be slow and thus require a transformation. New innovative ideas and new strategies need to be created to make the competition irrelevant (Kim & Mauborgne, 2005).



Source: Mohamed et al., (2014)

Figure 6.2: Phases in Strategic Management Process

USIM has developed specific strategic alternatives for its strategic plan. The aim for it is to ensure sustainable growth and development, and for USIM to move forward as an institution which pioneers the virtues of revealed and acquired knowledge. Now, is the need for the implementation part on how to implement and execute the new planning. Stated in USIM's vision statement: To be an advanced Islamic Higher Education Institution for universal well-being.

Firstly, for any execution of strategies, the university must take into consideration in whatever strategy to be carried out, is to identify what is the best strategy to be implemented to execute those strategies. For this purpose, the university needs to identify who are the primary and secondary stake holders are. Primary stakeholders as defined by Mohamed et.al. (2014) 'are individuals or groups which have direct interest in the organisations as well as are engaged in economic transactions with the organisation'. In this context, USIM as the education provider, the main stakeholders are the students who would like to pursue their higher education. On the other hand, the secondary stake holders are the one or the group who are not engaged in a direct way or in the economic context. For instance, the community and general public.

Initially, before the generation, selection and execution of any strategy can take place, a comprehensive measurement and analysis must be carried out by any organisation from various perspectives namely, the external and internal environments, resources and allocation needed to implement those strategies are in place and finally control factor to ensure the proper measures and actions had been taken accordingly. But after all, the most vital part is to strategize and to achieve competitive advantage through being different.

The Top Management must be concerned with integrating university activities and allocating resources, so that present strategies can be met. In the process of planning the strategies, it is important to appreciate that decisions are not taken in a vacuum but that any action taken in organisation is likely to be met by a reaction from those affected who are the competitors, customers, labour force or suppliers (Mohamed et al., 2014).

In order to accomplish these goals, USIM needs to be aggressive, and the message needs to be well communicated among the entire community of the university. This new strategic planning involves a transformation process that requires huge efforts from every level of staff in USIM. A comprehensive strategic plan should be complemented with an implementation component for it to be successful.

Many managers often do not realize the significance and importance of strategic management for an organisation. They are often overshadowed by operational tasks that arise from everyday business practices and failed to have the bird's eye view to see the goals and challenges in a broader context. Moreover, they are often not able or competent to carry out necessary inner-outer management analyses (White et al., 2016). However, several studies have concluded that there is a positive relationship between strategic planning and corporate performance. The goal of having strategic plans in organisations is to establish distinctive or unique capabilities to gain competitive advantage in the marketplace through formulating and implementing effective strategic plans.

Several factors were taken into consideration, comprising both the internal and external factors of the university especially the general environment factors, the economic situation of the country, demographic changes, changes in the government regulation and changes in current technology. All of the above has led to the establishment of the 5th thrusts of the strategic planning of USIM which is to achieve sustainability.

6.2.2 Problem Identification

Based on the information obtained from the Bursar Department of USIM, the Management budget for the Operational Expenditure (OE) received annually from the government for four consecutive years (2016-2019) are as stated in Table 6.2.

6.3 Analysis of Issues

Through the years, it is clearly stated that the expenditure cost is more than the budget received. From the statement of income in the past four consecutive years as shown in Table 6.2, a deficit amount of money was reported. The deficit indicates that with the current financial status and scenario, the amount of budget received from the government and yearly declining amount of budget received from the government are not able to self-sustain its expenditures. This clearly shows that the government support would no longer be adequate to finance public universities in full. As a result, the university needs to use the internal resources collected from tuition fees and other source of income from facilities rented to compensate for this financial shortage. It indicates that the university needs to generate revenues for its operations and is struggling! Due to limited funds received from the government, several projects planned earlier by the University had to be put on hold. For instance, the building construction of new residential colleges for students and teaching hospitals for medical students are among the affected projects.

6.3.1 Criticality of Issues

By looking at those scenario as specified in section 6.2, various efforts need to be done to generate an alternative income for USIM. This is in line with the Ministry's Blueprint plan under the Malaysian Education Blueprint 2015-2025 (Higher Education)

whereby financial sustainability has been highlighted as one of the principles. Today, with rising costs, Higher Education Institutions needs to redouble their efforts to ensure that the survival of the university is not affected. In other words, HEIs are encouraged to generate their own income through various resources in order to reduce their dependency on the government funding.

In fact, if the trend in Table 6.2 continues, what can happen if nothing is done? It is hoped, with this case research, it will provide as one of the alternatives in generating revenue which may compensate for this financial shortage and may covered for its operations.

An important issue pertaining to USIM's budget review was raised up by the Vice Chancellor during a special meeting with all USIM's Head of Departments on March 15, 2019. The Vice Chancellor has requested for the fifth thrust of USIM's strategic plan which is 'Empowering Income Generation and Financial Sustainability' to be addressed as an important issue for its impact is substantial to the financial sustainability of the university. For this reason, the Fifth Thrust has been chosen as the focal point for this case study research.

6.3.2 Case Study Objectives

The case research and the objectives in this area need to be generic in nature as it needs to look from a larger perspective. To answer the research questions as stated above in section 1.2.2, the objectives are stated as follows and derived from the direction of USIM. Out of the six strategic thrusts, thrust number five (5) had been selected to meet the case requirement as well as to confine within the time constraints faced.

Thus, the objectives of this case research would be:

- a. To explore and identify possible new sources of revenues generating strategies

in order to realise USIM's 5th Thrust specifically on 'Empowering Financial Sustainability'.

- b. To evaluate the top few strategies that are of high potential and be able to prioritise them and to recommend serious action plan to make them a reality.
- c. To chart a blueprint for its execution.

In order to achieve the strategic plan that has been outlined by the university, specifically in the Fifth thrust, various initiatives and strategies can be explored as new sources of revenue generating strategies in order to realise USIM's 5th Thrust. The scope of generating revenues is not limited to programs in the form of research, consulting, infrastructure management or training alone. Existing facilities and resources can be creatively and innovatively redesigned for this purpose.

In fact, there are top few strategies that are of high potential sources of income and be able to prioritise in achieving the 5th thrust and among the strategies are through:

- i. Expansion of USIM's academic programs to increase students' enrolment.
- ii. Rental of venues, sports facilities and equipment by organizing sports events for the public.
- iii. Increase the crowdfunding (*waqf*) and endowment fund through potential investment and getting more contributor.
- iv. Explore on new product or new kind of business through university's holding company.

The importance of conducting this applied research is to define and align with the strategic planning of the university in the right context and approach as well as examine the present issues on the ability and capability of the university in achieving success in its strategic planning. Therefore, it will contribute ideas on the execution of the

strategies that may contribute in achieving what has been outlined in the strategic planning of USIM.

The outcome of this study is expected to generate ideas, strategies plan and strengthen the university's income generation activities. Through this case research, it is hoped that it is not only contributing ideas for generate income but will bring benefit to betterment of the nation, local community and provide opportunities to improve skills and career enhancement through education.

6.4 Literature Review

6.4.1 Introduction

This section covers the conceptual definitions of the key terms or concepts and critical evaluation of the current theories on strategic planning and management. It will also cover the recent empirical research done in examining the internal and external factors that lead to the successful implementation in strategic planning of an organisation.

6.4.2 Strategic Planning and Management

The literature in this field is full of distinct but complementary strategic planning concepts. Strategic planning involves a variety of specific processes aimed at establishing or exploiting a situation for an organisation to achieve a more desirable outcome.

Strategic plans in organisation already know a great deal about what would go into it. Nevertheless, the preparation also helps explain the organisation's goals and guarantees that all key members are fully aware that several strategy plan phases are much more relevant than the strategic plan document. Strategic planning starts with an evaluation of the current environment, analysing factors beyond the company that may

influence the success of the company. According to Tapera (2016), a strategic plan is a tool for defining the organisational direction and therefore determines the objectives and goals of the organisation that are as realistic as possible. Further, he mentioned that strategic planning would result in innovation and creative ideas which will then be the base for the organisations future. A good strategic plan should therefore be innovative and based on creative ideas.

Pitt et al., (2017) has clarified strategic planning in order to establish and maintain continuity with the priorities and resources of the organisation and its evolving opportunities. He suggested that strategic planning aims to identify and record an approach that will contribute to positive income and growth. Strategy is a specific framework for how companies succeed and what strategies are required to achieve the goals for success. Strategic management works by analysing the internal strengths and weaknesses of an organisation, taking advantage of its external opportunities and mitigating its external threats or problems (Shafritz, & Olshfski, 2018). Strategic planning is all about achieving and sustaining overall efficiency and returns and strategic management is about the entire task of an organisation, by defining what the business is all about (Ansoff et al., 2016).

This would include making comprehensive plans to execute policies and strategies to meet organisational goals and strategic objectives. In the same way, Papulova and Gazova (2016) see planning as a deliberate and structured process in which decision-making is taken on the priorities and activities of an individual, a community, a work unit or an organisation. This provides individuals and work groups with a map for their potential jobs. In supporting this claim, Papke-Shields and Boyer-Wright, (2017) describe strategic planning as an organisational activity that is organized and well-defined to clearly identify the company strategy and delegate executive responsibilities. From these diverse opinions, the overall and basic definition of

strategic planning be a mechanism for determining organisational goals and policy, defining the strategies required to accomplish goals in line with the objectives, and defining methodologies needed to ensure implementation of policies and programs. Bagheri (2016) states that the strategic planning process consists of three main components that help to make the vision or purpose of an organisation concrete. That include the strategic review, strategic option and strategic realization. The strategic analysis involves setting the course of the company in terms of vision, purpose and objectives. It also means articulating the strategic goal of the organisation and focusing efforts to consider the market climate. Strategic choices include the creation, assessment and selection of the most suitable strategy. The stage of strategy implementation consists of implementing the appropriate policies and designing mechanisms to help turn the strategies chosen into actionable forms.

6.4.3 Strategic Decision Process

The strategic planning process considers the whole range of decision-making activities and the challenges facing by an organisation. The strategic planning process is as critical as the actual strategy and execution. (Nickols, 2016). Nickols, (2016) also proposed several strategic planning phases, including the strategy creation process, which discusses the design stage of a strategic planning exercise, and which would fix problems such as who will be responsible for what? The next step is the step of formulation. The following processes in the formulation of plans were highlighted.

According to Bryson (2018):

- a. Environmental Analysis: The environment in strategic planning emphasises the need for organisation to establish a link between their internal and external environments.
- b. Resource Analysis: This is an inevitable means of identifying the strength and weaknesses of a firm over its competitors.
- c. Determination of the Extent to which Strategy Change is required: This is a top-level management decision on whether to modify the existing strategy or its implementation.
- d. Decision-Making: This bothers on what strategy to do and how it is to be done.
- e. Implementation: This requires the practice of the chosen strategy. It is implemented through a process of allocation of resources, adapting the organisational structure to suit the strategy and creating an appropriate climate for carrying out the chosen strategy.
- f. Control: this is to ensure that implementation is being achieved in line with objectives and in conformity with the chosen strategy. This may be accomplished by establishing a planning unit or forming a review committee made up of top-level managers.

It should be acknowledged that the most difficult aspect of strategic planning consists of executing what is expected and alarmingly when there is a strong better chance of success than the initial plan, and then modifying it according to specific changing circumstances (Papke-Shields, 2017). The final stage is the evaluation and review process. This process includes the monitoring, assessment, and review of the plans. This is important to ensure alignment between implementation and the strategic

guidelines described. In the strategic planning process, the internal and external factors influencing the organisation will be continually focussed. In the assessment process, the conditions within and outside the organisation must be constantly assessed.

The need to consider adjusting to the short-term business plan to return the company to the path set by the Strategic plan and the scorecard signify major changes in terms of terms or results. Any changes to the annual short-term business plan will also comply with the long-term strategic plan criteria. In situations where changes cannot be accommodated in the short-term business plan, consideration is likely to be needed for improvements to the strategic plan. In this scenario, repeating part of a strategic planning cycle helps to return business to its goals and to satisfy consumer needs (Ramírez & Selsky, 2016).

6.4.4 Strategic Planning in Higher Education Institutions (HEIs)

Over the past forty years ago, Higher Education Institutions have traditionally employed traditional long-range planning to guide their actions and determine how best to use available resources. However, with the tremendous changes in education industry there has been a push for institutions of higher education (IHEs) to adopt a more "strategic thinking approach," which gives the strategic planning process a whole new meaning. The essential components such as developing goal and vision statements, conducting internal and external environmental scans, determining strategic priorities, and developing an action plan are all important parts of this process (Hinton, 2012). It requires HEIs leaders to assess and integrate information supplied by all stakeholders, implementing a strategic thinking strategy is more sensory and stakeholder driven (Evans, 2007). In other terms, it was considered a means for HEIs to articulate a compelling mission and vision to prioritise available resources around its vicinity.

Stakeholders were able to collaborate on the HEIs' future path as a result of the approach. The planning process was deemed inadequate due to a lack of deliberate implementation of the plans generated (Hinton, 2012). HEIs were and continue to be expected to demonstrate how well they are carrying out their stated objective. According to Williams (2021), strategic planning in HEIs, is the process by which “a department or university will define its distinctive niche focus its resources on a small number of strategic efforts, discarding tasks that could, should, or are being done by others.”

Williams (2021) defined strategic planning in HEIs allows leaders to examine existing concerns and future trends, as well as their impact on the institution's ability to achieve its objective, in a systematic, structured, and collaborative manner. It aids leaders in forming a vision of what the organisation must become in order to function effectively in a new environment. It also engaged with stakeholders to establish what is important.

6.5 Models and Formulae Used

There are various strategic planning tools and models across the strategic management discipline which are designed to help organisations to develop their action plan in order to achieve their goals. To name a few, the Balance Scorecard Strategy Map, which is a visual tool designed to clearly communicate a strategic plan and achieve the organisation's goals, the VRIO Framework which relates more to the organisation's vision statement rather than the overall strategy, Porter's Five Forces, the execution framework that brings impact and profitability of an industry, SPACE matrix model, which focus on strategy formulation for organisation, the Boston Consulting Group Model (BCG), which stressed on gaining competitive advantages over others and many

other models. However, for this case research, the SWOT Analysis and the Blue Ocean Strategy (BOS) are seen as the most appropriate models to be used due to its principles to overcome the existing scenario by comprehensively identifying and analysing the capability of organisation. By using the SWOT analysis, the organisation may identify areas that they are doing well and in which areas needs improvement. On the other hand, the BOS is for the organisation to develop in ‘uncontested market space’ (blue ocean) instead of a market space that is either developed or saturated (red ocean). Further, these two models serve as the guideline and principles that guide organisations through the formulation and execution of their strategy in a systematic risk minimizing and opportunity maximizing manner.

6.5.1 SWOT Analysis Model



Source: Humphrey (2005)

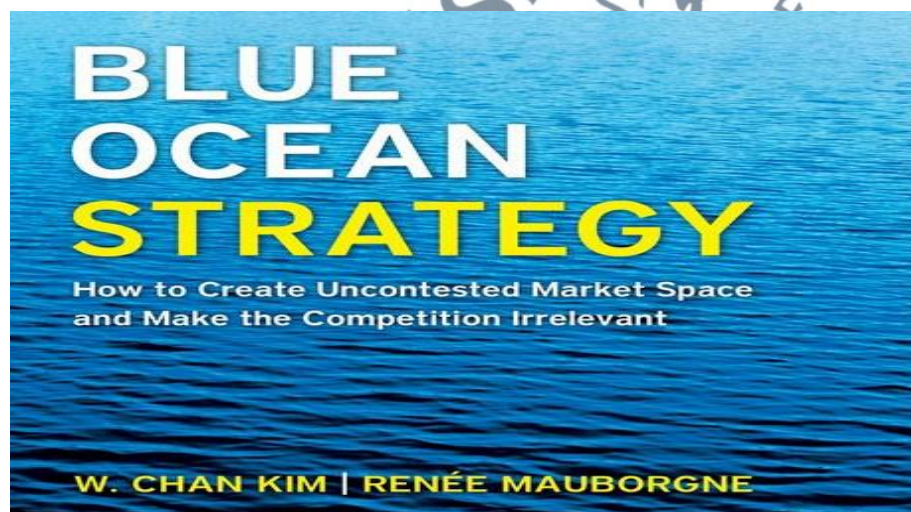
Figure 6.4: SWOT Analysis Model

SWOT Analysis is a model used at the beginning of any organisations strategic planning. It is an acronym for “strengths, weaknesses, opportunities, and threats” as shown in Figure 6.4. The model was introduced in 1960s by Albert Humphrey, a management consultant at the Stanford Research Institute. It is a framework for analysing the organisation's strengths and weaknesses besides opportunities and threats that the organisation could overcome. It helps the organisation to identify its strengths,

minimize threats and take the greatest possible advantage of opportunities available. Strengths and weaknesses are considered as the internal and controllable activities performed. Meanwhile, ‘opportunities’ are the favourable external environmental factors that can assist the organisation achieve its strategic objectives. and ‘threats’ are the factors that can prevent the organisation from achieving its objectives.

In today’s scenario of Higher Education Institutions, there is tremendous amount of competition in search of a sustained and profitable growth strategy. SWOT analysis will involve the identification of an organisation’s strengths, weaknesses, opportunities and threats.

6.5.2 Blue Ocean Strategy (BOS) Model



Source: Kim & Mauborgne (2005)

Figure 6.5: Blue Ocean Strategy

The Blue Ocean Strategy (BOS) is a strategic planning model that developed in a book by the same title in 2005, titled “Blue Ocean Strategy: How to Create Uncontested Market Space and Make Competition Irrelevant” as shown in Figure 6.5. It was written by two prominent scholars, Kim and Mauborgne (2005).

The Blue Ocean Strategy will be the best model to be applied to this scenario particularly when it comes to discuss and meets USIM's strategic planning which focusing on the 5th Thrust.

BOS model highlights the principles that every organisation can use successfully to formulate and execute blue ocean strategy. The six principles are:

- a. Reconstruct market boundaries.
- b. Focus on the big picture.
- c. Reach beyond existing demand.
- d. Get the strategic sequence right.
- e. Overcome organisational hurdles.
- f. Build execution in strategy.

The first four principles aim to minimise the risks in the formulation process while the remaining two principles minimise the risks in the execution process. These principals will guide the Management in order to know which are the possible risks that will be encountered by the organisation. Most of the conventional strategies would focus on customers which would make the existing customer group larger, but with the Blue Ocean Strategy, it will not look at this group of customers but rather at the non-customer group and the commonalities between the non-customers. In a simple word, in Blue Ocean Strategy, the idea is to convert non-customers to become customers.

Kim and Mauborgne (2005) described the Red Ocean as industries that suffer from too crowded market space. The number of competitors and the intensity of competition increases price competition and reduces product differentiation. Red Oceans are areas of intense competition that are analogous to blood-stained shark-

infested water. On contrary, Blue Oceans are areas free which free from competitors. They are market spaces created by companies to avoid competitors. They offer the possibility of profits and success and great customer satisfaction and thus create new demands by changing the basis of competition. To do so, organisation must be innovative and the heart of the Blue Ocean approach as in marketing and product development, is customer knowledge. Thus, the key to avoid disastrous competition is to leapfrog over the competition to serve customers in new ways.

The Blue Ocean strategy is "a consistent pattern of strategic thinking behind the creation of new market and industries where demand is created rather than fought for and the rule of competition is irrelevant" (Kim et al., 2008). Therefore, the Blue Ocean strategy provides organisations with guidelines on how to escape from intense competition over the same market space where there are limited customers with an increasing number of competitors by creating new market space where there is less competition. Figure 6.6 shown the comparison between red ocean and blue ocean strategy.

Red Ocean Strategy	VS	Blue Ocean Strategy
Compete in existing market space.		Create uncontested market space.
Beat the competition.		Make the competition irrelevant .
Exploit existing demand.		Create and capture new demand.
Make the value-cost trade-off.		Break the value-cost trade-off.
Align the whole system of a firm's activities with its strategic choice of differentiation or low cost .		Align the whole system of a firm's activities in pursuit of differentiation and low cost .

Source: Kim & Mauborgne (2005)

Figure 6.6: Comparison Red Ocean vs Blue Ocean

In Blue Ocean Strategy, it will be observed from the industry's perspective, at the buyer's perspective and at the non- customer's perspective. When the integration of those perspectives, a strategy which unlocks our non-customers and maximize the size of the blue ocean will turn out.

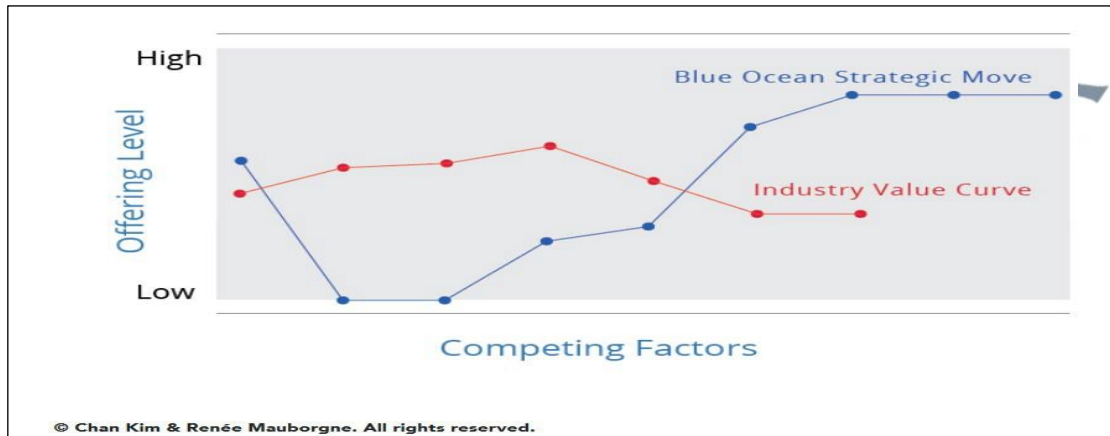
6.5.2.1 Value Innovation

Value Innovation is the strategic logic underpinning blue ocean strategy. Value innovation is the simultaneous pursuit of differentiation and low cost. It focuses on making the competition irrelevant by creating a leap of value for buyers and for the organisation, thereby open up new and uncontested market space.

Value innovation is achieved only when the whole system of utility, price and cost is aligned. It includes tools such as strategy canvas, four action frameworks, six path, buyer experience cycle and buyer utility map. These frameworks are designed to be visual in order to not only effectively build the collective wisdom of the organisation but also to effectively executed. BOS covers both strategy formulation and strategy execution.

6.5.2.2 Strategy Canvas

Strategy Canvas is a central diagnostic tool and an action framework that graphically captures, in one simple picture, the current strategic landscape and the future prospect for an organisation.



Source: Kim & Mauborgne (2005)

Figure 6.7: Strategy Canvas

The horizontal axis on the strategy canvas as shown in Figure 6.7 captures the range of factors that an industry competes on and invests in, while the vertical axis captures the offering level that buyers receive across all of these key competing factors. A value curve or strategic profile is the graphic depiction of a company's relative performance across its industry's factors of competition. The strategy canvas allows organisation to see in one simple picture all the factors an industry competes on and invests in, what buyers receive, and what the strategic profiles of the major players are as shown in Figure 6.8.

It exposes just how similar the competitors' strategies look to buyers and reveals how they drive the industry toward the red ocean. Most importantly, it creates a commonly owned baseline for change.

The strategy canvas serves two purposes:

- i. It captures the current state of play in the known market space, which allows users to clearly see the factors that an industry competes on and invests in, what buyers receive, and what the strategic profiles of the major players are.

- ii. It propels users to action by reorienting their focus from *competitors* to *alternatives* and from *customers* to *noncustomers* of the industry and allows organisation to visualize how a blue ocean strategic move breaks away from the existing red ocean reality.

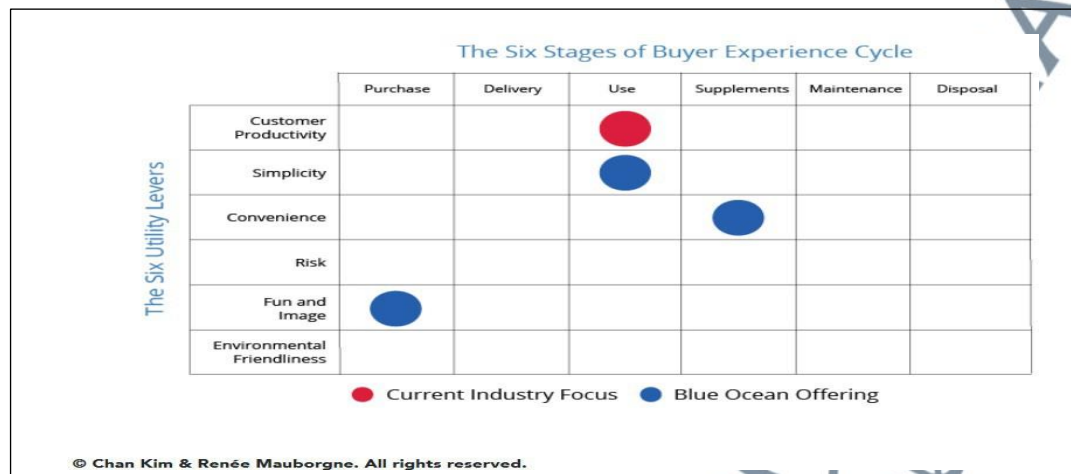
	Head-to-Head Competition	Blue Ocean Creation
Industry	Focuses on rivals within its industry	Looks across alternative industries
Strategic Group	Focuses on competitive position within strategic group	Looks across strategic groups within industry
Buyer Group	Focuses on better serving the buyer group	Redefines the industry buyer group
Scope of Product or Service Offering	Focuses on maximizing the value of product and service offerings within the bounds of its industry	Looks across to complementary product and service offerings
Functional-emotional Orientation	Focuses on improving the price performance within the functional-emotional orientation of its industry	Rethinks the functional-emotional orientation of its industry
Time	Focuses on adapting to external trends as they occur	Participates in shaping external trends over time

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Source: Kim & Mauborgne (2005)

Figure 6.8. Purpose of Strategy Canvas

6.5.2.3 The Buyer Experience Cycle (BEC)



Source: Kim & Mauborgne (2005)

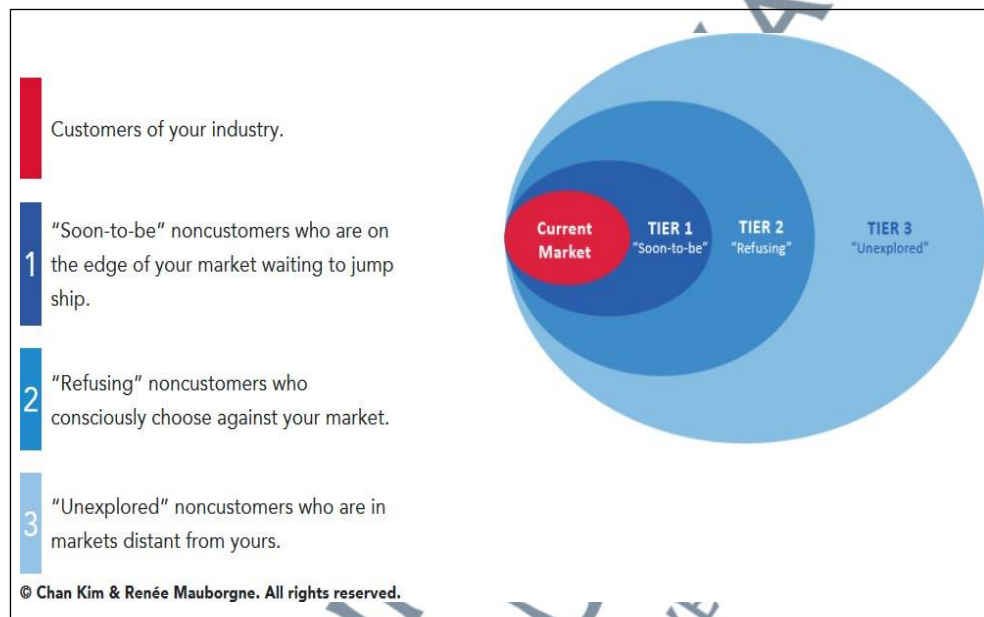
Figure 6.9: The Buyer Experience Cycle

The Buyer Experience Cycle (BEC) as shown in 6.9 is a buyer's experience can usually be broken into a cycle of six stages, running more or less sequentially from purchase to disposal.

Cutting across the stages of the buyer's experience are call *utility levers* which carries the meaning; the ways in which companies unlock utility for their customers. By locating a new offering on one of the spaces of the buyer utility map, companies can clearly see how, and whether, the new idea creates a different utility proposition from existing offerings but also removes the biggest blocks to utility that stand in the way of converting non-customers into customers. This approach may be reasonable in emerging industries, where there is plenty of room for improving a company's utility proposition. But in many existing industries, this approach is unlikely to produce a market-shaping blue ocean strategy.

6.5.2.4 Three Tiers of Non-Customers

The next stage of the BOS framework is the Visual Exploration. Kim and Mauborgne (2005) created the three tiers of non-customers. Figure 6.10 describes the three tiers of customer. Ideally, in order to grow their market share, companies strive to retain and expand their existing customer base.



Source: Kim & Mauborgne (2005)

Figure 6.10: Three Tiers of Non-Customer

6.5.2.5 Six Paths Framework

Six Paths Framework is the method and tool used to look across the six conventional methods of competition to systematically reconstruct market expectations to create new market space. By looking across alternative industries instead of competing in the same industry; looking across *strategic groups* within industries instead of a company confining itself to established strategic groups; looking across the *chain of buyers* instead of focusing on the same buyer group; looking across *complementary products and services* instead of limiting itself to the scope of an

industry's products and services; looking across *functional or emotional appeal to buyers* instead of accepting an industry's functional or emotional orientation; looking across time instead of focusing on the same point in time as the rest of the industry. By looking across these conventional boundaries, companies gain insight into what factors they should eliminate, reduce, raise or create in their offering to reconstruct market boundaries to unlock a blue ocean of new market space.

Six Paths Framework has been developed as the tool to look across the six conventional boundaries of competition to systematically reconstruct market assumptions to create new market space. It enables organisations to successfully identify opportunity across alternative industries.

6.5.2.6 Eliminate-Reduce-Raise-Create (ERRC Grid)

Further, BOS have four basic strategies; and they are to **eliminate** (those that are considered as very low value from the eyes of consumers and which the organisation would love to get rid of), to **reduce** (those that are of relatively low value but which the industry would still want them), to **raise** (factors that are valued by customers) and to **create** (new factors that are given high value by customers if offered but which are non-existent at the moment; the latter is supposed to be the blue ocean factor) as shown in Figure 6.11, which forces organisations to systematically pursue differentiation and low cost by answering the following questions based on noncustomers insights gained using the Six Paths Framework.

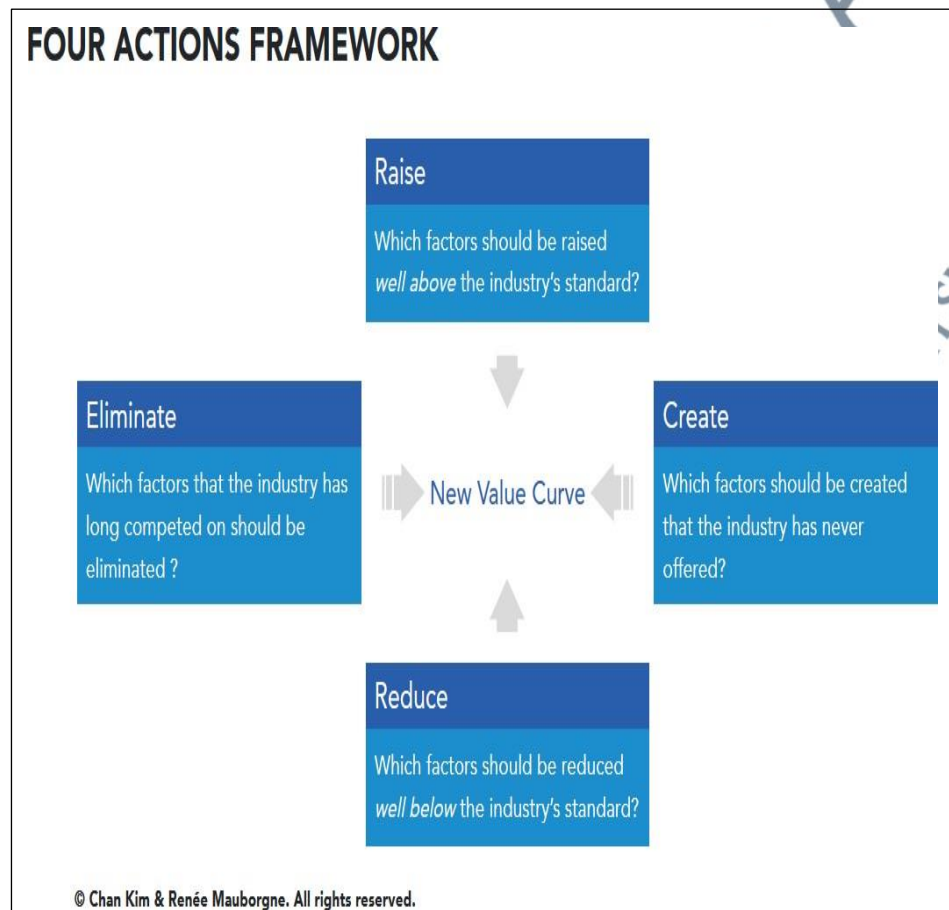
Eliminate: Which of the factors that the industry takes for granted should be eliminated?

Reduce: Which factors should be reduced well below the industry's standard?

Raise: Which factors should be raised well above the industry's standard?

Create: Which factors should be created that the industry has never offered?

This allows the filtering done by the organisation to pursue differentiation and low costs which resulted for a new value curved.



Source: Kim & Mauborgne (2005)

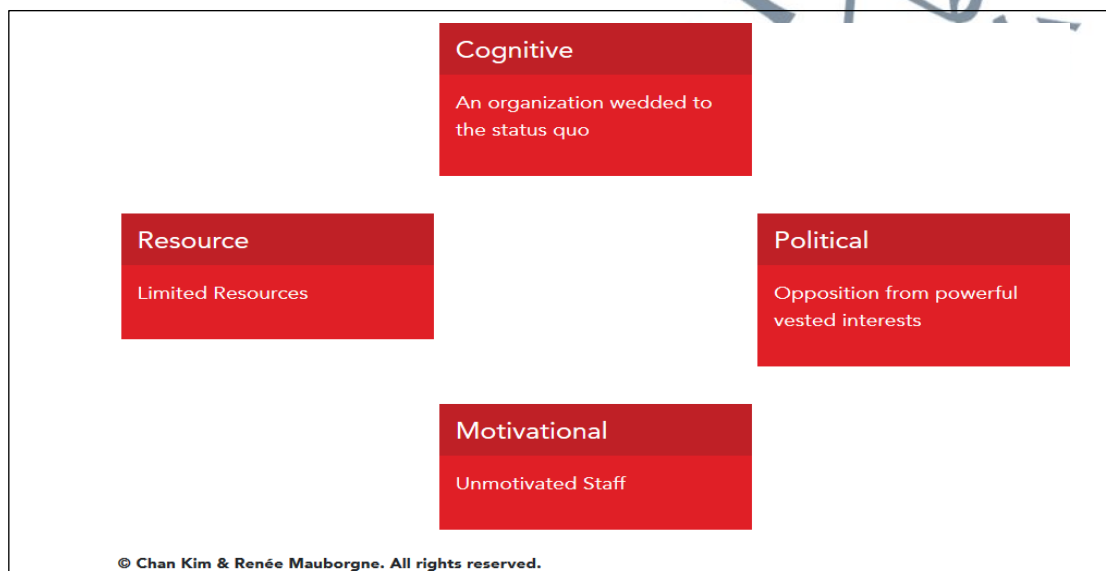
Figure 6.11: Four Actions Framework

6.5.2.7 Four Hurdles to Strategy Execution

Based on Blue Ocean Strategy framework, once a company has developed a blue ocean strategy with a profitable business model, the next challenge is the strategy execution. The challenge of execution exists, of course, for any strategy. Companies, like individuals, often have a tough time translating thought into action whether in red

or blue oceans. But, compared with red ocean strategy, this can be especially difficult for blue ocean strategy as it represents a significant departure from the status quo.

To varying degrees, companies may face four types of hurdles to strategy execution. Knowing how to triumph over these organisational hurdles is key to successful strategy execution. For this matter, Kim and Mauborgne (2005) identified four key hurdles to strategy execution, namely as Cognitive Hurdle, Resource Hurdle, Motivational Hurdle and Political Hurdle as shown in Figure 6.12.



Source: Kim & Mauborgne. (2005)

Figure 6.12: Four Hurdles to Strategy Execution

6.5.2.8 Roles of Leaders for Execution

To follow the execution method as in Blue Ocean Strategy, is a process by which the leader of an organisation envisions its future and develops the necessary procedures and operations to achieve that future. Execution is the major job of the leader and requires a comprehensive understanding of the organisation. The leader can make execution happen through a deep personal involvement in the substance (people, environment) and even work out the details of the execution.

However, to achieve any strategy, organisation always faces numerous challenges during execution. These challenges as addressed in the four categories of hurdles as described above. To address these hurdles for effective strategy execution, conventional wisdom needs to be challenged with tipping point leadership.

6.5.2.9 Tipping Point Leadership

Tipping Point Leadership is a critical component for making the strategy happen. It aligns and drives staff actions towards achieving the new strategy. Based on the theory as stated in Blue Ocean Strategy, the theory on conventional wisdom claims that a change in organisation is dependent on transforming the mass. Change efforts are focused on moving the mass and therefore they require more resources and a long-time frame.

On the other hand, the tipping point leadership is dedicated to conserve resources and reduce the execution time by focusing on the extreme- people, acts and activities that exercise a disproportionate influence on the performance and then leveraging those factors of disproportionate influence in an organisation to achieve strategic thrust, fast and at low cost as mentioned by Kim and Mauborgne (2005) in Figure 6.13.



Source: Kim & Mauborgne (2005)

Figure 6.13: Tipping Point Leadership Model

6.5.2.10 Fair Process

Fair process is a concept developed by Kim and Mauborgne (2005) that builds execution into strategy by creating people's buy-in up front. When fair process is exercised in the strategy formulation phase, people trust that a level playing field exists, inspiring voluntary cooperation during the execution phase.

There are three mutually reinforcing elements that define fair process: *engagement*, *explanation*, and *clarity of expectation*. Kim and Mauborgne (2005) call them the *Three E Principles of Fair Process* as describe in Figure 6.14.

Engagement	Explanation	Expectation Clarity
Engagement means involving individuals in the strategic decisions that affect them by soliciting their input and allowing them to refute the merits of one another's ideas and assumptions. Engagement communicates management's respect for individuals and their point of view. The result is better strategic decisions by management and genuine commitment from everyone involved in execution.	Explanation means that everyone involved and affected should understand why final strategic decisions are made. An explanation of rationale engenders confidence among employees that managers have considered their opinions and have made decisions impartially in the overall interest of the company, even if their own ideas have been rejected. It also serves as a powerful feedback loop to enhance learning.	Expectation clarity requires that after a strategy is set, managers clearly state the new rules of the game. Although the expectations may be demanding, employees know up front the standards by which their work will be judged and the consequences of failure. When people clearly understand expectations, political jockeying and favoritism are minimized, and people can focus on executing the strategy rapidly.

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Source: Kim & Mauborgne (2005)

Figure 6.14: Fair Process in Blue Ocean Strategy

It should be noted that any subset of the three is insufficient. The three criteria collectively lead to judgment of fair process.

By placing sustainability as the driving force behind its strategic planning agenda and mission, USIM needs to decide on a change process that is well defined based on the framework proposed by the Blue Ocean Strategy. USIM needs to strategize creatively and innovatively to become as a centre of academic excellence through its unique academic programmes compared with other universities.

6.6 Research Methods

In order to materialise the strategies and meets the objectives of this applied research, the data obtained from primary and secondary data. Primary data refers to the information obtained first-hand on the interest for the specific purposes of the case study. Secondary data refers to the information collected from the sources that already exist (Bougie, 2013).

For this purpose, a group of twenty (20) individuals who involved directly in the administrative and operations of the university have been selected. The individuals consisted of senior officers from various departments in USIM. Among the participants, were from Department of Centre for Global Open Access Learning, Immersive Technology & Quality Assurance (GOAL-ITQAN), Centre for Quality Assurance, Policy and Academic Excellence (QAPEX) Bursar Department, Division of Academic Management, Human Resource Department, Registrar's Office and Department of Strategic Communication. These people have been selected due to their significant involvement and authorities in managing the operations of the university and were also involved in the implementation of the strategic planning of the university. They had been gathered for a session to construct a questionnaire in order to access on the capability assessment survey for the expansion of USIM's academic programs in order to increase the students' enrolment to USIM. Once the questionnaires have been developed, the exercise for the SWOT Analysis will be implemented and the results will be generated to classify what are the strengths, weaknesses, opportunities, and threats for USIM towards the implementation of the strategy.

Discussions with USIM's Vice Chancellor, Deputy Vice Chancellor Academic & International, Registrar and Director of Strategic Communication Department of USIM who are responsible as the secretariat for USIM's Strategic Planning has been organized to discuss on the direction and execution plan in order to execute the 5th thrust of USIM's Strategic Planning.

Secondly, a set of questionnaires has been developed and distributed among the communities around Nilai, Negeri Sembilan in order to get their feedbacks whether the demand of offering academic programmes available in USIM would be of their interest or not. On the other hand, the secondary data has been obtained from the relevant

departments in USIM such as the Bursar Office of USIM, Division of Academic Management of USIM, Department of Development and Facilities, *Madat Hayat* Department and Strategic Communication Centre and from other sources such as blueprints, reports and articles from Ministry of Higher Education such as students' admission data, MEB (Higher Education), newspapers, articles and USIM's annual report.

6.6.1 Data Collection

With the availability of resources such as learning facilities, well equipped indoor and outdoor infrastructures, and the presence of teaching staff among academics, it is another advantage for USIM to create an alternative way for its revenue source. With all these potentials, this case research will focus on the strategy to expand USIM's academic programs to increase students' enrolment in realising the 5th thrust.

One way for USIM to generate an alternative income is by targeting on the high number of admission application received from students who are interested to enrol in USIM. By referring to the (Appendix 32 to 34), for the last three (3) years, the statistical report from the Ministry of Higher Education has shown that USIM received an overwhelming response from all over Malaysia for the admission of undergraduate programmes.

However, USIM, like other universities has a limited number of places to offer to the students. This indicates an opportunity for USIM to explore and strategize a comprehensive action plan that could make use of the high number of applications received.

As the education provider, besides offering a knowledge sharing and knowledge expansion strategy, this is among the high potential strategy among other strategies which can be prioritised. Thus, this case research serves as an opportunity for USIM in generating alternatives revenues. One of the strategies can be explored is by offering existing USIM's academic programs to the public, thus increase the students' enrolment. This strategy would open up the chances for the public to undertake formal courses of USIM including the undergraduate and postgraduate courses, and also non-formal courses such as certificate programmes, without undergoing the centralised intake by the Ministry of Higher Education, nor would it interfere with the current undergoing programs in USIM. This would be a special, inhouse enrolment process.

In order to realise USIM's 5th Thrust and to be able make them a reality is by expanding USIM's academic programs to increase student's enrolment as a new source of revenue for USIM. The capability of USIM in executing the strategy must be measured. Therefore, a SWOT analysis need to be formulated before a comprehensive plan in executing the strategies can be executed. Finally, a chart of the blueprint for the execution can be produced.

6.7 Additional Data Gathered: Survey Among the Community

In order to measure the demand of expansion for USIM's academic programmes, on 2nd February to 22nd February 2020, a set of questionnaires has been distributed through online survey towards the nearby population of USIM in Nilai, Negeri Sembilan that consists of residential areas namely, *Desa Jati*, *Desa Anggerik*, *Desa Kolej* and *Desa Arcacia*. The survey has been distributed using various channel; via the mailing list in USIM's formal email called INFO PRO and through the Residential Community Committee.

6.7.1 Research Instrument

Selection of instrumentation is important that drives a desired result aligned with the objective of this applied research. According to Creswell (2012), the instrumentation selection is an important process that resembles the reality aspects that turns into specific numbers and values that can be interpreted accordingly. Li et al. (2017) supported the statement by emphasizing that accurate instrumentation will lead to empirical values that will indicate the right form of the statistic.

The researcher had to review past researchers that had already done the research in order to construct the questionnaires. Therefore, research instrumentation (questionnaires) has been adopted from previous study conducted by Knapper and Cropley (2000) which related to the implementation on Lifelong learning in Higher Education, research by Kassim et al., (2019) on 'Needs of Lifelong Learning For Professionalisation Of Industrial Workers: Opportunities and Challenges' and by Hee et al. (2019) on 'Exploring Lifelong Learning Outcomes among Adult Learners via Goal Orientation and Information Literacy Self-Efficacy'.

The justification of these instrumentations' selection is due to several reasons such as:

- i. The questionnaire constructed is depicted the definite idea that has been discovered previously.
- ii. The questionnaire constructed is fit with the objective of this research.
- iii. The questionnaire constructed can be used generally that has not developed by focusing on specific organisation or institution.

According to the justification listed, the instrumentation chosen is appropriately in the study since it has not bind with any specific related industries. The questionnaire is practically used a specific language that can be understood by individual. Further action has been taken to coordinate the entire instrument chosen into one design of questionnaire. The questionnaire developed incorporated with different segments that could ease the process of data collection for the next process.

The survey has been divided into two sections. Section A is to explore on respondents' demographic specifically the gender, age and job status. Meanwhile, Section B is the area pertaining the demand to expand USIM's academic programs that consist of five (5) questions comprises of Preferred Mode of Studies, Preferred Learning Method, Preferred Level of Studies, Subject of Interest, and Interest level in pursuing academic programs in USIM. The respondents will need to choose the best answer from the given description by ticking their preference.

The questionnaire constructed is in English language. According to "The Role of English in Present Day Higher Education," (Al-Khalil, 2017), English language has become an important language in any sectors such as banking, education, manufacturing, services and many more. Apart from that, back-to-back translation of Malay language and English can be avoided in designing a questionnaire that might jeopardize the content.

6.7.2 Validity

Validity refers to the degree to which the instruments can quantify the differences between individuals on the construct, one seeks to measure. In this study, content validity was determined by an in-depth literature review and the usage of validated survey instruments from previous research. Besides that, an in-depth literature review was

conducted to guarantee that the instruments covered the concepts intended for this study. The instruments were examined and approved by the Panels of Supervisors for Strategic Management Module Committee, Faculty of Economics and Muamalat, USIM in order to ensure the content and face validity.

Their comments were provided below:

- i. Language: Panels have suggested that the language used in the questionnaire should be proofread in a way to capture respondent's understanding.
- ii. Font: In the beginning, the researcher used Arial font and 11 points for questionnaire instruments that resulted in excess in pages and psychologically, it will affect the respondent's mood of answering the questionnaire.

Thus, the panels have recommended that the font should be changed to Times New Roman and 12 points for questionnaire instrument to ease the respondent to answer. According to (Aggarwal & Vaidyanathan, 2016; Li et al., 2017), Times New Roman with 12 points in size will help the respondents' eyes to relax while reading all questions.

- i. Set of questionnaires must be with the serial number to help the researcher to analyse information better and avoid any repetitions of the same respondent.

Once the instruments have been validated, the necessary amendment to the instrument was made based on the recommendation given by the Panels of Supervisors for Strategic Management Module Committee. The corrections to the instrument are important to avoid any issues and misunderstanding about the questionnaire in fieldwork. The researcher conducted a pilot study prior to fieldwork.

6.7.3 Pilot Study

Before the process of collecting data taken place, researcher conducted a pilot study. A pilot study refers to the mini version of a full-scale study or a trial run conduct in planning of the whole study. It is also known as a 'feasibility' of the study. Gay et al., (2011) stated that, a pilot study has been conducted to ensure the researchers are able to interpret valuable data. The measuring instruments used to collect those data must be both valid and reliable. In addition, it also serves as a platform to verify appropriate instrument in collecting data for the actual study. A pilot study is an approach that has been implemented in this case research by utilizing a questionnaire instrument (In, 2017). For this case research, 10 respondents were selected among the surrounding community to be involved in the pilot study. Although it was a small quantity, it has same preferences in actual study. The systematic practice of pilot study was useful to help the researcher to understand the process of conducting a survey well (Becker & Mikan, 2017; Heaton & Britten, 2016; Johnston & Cash, 2017; Pedder et al., 2016).

Further, all information obtained from the pilot study is analysed using the IBM SPSS 23 to identify the reliability of the questionnaire. Data obtained by using internal consistency reliability of coefficient alpha or also known as Cronbach's Alpha co-efficiency. According to Muijs (2004), the instrument is internally consistent and reliable if the test result is over 0.7. Furthermore, a pilot study may lead to additional look at the consistent quality of the instrument. Cronbach's Alpha was additionally performed to test the consistent quality and consistency of the more significant part of the measurements, which will be gained from an exploratory element examination.

The result of the pilot test as shown in Table 6.3 provided helpful information on the questionnaire design, wording, and measurement scales. Thus, it gives a clear picture to plan and execute on fieldwork based on the time obtained.

Table 6.3: Reliability Analysis of the Dimension

Variable	Cronbach's Alpha	N of Items
Lifelong Learning	0.778	5

The validity and reliability test were necessary to ensure that the instrument used were fully examined and consistent with the allocated time (Lee & Seomun, 2016). Validity is a vital venture at the present examination, paying little mind to whether the exploration is qualitative or quantitative (Creswell, 2012).

Creswell (2008) stated that, reliability of the question guarantees a quality when the scores from an instrument are steady and reliable. Meanwhile, Lee and Seomun (2016) characterized dependability as the consistency of the scores obtained and how predictable they are for every respondent involved in the research.

6.7.4 Sample Size

Based on the statistical report from Municipal Council of Nilai (Majlis Perbandaran Nilai, 2019), there is a total number of 2,420 total population from the community within the housing areas surround USIM, namely, Desa Jati (885), Desa Anggerik (761), Desa Kolej (476), Desa Arcacia (298) (MPN, 2019). Thus, from that population number of the community, a sample size could be calculated and determined by that number in order to conduct a survey. The method of distributing the questionnaires was via an online survey. The non-probability sampling approaches for an online survey (convenience sampling) has been used to select the sample.

For this study, the population size has been determined by using the sample size formula based on desired accuracy with confidence level of 95% by Gill et al., (2010) in (Taherdoost, 2017). The description of minimum amount of sample size subset from population displayed as in Table 6.4.

Table 6.4: Sample Size Based on Desired Accuracy with Confidence Level of 95%

Population Size	Variance of the population P=50%					
	Confidence level=95% Margin of error			Confidence level=99% Margin of error		
	5	3	1	5	3	1
50	44	48	50	46	49	50
75	63	70	74	67	72	75
100	79	91	99	87	95	99
150	108	132	148	122	139	149
200	132	168	196	154	180	198
250	151	203	244	181	220	246
300	168	234	291	206	258	295
400	196	291	384	249	328	391
500	217	340	475	285	393	485
600	234	384	565	314	452	579
700	248	423	652	340	507	672
800	260	457	738	362	557	763
1000	278	516	906	398	647	943
1500	306	624	1297	459	825	1375
2000	322	696	1655	497	957	1784
3000	341	787	2286	541	1138	2539
5000	357	879	3288	583	1342	3838

Source: (Taherdoost, 2017)

Based on the Table for sample size of respondents with the confidence level of 95% as displayed in Table 6.4, the size of population respondents between 2000 to 3,000 respondents, the ideal sample size is in the range of 322 to 341 respondents. However, the number of respondents for this study was 550 respondents.

6.7.5 Data Analysis

Within three weeks of data collection, the respondents involved in this study were voluntarily in order to have genuine answer regarding the expansion of USIM's academic programs. The researcher glance through the completed questionnaires to ensure there are no missing information or unanswered question. Therefore, 550 out of 2,420 completed questionnaires have been returned and usable to be processed in the next stage.

Based on the sample size of the respondents that has been derived from the Table for sample size of respondents as stated in the sample size in Table 6.4. It was recommended the ideal sample size of this study was in the range of 322 to 341 respondents. However, in this study a total number of 550 respondents' data among the communities has been collected for this study.

By using descriptive data, all findings were clarified in-depth regarding the data gathered. It includes the description of statistics and the statistics inferential. Descriptive statistics are used to calculate or describe the details contained in the graph, diagram or tables. This also includes the factors and standard deviation which covers the demographic data that includes the gender, age, job status, preferred mode of studies, preferred learning method, preferred level of studies, subject of interest and the interest level. Information data analysis was divided into descriptive statistics. The information data was coded into and analysed with the IBM SPSS 23 by Einspruch (2005).

The information data obtained are analysed by using descriptive statistic. The description of the following research objective was described below. In achieving the objectives of the study, the calculation used percentage, frequency, mean and standard deviation as representative of the descriptive data analysis. According to Kim et al. (2017), in conducting a descriptive analysis, the information that has been obtained need

to be in a set of data. Meanwhile, according to Devlieger et al., (2016), mean used to analyse each score in the distribution. The standard deviation was conducted to measure the data dispersion (Boley & Vreeken, 2017).

6.7.6 Findings Derived from the Survey

In achieving the objectives of this case research, the descriptive analysis was used to generate a description of the data obtained from the study to define the demand on offering the programs USIM was explained by the number of respondents (N), mean and standard deviation. This section was to identify respondent's demographic profiles who are the participants in this study.

6.7.6.1 Demographic Profile of Respondents

Table 6.5 shows the demographic profile of respondents collected from the survey. Subjects' characteristics and background information such as gender, and age were collected from total sample of (N=550) respondents that participated in this survey.

The gender shows female has the highest percentage with 58.5% (N=322) while male respondents are 41.5% (N=228). For the age range, the age range between 26 to 35 years old is the highest with 46.5% (N=256) and the lowest was the respondents above 45 years old with 3.3% (N=18).

For respondent's job status, 34.4% (N=189) of the total respondent work as government servant, 25.3% (N=139) are the students, 21.1% (N=116) of respondent work in private sector, 10.9% (N=60) of them are the pensioner or housewife and self-employed recorded the least with 8.4% (N=46). The mean recorded is 2.45 (SD=1.256).

Table 6.5: Demographic Profile of Respondents

	Description	N=550	Percentage %
Gender	Female	322	58.5
	Male	228	41.5
Age	Below 18 years old	0	0
	19-25 years old	102	18.5
	26-35 years old	256	46.5
	36-45 years old	174	31.6
	Above 45 years old	18	3.3
Job Status	Students	139	25.3
	Government Servant	189	34.4
	Private Sector	116	21.1
	Self-Employed	46	8.4
	Pensioner/Housewife	60	10.9

6.7.6.2 Demand of Offering USIM's Academic Program to the Public

Table 6.6 shows the findings from the survey. For the Preferred Mode of Study, most of the respondents chose to pursue for their study in part time mode with 85.1% (N=468) rather than the full-time mode with 14.9% (N=82) with the total mean is 1.15 (SD=.357). Meanwhile, for Preferred Learning Method, the highest percentage with 67.5% (N=371) obtained for mixed method learning which consist of both online and face to face with the total mean 2.40 (SD=.855). For Preferred Level of Studies, undergraduate level was the highest level of studies has been chosen with 42.5% (N=234), followed by Certificate level (Basic/Advance) consist of 18.4% N=101, Postgraduate level; Master's with 17.8%, N=98, PhD with 9.6% (N=53) and the Post Graduate Diploma program was the lowest with 11.6% (N=64), with the total mean 3.11 (SD=1.185).

Next, for Subject of Interest, the highest subject chosen is in Education with 22.2% (N=122) followed by Economic and Islamic Finance with 21.6% (N=119), Islamic Studies with 18.7% (N=103), Linguistic with 17.6% (N=97), Business and

Entrepreneurship recorded total percentage of 19% (N=105) and lastly Information Technology was 5.1% (N=28) with the total mean is 3.76 (SD=1.707).

Finally, for the Level of Interest, the respondents that involved in this study responded that they were very interested with 59.6% (N=328). Apart from that, 30.9% (N=170) were recorded to pursue Lifelong Learning Program and only 9.5% (N=52) were uncertain with the total mean of 1.50 (SD =.663).

Table 6.6: Demand on Offering USIM's Academic Program to the Public

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	550	1	2	1.59	.493
Age	550	2	5	3.20	.772
Job Status	550	1	5	2.45	1.256
Preferred Mode of Studies	550	1	2	1.15	.357
Preferred Learning Method	550	1	3	2.40	.885
Preferred Level of Studies	550	1	5	3.11	1.185
Subject of Interest	550	1	6	3.76	1.707
Level of Interest	550	1	3	1.50	.663
Valid N (listwise)	550				

Description		N=550	Percentage %
Preferred Mode of Studies	Full time	82	14.9
	Part time	468	85.1
Preferred Learning Method	Online	149	27.1
	Face to face (classroom) method	30	5.5
	Combination online and face to face (classroom) method	371	67.5
Preferred Level of Studies	PhD	53	9.6
	Masters	98	17.8
	Undergraduate	234	42.5
	Post Graduate Diploma	64	11.6
	Certificate (Basic/Advance Level)	101	18.4
Subject of Interest	Islamic Studies	103	18.7
	Information Technology	28	5.1
	Education	122	22.2
	Linguistic	97	17.6
	Economic and Islamic Finance	119	21.6
	Business and Entrepreneurship	81	14.7

Description		N=550	Percentage %
Level of Interest	Very interested	328	59.6
	Interested	170	30.9
	Uncertain	52	9.5

6.7.7 Discussion on the Findings

The findings deduced from the survey were based on 550 feedbacks received from the respondents. From the survey, it can be concluded, majority of the respondents are more than willing to take up the programs for the betterment of life and socio economy factor. Positive feedbacks were received, and majority of the respondents have shown interest to join such program. This is a good implication and a great opportunity for USIM to offer an alternative way of learning to those genuinely interested. Thus, to be the main player in the education industry, USIM needs to diversify its academic programs by having a variety of methods of its current operations.

The survey has indicated that majority of respondents preferred to take this opportunity. Majority of the respondents mentioned that this method of offering USIM's academic programs will be the best alternative for them to gain knowledge as this program will be conducted either in full or part time basis and using various methods of learning process.

An important outcome from the analysis of findings for this applied research case, it allows for ideas and suggestions to solve the rising problems, subsequently fulfilling the research objectives. In order to realise USIM's 5th thrust, the university is able to create a new source of revenue by expansion of USIM's academic programs to public. This highly potential idea requires the management's serious action plans for it to be charted as the university's blueprint and to turn it into a reality.

6.8 Analysis on External Environmental

Organisations do not conduct their business in a vacuum. Organisation sometimes operate in an external environment that is rapidly changing, complex and global. The external environment in which the organisation operates in may sometimes provide businesses with conditions that can either help the organisation improve its performance or hinder its performance.

An external environmental analysis is the process of scanning and evaluating an organisation's general environment. The purpose of an external environmental analysis is to provide The Management with a better understanding of the organisation's opportunities and threats. An opportunity is an external environmental factor which can help the organisation improve its performance and achieve its strategic objectives. On the other hand, threat is an external environmental factor which can hinder an organisation's performance and prevent the organisation from achieving its strategic objectives. To determine the external factors that influences the organisation, PESTEL analysis will be undertaken. PESTEL is an acronym, and the letters stand for political, economy, social cultural, technology, environmental and legal. These external forces are helpful to the organisation in achieving its objectives, which referred to as opportunities and minimize or avoid the impact of external threats.

6.9 Analysis on Internal Environment

Conversely, internal environment analysis is the analysis of information obtained within the organisation. It identifies and evaluates the strengths and weaknesses of the organisation. Strength is defined as anything internal to the organisation that may lead to an advantage relative to its competitors and a benefit relative to customer. A weakness is defined as anything internal that may lead to a disadvantage relative to

competitors and customers. The internal strengths and weaknesses are typically located in functional areas of the organisation, such as management, marketing, finance, and operations (Mohamed et al., 2014)

- i. First in the list, Management is the main component and involves a coordination mechanism comprising five activities (planning, organizing, directing, motivating and controlling). It begins with the planning, coordination and encouragement of human resources and shows the appropriate ways to manage and track resources.
- ii. The marketing aspect is second. Once the basic has been developed, goods and services must be provided by marketing through multiple marketing channels to customers. This role involves product creation, price establishment, delivery and promotions, assisted by comprehensive marketing research.
- iii. Third, Finance is important in every organisation, as it determines the university's strengths and limitations as they relate to finances, management and marketing, productivity metrics and cash flows that assess the current activity concern.
- iv. Finally, in Operations that includes the cycle of input/ resources transformation into goods and services. Operations and facilities are important as they produce profits and revenue for the organisation.

There were 60 questions constructed by a group of selected people in USIM and endorsed by the Management of USIM led by the Vice Chancellor to measure the capability of the university in implementing the strategy. Next, the questionnaires have been distributed among twenty individuals who involved in USIM's strategic planning.

The method of the survey was using a score scale format. To determine the importance of each factor, a score between 1 (Least important) to 10 (Most Important) are attached to each factor. Then the score and a weighted score is calculated as in the tables below whereby the findings can be obtained. From here the capability of the university can be measured to implement the strategies. Subsequently, the same process is repeated by assessing the capability of the university in facing those factors, with ratings of between 1 and 10 (Column C). To attain at link between the importance and the capability, the weighted score is calculated by multiplying Column B with Column C to arrive at the results on Column D. Next, to identify the largest opportunities for the university, the top five factors, measured by the ones with the highest weighted scores on Column D are chosen.

A similar approach is repeated to identify the biggest threats. In this case, the top five (5) factors with the highest scores arrived by subtracting Column C from Column A will make into the list. Finally, all the factors will be gathered to extract all the factors accordingly by sequence.

All the factors that contribute have been listed to the analysis. By applying the TOWS Matrix techniques which deliberated by Mohamed et al. (2014), the factors and capable aspects of the university to implement the strategies will be identified. By listing them out in a common table and each of the strategies then be grouped into some rationale criteria and those strategies will be consolidated and condensed into one to ensure that all the strategies would have the same direction. The result deduced from the analysis will be as a guide to the university in implementing strategies which has been outlined in the Strategic Planning process, considering all the factors and capabilities of the university based on the score obtained and what are the main priorities need to be considered before implementing any strategies.

6.10 Conducting SWOT Analysis

There are certain factors must be considered in the process of conducting a SWOT analysis. The factors are known as an external environmental analysis which consists of political, economy, social cultural, technology, environmental and legal elements (PESTEL). On the other hand, the internal factor analysis which consisted of four functional areas as stated above, is to identify the strengths and weaknesses of an organisation.

The analysis will be classified and grouped accordingly as below:

- i. The external environmental factor analysis is shown in Table 6.7.
- ii. The external environmental factor analysis (sorted for Opportunities and Threats) is shown in Table 6.8.
- iii. The internal factor analysis (sorted for Strengths and Weaknesses) is shown in Table 6.9.

Next, the analysis will be sorted for all four factors: Strengths, Weaknesses, Opportunities and Threats as depicted in Table 6.10 and finally is the outcomes of the SWOT Analysis Findings on constructing the TOWS Matrix are depicted in Table 6.11.

Table 6.7: The External Environmental Factor Analysis

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/185	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)
1	1	1-Pol	Changes in leadership and political situation	7	0.038	5	0.189
2	2	1-Pol	Changes in education policy	7	0.038	5	0.189
3	3	1-Pol	Policy on academic program accreditation	9	0.049	3	0.146
4	4	1-Pol	Changes in government policy on immigration requirement	7	0.038	5	0.189

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/185	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)
5	5	1-Pol	Country's aspiration to increase international students' enrolment	8	0.043	5	0.216
6	6	2-Econ	Changes to economic climate	6	0.032	5	0.162
7	7	2-Econ	Reducing budget by the government	9	0.049	2	0.097
8	8	2-Econ	Government aspiration to become high-income and high-tech nation efforts	8	0.043	3	0.130
9	9	2-Econ	Currency exchange rates	9	0.049	7	0.341
10	10	2-Econ	Economic collaboration (Invitation for further investment from abroad institution)	8	0.043	8	0.346
11	11	3-Soc	Technology addiction	9	0.049	8	0.389
12	12	3-Soc	Demographic changes and language barrier	6	0.032	5	0.162
13	13	3-Soc	Attitude towards institution's branding	6	0.032	6	0.195
14	14	3-Soc	Attitude towards contributing to building the nation (Nurturing Malaysia's future generation via education)	10	0.054	9	0.486
15	15	3-Soc	Cultural differences	6	0.032	6	0.195
16	16	4-Tech	Advance in technology	5	0.027	5	0.135
17	17	4-Tech	Costs on technology	5	0.027	5	0.135
18	18	4-Tech	Less funding availability for technology	9	0.049	5	0.243
19	19	4-Tech	Availability of new products	5	0.027	5	0.135
20	20	4-Tech	Emergence of IOT (Internet of Things)	9	0.049	9	0.438
21	21	5-Env	Increase in environmental awareness policy	5	0.027	5	0.135
22	22	5-Env	Awareness on power consumption	4	0.022	5	0.108
23	23	5-Env	Attitude towards green technology	4	0.022	6	0.130

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/185	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)
24	24	5-Env	Attitude to support for renewable and energy saving	3	0.016	5	0.081
25	25	5-Env	Environment friendly and recycle product	4	0.022	6	0.130
26	26	6-Legl	Restriction on immigration act	3	0.016	5	0.081
27	27	6-Legl	Restriction on student bond policy	4	0.022	6	0.130
28	28	6-Legl	Restriction on Employment laws	4	0.022	6	0.130
29	29	6-Legl	Privacy and data protection laws	3	0.016	5	0.081
30	30	6-Legl	Financial provider rules and regulation	3	0.016	6	0.097
Total				185	1.000		

Source: Developed for the Current Study

- Pol=Political
- Econ=Economical
- Soc=Sociological
- Tech = Technological
- Env= Environmental
- Legl=Legal

Outcome from the (external factor) environmental analysis approach above will be used to determine the opportunities and threats related to the university as shown in Table 6.8.

Table 6.8: The External Environmental Factor Analysis
(Sorted for Opportunities and Threats)

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/185	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)	(e) Threats = (a-c)
14	14	3-Soc	Attitude towards contributing to building the nation (Nurturing Malaysia's	10	0.054	9	0.486	Opp 1

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/185	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)	(e) Threats = (a-c)
20	20	4-Tech	future generation via education) Emergence of IOT (Internet of Things)	9	0.049	9	0.438	Opp 2
11	11	3-Soc	Technology addiction	9	0.049	8	0.389	Opp 3
10	10	2-Econ	Economic collaboration (Invitation for further investment from abroad institution)	8	0.043	8	0.346	Opp 4
9	9	2-Econ	Currency exchange rates	9	0.049	7	0.341	Opp 5
7	7	2-Econ	Reducing budget by the government	9	0.049	2	0.097	7 (Threat 1)
3	3	1-Pol	Policy on academic program accreditation	9	0.049	3	0.146	6 (Threat 2)
8	8	2-Econ	Government aspiration to become high-income and high-tech nation efforts	8	0.043	3	0.130	5 (Threat 3)
18	18	4-Tech	Less funding availability for technology	9	0.049	5	0.243	4 (Threat 4)
5	5	1-Pol	Country's aspiration to increase international students' enrolment	8	0.043	5	0.216	3 (Threat 5)
1	1	1-Pol	Changes in leadership and political situation	7	0.038	5	0.189	2
2	2	1-Pol	Changes in education policy	7	0.038	5	0.189	2
4	4	1-Pol	Changes in government policy on	7	0.038	5	0.189	2

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/185	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)	(e) Threats = (a-c)
6	6	2-Econ	immigration requirement Changes to economic climate	6	0.032	5	0.162	1
12	12	3-Soc	Demographic changes and language barrier	6	0.032	5	0.162	1
13	13	3-Soc	Attitude towards institution's branding	6	0.032	6	0.195	0
15	15	3-Soc	Cultural differences	6	0.032	6	0.195	0
16	16	4-Tech	Advance in technology	5	0.027	5	0.135	0
17	17	4-Tech	Costs on technology	5	0.027	5	0.135	0
19	19	4-Tech	Availability of new products	5	0.027	5	0.135	0
21	21	5-Env	Increase in environmental awareness	5	0.027	5	0.135	0
22	22	5-Env	Awareness on power consumption	4	0.022	5	0.108	-1
23	23	5-Env	Attitude towards green technology	4	0.022	6	0.130	-2
24	24	5-Env	Attitude to support for renewable and energy saving	3	0.016	5	0.081	-2
25	25	5-Env	Environment friendly and recycle product	4	0.022	6	0.130	-2
26	26	6-Legl	Restriction on immigration act	3	0.016	5	0.081	-2
27	27	6-Legl	Restriction on student bond policy	4	0.022	6	0.130	-2
28	28	6-Legl	Restriction on Employment laws	4	0.022	6	0.130	-2
29	29	6-Legl	Privacy and data protection laws	3	0.016	5	0.081	-2

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/185	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)	(e) Threats = (a-c)
30	30	6-Legl	Financial provider rules and regulation	3	0.016	6	0.097	-3
Total				185	1.000			

Source: Developed for the Current Study

- Pol=Political
- Econ=Economical
- Soc=Sociological
- Tech= Technological
- Env= Environmental
- Legl=Legal

On the other hand, the internal environmental analysis as shown in Table 6.9, is to identify the strengths and weaknesses of the university. It does not only serve as a guidance to the Management in terms of the capabilities and lack of the university but useful in determining if the university is ready to take off with the execution strategy.

Table 6.9: The Internal Factor Analysis
(Sorted for Strengths and Weaknesses)

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/213	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)	(e) Weaknesses = (a-c) sorted
1	13	Mktg	High demand for admission to UG programs	10	0.047	10	0.476	S1
2	12	Mktg	Have target audience among religious school SPM/STPM leavers	10	0.047	9	0.429	S2
3	6	Mgt	The only public Islamic university fully funded by government	9	0.042	9	0.386	S3
4	2	Oprt	University has experts in specialization areas	10	0.047	8	0.381	S4

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/213	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)	(e) Weaknesses = (a-c) sorted
5	3	Oprt	Have adequate facilities and logistics	9	0.042	8	0.343	S5
6	24	Oprt	Commitment of Faculties in implementing the programs	10	0.047	4	0.190	W1(6)
7	22	Mktg	Not aggressive in marketing the university's product	9	0.042	4	0.171	W2(5)
8	21	Mgt	Require significant budgets and allocation for marketing and promotional activities program	8	0.038	3	0.114	W3(5)
9	23	Oprt	Lack of human resource (administration staff) to implement the program	8	0.038	3	0.114	W4(5)
10	25	Mgt	Internal bureaucracy in university which relates to the financial management	8	0.038	4	0.152	W5(4)
11	26	Mgt	Autonomy in management and governance	6	0.028	2	0.057	4
12	27	Mgt	Do not get full support from the University's Management	6	0.028	2	0.057	4
13	28	Mgt	Set up entity to manage the non-mainstream admission program	6	0.028	3	0.086	3
14	29	Mgt	Not having strong relationships with industries	6	0.028	3	0.086	3

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/213	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)	(e) Weaknesses = (a-c) sorted
15	30	Mgt	Not gaining good reputations with other institutions	6	0.028	4	0.114	2
16	4	Oprt	Have good IT infrastructure	7	0.033	6	0.200	1
17	5	Oprt	Good relationship with abroad HEIs	6	0.028	5	0.143	1
18	1	Oprt	University's location	7	0.033	7	0.233	0
19	7	Mgt	Dedicated to candidates who possessed Arabic language and Islamic studies qualification for admission to UG programs	6	0.028	6	0.171	0
20	8	Mgt	Have good relationship with industries	5	0.023	5	0.119	0
21	9	Mgt	Autonomy in managing governance issue	5	0.023	5	0.119	0
22	10	Mgt	Economic collaboration (Invitation for further investment from abroad institution)	6	0.028	5	0.143	1
23	11	Mktg	Have capability to accommodate more students' enrolment	7	0.033	5	0.167	2
24	14	Mktg	Demand from industries and abroad institutions	6	0.028	6	0.171	0
25	15	Mktg	Provide opportunities to continue studies at higher level (Nurturing Malaysia's future generation via education)	9	0.042	7	0.300	2
26	16	Fin	Have full control on budget	6	0.028	5	0.143	1

No.	Seq	Aspect	Factor	(a) Impact Score 1-10	(b) Weightage = a/213	(c) Capability Score 1-10	(d) Weighted Capability = (b*c)	(e) Weaknesses = (a-c) sorted
27	17	Fin	allocation and distribution Have full control to determine the student's fees	5	0.023	5	0.119	0
28	18	Fin	Autonomy on financial management	6	0.028	5	0.143	1
29	19	Fin	Facilities to get loans from outsource (financial provider/ private sectors/GLC)	6	0.028	4	0.114	2
30	20	Fin	Good relationship with financial provider	5	0.023	4	0.095	1
Total				213	1.000			

Source: Developed for the Current Study

- Mgt= Management
- Oprt= Operations
- Mktg= Marketing
- Fin= Finance

Finally, the findings from this analysis are presented in the TOWS Matrix as shown in Table 6.10, which divided the listings of factors into quadrants and will be listed in Top five (5) for every quadrant (Strengths, Weaknesses, Threats, Opportunities) together with the strategies or action to be taken by the university for the expansion of USIM's academic programs to increase students' enrolment.

6.10.1 SWOT Analysis Findings by Constructing the TOWS Matrix

The SWOT analysis has deliberated on the details of internal and external analysis and for this section the model assumes that the list of the possible strengths and weaknesses as well as the opportunities and threats have been finalized as shown in

Table 6.10. The university will be able to identify its strengths, weaknesses opportunities and threats. The models needed to match the external (opportunities and threats) with the internal (strengths and weaknesses) factors to generate the appropriate strategies for USIM to strategized as illustrated in Table 6.11 on constructing the TOWS Matrix. The TOWS Matrix proposes to merely to match the external and internal factors that are compatible to generate a strategic option. Top five (5) factors will be considered for each of the four groups.

The rationale for considering only five top factors for each of the four groups (SWOT) perhaps can be appreciated at this juncture for a number of more than five could lead to a bigger number of combinations. In fact, at the last step of the strategic analysis process which is implementation phase. Thus, focusing on the top 5 factors is wise and having numbers does not bring any advantage to the exercise (Mohammed et al, 2014).

Table 6.10: SWOT Analysis Findings (Sorted for All Four Factors: Strengths, Weaknesses, Opportunities and Threats)

STRENGTHS	1. High demand for admission to Undergraduate (UG) programs 2. Have target audience among religious school SPM/STPM leavers 3. The only public Islamic university fully funded by government 4. University has experts in specialization areas 5. Have adequate facilities and logistics
WEAKNESSES	1. Commitment of Faculties in implementing the programs 2. Not aggressive in marketing the university's products 3. Require significant budgets and allocation for marketing and promotional activities program 4. Lack of human resource (administration staff) to implement the program 5. Internal bureaucracy in university which relates to the financial management
OPPORTUNITIES	1. Attitude towards contributing to building the nation (nurturing Malaysia's future generation via education) 2. Emergence of IOT (Internet of Things) 3. Technology addiction 4. Economic collaboration (Invitation for further investment from abroad institution) 5. Currency exchange rates
THREATS	1. Reducing budget by the government 2. Policy on academic program accreditation 3. Government aspiration to become high-income and high-tech nation efforts 4. Funding availability for technology 5. Country's aspiration to increase international students' enrolment

Source: Developed for the Current Study

Table 6.11: Constructing the TOWS Matrix

SWOT MATRIX		STRENGTHS (S) (List 5 Top Strengths)	WEAKNESSES (W) (List 5 Top Weaknesses)
	S1	High demand for admission to UG programs	W1 Commitment of Faculties in implementing the programs
	S2	Have target audience among religious school SPM/STPM leavers	W2 Not aggressive in marketing the university's products
	S3	The only public Islamic university fully funded by government	W3 Require significant budgets and allocation for marketing and promotional activities program
	S4	University has experts in specialization areas	W4 Lack of human resource (administration staff) to implement the program
	S5	Have adequate facilities and logistics	W5 Internal bureaucracy in university which relates to the financial management
OPPORTUNITIES (List 5 Top opportunities)	SO strategies		WO Strategies
O1 Attitude towards contributing to building the nation (nurturing Malaysia's future generation via education)	a.	Offer part/full time admission through direct intake (non-mainstream channel via Ministry 's selection process (UPU) (S1, S2, S3, O1, O3)	f. Top Management function in directing and drive the faculties to give full commitment in executing the programs (W1)
O2 Emergence of IOT (Internet of Things)	b.	Offers flexible, distance learning and executive programs for all level of studies (S1, S3, S4 O1, O2, O3, O4, O5, T5)	g. Allocation for marketing and promotional activities (S4, W2)
O3 Technology addiction	c.	Having international collaboration for undergraduate/ postgraduate programs/ set up branches abroad (S4, O4, O5, T5)	h. Increase the number of staff and instructors for new entity to manage the programs and teaching process (W3)

O4	Economic collaboration (Invitation for further investment from abroad institution)	d.	Expand the programs to public, accessible via online (S1, O3, S5, W3, O5)	i.	The establishment of an entity that manage and conduct the program (W5)
O5	Currency exchange rates	e.	Fully utilize the facilities to conduct the programs (S1, S5)	j.	The new entity will be independent and manage its own financial management (W5)
THREATS (T) (5 Top Threats)		ST strategies		WT strategies	
T1	Reducing budget by the government	k.	Academic programs offered will be targeting at niche market (to those who possess Arabic language and Islamic studies course at the SPM level for admission to the undergraduate level) (O1, S1, S3, T1)	p.	Promote to Islamic religious schools as USIM is the only university that requires Arabic language and Islamic studies as the admission requirement for undergraduate programs (S3, T1, W2)
T2	Policy on academic program accreditation	l.	Offer academic programs which have obtained MQA accreditation (O1, T2, S5, S1)	q.	Management roles to expedite the accreditation process from MQA (T2)
T3	Government aspiration to become high-income and high-tech nation efforts	m.	Offer competitive study fees compared to public/private universities in Malaysia (S2, S4, O5)	r.	Tie up good relationship with industries and financial provider (W3, T3, T4)
T4	Less funding availability for technology	n.	Facilities to get loans from outsource (financial provider/ private sectors/GLC) (T4, W3)	s.	Offers programs which have been fully accredited by MQA (T4, T5)
T5	Country's aspiration to increase international students' enrolment	o.	Collaboration with other institutions within the country to offer this program (S3, O1, T1, T4, S5, O2)	t.	Joint venture with private, GLC sectors (T1, T4)

Source: Developed for the Current Study

6.10.2 Findings and Analysis from TOWS Analysis

The analysis from TOWS Analysis will be deliberated as follows:

i. SO Strategies

a. Offer Part/Full Time Admission Through Direct Intake (Non-Mainstream Channel Via Ministry's Selection Process (UPU))

Every year since its inception in 2000, USIM received its new student enrolment from applicants processed through the Ministry of Higher Education centralised selection. There were demands from the public to pursue their studies in USIM based on the statistical report obtained from the Ministry of Higher Education, Malaysia (as shown in Appendix 32 to Appendix 34) on the application of candidates that chose USIM for admission at undergraduate level for three consecutive years (2016-2018). There were more than 20,000 applications for admission to USIM was received by MOHE.

By having limitation in terms of number of intakes, USIM will eventually have stagnant yearly enrolments. This is a good indicator and a great opportunity for USIM to offer an alternative way of learning to those genuinely interested. Thus, to be the main player in the education industry, USIM needs to diversify its academic programs by having a variety of methods of its current operations.

b. Offers Flexible, Distance Learning and Executive Programs for All Level of Studies

By widening access made to the society, it is hoped this program would benefit the society to gain knowledge. By offering this type of program, which called as a 'lifelong learning program', USIM would have the opportunity for the expansion of its academic programs by offering the undergraduate/ postgraduate program in the mode

that may access by the society. This is also in line with the country's mission that knowledge can be accessible by everyone as indicated in the Thrust No. 3 in Malaysian Education Blueprint (Higher Education), be able to provide life-long learnings to the public. The argumentation was also supported by the survey on the needs of having Life-Long Learning programs which has been conducted and it is proven that there were demands for the programs from the communities.

USIM is expected to be among the players in the education industry since the advantages that USIM has on its academic programs. By offering the Executive programs, such as Distance Learning in flexible mode, this will attract working personnel in industries to pursue higher education either for their career advancement or for self-satisfaction. The next step is to offer the certificates programs. USIM has the capability and capacity of offering those programs to those who are interested. By having the expertise in religious courses, linguistic courses, bakery and pastries courses, it is believed that these types of courses could be offered to the public. Besides being an institution, which offers the mainstream programs, these kinds of courses will attract a different sector of stake holders who are keen to pursue this method of learning.

c. Having International Collaboration for Undergraduate/ Postgraduate Programs/ Set Up Branches Abroad

As of June 2019, a high demand from international academic institutions to sign the Memorandum of Understanding (MoU)/ Memorandum of Agreement (MOA) with USIM indicates their high interest in USIM's academic programs and curriculum to be taught at their respective institutions.

The needs for collaborations with international institutions to offer this program abroad is possible as there are demands from respective institutions abroad and therefore, USIM will have the opportunity to set up branches abroad.

d. Expand the Programs to Public, Accessible via Online

With the emergence of IOT in this millennial era, public universities need to diversify their teaching structure to meet the demands of the stakeholders. The recent era is technology based. The students are now capable of communicating with lecturers across the world in their classroom with the help of technology like Google meet, Microsoft Teams, Skype and so on. Therefore, USIM needs to adapt with the technological changes. On top of that, the lecturers need to upgrade their teaching styles by using technologies to provide the students with better education opportunities.

In this millennial era, the Z generation tend to be the IT savvy generation and are addicted to the usage of electronic devices and gadgets such as mobile phones, iPad and other electronic devices. The accessibility is just at their fingertips. This indicates that the accessible or the way to gain knowledge will not necessarily gain by physically attendance or face by face method. Therefore, USIM needs to think innovatively and creatively to enhance their ways of disseminating knowledge to the new generation of millennials.

The diversify way of teaching to online and web-based approach need to be enhanced rather than the conventional ways of teaching. On top of that, an online platform would be the best solution for this program to be organized especially when the participation and involvement of working adults.

e. Fully Utilize the Facilities to Conduct the Programs

With the availability of resources such as learning facilities, well equipped indoor and outdoor infrastructures and the presence of teaching staff among academics, it is another advantage for USIM to create an alternative way for its revenue source.

As of June 2019, USIM can only cater maximum of 12,000 students at its main campus in Nilai, Negeri Sembilan. The projection was supposed to be 20,000 students by 2020. But, due to the economic downturn factor, the government could not proceed with the development project. However, this program will not be asking for additional physical facilities from the university as it will only use the existing resources and facilities since the classes will be conducted either via online or face to face but during weekends and after office hours. Being one of the newer public universities, USIM is fully equipped with modern and up to date infrastructure that allows a conducive environment to study. Facilities such as the lecture halls, tutorial rooms, library and others are available for usage, both during weekdays and weekends. The proposed program upon approval could kick start immediately by making use of the existing facility and infrastructure of USIM at a scheduled timing that does not interfere with the ongoing mainstream courses.

Information data retrieved from USIM's Development & Facilities Department and Division of Academic Management, the facilities such as classes, laboratories, halls are not an issue as currently, all the classes are only conducted during the weekdays. The venues were not being utilized during weekends. This scenario also called as "*cold spots*" based on what have been described in the Blue Ocean Strategy which carries the meaning of "activities that have high resource inputs but low performance impacts".

Hence, one way to avoid this wastage is to redistribute the resources from cold spots (low impact) to *hot spot* (high impacts)". Table 6.12 shows the total numbers of

venues that can be utilised by USIM to cater the needs of having such programs at USIM during weekends or evening. Besides that, USIM may not only offer programs in the classroom but, it can also be offered via online and distance learning.

Table 6.12: Total Number of Teaching & Learning Venues (Classrooms)

No.	Total Number of Teaching and Learning Venues	Total
1	Main Central Hall	2
2	Main Hall	2
3	Faculty's Main Hall	7
4	Medium Hall	19
5	Rooms for classes (medium size)	10
6	Classes (small size)	18
7	Tutorial Rooms	102
8	Laboratories	55
9	Studios	4

Source: Development & Facilities Department,
Division of Academic Management of USIM (2019)

Being in a positive and conducive environment plays an important factor for any Higher Educational Institutions. USIM is surrounded by several housing areas and residence from various lifestyle and academic backgrounds.

It is believed that the Life-Long Learning programs would get a good respond from the public, especially the locals. In addition, in terms of accessibility (location), USIM is located at a very strategic place. It is located within the golden triangle of Putrajaya (the Government based location), Cyberjaya and just few miles to Kuala Lumpur International Airport (KLIA).

ii. WO Strategies

f. Top Management Function in Directing and Drive the Faculties to Give Full Commitment in Executing the Programs

This is where the Top Management involvement gets very crucial. A clear direction needs to come from the Top Management to drive the faculties to give full

commitment in the implementation and operationalization of the programs. The direction given to the faculties who owned the academic programs must be clear and precise.

g. Allocation for Marketing and Promotional Activities

Obviously, marketing and promotion activities need for certain amount of budget and allocation to be invested. Even though, the operational budget received from the government is far behind the expenditure incurred, USIM needs to invest for the marketing and promotional activities for this program. This is where USIM is lack on this part and this what has been practised by other public universities which USIM should pay attention on and invested in.

The revenue generates from the programs which came from the tuition fees imposed for the programs will contribute and generate revenues for the university. This will somehow reduce the burden and act as an alternative income resource for the university. To make things worse, expenditure will increase every year but as the revenue from enrolments are stagnant, a nett deficit will begin to show on the coming year's financial report. Transformation needs to be done in USIM, from the conventional way to a more innovative and aggressive approach.

h. Increase the Number of Staff and Instructors for New Entity to Manage the Programs and Teaching Process

The recruitment for the personnel to operationalise this program must be carried out together with the appointment of instructors for this program to be conducted in an appropriate way and up to the standard.

i. The Establishment of An Entity That Manage and Conduct the Program

The needs for a dedicated entity which focuses on marketing of this program to increase the awareness and attract the stakeholders among the public and society to enrol to this program. The Management need to set up a new entity which focuses on conducting the program at USIM.

j. The New Entity Will Be Independent and Manage Its Own Financial Management

Public universities who implemented this program at their respected universities have a dedicated entity or department who administered and managed the programs which is not offered through the mainstream channel.

All activities concerning offering academic programs either formal or non-formal academic programs has been centralised under one dedicated entity. This entity has been given autonomy which allows the entity to manage the governance aspect such as in offering academic programs to the public and financial management.

In other words, by giving autonomy to that entity the bureaucracy factor can be avoided and not involved the central administration. With the capability and resources that the entity owned, the networking can be established with other counterparts, either with education institutions, industries and other parties locally and internationally.

iii. ST Strategies

k. Academic Programs Offered Will Be Targeting at Niche Market (To Those Who Possess Arabic Language and Islamic Studies Course at the SPM Level for Admission to the Undergraduate Level)

The uniqueness of the admission requirement to USIM, will be entries from the Islamic religious based school leavers. The compulsory requirement for admission to

the undergraduate program requires the candidate to possess a minimum credit in the Arabic two other Islamic studies subjects. Therefore, this is a great opportunity for USIM to target on the niche market to get more students' enrolment.

1. Offer Academic Programs Which Have Obtained MQA Accreditation

The accreditation of the undergraduate and postgraduate programmes by the authority; from the Ministry of Higher Education (MOHE) and Malaysian Qualifications Agency (MQA) will be the barrier for USIM to explore new market of getting the students especially at an international level.

In fact, all universities in Malaysia need to get full accreditation status before the programs can be offered abroad. USIM needs to analyse and decide on which programme should be offered first. As of June 2019, there are nine undergraduate programmes that had received the full accreditation status from Malaysian Qualifications Agency (MQA). Therefore, it is advisable that the programmes which have received and obtained the full accreditation status should be offered first while waiting for other programs to get its full accreditation status.

The next step is to offer the certificates programmes. USIM has the capability and capacity of offering those programmes to those interested. By having the expertise in religious courses, linguistic courses, bakery and pastries courses etc, it is believed that these types of courses could be offered to the public. Besides being an institution, which offers the mainstream programme, these kinds of courses will attract a different sector of stake holders who are keen to pursue this kind of knowledge.

m. Offer Competitive Study Fees Compared to Public/ Private Universities in Malaysia

USIM would not be the first to offer the Life-Long Learning programs in Malaysia, nor is it the only one doing so. Hence, in order to be competitive, the tuition fees of offering this program at USIM should be reasonable with the current market and competitive with other universities that offer the same module of learning methods.

It is advisable for USIM to offer a slightly lower tuition fees compared with other universities. This will give the potential clients more options to consider in order to pursue their higher education in USIM since the stakeholders have the option of getting better alternatives at other universities.

n. Facilities to Get Loans from Outsource (Financial Provider/ Private Sectors/ Government Linked Companies (GLC))

Public universities received less budget from the government particularly for ICT infrastructure. Therefore, as the 12th and the only public Islamic university is fully owned and funded by the Malaysian Government has the advantage of getting loans from the financial provider, or any other private sector and Government Link Companies (GLC) to equip USIM with necessary requirement to enhance the capability of the infrastructure which related to the technology aspect.

o. Collaboration with Other Institutions within the Country to Offer the Program

Ideally, USIM hopes to conduct the Life-Long Learning programs at various locations throughout Malaysia. By doing so, it is hoped that the programs would benefit a larger pool of target audience. However, at the current time, USIM has no other branches throughout the region, hence, efforts need to be carried out by the Management

to have collaborations with respective institutions to allow the sharing of various venues that can accommodate the needs of having Life-Long Learning programs.

iv. WT Strategies

p. Promote to Islamic Religious Schools as USIM is the Only University that Requires Arabic Language and Islamic Studies as the Admission Requirement for Undergraduate Programs

As a newbie, USIM will have to compete with several other institutions in getting enrolments for the equivalent Lifelong learning programs.

Competition also exists from other universities that is not Islamic based, such as UPSI which is now offering a similar Islamic academic programme, such as bachelor's degree in *Qiraat*, which similar to the program of bachelor's degree in Quranic and Sunnah Studies. A stronger branding positioning portrayed by older institutions such as UKM and IIUM may also serve as a threat for USIM in terms of quality recognition of its programmes and scholars.

USIM will face a tough competition. However, in order to stand out of the crowd, USIM has one unique criterion which could distinguish them from the others, as being outlined in the Blue Ocean Strategy. USIM can create a new market of student admission without competing with other universities.

The uniqueness of the admission requirement to USIM, will be entries from the Islamic religious based school leavers. The mandatory requirement for admission, requires the candidate to possess minimum credit in the Arabic subject, together with credits in two other Islamic studies. USIM is the only public university which imposed such criteria as the entry requirement besides other subjects in SPM or STPM equivalent.

q. Management Roles to Expedite the Accreditation Process from MQA

The involvement from the Top Management is crucial for negotiations with MQA to expedite the recognition process of USIM's academic programs.

r. Tie Up Good Relationship with Industries and Financial Provider

Despite having a tight policy on academic policy, the government urges all public universities to increase their students' enrolment.

This creates dilemma to public HEIs as the policy might not encourage and becomes a barrier for HEIs in getting more students. As an alternative, USIM needs to work closely with other institutions or industries in order to get more students to enrol to its academic programs.

The recent education market in Malaysia reflects major issues regarding funding, employability, and value for money. The financial situation is very competitive in Malaysian educational market. The earnings by the people of the country is increasing, so the country is experiencing economic progress. Therefore, universities are in a stable economic situation. But for international students like students from certain countries such as Indonesia and Africa, they faced a problem as the course fees of the Malaysian universities is comparatively high compared to the local universities in their country.

This is due to the changing rates of currency. This situation affects the international students to study in Malaysia's public HEIs as the students rely on funding offered by HEIs. Therefore, the availability of funding such as scholarship and loans could not be arranged by the university and resulted for the students to self-funding their studies. As a public HEI, a good relationship with the financial provider will be value added for USIM as USIM could get benefits by applying for loans to be offered to the students who unable to self-funding for their higher education.

s. Offers Programs Which Have Been Fully Accredited By MQA

Public Higher Education Institutions in Malaysia needs to follow rules and regulation as stipulated in the policy by the policy maker such as MOHE and MQA.

All academic programs offered to the students need to undergo a comprehensive accreditation process conduct by MOHE and MQA. As it is a long process, public HEIs needs to wait for the accreditation before any program can be offered to the students using other than mainstream channel. Therefore, for a start, it is advisable for USIM to offer those programs which have been fully accredited by MQA.

t. Joint Venture with Private, Government Linked Companies (GLC)

Sectors

Due to economic downturn in the country, public HEIs received less budget from the government for its operational expenditure. Therefore, with decreasing direct government funding for HEIs, HEIs will have to develop new income streams. As an alternative, USIM needs to work closely with the private sectors and partnership with Government Linked Companies (GLC) to get more students to enrol to its academic programs, especially when the participation and involvement of working and career students.

6.10.3 Blue Ocean Strategy (BOS) Analysis

As a Higher Education Institution, its most important function is to create knowledge and ultimately to make the knowledge accessible, available, affordable and appropriate to all people. To achieve this, the application of the Blue Ocean Strategy is relevant at each stage of knowledge creation and the management of the knowledge output. However, most management process and procedures for these purposes have

now become conventional as defined and charted by the authority who set the rules and regulations. This means, knowledge should not only be for the primary stakeholders who are mainly the students after completed their tertiary education. But knowledge should also be able to be assessed to those people as the secondary stakeholders.

Secondary stakeholders here referred to the non-market stakeholders, which is the individuals and groups who are not engaged in a direct economic transaction with the institution but are affected by its actions. Therefore, the secondary stakeholders can also become as the primary stakeholders. This is the main reason why The Management must consider the interests and needs of their organisation's and accountable to a broad range of stakeholders when formulating the organisation's strategies. Failure to consider the stakeholders' needs and preferences can result in difficulty or failure in executing the organisation's strategy. Conventionally, any strategies implement in organisation will be the directive from the Top Management or in other words, strategies are executed top-down. However, in Blue Ocean Strategy, the unique feature of it is by looking into components that make it a bottom-up strategy (Kim & Mauborgne, 2005). In USIM's context, where is USIM in positioning itself in the higher education landscape? What is the buyer's and non-customer's perspective opinion about USIM?

For this purpose, in order to formulate the strategies, a focus group consisted of twenty (20) individuals who involved in USIM's Strategic Plan and were among the implementors to discuss on the Blue Ocean framework and proposed ideas for the expansion of USIM's academic programs to increase students' enrolment. It is important to understand and unlock the non-customers and capture the blue ocean. As a result, a collective consensus on the outcome of the discussion has been gathered based on the Blue Ocean Strategy framework.

In the context to increase students' enrolment to USIM, besides putting in top ten most importance factors from the TOWS analysis findings in the strategy canvas to be classified in the ERRC framework, it will also be compared strategy canvas with other public universities in Malaysia which offers their academic programs not through the conventional channel via the centralised selection process conducted by the Ministry of Higher Education. This step produced strategy canvases that revealed imperfections not only internally or in-house factors but also between USIM and the factors which differentiate USIM with other universities.

Since USIM is a newbie in this method of programs, which intended to expand its academic programs to get more students' enrolment, at the beginning stage and does not exist yet, the 'As-Is' and 'To Be' strategy canvas for the current situation will be shown.

The 'As-Is' strategy canvas derived from the capability score deduced from the SWOT Analysis score while the "To Be" strategy canvas is from the respondents' expected score based on the degree of importance that the respondents' felt on USIM's strategy for the expansion of its academic programs to be accessed by more people in a wider scale. The comparison with other universities that conducted this method of programs which called as 'Lifelong Learning' program will also be projected to see what are the factors that USIM are lacking compared to them.

The strategy canvas on all 10 factors (with the highest importance score) were extracted from the TOWS analysis findings and the additional questions has been raised to the respondents. An interesting question would be, **"In comparison to other universities, which university is able to offer a wholesome experience to the students and possibly make them a better holistic person"?**

The feedback given by the respondents was “The unique element and advantage that needs to be highlighted by USIM compared to other universities is the element of integrating the revealed knowledge (*Naqli*) and acquired knowledge (*Aqli*) in all its academic programs. The second question asked was **“In the current scenario, what is USIM lacking in order to increase the students’ enrolment”?**

As a result, a creation of two factors which were characterised as the customer’s value from the respondent’s feedbacks and views were including the creation of new factors that are given high value by the respondents if offered but which are non-existent at the moment.

These factors were:

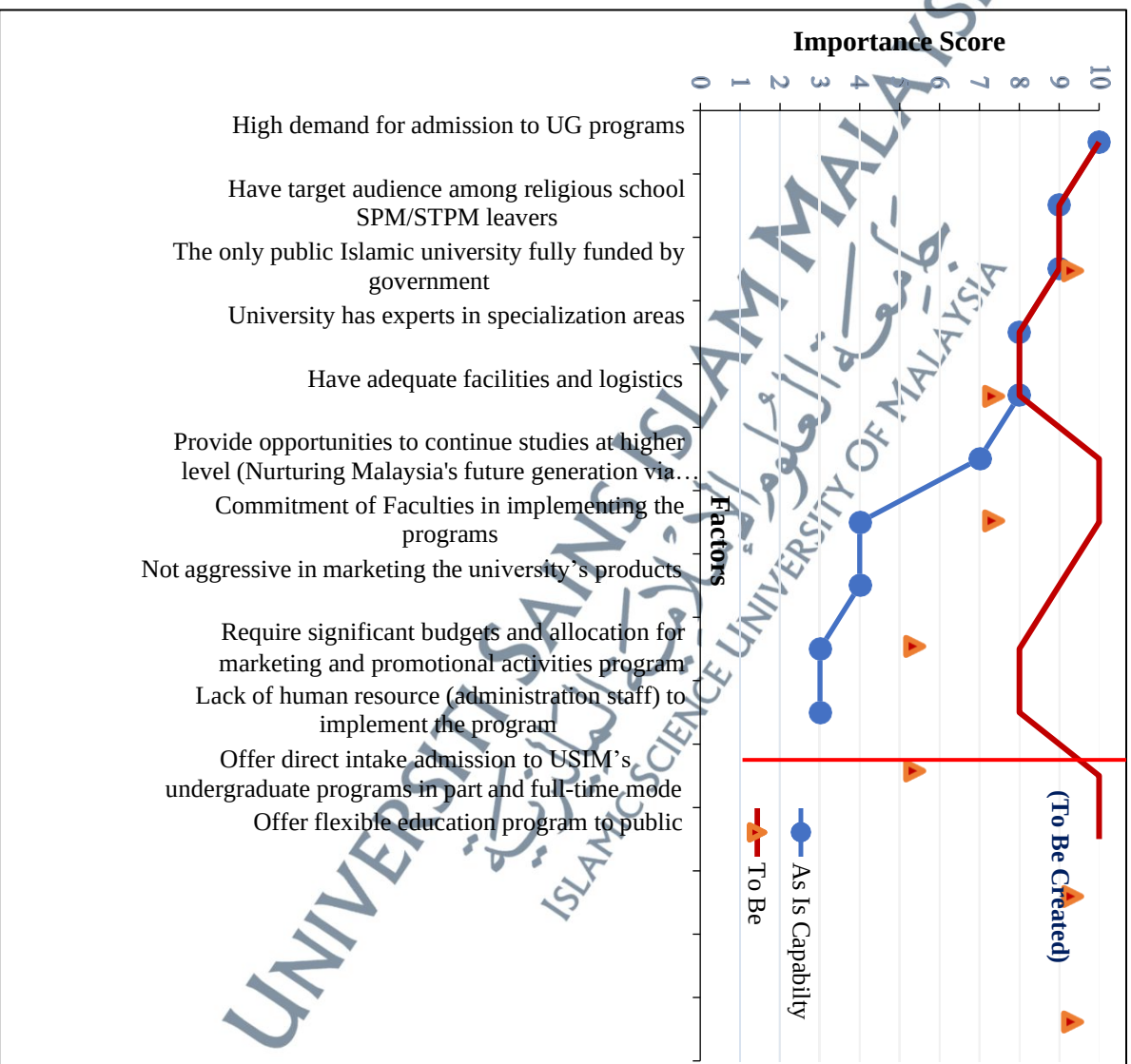
- i. To offer a direct intake admission to USIM’s undergraduate programs in part and full-time mode.
- ii. To offer flexible education program to public.

The admission for this program will not have to go through the rigid selection process controlled by MOHE. Both modes will open to public as well as candidates who have not been selected into the admission to USIM through the mainstream selection process channel (UPU) through Ministry of Higher Education.

The strategy canvas illustrated below are:

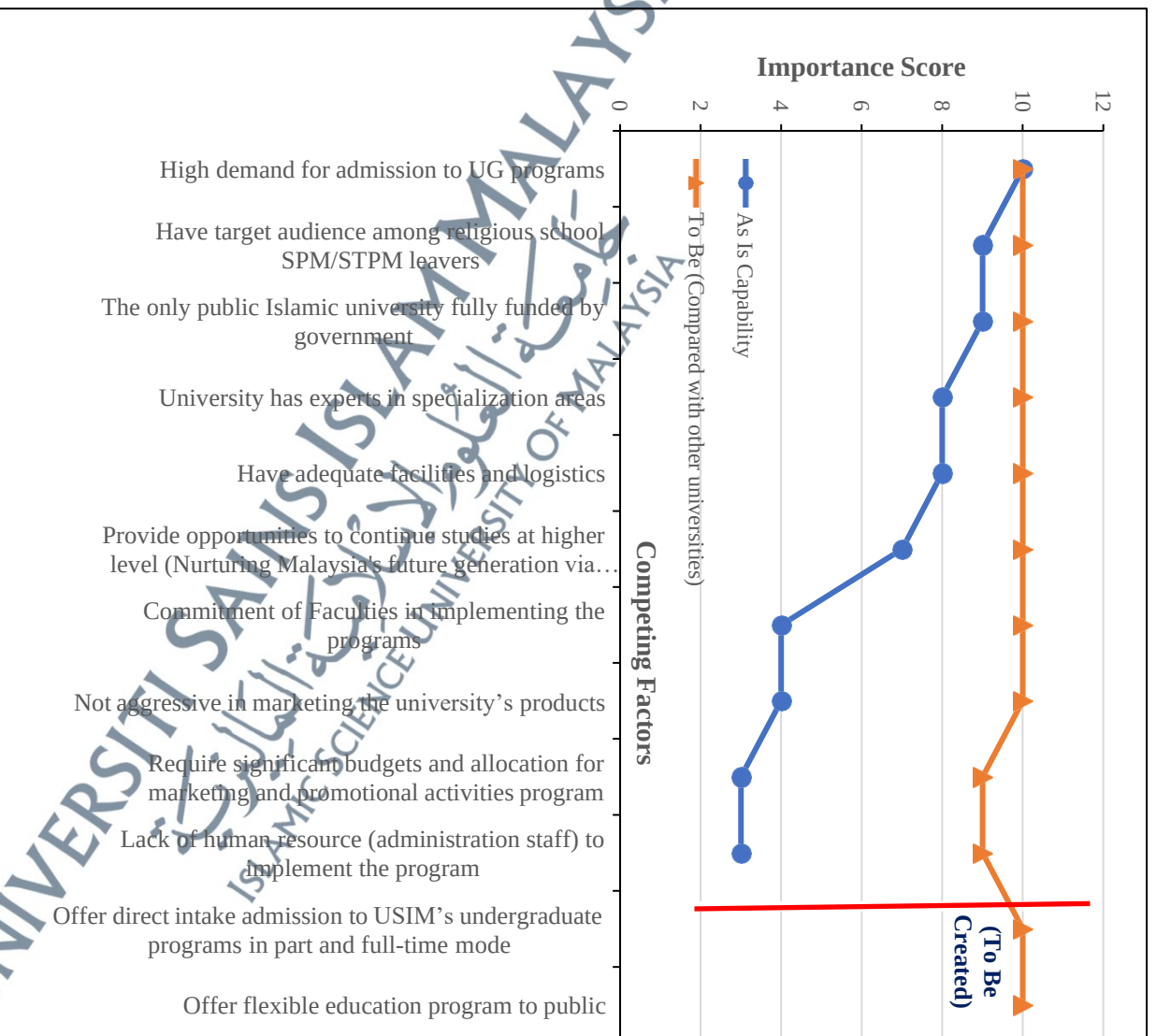
- i. 10 factors with the highest importance score (see Figure 6.15) and an additional creation of two factors which were characterised as the customer’s value from the respondent’s feedbacks.
- ii. Comparison with other public universities which offer the Lifelong Learning programs (see Figure 6.16)

As a result, it can be simply determined on what are the factors need to be eliminated, raise, reduce and create (which is applicable). From the strategy canvas, it will then be applied in the ERRC Grid formulae from the BOS strategy model and finally, all the factors and analysis will be condensed together with the TOWS analysis and will lead to recommendations.



Source: Developed for the Current Study

Figure 6.15: Strategy Canvas (Based on 10 Factors with the Highest Importance Score)



Source: Developed for the Current Study

Figure 6.16: Strategy Canvas on Top 10 Factors with the Highest Importance Score Compared with Other Local Universities

All ten (10) factors are condensed together as shown in Figure 6.16. It shows the factors which comprised of ten (10) highest impact score compared with other local universities in Malaysia, which offered this method of program and called as the Lifelong Learning program. Based on the feedbacks and responses from the individuals, consisted of twenty individuals who involved in USIM's Strategic Plan

concluded that the highest impact factors (blue lines), the capability scores (orange lines) which has been sorted from the TOWS Matrix analysis on the implementation of these programs in USIM and 'To-Be' factors scores (beyond the vertical red lines) were based on the expectation and observation made by the respondents at other local universities including the creation of new two factors that are given high value by the respondents if offered but which are non-existent at the moment; whereby the latter is to be the Blue Ocean factor. From the canvas, it has shown that, from USIM's capabilities score, it indicates that USIM should improve on the 'As Is' capability factors in order to achieve its strategy compared with other local universities. Based on the theoretical literature on the BOS Model, there were certain aspects which have been analysed and will be deliberated as below:

a. The Buyer Experience Cycle (BEC)

It is noted that, the application to the undergraduate programs for USIM is controlled by the Ministry of Higher Education as it is a centralised selection process for all public universities. There is no other alternative channel of admission for the candidates to enrol into USIM's undergraduate programs.

Hence, USIM needs to create a new way of admission which is more flexible (convenience and simplicity) that will attract a larger pool of stakeholders and subsequently increase the revenues for the university. Eligible candidates may apply for a direct admission to USIM without having to go through the rigid selection process. USIM would need to review and evaluate the academic programs that will be made available to the public. The content coverage and quality of the academic programs should be relevant to the current requirement of the industries. Industrial linkages and partnerships with industries are very essential to ensure employability.

In short, at these buyer experience stages for offering the program at USIM, the university can unlock exceptional utility for buyers by solving the pain points and enhancing customer satisfaction. Enrolling into programs or courses that are irrelevant to the industries or not job related can be another pain point for the students. So, based on buyer experience cycle/ buyer utility map, it is obvious that USIM should eliminate irrelevant academic programs, reduce the bureaucracy, and update the academic programs according to the current market needs and demands. The customer is looking for programs that not only can cater for their needs, but is convenient for them to pursue, easily accessible for them and without jeopardising and risk their future qualification or eligibility in terms of career enhancement.

b. Three Tiers of Non-Customers

In USIM's context as describes in Figure 6.17, the current customers will be the existing undergraduate students who are currently studying in USIM. At a later stage, they may decide to enrol for a certificate level qualification to enhance and diversify their skills or they may proceed to further their postgraduate studies in USIM.

Tier 1 non-customers ("Soon to be") are the candidates who failed to get selected for admission into USIM for the undergraduate level via the mainstream selection process conducted by the Ministry of Higher Education Malaysia.

By offering the same undergraduate courses, either in part time or full-time mode, this category of customers can pursue their studies similar with the mainstream students, only it may only differ in terms of studying at a different place or in a different mode.

Tier 2 non-customers (“Refusing customer”) for this program at USIM will consist of both the current students who studied at USIM and students from other institutions. If there are other alternatives or better options, this is the group that will move to the competitor. The programs conducted by USIM, would be available to the undergraduate students who have completed their studies from USIM and to any local or foreign university students. These students may have chosen USIM for several reasons: (i) they would prefer to study in the state of Negeri Sembilan, (ii) They would like to be close to home or (iii) they are interested in courses that are not available elsewhere.

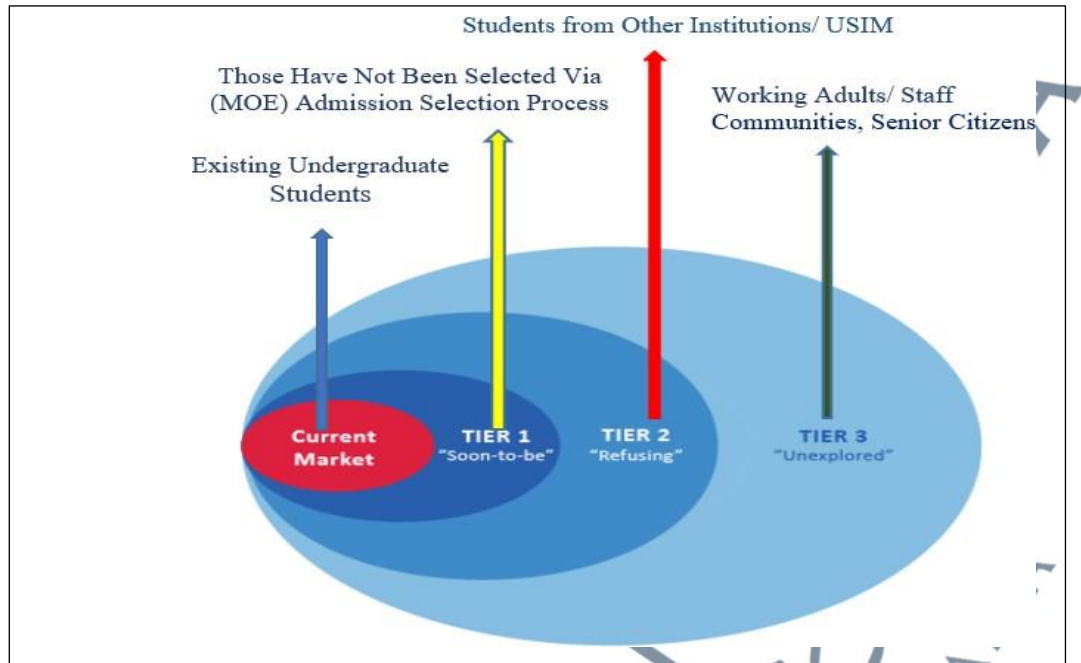
However, if there is any reason for them not to be happy studying at USIM and there is at the same time another university that is offering what USIM is offering, they would be the first to leave. They only see USIM as an option to fulfil their immediate short-term needs but are not interested to enrol fulltime due to other factors such as the availability of immediate income source, immediate recognition, hands on experience opportunity, more flexibility and short-term programs obtainable elsewhere that are more attractive to them.

Therefore, if these non-customers could gain practical experience immediately after graduation, or they have managed to get an immediate source of income or if they decide to pursue their higher education elsewhere, they may leave USIM.

Tier 3 non-customers (“Unexplored customer”) would be the working adults, including the staffs, local communities, senior citizens, pensioners, housewives or even learners from abroad.

As working career adults, time is an essence and as such, they are not able to leave their workplace to commit and attend classes as in the mainstream schedule. They require a more flexible programs that are responsive to the needs of their working condition, which do not compel them to be physically present in the university. They are the farthest down our market continuum and USIM has never thought of them as potential customers who might enrol for any program and study at USIM. It is due to the assumption that this group of people might have different priorities in life and may not be interested to further their studies or engage in any learning skills that they are not considered as potential customers of USIM. For this group, this program which is as flexible as in the case of working adults need to be developed and made more convenient to the needs of this group.

Once the non-customer analysis is completed, look across commonalities of the three tiers to understand their needs. By innovating our product, services or process to meet the customer's requirements, the university will be able to unlock the non-customers group.



Source: Developed for the Current Study

Figure 6.17: Three Tiers of Non-Customers in Offering USIM's Academic Programs

c. Six Paths Framework

1. Path 1: Consider and Looking Across Alternative Industry

By identifying alternative industries for knowledge creation at USIM and offering opportunities to the public rather than other Higher Education Institutions, the ability to unlock the non-customers must be carried out. The non-customers are attracted to acquire knowledge due to flexibility whereby they can concurrently obtain both knowledge and information. In fact, entry into these industries does not require academic qualifications. Therefore, a special entry requirement should be prepared by USIM. For instance, by looking at the work experience rather than certificates or degree obtained. Meanwhile, for the graduates who have completed their studies, the soft skills and hands-on experience are required to enter the job market in any industries.

Therefore, by offering any relevant courses whether through face to face or online, which is more flexible can enhance the skills of the graduates and easily enter the job market.

2. Path 2: Looking Across Strategic Groups within Organisation

The non-customers of this program at USIM were unlocked via Path 2, by considering the significant advantages of the three strategic groups, namely, accredited universities, private universities or colleges and online courses offered by non-accredited institutions. The leverage used by higher education institutions includes their reputation, quality, facilities, industrial recognition and programs accreditations.

Those non-accredited institutions have flexibility of entry requirements, registration time and the programs. In other words, those non-accredited institutions have excellent IT facilities but are poor in their reputation, facilities and networking. USIM built on the decisive advantage of these strategic groups by proposing a flexible education through physical and 'online flexible programs' with better recognition, improved facilities and IT system. This will make the programs more responsive to the needs of the non-customers as described in the three tiers of non-customers which targeting customer or people across other than education industry such as in the public or government sectors, statutory bodies, private sectors, manufacturing industries.

3. Path 3: The Chain of Buyers

In the education industry, the students would be the user. Their parents, employers or the sponsors are the purchaser and the government (Ministry of Higher Education (MOHE), media and peers will be the influencer.

Currently, the intake criteria and programs offered are based on the rigid criteria anticipated by the government (MOHE) and the university. Its strategy often emphasizes on the benefits of the programs through media or alumni. This needs to change whereby, USIM needs to focus on the influencer rather than the purchaser. In focusing on the purchaser, USIM needs to propose to offer programs that are relevant

to the industries and sharpen the skills of the students. Therefore, the programs should be the market demand's prospect and should be attractive.

By doing so, the student's competence will be synchronized with the needs of the industries, thus encouraging the industries to provide sponsorship to the students. This will subsequently reduce the burden of the parents in educating their children for higher degree programs and ensuring their children's career are secured for the future. In fact, such a strategy will also reduce the inconvenience caused by the conventional education system which is relatively rigid and requires a long gestation period. In short, by thrusting the long-standing focus of the organisation from the influencer to the purchaser, USIM will be able to unlock the non-customers.

4. Path 4: The Scope of Products and Service Offerings

From the observation, the application process into the postgraduate programs at USIM was a bit hassle. On the other hand, for the undergraduate level, the admission process all was controlled by the Ministry. It was a painful experienced countered by the customers/ stakeholders (students). Therefore, the admission process must be made easier and convenient to the customers. This painful phase can be reduced by providing a help desk with communication support which operates during the application process.

By having a program which will be more flexible to the customers, it will not only ease the burden of the customers in terms of the bureaucracy process, but it may create a sense of belonging and simplicity to the students as they will have options to take any programs offered at their convenient time (flexible) and at the same time, upon their graduation, USIM will also propose to provide soft skill courses, career guidance. to enrich the students career path. The competent skills possessed by the students as

required by the industries should reduce the pain points about job hunting after graduation.

5. Path 5: Looking across the Functional or Emotional Appeal to Buyers

There are too many options available to the public to choose a university to further their higher education studies. An interesting question would be, “which university can offer them a wholesome experience and possibly make them a better holistic person?” This unique element is an advantage and needs to be highlighted by USIM. USIM has positioned itself to be the leader in integrating the revealed knowledge (*Naqli*) and acquired knowledge (*Aqli*) in its academic programs.

This would position USIM in a niche area and will be one of the factors to encourage and persuade its customers. The non-customers will be unlocked with the value of the knowledge that USIM is trying to disseminate among their students in all its academic programs.

6. Path 6: Looking Across Time

USIM needs to be constantly innovative in order to stay relevant in the education industry. One way is by making the products (academic programs) easily accessible anywhere. This can be done by offering an online learning method.

This innovative delivery method tends to resolve almost all constraints in the education industry. The revolution of the smartphones and internet of things has enabled the users to access the internet even when they are on the move. Everyone can acquire knowledge, no matter wherever they are.

d. Eliminate-Reduce-Raise-Create (ERRC Framework)

For practical purposes, the ERRC Framework is the final output. To simplify the processes, any organisation that wanted to explore into a new product or service that is of blue ocean character should determine the characteristics that customer's value (to qualify a create and raise factor) and does not value (for reduce and elimination). Those that are low value and yet costly are candidates for elimination, while those that are high value, not yet available and yet affordable (benefit-cost concept) are potentials for creation.

6.10.4 Findings and Analysis from ERRC Grid Framework (Blue Ocean Strategy)

The application of ERRC Grid Formulae as mentioned in Blue Ocean Strategy Model can be constructed based on each quadrant as shown in Table 6.13. It was found that from the ERRC Grid Formulae, only the Raise and Create factors could be applied.

Table 6.13: Eliminate, Raise, Reduce, Create (ERRC) Grid

ELIMINATE	RAISE
	• Commitment of Faculties in implementing the programs • Good reputations with other institutions • International collaboration with Institution of Higher Learning abroad • Require significant budgets and allocation for marketing and promotional activities programs • Lack of human resource (administration staff) to implement the program • Not having strong relationship with industries
REDUCE	CREATE
	• Provide opportunities to continue studies at higher level (Nurturing Malaysia's future generation via education) • Set up entity to manage on non-mainstream admission program • Autonomy on financial management • Economic collaboration (invitation for further investment from abroad institution) • Offer direct intake admission to USIM's undergraduate programs in part and full-time mode • Offer flexible education program to public

Source: Developed for the Current Study

a. Strategy Canvas (Raise)

i. Commitment of Faculties in Implementing the Programs

The expansion of USIM's academic programs should be supported by the respective faculties in order to expand and diversify the existing undergraduate programs to a different methods and target market. As of June 2019, none of the undergraduate programs are available through different method (which being indicated as low in the strategy canvas) except for the certificate level programs. Therefore, the faculties must increase (raise) the total number of academic programs particularly for the undergraduate level to be offered.

ii. Good Reputations with Other Institutions

This program will also look at opportunities which also can be explored with other public or private universities. These collaborations need to be strengthened and at the same time earn good reputation.

iii. International Collaboration with Institution of Higher Learning Abroad

This program will also look at opportunities which also can be explored across other alternatives industries, such as public service sectors, manufacturing industries, statutory bodies, agencies and private sectors industries. Therefore, these collaborations need to be strengthened either locally or internationally.

iv. Require Significant Budgets and Allocation for Marketing and Promotional Activities Program

As for the marketing issues, the budget allocation for marketing and promotional activities is very limited. Hence, extra efforts are needed in order to further raise the budget.

With the launching of the academic programs to be offered to non-mainstream, it will be a guaranteed Return of Investment made (ROI) made by the university. Obviously, marketing and promotion activities need for certain amount of budget and allocation to be invested. Even though, the operational budget received from the government is far behind the expenditure incurred, USIM needs to invest for the marketing and promotional activities for this program. This is where USIM is lack on this part and this what has been practised by other public universities which USIM should pay attention on and invested in.

The revenue generated from the programs which came from the tuition fees imposed for the programs will contribute and generate revenues for the university. This will somehow reduce the burden and act as an alternative income resource for the university. To make things worse, expenditure will increase every year but as the revenue from enrolments are stagnant, a net deficit will begin to show on the coming year's financial report. Transformation needs to be done in USIM, from the conventional way to a more innovative and aggressive approach.

v. Lack of Human Resource (Administration Staff) to Implement the Program

The needs for a dedicated entity which focuses on marketing of this program to increase the awareness and attract the stakeholders among the public and society to enrol to this program.

The Management need to set up a new entity which focuses on conducting the program at USIM. Moreover, the recruitment for the personnel to operationalise this program must be carried out together with the appointment of instructors for this program to be conducted in an appropriate way and up to the standard.

vi. Not Having Strong Relationship with Industries

In order to gain more clients (students), a good relationship across other alternatives industries should be tied up. These groups serve as the Tier 3 non-customers "unexplored customer" as stated in the BOS model would be the working career adults. As working career adults, time is an essence and as such, they are not able to leave their workplace to commit and attend classes as in the mainstream schedule. They require a more flexible programs that are responsive to the needs of their working condition, which do not compel them to be physically present in the university. They are the

farthest down our market continuum and USIM has never thought of them as potential customers who might enrol for any program and study at USIM.

b. Strategy Canvas (Create)

i. Provide Opportunities to Continue Studies at Higher Level (Nurturing Malaysia's Future Generation via Education)

In line with the country's vision to produce knowledgeable society in order to achieve a developing country status. Therefore, the accessible for education by the nation should be cultivated at any ages and acquire for education is one of the efforts to achieve the vision. As of June 2019, in the 'As-Is' situation, USIM is lacking on certain aspects when it comes to the implementation stage, therefore needs to improve and improvise to be the player in the education industry by looking opportunities across the boundaries and alternative industries on offering the program.

It is hoped by widening access made to the society; this program would benefit the society to gain knowledge. By offering this type of program, which so called as a 'lifelong learning program', USIM would have the opportunity for the expansion of its academic programs by offering the undergraduate/ postgraduate program in the mode that may access by the society.

USIM is expected to be among the players if those factors can be solved since the advantages that USIM has on its academic programs. By offering the Executive programs, such as Distance Learning in flexible mode, this will attract working personnel in industries to pursue higher education either for their career advancement or for self-satisfaction. The next step is to offer the certificates programmes.

Presently, USIM has the capability and capacity of offering those programmes to those who are interested. By having the expertise in religious courses, linguistic courses, bakery and pastries courses etc, it is believed that these types of courses could be offered to the public. Besides being an institution, which offers the mainstream programme, these kinds of courses will attract a different sector of stake holders who are keen to pursue this method of learning.

ii. Set Up Entity to Manage on Non-Mainstream Admission Program

The needs for a dedicated entity which focuses on marketing of this program to increase the awareness and attract the stakeholders among the public and society to enrol to this program. The Management need to set up a new entity which focuses on conducting the program at USIM. Moreover, the recruitment for the personnel to operationalise this program must be carried out together with the appointment of instructors for this program to be conducted in an appropriate way and up to the standard.

iii. Autonomy on Financial Management

At present, USIM does not have a specific entity that coordinates and administers this sort of programs. Compared to other universities that are offering the Lifelong learning programs, not only do they have a separate dedicated entity that manages the programs, but they also have better infrastructure, facilities, quality of staff, reputation, flexible online learning facilities and most importantly having their own autonomy in the academic governance and financial. It will be managed systematically and efficiently thus resulting in an increase of availability of undergraduate programs and certificate programs.

Public universities who implemented this program at their respected universities have a dedicated entity or department who administered and managed the programs which is not offered through the mainstream channel. All activities concerning offering academic programs either formal or non-formal academic programs has been centralised under one dedicated entity. This entity has been given autonomy which allows the entity to manage the governance aspect such as in offering academic programs to the public and financial management. In other words, by giving autonomy to that entity the bureaucracy factor can be avoided and not involved the central administration. With the capability and resources that the entity owned, the networking can be established with other counterparts, either with education institutions, industries and other parties locally and internationally.

This will be supported with the Key Competing Factors (KCFs) to describe on how USIM should move forward by looking at each factor to compete under the same set of Key Competing Factors (KCFs) with the competitors on the implementation of these programs in USIM.

iv. Economic Collaboration (Invitation for Further Investment from Abroad Institution)

As of June 2019, a high demand from international institutions to sign the Memorandum of Understanding (MoU)/ Memorandum of Agreement (MOA) with USIM indicates their high interest in USIM's academic programs and curriculum to be taught at their respective institutions. USIM needs to grab this opportunity by expand the academic programs abroad.

vi. Offer Direct Intake Admission to USIM's Undergraduate Programs in Part and Full-Time Mode

The admission for this program will not have to go through the rigid selection process via the Ministry of Higher Education. Both modes open to public as well as candidates who have not been selected into the admission via the mainstream (UPU), Ministry of Higher Education selection process. The basic idea of a conventional programs is to provide education, to educate the students and to make sure they study hard to get good grades. Therefore, the need to challenge the existing strategies to achieve the blue ocean effect is essential for having this method of programs at USIM.

It is an opportunity for the university to expand the strategy on in achieving the 5th Thrust of USIM's strategic planning, by expanding the undergraduate programs into a full-time mode and part-time mode to those who have not been selected via the mainstream selection process through Ministry of Higher Education.

vii. Offer Flexible Education Program to Public

It will certainly create a new innovative strategy for the university which is in line with the university's strategic planning. The resources of the academic programs offered will be similar with the existing programs offered to the mainstream intake. It may only differ in terms of having a flexible learning mode and being offered at different venues. By having this method of programs, the aim is to give opportunities to those who would like to but did not have the opportunity to pursue higher education previously due to various reasons including the requirement to attend classes that has fixed timing and would interfere with their daily work routine and commitments towards family.

6.11 Findings and Discussion

The various strategies generated from the TOWS Matrix and BOS model, would have approached the process of generation of strategies from different perspectives, but the fact remains that they were all meant for the same organisation, in this context is to USIM.

6.11.1 Consolidation and Condensation of Strategies

The TOWS analysis alone would be able to generate 20 strategies while the Blue Ocean Strategy (BOS) would be able to generate another 12 strategies which in total of 32 strategies as shown in Table 6.14. By listing them out in a common table, each of the strategies can then be grouped into rationale criteria and according to the functional activities. However, there will be strategies that seemed complementary to each other.

Table 6.14: Listing of Strategies Generated from the Models

No.	Strategies	Model	Group
1	Offers part/full-time mode for undergraduate level program through direct intake (non-mainstream channel via Ministry's selection process (UPU)	SWOT	G
2	Offers flexible, distance learning and executive programs for all level of studies	SWOT	G
3	Having international collaboration for undergraduate/postgraduate program/ set branches abroad	SWOT	F
4	Expand the programs to public, accessible via online	SWOT	A
5	Fully utilize the facilities to conduct the programs	SWOT	A
6	Top Management function in directing and drive the faculties and department to give full commitment in executing the programs	SWOT	E
7	Allocation for marketing and promotional activities	SWOT	B
8	Increase the number of staff and instructors for new entity to manage the programs and teaching process	SWOT	I
9	The establishment of an entity that manage and conduct the program	SWOT	E
10	The new entity will be independent and manage its own financial management	SWOT	E

No.	Strategies	Model	Group
11	Academic programs offered will be targeting at niche market (to those who possess Arabic language and Islamic studies course at the SPM level for admission to the undergraduate level)	SWOT	C
12	Offer programs which have obtained MQA accreditation	SWOT	G
13	Offering competitive study fees compared to public/ private universities in Malaysia	SWOT	H
14	Facilities to get loans from outsource (financial provider/ private sectors/GLC)	SWOT	H
15	Collaboration with other institutions within the country to offer this program	SWOT	D
16	Promote to Islamic religious schools as USIM is the only university that requires Arabic language and Islamic studies as the admission requirement for undergraduate programs	SWOT	C
17	Management roles to expedite the accreditation process from MQA	SWOT	E
18	Tie up good relationship with industries and financial provider	SWOT	D
19	Offers programs which have been fully accredited by MQA	SWOT	F
20	Joint venture with private, GLC sectors	SWOT	D
21	Raise: Commitment of Faculties in implementing the programs	BOS	E
22	Raise: Require significant budgets and allocation for marketing and promotional activities program	BOS	H
23	Raise: Lack of human resource (administration staff) to implement the program	BOS	I
24	Raise: Not having strong relationship with industries	BOS	D
25	Raise: Not gaining good reputations with other institutions	BOS	E
26	Raise: International collaboration with Institution of Higher Learning abroad	BOS	F
27	Create: Provide opportunities to continue studies at higher level (Nurturing Malaysia's future generation via education)	BOS	A
28	Create: Set up entity to manage on non-mainstream admission program	BOS	E
29	Create: Autonomy on financial management		E
30	Create: Economic collaboration (invitation for further investment from abroad institution)	BOS	E
31	Create: Offer Undergraduate Programs in Part/ Full-Time Mode	BOS	G
32	Create: Offer Flexible Education Learning Program	BOS	G

Source: Developed for the Current Study

Group
A Innovative approach to widening access for education (3)
B Increase marketing expansion through marketing and promotion (1)
C Seek and identify niche market (2)
D Partnership and joint venture cooperation (5)
E Strengthening the Management roles and functions (8)
F Seek new overseas market (3)
G Income generation program (5)
H Increase financial resources (3)
I Incentives to ensure enough personnel (2)

Source: Developed for the Current Study

6.11.2 Prioritizing the Consolidated Strategies

The 9 strategies (A to I) as labelled in Table 6.15 will then go to the next phase of the implementation process. Implementing the 9 strategies is almost impossible as the condensed number is too large, but if the university can implement them all would be the best. Normally, organisations would identify the top three strategies for their Top Management to decide and approve (Mohamed et al., 2014). So, prioritizing them now becomes a necessity. There are various ways of prioritizing the condensed strategies.

Table 6.15: The Labelling and Condensing of Strategies

No.	Strategies	From	Group
4	Expand the programs to public, accessible via online	SWOT	A Innovative approach to widening access for education
5.	Fully utilize the facilities to conduct the programs	SWOT	
27.	Create: Provide opportunities to continue studies at higher level (Nurturing Malaysia's future generation via education)	BOS	
7.	Allocation for marketing and promotional activities	SWOT	B Increase marketing expansion through marketing and promotion
16.	Promote to Islamic religious schools as USIM is the only university that requires Arabic language and Islamic studies as the admission requirement for undergraduate programs	SWOT	C Seek and identify niche market

No.	Strategies	From	Group
11.	Academic programs offered will be targeting at niche market (to those who possess Arabic language and Islamic studies course at the SPM level for admission to the undergraduate level)	SWOT	C
15.	Collaboration with other institutions within the country to offer this program	SWOT	D
18.	Tie up good relationship with industries and financial provider	SWOT	D
20.	Joint venture with private, GLC sectors	SWOT	D
24.	Raise: Not having strong relationship with industries	BOS	D
30.	Create: Economic collaboration (invitation for further investment from abroad institution)	BOS	D
6.	Top Management function in directing and drive the faculties and department to give full commitment in executing the programs	SWOT	E
9.	The establishment of an entity that manage and conduct the program	SWOT	E
10.	The new entity will be independent and manage its own financial management	SWOT	E
17.	Management roles to expedite the accreditation process from MQA	SWOT	E
21.	Raise: Commitment of Faculties in implementing the programs	BOS	E
25.	Raise: Not gaining good reputations with other institutions	BOS	E
28.	Create: Set up entity to manage on non-mainstream admission program	BOS	E
29.	Create: Autonomy on financial management	BOS	E
3.	Having international collaboration for undergraduate/postgraduate program/ set branches abroad	SWOT	F
12.	Offers programs which have been fully accredited by MQA	SWOT	F
26.	Raise: International collaboration with Institution of Higher Learning abroad	BOS	F
1.	Offers part/full time mode for undergraduate level program through direct intake admission (non-mainstream channel via Ministry of Higher Education selection process (UPU))	SWOT	G
2.	Offers flexible, distance learning and executive programs for all level of studies	SWOT	G
12.	Offer programs which have obtained MQA accreditation	SWOT	G
31.	Create: Offer Undergraduate Programs in Part and Full-Time Mode	BOS	G
32.	Create: Offer Flexible Education Learning Program	BOS	G
13.	Offering competitive study fees compared to public/private universities in Malaysia	SWOT	H

No.	Strategies	From	Group
14.	Facilities to get loans from outsource (financial provider/ private sectors/GLC)	SWOT	H Increase financial resources
22.	Raise: Require significant budgets and allocation for marketing and promotional activities program	BOS	H
8.	Increase the number of staff and instructors for new entity to manage the programs and teaching process	SWOT	I Incentives to ensure enough personnel
23.	Raise: Lack of human resource (administration staff) to implement the program	BOS	I

Source: Developed for the Current Study

Prioritizing the 9 strategies (A-I) also need to be done systematically and rationally. A rationale model is suggested to be the prioritised that can be considered include the high Return on Investment (ROI), short time taken, risk factor, and many others.

Table 6.16 proposes a model that would assist in making the exercise simple and meets the required objectives. The nine (9) strategies were subjected to some selected criteria and each criterion will have a maximum score to indicate its importance to the selection criteria. All the criteria could have a similar score range of 1-10 (1 means low while 10 is high. The nine (9) strategies can be prioritised based on the total score and where the top four (4) strategies can now be rationally listed.

Table 6.16: Prioritizing the Strategies

No	Strategies	High Impact/ ROI (Max 10)	Selection Criteria 1-10 (where 1=Low Capability and 10= High capability)				Total
			Low risk	Short time taken	Low investment	Employee Compatibility	
A	Innovative approach to widening access for education	10	8	8	8	8	42 (3)
B	Increase marketing expansion through marketing and promotion	10	7	6	6	6	35 (5)
C	Seek and identify niche market	9	7	5	4	5	30 (7)
D	Partnership and joint venture cooperation	10	5	3	3	4	25 (8)
E	Strengthening the Management roles and functions	10	9	10	10	9	48 (1)
F	Seek new overseas market	9	7	3	2	2	22 (9)
G	Income generation program	10	10	9	9	8	46 (2)
H	Increase financial resources	10	8	8	8	7	41 (4)
I	Incentives to ensure enough personnel	9	7	5	5	5	31 (6)

Source: Developed for the Current Study

By listings all the strategies as shown in Table 6.15 in a common table, based on their scores and ranking and grouped them into some rationale criteria will assist the Top Management to prioritise the strategies. From all 9 strategies listed, there will be strategies that could be condensed into one as they seemed complementary to each other and could be classified in the same domain and cluster but would have the same direction.

For instance, strategies (A), (C) and (D) can be condensed and clustered into the same criteria and labelled as, Innovation Strategy. Meanwhile, strategies (B), (F) can be condensed as Marketing Strategy. Further, Strategy (E), (I) as Management and Personnel Strategy and lastly strategies (G) and (H) can be condensed and clustered as Income Generation Strategy. As a result, after condensation, there will be only four strategies to be implemented as in Table 6.17.

Table 6.17: Condensed Strategies by Cluster

No.	Strategies	Condensed Strategies by Cluster
A.	Innovative approach to widening access for education	(1) Innovation Strategies
C.	Seek and identify niche market	
D.	Partnership and joint venture cooperation	
B.	Increase marketing expansion through marketing and promotion	(2) Marketing Strategy
F.	Seek new overseas market Seek and identify niche market	
E.	Strengthening the Management roles and functions	(3) Management & Personnel Strategy
I.	Incentives to ensure enough personnel	
G.	Income generation program	(4) Income Generation Strategy
H.	Increase financial resources	

Source: Developed for the Current Study

The list of prioritized strategies could then be scrutinized or reviewed by The Top Management after which it might be submitted to the Board for approval and endorsement.

Normally, there might be some adjustment to the list could happen or the ranking could change as the higher authorities also have their own prerogative and possibly privilege information that might have some influence on the prioritization process. If this does not occur normally, the information is passed back to the strategic planning

committee to review the process and the prioritizing list. After review by the Top Management, the strategies could be endorsed for implementation.

6.12 Potential Impact and Recommend Solution to the Organisation

In the execution step of USIM's Strategic Plan, which concentrates on the 5th Thrust, this case research will recommend a course of action to ensure the strategies can be accomplished. Once a solid strategic plan is in place and it has been cascaded from the corporate level to the operational and individual strategy, the execution of the strategic plan implementation will begin, and an action plan will be developed.

6.12.1 Implementing the Strategies

Generally, according to Mohammed (2014), 70-75% of strategic plans did not meet the intended objectives as the organisation did not link to certain important components such as budgeting allocation, employee incentives to strategy and create awareness among the workforce in organisations on the organisational strategy.

Generally, the failure of the implementation phase in the strategy implementation were due to improper implementation plans. Thus, the implementation phase of the process is vital, and its success can have a major impact on the strategy. The major setback about the implementation is that more often than not the staff that did the strategic plan and the implementers are not the same. Problem raised such as misunderstanding and low commitment in realization the strategy to be implemented successfully is always an issue.

Thus, successful implementation requires certain sequence of activities that need to be done to give this process a higher chance of success. It is proposed that the following steps to be adopted:

- a. Convert the strategy to strategic objective and that is specific, measurable, achievable, realistic and targeted within a specific time (SMART).
- b. Build the strategic action plan.
- c. Develop the strategic annual action plan.
- d. Look at the soft components of strategic implementation.

Therefore, based on the analysis, USIM should analyse and react accordingly on those four strategies to ensure that strategies laid are not disrupted. In order to ensure successful planning and implementation, organisations should put in place various measures. According to Mohammed (2014), organisations should take into consideration the financial aspect, whereby the needs for the budget should be linked to strategic process to ensure adequate financing for strategic activities, understand the global dynamics in industry environment so that external factors will not influence the strategic implementation, create awareness and adequate motivation among the staff on organisation strategic goals to deliver towards realization on organisational strategic goals and identify precise strategies to be implemented.

6.12.2 Strategy to Strategic Objectives

For the purpose of illustrating the various types in implementing a strategy, the prioritized strategies in Table 6.15 will be extracted. As a result, four strategies have been identified to be implemented as shown in Table 6.16. The ways strategies are not meant to be implemented easily. So, the first step is to convert the strategy to strategic objective. Thus, converting the strategy to something measurable requires that it is turned into a strategic objective statement. An objective statement in the context of strategic management requires that it fulfils the specific, measurable, achievable, realistic and targeted within a specific time (SMART).

6.12.3 Strategic Annual Action Plan (SAAP)

The SAAP is the detailed content of the first year of Strategic Action Plan. A detailed report to the main committee on the preparation and execution strategy of the strategic action plan (tactical objectives plan) are required on an annual basis from every department which includes the faculties, Division of Academic Management (BPA), Bursar Department, Registrar's Department, Marketing and Admission Department, IT Department as well as the Development Department. The format of the SAAP as shown in Table 6.18 to Table 6.21 respectively.

The format of the proposed SAAP has been constructed based on the outlined strategies. The annual target needs to be broken into four quarterly objectives (3 months period) and for each of the quarter a measurable target is introduced so that by the end of the year the tactical objective will be met. The quarterly objectives are as shown. The most important point is that they are all measurable. The next column is the tactical actions. These are actions that need to be taken in order to achieve the quarterly objectives.

For each of these tactical actions, a date is determined when it should be completed (third column), the number of resources needed must be stated (both non-financial-fourth column, and financial-fifth column), followed by the personnel or responsible department given the task to perform the action (sixth column) and finally the seventh column that identifies the personnel to be accountable for the action. The SAP is detailed out only for the first year thus the acronym SAAP. The second and third year need not be as detailed, and an overall annual target is sufficient. Under the rate change of the current environment, it has been consistently discovered and validated that detailing the activities for the second and third year is more often a waste of time

and effort as the new external factors after one year are usually quite different and not predicted a year ago.

Thus, a detail first year is good enough and as the end of the first-year creeps in, the next year SAAP can then be prepared, and this was found to be more affective. The seven-column format will be utilised, and its acceptability has been found to be quite startling. The fact that it was created based on the objective of overcoming the reason why plans failed probably played a significant role and influence its acceptability.

However, according to Mohammed (2014), the failure of strategy implementation has been researched into and the major reasons why it failed were attributed to the following factors:

- a. Miscommunication
- b. Lack of commitment
- c. Short of needed resources
- d. Does not know these responsibilities
- e. Not sure of the timeline
- f. Not sure what to do
- g. Change in the management personnel handling the plan
- h. Unexpected change in the environment which was not predictable

The list can be extended further but the above eight reasons were the common ones mentioned by more than 35% of the respondents for the failure (Mohamed, 2014). Except for the last one (eighth) the others are quite controllable and after a few applications to various organisations. The eight causes, however, is something that is not controllable and will have to be tackled in a different form (contingency or preventive). It also incorporates features that will help reduce the eight reasons why

strategic plans failed 70% of the time. The proposed SAAP format is made up of seven columns. The tactical objective (for one year) is used as the initial basis for filling the columns.

If the six reasons are recalled and as shown below, the SAAP columns that take care of them can be placed appropriately as shown in Table 6.22. The SAAP as shown could also be used as monitoring and evaluation tool when the strategy is being implemented. The Vice Chancellor being the overall personnel that is accountable will need to monitor the strategic activities and SAAP is an excellent tool just to do that. The monthly activities as in the tactical action column could be used as a monitoring and control tool since the activities, date line, who are responsible and accountable could be cross checked regularly. This also fits in well with most organisations scheduled monthly meetings where a permanent agenda on strategic managements issue could be reported and discussed.

Table 6.22: Pairing of Reasons for Failure and the Appropriate Columns of SAAP

Reasons Why Plans Failed	SAAP Columns That Helps
1. Lack of Commitment	Columns 6 & 7 identify personnel
2. Short of needed resources	Columns 4 & 5 identify needed resources for Top Management approval
3. Does not know whose responsibility	Columns 6 & 7
4. Not sure of the timeline	Column 3
5. Not sure what to do	Columns 1, 2 and 3 are clear
6. Change in management personnel handling the plan	Uncontrollable but SAAP is a good starting point
Source: Developed for the Current Study	

It needs to be reminded that the SAAP is just a document which also referred to as a “plan to implement” document and prepared in the office. In most cases, nothing has started and as the time indicated it will only start at the beginning of the year. Occasionally, it could be starts anytime in a year (the real implementation phase).

Successful Implementation Phase

6.12.4

The findings and analysis derived from the TOWS analysis and BOS Strategy section have been identified and elaborated in detail which shows that USIM possessed the internal strengths to expand its academic programs to increase students' enrolment by implementing a Lifelong Learning program in USIM. However, certain components are lacking and these needs to be present as they play an important role for the strategy implementation to be successful.

These components include policies and procedures, allocation of resources, instillation of organisational culture, leadership role, corporate culture and accountability and tying rewards and incentives (Mohamed, 2014). Even with a well-prepared and structured strategy, the success of the implementation of the chosen strategy is still not guaranteed.

i. Policies and Procedures

Policies and procedures are tools that facilitate the implementation of a strategy. These set as the guidelines and administrative practices for the organisation implementors to direct the decisions and actions for the strategy implementation. By standardizing the routine decisions, the policies and procedures will promote coordination and consistency across the organisational departments.

Once developed, the operational policies should be infused into the implementation system to facilitate strategic plan implementation and to ensure efficiency and effectiveness.

ii. Allocation of Resources

Allocation of resources is an important component as most action requires resources. Only upon confirmation of its availability, will the implementation process be smooth.

iii. **Instillation of Organisational Culture**

A successful strategy implementation requires the support from a strong organisational culture instilled within the organisation.

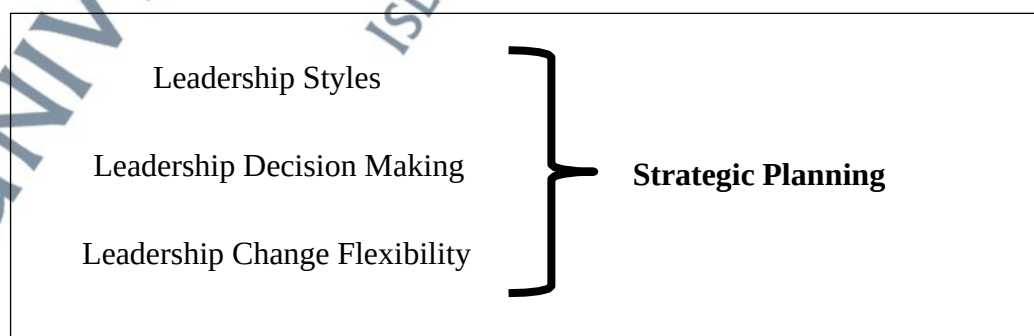
This organisational culture would reflect the organisation's identity and it conveys to every workforce personnel on how things are done within the organisation. It is made up of organisational values, norms and beliefs that guide the actions of organisational community.

iv. **Leadership Role**

Strategy implementation requires a strong leader. The leadership role is very crucial in many aspects of management, particularly in strategic management (Mohamed, 2014). A good leadership is crucial, as the leader determines the direction of the organisation and aligns the staff in accordance with the organisational vision.

On top of that, in strategic planning process, the decision-making process is very crucial for leaders. In other words, making a fast and right decision is very importance especially when it involves an investment or money capitals towards organisation planning. Perhaps it is more critical when leaders are making the decision for organisation in the state of fast changing environment.

Therefore, this strengthens the value of leadership in strategic planning. Figure 6.18 indicates relevancy between leadership elements and strategic planning.



Source: Developed for the Current Study

Figure 6.18: Relevancy Between Leadership Elements and Strategic Planning

v. Corporate Culture and Accountability

This component related to the human factor. Culture is a way of life in the organisation and can be embedded strongly in it. In order to ensure the success of the strategy as addressed in the university's strategic plan, all parties involved must be engaged at the beginning of the project. The Top Management, staff (administrators/academician), faculties are among the members who should be engaged and given details of the needs for a strategy thrust. They must also understand what is about to change once the 'Knowledge for All' is implemented and understand their roles in the implementation.

Everyone involved will be encouraged to contribute, voicing out their concern and communicate to build collective wisdom and a sense of involvement in the strategy thrust. Upon, understanding the role of each member, their concerns and opinion will be co-opted into the implementation of the project. When the final strategic decision is achieved, explanation on strategic implementation of knowledge for all should be conducted for the parties. All the parties involved must be convinced that their opinion is counted, and the decisions must be fair.

At this point, the individuals involved in the implementation should be committed that their concerns have been taken into consideration. Finally, when the new strategy is set, the new rules are established, and everyone needs to know their respective roles which must be clearly explained to them.

vi. Rewards and Incentives

In a matrix organisation like a university, which consisted of various departments, centres, faculties, the implementation of strategic plan are not the normal routines or even not stated in the job description. Therefore, as a token of appreciation, the reward

could be in many forms, but something appreciated and valued if the strategic plans are successfully implemented. Coupling rewards and incentives to the organisational strategy will help with the implementation success rate. Rewards and incentives are known to improve the employee's commitment as well as behaviour consistency.

6.12.5 Four Hurdles to Strategy Execution in BOS Strategy

In addition, according to BOS Strategy, there were four hurdles in implementing the strategy execution. Those hurdles are the Cognitive, Resource, Motivational and Political Hurdle.

i. Cognitive Hurdle

Cognitive hurdles can be a crucial hindrance to the accomplishment of the new strategy. It is obvious that our administrative, academic staff, the Ministry of Higher Education and accreditation bodies are comfortable with the current education programs and believe that the current practise serve the higher institution well with the good grades obtained by the students and why need to change the education system?

They are more likely to resist any attempt that affect their comfort zone and prefer to continue with the old and conventional strategy. It will be the daunting tasks to convince these groups of people that the way of conventional academic programs mode does not enable to reach the non-customers and therefore USIM need to strategize. To convince them, USIM must make them see and experience the need to change.

One of the best ways to do so is to subject them to the pain points of non-customers. They should be listening to the constraints presented by working adults, staffs, pensioners, housewives and the others in pursuing the current existing programs. In fact, at this point, the Top Management of the university can play the role of a tipping

point leader in overcoming the cognitive hurdles. The leader should be convinced that there is a need to change the conventional programs. Once this is achieved, the leader should explain to the others in the faculties/ university the importance of the new strategy to “unlock” the non-customers.

In the planning of executing the new method of delivering USIM’s academic program through the Lifelong Learning program, the university need to realize that the current education programs offered are very rigid and not flexible for the non-customers. It is strictly controlled and administered by the regulations by the Ministry of Higher Education and the accreditation boards (MQA).

The challenge for a Blue Ocean Strategy execution for this program in USIM is how to change or redesign the conventional curriculum programs to others which enable the non-customers to access and convenient for communities, working adults, staffs, pensioner and housewives.

They need for a convenient and flexible time as well as experienced based programmes for successful entrepreneurs or learners in other region of the countries.

ii. Resource Hurdle

It is assumed that the greater the thrust in strategy, the greater the resources it requires for execution. Another major hurdle to the execution is limited resources. A big number of resources is required if the changes in a new strategy are greater. Resources are so important to ensure the successful of a new strategy. In the proposed execution strategy for this case research, the resources like human resources, infrastructure and financial ability are the major resource constraints which the leader may encounter.

iii. Motivational Hurdle

Motivational hurdles are another important factor in deciding the success of implementing this program in USIM. It is suggested that the Vice Chancellor and the Deputy Vice Chancellors should act as the project kingpins to motivate and encourage the staffs and students to support the execution of new customised academic programs.

In addition, besides having the new entity who will be the caretakers on implementation of this program. With the presence and participation from the Top Management, it will drive the staff to achieve the atomised goal. In this manner, the strategy used can be shared by others. Each entity can independently work and be self-accountable for its actions and delivery of the KPIs can be achieved.

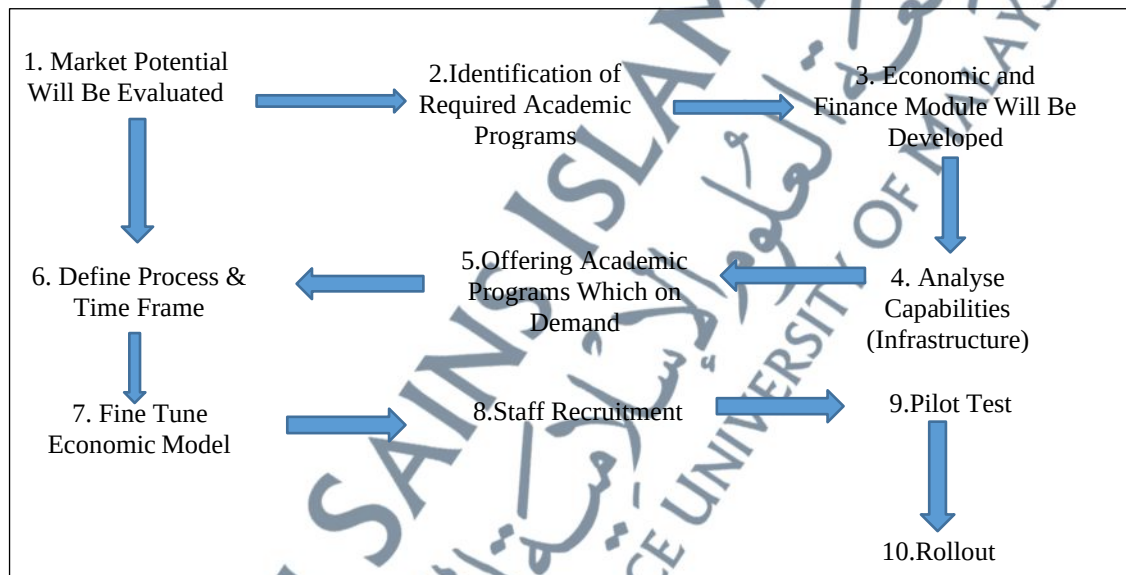
iv. Political Hurdle

Political hurdles are some of the most difficult hurdles to overcome. The role of kingpins (Vice Chancellor and Deputy Vice Chancellors) together with the Ministry of Higher Education should jointly together and promote the efforts of the university in transforming the conventional educational programs to customised on online programs in USIM.

6.13 Execution Roadmap Phase and Milestone

In order to achieve the objectives of this case research, the details strategies which have been highlighted in the previous section serves as a blueprint and sets as a direction for USIM to get a clearer picture in the short and long-term phase for the execution of the program. The final stage will be the implementation part. Figure 6.19 summarizes the steps for execution of the program.

First, the market potential of the program will be evaluated. An economic and finance module or the income projection will enable the university to identify which academic programs are in high demand. Further, the current infrastructure will be evaluated to identify the strengths and weaknesses. Next, is to define the process and time frame for executing new strategies. Consequently, the economic and financial model will be fine-tuned. Once the financial model is accomplished, the human resource for execution will be recruited. Further, the programs will be rolled out domestically and internationally.



Source: Developed for the Current Study

Figure 6.19: The Execution Roadmap Phase

In order to kick start the program, the details of the roadmap and milestone phase for the programs are projected as in Table 6.23 respectively for the strategic objective plan in the duration of 1 to 5 years' time.

Meanwhile, for the financial forecast (revenue projection in five years duration) is projected in Table 6.24. Meanwhile, the projection by year-to-year basis depending on the accreditation of the academic programs for undergraduate programs are projected in Table 6.25.

6.14 Evaluation of the Strategic Plan

Finally, is the evaluation part. The strategic plan evaluation part is the final phase of the strategic planning process. The evaluation of how good, effectiveness or successful the strategic plan is, and what else needs to be done and why would be the focus in this evaluation phase. A strategic plan unless being successfully implemented, is considered as useless hence it requires a good evaluation plan.

The leaders of an organisation and all its staff should have the same vision for the direction of their organisation. This will encourage the creation of a high-performance organisational culture. At the same time, an increase of financial autonomy will increase the flexibility and ability for the leaders to effectively implement creative and innovative strategies. Quick responses and effective feedbacks from the ground will enhance the monitoring and evaluation phase to prevent and limit the strategy failure. Organisations should be customer oriented to stay competitive and to create proper strategy formulation and implementation. An effective strategic plan should be built around the organisational strengths and take advantage of opportunities while overcoming or mitigating against the weaknesses and threats facing the organisation. It should be noted that having a strategic plan does not always guarantee success, but a well-crafted, innovative and creative plan that is well executed will guarantee success.

6.15 Conclusion

In higher education industry, it is almost impossible for a comparatively new

university to compete with the established universities and break into the stranglehold of their dominance in the world stage. Hence, there is a need to create a new demand or niche in uncontested higher education markets and avoid direct competition with other well-established universities. This calls for a new direction, a new approach and a niche section of the higher education system which can be best explored through the Blue Ocean Strategy model. In addition, the expansion and diversify strategy need to be strategized by the university in order to become a major player within the education industry.

It is about time that public universities in Malaysia, USIM included, takes a proactive approach in securing alternative source of income and reduce their dependency on the yearly budget allocation given by the government. The education business in Malaysia, especially the tertiary education sector is projected to continuously grow in the coming years, and it is crucial for the university to be in a positive financial state in order to continue to support its main teaching activities and to fund other related activities that contributes to achieving the University's mission and vision. There is various course of action that a university could explore as an alternative source of income and this case research concentrates on one of the possible sources by offering the Lifelong learning programs to increase students' enrolment.

This is also in line with the Third (3rd) Thrust in Malaysia Education Blueprint 2015 - 2025 (Higher Education), Thrust Number 3: Nation of Life-Long learners which was launched on April 7, 2015, Malaysia should have holistic human capital capable of meeting current challenges and demands.

Education plays a significant role which enables the nation to meet the skills changing needs of a high-income economy and maximises the individual's potential that are presently outside the education landscape through reskilling and up skilling opportunities which enables the development of individual's interests and talents for a

better life.

Malaysia inspires to be the educational hub of the region. It is already known that Malaysia universities offers an affordable tuition fee, and another great reason to study in Malaysia is the relatively low cost of living as compared to other countries. These two criteria attract increasing interest among the international students to study in Malaysia.

The case research has managed to meet the objectives. The increasing number of student enrolment would bring an increase in revenue to the university. Steer forward by the increasing demand for a flexible education, this case research project is being regarded as a very potential long-term project and with proper planning and implementation, this project could help to further boost the university's image as the ideal choice of place to study among the students, domestically and internationally.

Despite conservative attitudes and negative perceptions that efforts to pursue income-generating activities in an academic setting like in USIM would compromise the quality of education, a paradigm shift towards entrepreneurship should be cultivated among the university's management and workforce. A positive attitude on the needs to generate own income needs to be developed. The teaching and learning themes should be translated into ideas that generates income and services in order to increase the relevance of the university's academic programs. Potential projects such as this case research would help to showcase USIM to the world, as the leader in the integration of *Naqli* and *Aqli* knowledge. The details outcome, overall benefit gained and contribution of this case research towards the organisation will be presented in Chapter 7 respectively.

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APPENDICES

Appendix 25: Survey (A): Survey on the Capability Assessment of the University on Expansion of USIM's Academic Programs to Increase Students' Enrolment

CAPABILITY ASSESSMENT SURVEY: EXPANSION OF USIM's ACADEMIC PROGRAMS TO INCREASE STUDENTS' ENROLMENT

The survey is intended in getting inputs from your good self in realizing the planning of USIM in achieving the University's Strategic Plan and further supporting the Government's aspirations as outlined in the Malaysia Education Blueprint 2015-2025 (Higher Education) to offer the university's academic programs at all levels of studies.

To measure the capabilities of USIM in offering the programs, an extensive assessment needs to be carried on the capabilities of the university which involve the external and internal analysis. The external analysis is to identify the external factors such as political, economic, social, technological, environmental and legal factors which may be threats or opportunities to the university in achieving the mission. Conversely, the internal analysis is to identify and evaluates the strengths and weaknesses of the university.

In order to operationalize the expansion of academic programs in USIM towards the execution of Lifelong learning program in USIM, some measurements of the Four Major Factors should be analysed prior to implementation. Hence, these analyses can identify the internal factors on strengths and weaknesses of the university which can be formulated before the exercise, or the implementation of the programs can be done.

- To determine the importance of each factor, a score between 1 (*being the worst*) to 10 (*the best*) are attached to each factor.
- On a scale of 1-10, 1 (*the least important*) and 10 (*the most important*), how would you rate each of the statements.

Your cooperation is highly appreciated.

External Factor Analysis

No.	Aspect	Factor	1	2	3	4	5	6	7	8	9	10
1	1-Political	Changes in leadership and political situation										
2	1-Political	Changes in education policy										
3	1-Political	Policy on academic program accreditation										
4	1-Political	Changes in government policy on immigration requirement										
5	1-Political	Country's aspiration to increase international students' enrolment										
6	2-Economical	Changes to economic climate										
7	2-Economical	Reducing budget by the government										
8	2-Economical	Government aspiration to become high-income and high-tech nation efforts										
9	2-Economical	Currency exchange rates										
10	2-Economical	Economic collaboration (Invitation for further investment from abroad institution)										
11	3-Social	Technology addiction										
12	3-Social	Demographic changes and language barrier										
13	3-Social	Attitude towards institution's branding										
14	3-Social	Attitude towards contributing to building the nation (Nurturing Malaysia's future generation via education)										
15	3-Social	Cultural differences										
16	4-Technological	Advance in technology										

[illegible]

Internal Factor Analysis

No.	Aspect	Factor	1	2	3	4	5	6	7	8	9	10
1	Operations	University's location										
2	Operations	University has experts in specialization areas										
3	Operations	Have adequate facilities and logistics										
4	Operations	Have good IT infrastructure										
5	Marketing	Good relationship with abroad HEIs										
6	Management	The only public Islamic university fully funded by government										
7	Operations	Dedicated to candidates who possessed Arabic language and Islamic studies qualification for admission to UG programs										
8	Management	Have good relationship with industries										
9	Management	Autonomy in management and governance										
10	Management	Economic collaboration (Invitation for further investment from abroad institution)										
11	Management	Have capability to accommodate more students' enrolment										
12	Management	Have target audience among religious school SPM leavers										
13	Management	Not gaining good reputations with other institutions										
14	Operations	Demand from industries and abroad institutions										
15	Operations	Provide opportunities to continue studies at higher level (Nurturing Malaysia's future generation via education)										
16	Management	Have full control on budget allocation and distribution										
17	Management	Have full control to determine the student fees										
18	Management	Autonomy on financial management										

[illegible]

Appendix 27: Result Findings Strategic Management Case Study (CASE 5)

Reliability Statistics

Lifelong Learning

Cronbach's Alpha	N of Items
.893	8

Frequency

Statistics

	Gender	Age	Job Status	Preferred Mode Study	Learning Method	Choices of Program	Field of Study	Level of interest to pursue Lifelong Learning Education
Valid N	550	550	550	550	550	550	550	550
Missing	0	0	0	0	0	0	0	0

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	228	41.5	41.5	41.5
Valid Female	322	58.5	58.5	100.0
Total	550	100.0	100.0	

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 19-25 Years Old	102	18.5	18.5	18.5
Valid 26-35 Years Old	256	46.5	46.5	65.1
Valid 36-45 Years Old	174	31.6	31.6	96.7
Valid Above 45 Years Old	18	3.3	3.3	100.0
Total	550	100.0	100.0	

Job Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Students	139	25.3	25.3	25.3
Government Servant	189	34.4	34.4	59.6
Private Sector	116	21.1	21.1	80.7
Self Employed	46	8.4	8.4	89.1
Pensioner/Housewife	60	10.9	10.9	100.0
Total	550	100.0	100.0	

Preferred Mode of Studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Part-time	468	85.1	85.1	85.1
Full-Time	82	14.9	14.9	100.0
Total	550	100.0	100.0	

Preferred Learning Method

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Fully Online	149	27.1	27.1	27.1
Face to Face	30	5.5	5.5	32.5
Mixed Mode (Online and Face to Face)	371	67.5	67.5	100.0
Total	550	100.0	100.0	

Preferred Level of Studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid PhD	53	9.6	9.6	9.6
Master	98	17.8	17.8	27.5
Undergraduates	234	42.5	42.5	70.0
Post Graduate Diploma	64	11.6	11.6	81.6
Certificate	101	18.4	18.4	100.0
Total	550	100.0	100.0	

Subject of Interest

	Frequency	Percent	Valid Percent	Cumulative Percent
Islamic Studies	103	18.7	18.7	18.7
Information Technology	28	5.1	5.1	23.8
Business and Entrepreneurship	81	14.7	14.7	38.5
Valid Economic and Islamic Finance	119	21.6	21.6	60.2
Education	122	22.2	22.2	82.4
Linguistic	97	17.6	17.6	100.0
Total	550	100.0	100.0	

Level of interest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very interested	328	59.6	59.6	59.6
Interested	170	30.9	30.9	90.5
Uncertain	52	9.5	9.5	100.0
Total	550	100.0	100.0	

Descriptive

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	550	1	2	1.59	.493
Age	550	2	5	3.20	.772
Job Status	550	1	5	2.45	1.256
Preferred Mode of Studies	550	1	2	1.15	.357
Preferred Learning Method	550	1	3	2.40	.885
Preferred Level of Studies	550	1	5	3.11	1.185
Subject of Interest	550	1	6	3.76	1.707
Level of Interest	550	1	3	1.50	.663
Valid N (listwise)	550				

Appendix 28 : Table for Determining Sample Size based on Desired

Accuracy with Confidence Level of 95%

Population Size	Variance of the population P=50%					
	Confidence level=95%			Confidence level=99%		
	Margin of error			Margin of error		
	5	3	1	5	3	1
50	44	48	50	46	49	50
75	63	70	74	67	72	75
100	79	91	99	87	95	99
150	108	132	148	122	139	149
200	132	168	196	154	180	198
250	151	203	244	181	220	246
300	168	234	291	206	258	295
400	196	291	384	249	328	391
500	217	340	475	285	393	485
600	234	384	565	314	452	579
700	248	423	652	340	507	672
800	260	457	738	362	557	763
1000	278	516	906	398	647	943
1500	306	624	1297	459	825	1375
2000	322	696	1655	497	957	1784
3000	341	787	2286	541	1138	2539
5000	357	879	3288	583	1342	3838

Source: (Taherdoost, 2017)

CHAPTER 7

CONSOLIDATION OF THE FIVE (5) CASES AND HOW THEIR SOLUTIONS HAVE CONTRIBUTED TO THE ORGANISATION

7.1 Consolidation of The Cases and How Their Solutions Have Contributed to The Organisation

All the five (5) case studies presented in this thesis were initiated in sequence from December 2017 to July 2019. The issues highlighted actual issues in the researcher's organisation. Each of the identified issues in the five different areas were conducted within a duration of 3 to 4 months as stipulated in the Industrial PhD programme structure guidelines.

7.2 Outcomes of the Case Research

This study has contributed the proven and tested research outcomes and results to the university. The university also experienced several positive outcomes as the result of the problem identification and implementation of many improved processes.

The outcomes for each case study are as follows:

a. Case Study on Marketing: Enhancing Visibility for Sustainability

The focus of this case was to enhance USIM's visibility among international students.

- i. As a result, there was an increased in the number of international students' enrolment (undergraduate level), particularly from the target group of Singaporean students, was observed. The usage of social media as a marketing tool and the application of the Segmentation, Targeting, and Positioning (STP) Model was

applied and proven to be more effective in increasing USIM's presence and visibility among this target group.

- ii. Table 7.1 illustrates the total number of international students' enrolment from Singapore to USIM for the undergraduate programmes. Three (3) students from Singapore enrolled in USIM in 2015, eight (8) students enrolled in 2016, and four (4) students enrolled in 2017. The number increased to eleven (11) students in the academic session intake for 2018/2019 and, recently, in the academic session intake for 2019/2020, with another seven (7) student enrolment in the undergraduate programmes in USIM.
- iii. The results of the case study proposed the establishment of a new entity, particularly focusing on marketing and student recruitment, was approved by USIM's Board of Management (JKPU) on March 6, 2018. Kindly see Appendix 35 (i) on the Board of Management's decision.
- iv. Social media platforms, as a medium to promote USIM, was utilised aggressively as shown in Appendix 36 (i).
- v. An increase in revenues for USIM through the tuition fees collected from more international students will be shown in Section 7.3.

b. Case Study on Management: Towards Sustainable Human Resource in USIM

The second case gave emphasis on the solution in reducing turnover among the "N" staff personnel under the Management and Professional Scheme.

- i. The findings of the second case suggested that, to enhance managerial skills and leadership qualities, such as the role of Heads of Departments, a series of workshops and courses were organised for USIM's administrative and academic staff who has been selected as the Heads of Departments, Deans, and Directors.
- ii. The *iQalbu* course was organised to create awareness and clarity on the importance and accountability of the different roles and responsibilities among USIM's workforce. Table 7.2 summarises USIM's organised programmes.

Table 7.2: Courses Organised by USIM on Leadership and *iQalbu*

No.	Programmes Organised	Date
1.	University Management Certificate Level 1 (<i>Sijil Pentadbiran Universiti Tahap 1</i>)	10-25 April 2018
2.	University Management Certificate Level II (<i>Sijil Pentadbiran Universiti Tahap II</i>)	5-10 August 2018
3.	<i>Qalbu</i> -Guided Leadership Course Level 1 (<i>Kursus Kepimpinan Berpandukan Qalbu Tahap 1</i>)	7-9 September 2018
4.	<i>Qalbu</i> -Guided Leadership Course Level 2 (<i>Kursus Kepimpinan Berpandukan Qalbu Tahap 2</i>)	14-16 December 2018

Source: Human Resource Division (2018)

- iii. An Academic Leadership course was organised by USIM to enhance the skills and talents among academicians (Heads of Departments, Deans, and Directors) appointed by the university to increase the understanding of the academic staff on leadership and preparation for the administrative positions in USIM as listed in Table 7.3 and in Appendix 36 (ii).

Table 7.3: Courses on Academic Leadership Development Programme (ALDP)
Conducted by USIM For Heads of Departments/ Deans/ Directors

Dates	Name of Programmes
8-9 December 2018	Academic Leadership Programme Series 1
25-26 February 2018	Academic Leadership Programme Series 2
25-26 July 2019	Academic Leadership Programme Series 3
30-31 October 2019	Academic Leadership Programme Series 4

Source: Deputy Vice Chancellor's Office, (2018-2019)

- iv. The Effective Communication Skills for Leaders Course (ECL 2019) was organised nationwide by AKEPT in collaboration with USIM, among the senior officers and academicians holding positions as the Heads of Departments in universities. The programme's objective was to enhance communication skills among leaders in the context of HEIs. (See Appendix 36 (iii)).
- v. The Human Resource Division also implemented the recommended strategies from the 2nd case study on staff recruitment. The Top Management (Vice Chancellor) was involved in the negotiation with the Civil Service Department (JPA) for staffing warrants, particularly for administrative positions.
- vi. Flexible working hour slots were made available by USIM to the administrative staff for convenience, as shown in Appendix 36 (iv).
- vii. A new scheme called the Recruitment Plan without Pension (*Skim Tetap Tanpa Pencen*) was approved by USIM's Board of Management for contract officers.
- viii. The training was conducted to enhance administrative skills for new appointments or current staff as shown in Appendix 36 (v).

c. Case Study on Operations Management: Innovation in Administrative Procedures: Registration Process for New Student Intake

- i. The case recommended that the efficiency of the registration process of new students to be given attention because of negative complaints from the stakeholders consisted of students and parents in previous years and specifically on the time and monetary wastage as well as the high operational costs.

The case study's outcomes and results were tested, proven to be effective and it was approved by the Board of Management (JKPU) as shown in Section 7.4 and Appendix 35 (iv), and will be implemented during the new students' registration process for the undergraduate programme on September 4, 2018.

The university and students (stakeholders) experienced several positive outcomes from the problem identifications and implementations of many improved processes.

These outcomes included:

- i. Reduction in waiting time.
- ii. Improvement in service quality.
- iii. Improvement in students' registration process.
- iv. Reduction in cost (cost efficiencies) for the new students' registration process, as USIM reduced the cost expenditure of approximately RM 64,640.00 annually, per registration, for new student intakes from the financial aspect, as shown in Table 7.4.

Table 7.4: Cost Expenditure and Cost Saving to the University

Expenditure (Cost) And Expenses Incurred	Expenditure (Cost) Saving to The University
Postage cost RM 6.00 per student (2,600 prospective students x RM 6.00)	RM 15,600.00
Preparing hardcopy files (2,600 students x RM 5.50 per file)	RM 14,300.00
Rental of laptops (100 pcs) (100 pcs x RM 150.00)	RM 15,000.00
Staffs overtime during weekends (100 staffs involved x RM 12.80 per hour x 8 hours)	RM 10,240.00
Refreshments for staffs on duties (100 staffs x RM 15.00 per pax)	RM 1,500.00
Transportation rental (buses) (20 buses x RM 400.00)	RM 8,000.00
Total	RM 64,640.00 per-year

Source: Bursar Department of USIM (2018)

- v. A smooth and efficient registration process.
- vi. Shortened duration of time during the registration process (proven result shown in Table 7.5). The comparison on the duration of time taken indicated a drastic improvement between the year 2017 and 2018 during the registration day after the utilisation of the *eTasjil* System compared to the duration of time taken by the new intake students during the registration day for the 2018/2019 Academic Session. (See Appendix 36 (vi)).

Table 7.5: Comparison of Time Duration to Complete the Registration Process by USIM Students between the Year 2017 (Conventional Method) and the Usage of the *eTasjil* System on the Registration Day for Academic Session 2018/2019 in the Year 2018

COMPARISON DURATION OF TIME TAKEN TO COMPLETE THE REGISTRATION PROCESS			
Previous Registration Process Year 2017 (Academic Session 2017/2018) Total Number of Students = 2,406		New Registration Process Year 2018 (Academic Session 2018/2019) Total Number of Students = 2,429	
Time Duration	Total Number of Students	Time Duration	Total Number of Students
1– 30 Minutes	0%	1 – 30 Minutes	2402= 98.8%
31 – 40 Minutes	28=1%	31 – 40 Minutes	17= 0.69%
41 – 60 Minutes	380=15.79%	41 – 60 Minutes	6 = 0.24%
60 Minutes & above	1998= 83.04%	60 Minutes & above	4= 0.16%

Source: *eTasjil* System, Goal-ITQAN (2018)

d. Case Study on Finance: Towards Financial Sustainability

- i. Based on the extensive series of discussions and surveys that were conducted on the proposal for upgrading the existing residential colleges to the premium type to be offered to the students as one of the possible income generating channels that could contribute to USIM's strategy for revenues, the proposal was approved by USIM's Board of Management on April 16, 2019 to upgrade the residential colleges to the Premium accommodation (known as 'USIM LODGE') for international students, was officially launched by USIM's Vice Chancellor and started operations in January 2020 (See Appendix 36 (vii) and Appendix 36 (viii).

e. Case Study on Strategic Management: Towards Sustainable Growth of USIM

- i. Comprehensive and extensive research was carried out in finding the best strategies to be implemented for the success of USIM's strategic planning, particularly in achieving the 5th Thrust of USIM's strategic planning.
- ii. Consequently, the proposal was tabled in the USIM's Board of Management (JKPU) meeting on June 25, 2019 and was approved by them on July 4, 2019 (See Section 7.4). Thus, a new entity was also has been approved for the organisation and coordination of all the lifelong learning USIM programmes from August 1, 2019, as shown in Appendix 35 (vi) and Appendix 35 (vii).

Therefore, USIM would commence the offering of these lifelong learning by offering a direct intake to the undergraduate programmes (part and full-time) mode for individuals who did not have admission opportunities in USIM by applying in the mainstream channel through University Admission Unit (UPU) under MOHE and offering certificate courses to the public by USIM Tijarah (the Holding company of USIM) as shown in Appendix 36 (ix) and Appendix 36 (x).

7.3 Financial Contribution

From a financial perspective, the study's implementation successfully generated income for USIM. The following amount in Ringgit Malaysia (RM) was successfully generated by the university based on the sequence of the implemented case studies.

i. Marketing: Enhancing Visibility for Sustainability

An increase was detected in the new enrolments of international students, specifically in the number of Singaporean students, from 3 students in 2016 to 11 new students for the 2018/2019 academic session (admission in 2018) and an additional 7 students in 2019 for the 2019/2020 academic session. For example, the number of Singaporean students totalled up to 33 students, thus contributing to the largest number of international students from one country in USIM.

As such, USIM's income was successfully generated from the collection of international students' tuition fee, the usage of social media as a marketing tool, and the Segmentation, Targeting and Positioning (STP Model) as shown in Table 7.6.

ii. Management: Towards Sustainable Human Resource in USIM

The university successfully obtained warrants of staff recruitment from JPA, resulting in USIM's successful upgrade of officers from the administrative (N) scheme to permanent positions without allocations of operational expenditure to cover the emoluments for contract staff.

iii. Operations Management: Innovation in Administrative Procedures: Registration Process for New Student Intake

The university experienced substantial financial savings with the new registration process for undergraduate students through the online registration method. As such, the cost saved within a year of implementing the online registration of new undergraduate students are detailed in Table 7.7.

iv. Enhancing USIM's Income Generation: Towards Financial Sustainability

Through the innovative creation a high-end and premium residential college, USIM managed to collect RM 350.00 per room from 30 residential colleges.

v. Strategic Management: Towards Sustainable Growth of USIM

The lifelong learning programmes in USIM were successfully implemented with the offerings of programmes at the certificate and at the Undergraduate level to be implemented with approval from the authorities, such as Malaysian Qualifications Agency (MQA), for the accreditation of part or full-time programme admissions to be offered via direct intake without through the UPU, MOHE applications.

7.5 Contribution to the Organisation

This study has made several contributions in terms of improving the fundamental operations of a HEI as well as providing alternative approaches to counter the financial problems arising from the budgetary cut downs from the MOHE. Nevertheless, the ability to generate alternative revenues was not the only achievement resulting from this study.

As mentioned earlier, several systems and operating procedures for USIM was improved and enhanced which giving benefits for the society, stakeholders, staff, students, guardians, and community members. Hence, USIM experienced numerous positive outcomes through the series of cases problem identification and the implementation of the suggested solution and improved processes, as stated in the outcome of the case research section. Furthermore, the most striking point of this programme (Industrial PhD) is the ability to observe the outcome of the implementation of research recommendations in real life. This served to be much more valuable than merely gleaning results from literature review studies, as actual problems were analysed with the application of solutions to handle the existing working condition.

7.6 Contribution to Industrial and Applied Knowledge

This study is significant to the education industry, specifically for HEIs, as the application of the research findings aimed to solve the issues encountered by the institution, consequently turning the findings into practical applications. As such, the study findings were relevant in terms of application and value to the organisation. This study contributed to the theory, methodology, policy, practices and the organisation.

7.6.1 Benefit to Organisation

The university experienced numerous positive outcomes as a result of problem identification and the implementation of improved processes. Besides, this study did not only provide positive learning outcomes from the learning process, but the study also provided opportunities, exposure, and valuable knowledge from theoretical aspects and the application of the studied theories.

In other words, the Industrial PhD programme produced observable, implementable, and proven results as the outcome, with theories being practised and proven to be implementable in actual scenarios, hence leading to beneficial and positive contributions to the whole organisation.

7.6.2 Benefit for Knowledge

On the contrary, the significance of this research mostly acted as an expansion in the body of knowledge covering the five core areas of management, which are marketing, management, operations management, finance, and strategic management from the academic perspective.

The theoretical parts and literature reviews gained from academic resources, such as books and academic journals, provided knowledge and ideas on how the theory and knowledge gained could be applied to benefit the organisation and served as a reference source for future studies, besides suggesting areas of future research.

7.7 Limitations of the Study and Suggestions for Further Research

All the five case studies presented in this thesis began in December 2017 and ended in July 2019. The issues focused on actual challenges and current scenarios at the time. Each of the identified issues in the five different areas were researched into within 3 to 4 months as stipulated in the Industrial PhD programme structure and written in the form of a case study method. All the five cases were identified as problematic issues to be diagnosed and recommendations made.

However, a few study limitations must be acknowledged. Firstly, the current investigation and the generalisability of the study was limited as it was restricted to the university (USIM) only. Secondly, the short time frame was the main constraint in fully execution all the recommendations made for each case and enabling respondents, consisting of students, staff and community members, to participate in the study. Nevertheless, despite the obstacles encountered, all the five cases successfully highlighted the importance of implementing and executing innovative ideas by the university.

Most importantly, this study contributed and produced positive outcomes and impact on USIM. The outcomes and the results from the case studies were tested and proven to be successful, as USIM experienced several positive outcomes through problem identification and the implementation of many improved processes from the operational and policy making perspective.

The idiographic case explanation provided a detailed and in-depth view of the various stakeholders, such as students, staff, and community members. Also, the research findings could be further explored by using a larger cohort of other universities, consequently providing more insights and contributions than focusing on a single institution.

7.8 Conclusion

The objectives outlined for all the five (5) case studies have indeed been achieved as shown by the successful outcomes of the innovative solutions implemented to solve the raised issues, all for the importance of sustainability of USIM. This thesis presented all the cases in the five major areas in USIM with specific conclusions for each of them.

Firstly, from the marketing aspect, it was proven from the research analysis that the usage of new media, particularly social media, as the marketing tool could have a significant impact on international students' decision in choosing a university.

With all these social networking capabilities, social media sites are great platforms for USIM to share a positive educational experience with prospective students and make use of the stored information in social media sites to target other users from

abroad with the USIM brand. As such, social media should be regarded as an integral part of an organisation's marketing strategy and should not be taken lightly.

The second aspect involved the management and is focused on the staff turnover in USIM. The case study indicated the existence of several factors contributing to unsatisfactory staff turnover rate in USIM, such as lack of motivation to work, inadequate working benefits, lack of relevant training and development programmes and a cold working relationship with superiors.

Based on the results from the analysis findings and literature reviews, it is suggested that the university narrowed down on some of the Human Resources Standard Operating Procedures (SOP) and current practices by the Human Resource Division to avoid the shortcomings associated with under-appreciated and unmotivated staff significantly reduce the turnover rates in USIM.

The university must also be aware of the costs associated with staff retention, as the staff are important investments for the university. To retain the staff, USIM must invest in training and development programmes and offer attractive benefits with opportunities for career advancement. To a large extent, all Muslims, including the members of an Islamic university, such as USIM, should incorporate Islamic values in every aspect of the management, operational, and teaching activities.

As stated in the Holy Quran and *Hadith*, the one appointed as a leader (Head of Department, Head of Division, Director, and Dean) in the respective Departments, Divisions, Centres, and Faculties needed to adopt the principles of Islamic leadership based on the Holy Quran and *Hadith*. Therefore, this case study on management significantly contributed to the discipline of Human Resource management to bridge the knowledge gap with empirical evidence in this field and the incorporation of Islamic values into every regulation and procedure in USIM.

Thirdly, from the perspective of operations management, the case study identified several areas of waste in the registration process of new students. The feedbacks obtained from the surveys led to the restructuring of the entire registration process. From the administrative perspective, weaknesses and redundancies were identified in the registration flow, waste of time, discrepancies in managing the workforce, waste of a space or area, and waste of expenditure. The focal point of this case study was to reduce waste in the organisational administrative processes by applying the concept of lean principles which was designed to identify waste or redundancies to save cost and develop an efficient process for the new students' registration. Upon the identification of waste and other disrupted flows in the current process, lean tools and techniques were applied from the administrative context. Consequently, the process applied the relevant tools and techniques to reduce and eliminate waste for the registration process of new student intake.

The case research identified Value Stream Mapping (VSM) which was often used in a lean-oriented environment had supporting methods to analyse and design process flows at the system level across multiple processes. With the symbolic representation of items and processes, an increase in productivity was intended through the creation of leaner operations, consequently making waste and quality issues easier to be identified through a map drawing of the value stream. The case research on operations management also identified actions through waste removal operations before suggesting solutions through the invention and implementation of the *eTasjil* system.

From the financial aspect in the fourth case, the reduction in the government's budget allocation to public universities and the subsequent needs for these universities to seek for independent resources in support cost expenditures led to the possible solution in budget constraints. This proposal may ease part of the university's burden

for finding an alternative income. As such, one of the alternatives to be explored by USIM is by offering an upgraded accommodation to international students, known as the *Premium Residential Colleges*, named as '*USIM Lodge*'. The income generated from the rental charges from the international students could be used to compensate insufficient funds. It was also noticed that there were 14.5% vacancies in USIM's residential colleges with vacant and under-utilised apartment units. Hence, the case research proposed these apartments units to be upgraded with better facilities to attract the international students.

This proposal served as an alternative for the university to enhance and utilise the existing resources and properties for income generation. Hence, student accommodation is seen as a potentially lucrative business to USIM. Despite the conservative attitudes and negative perceptions that the efforts to pursue income-generating activities in an academic setting, such as USIM, would compromise the quality of education, a paradigmatic shift towards entrepreneurship should be cultivated among the university's management and workforce. Positive attitudes in generating the independent income needed to be developed.

Finally, the fifth case study from the strategic management aspect was deduced from the SWOT Model and the application of the Blue Ocean Strategy Model based on the university's capabilities. The findings were presented along with recommendations allowing the Management to identify and evaluate the external and internal environment factors, which includes the opportunities, threats, strengths and weaknesses of USIM. By identifying and analysing those factors, the university's management could evaluate the external and internal factors affecting the university's stability and growth and establish a detailed plan which sets as a blueprint to achieve the university's strategic planning. Thus, with these findings, USIM needed to plan and manage the strategies

based on the analysis and the recommendations to be made for the university in realising and achieving the Strategic Plan, as outlined in 5th thrust of the Strategic Plan.

In the higher education system, it is almost impossible for a comparatively new university to compete with established educational institutions and penetrate the stranglehold of dominance globally. Hence, there is a need to create new demand or niche in uncontested higher education markets and avoid direct competition with other well-established universities. This calls for a new direction, approach, and a niche section of the higher education system which can be best explored through the Blue Ocean Strategy method. Besides, the expansion of diversification strategies needs to be strategized by the university to become a major industry player in the education sector. All Malaysian public universities, including USIM, should take a proactive approach in securing alternative sources of income to reduce the dependency on the annual budget allocation allocated by the Ministry of Higher Education. The Malaysian education business, especially in the tertiary education sector, is predicted to continuously grow in the coming years. Therefore, the university must be in a positive financial state to continue the support of the main teaching activities and fund other relevant activities contributing to the achievement of the university's mission and vision. Various courses of action could be explored by a university as an alternative source of income, and this case study focused on one of the possible sources involving the offering of USIM's lifelong learning programmes to increase students' enrolment.

The increasing number of students' enrolment would bring an increase in the annual revenue of the university. With the increasing demand for a versatile education, this case research is regarded as a potential long-term project and with proper planning and implementation, it could help to further boost the university's image as the ideal choice of place to study among the students, domestically and internationally. In fact,

the five-case research are not only complementary to one another but also synergistic as each has a role to play towards halting the downward trend.

Thus, as a final note for this thesis, an important outcome from this applied research is that innovation could assist an organisation to effectively bring together diverge points of view, producing high performing workforce that would help to improve the outcome of the organisation, thus, ensuring its sustainability and profitability. Finally, it is hoped that with all the projects in this study comprising the five key areas are implemented well, USIM could be the country's showcase internationally, contribute to the society (*ummah*) and lead to USIM's efforts becoming a prestigious Islamic Science University and a catalyst in the integration of *Naqli* and *Aqli* knowledge.

Appendix 35: Publications & Conferences

JOURNALS/ ARTICLES

- Hammad Farhi Mohd Saudi, Jamal Abdul Nasir, 2019, 'Implementing Lean Principles in Administrative Procedures: Registration Process for New Student Intake in Universiti Sains Islam Malaysia (USIM)', *Malaysian Journal of Applied Sciences* 2019, eISSN 0127-9246, Vol. 4, (1): 60-72.
- Hammad Farhi Mohd Saudi, 2019, 'Enhancing University Income Generation Alternative Revenue Resources for The University: A Case Study in Universiti Sains Islam Malaysia', *Journal of Human Development and Communication*, ISSN: 2289-2702, Volume 8, 2019: (67-82).
- Hammad Farhi Mohd Saudi, Education, Higher-Research-Malaysia: 'Enhancing University Income Generation Alternative Revenue Resources for The University: A Case Study in Universiti Sains Islam Malaysia (USIM)' Tamhidi Educational Symposium 2019 (Teds 2019): *Proceedings Tamhidi Educational Symposium 2019*. Negeri Sembilan. ISBN 978-967-440-662-2.

CONFERENCES/ SEMINARS

- Presented paper titled 'Enhancing University Income Generation Alternative Revenue Resources for The University: A Case Study in Universiti Sains Islam Malaysia' at International Seminar on University Management 2019 (ISUM 2019) at Bangkok, Thailand on 3rd - 4th October 2019. Organised by Universiti Malaysia Perlis.
- Presented paper titled 'Enhancing University Income Generation Alternative Revenue Resources for The University: A Case Study in Universiti Sains Islam Malaysia' at Tamhidi Educational Symposium (TEdS 2019) on 29 July 2019 at Universiti Sains Islam Malaysia.
- Presented paper titled 'Implementing Lean Principles in Administrative Procedures: Registration Process for New Student Intake in Universiti Sains Islam Malaysia (USIM)' at PhD. Industry Symposium on 27 April 2019, at Admiral Cove Hotel, Port Dickson, Negeri Sembilan, Malaysia.
- Presented paper titled 'Enhancing University Income Generation Alternative Revenue Resources for The University: A Case Study in Universiti Sains Islam Malaysia' at PhD. Industry Symposium on 27 April 2019, at Admiral Cove Hotel, Port Dickson, Negeri Sembilan, Malaysia.
- Presented paper titled 'Enhancing University Income Generation Alternative Revenue Resources for The University: A Case Study in Universiti Sains Islam Malaysia' in Top Executive Programme: Building Leadership Pipeline: Project Management Colloquium on 2nd December 2019, at Higher Education Leadership Academy (AKEPT), Ministry of Higher Education.