


**DEVELOPING ENTREPRENEURIAL SKILLS AMONG UNIVERSITY STUDENTS: A CASE OF STUDENT ENTREPRENEURIAL ATTACHMENT PROJECT**

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ARTICLE INFO	ABSTRACT
<p><b>Article history:</b></p> <p><b>Received</b> 21 November 2022</p> <p><b>Accepted</b> 30 January 2023</p>	<p><b>Purpose:</b> This study aimed to explore entrepreneurial skills possess among university students after taking entrepreneurship subject, namely, Entrepreneurial Networking Management, where students have to run business under the Student Entrepreneurial.</p>
<p><b>Keywords:</b></p> <p>Entrepreneurial Skills; Experiential Learning; Business Hands-On Experience; Pedagogy; Entrepreneurship Education; Student Entrepreneurial Attachment Project.</p>	<p><b>Theoretical framework:</b> This study focused on three groups of SEAP students consisting of five to six members for each group who were attached with Campus Student Enterprise (CSE) which is the SINTOKYO business for a period of one semester.</p>
	<p><b>Design/methodology/approach:</b> The study used a qualitative approach where document analysis were use to collect the data from the three group project reports and the students individual evaluation of SEAP at the end of semester.</p>
	<p><b>Findings:</b> The study found that students undergone the hands-on business experience through SEAP have acquire entrepreneurial skills of know-who, namely entrepreneurial networking skills. In addition, students also acquired entrepreneurial skills of know-how, which is teamwork skills, communication skills, marketing skills, customer service skills, problem solving skills and time management skills. All these entrepreneurial skills are related to entrepreneurial networking skills in managing Sintoko business.</p>
	<p><b>Research, Practical &amp; Social implications:</b> The implication of this study showed that SEAP can be used as transformative teaching for Entrepreneurial Networking Management subject and other entrepreneurship subjects in developing entrepreneurial skills of know-who and know-how among university students.</p>
	<p><b>Originality/value:</b> By exposing university students with real business experience, SEAP have potential to groom university students to be entrepreneurs during their study, thus helping university in producing graduate entrepreneurs and reducing unemployed graduates for the country.</p>
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**DESENVOLVER A CAPACIDADE EMPREENDEDORA ENTRE OS ESTUDANTES UNIVERSITÁRIOS: UM CASO DE PROJETO DE VINCULAÇÃO EMPRESARIAL ENTRE ESTUDANTES UNIVERSITÁRIOS**

**RESUMO**

**Objetivo:** Este estudo teve como objetivo explorar as habilidades empreendedoras que os estudantes universitários possuem após cursarem o curso de Empreendedorismo, a saber, Gestão de Redes Empreendedoras, onde os estudantes têm que administrar negócios sob o tema Empreendedorismo Estudantil.

**Estrutura teórica:** Este estudo concentrou-se em três grupos de estudantes SEAP compostos de cinco a seis membros para cada grupo que estavam ligados ao Campus Student Enterprise (CSE) que é a empresa SINTOKYO por um período de um semestre.

**Design/metodologia/abordagem:** O estudo utilizou uma abordagem qualitativa onde a análise de documentos foi utilizada para coletar os dados dos três relatórios de projetos de grupo e a avaliação individual dos estudantes da SEAP no final do semestre.

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**Conclusões:** O estudo descobriu que os estudantes passaram pela experiência prática de negócios através da SEAP adquiriram habilidades empreendedoras de quem sabe, ou seja, habilidades empreendedoras de networking. Além disso, os estudantes também adquiriram habilidades empreendedoras de know-how, que são habilidades de trabalho em equipe, habilidades de comunicação, habilidades de marketing, habilidades de atendimento ao cliente, habilidades de resolução de problemas e habilidades de gerenciamento de tempo. Todas essas habilidades empreendedoras estão relacionadas a habilidades empreendedoras de trabalho em rede na gestão de negócios da Sintoko.

**Pesquisa, implicações práticas e sociais:** A implicação deste estudo mostrou que a SEAP pode ser usada como ensino transformador para a disciplina de Gestão de Redes Empresariais e outras disciplinas empresariais no desenvolvimento de habilidades empreendedoras de quem sabe e know-how entre estudantes universitários.

**Originalidade/valor:** Ao expor estudantes universitários com experiência real em negócios, a SEAP tem potencial para preparar estudantes universitários para serem empreendedores durante seus estudos, ajudando assim a universidade a produzir empreendedores graduados e a reduzir graduados desempregados para o país.

**Palavras-chave:** Capacidade Empreendedora, Aprendizado Experimental, Experiência Prática em Negócios, Pedagogia, Educação Empresarial, Projeto de Apego ao Empreendedorismo Estudantil.

## DESARROLLO DE COMPETENCIAS EMPRESARIALES ENTRE ESTUDIANTES UNIVERSITARIOS: UN CASO DE PROYECTO DE VINCULACIÓN EMPRESARIAL DE ESTUDIANTES

### RESUMEN

**Propósito:** Este estudio tiene como objetivo explorar las habilidades emprendedoras que poseen los estudiantes universitarios tras cursar la asignatura de emprendimiento, concretamente, Gestión de Redes Emprendedoras, en la que los estudiantes tienen que gestionar negocios en el marco del Student Entrepreneurial.

**Marco teórico:** Este estudio se centró en tres grupos de estudiantes SEAP que consta de cinco a seis miembros para cada grupo que se adjuntaron con Campus Student Enterprise (CSE), que es el negocio SINTOKYO por un período de un semestre.

**Diseño/metodología/enfoque:** El estudio utilizó un enfoque cualitativo en el que se utilizó el análisis de documentos para recopilar los datos de los informes de los tres proyectos de grupo y la evaluación individual de los estudiantes del PAES al final del semestre.

**Resultados:** El estudio reveló que los estudiantes que habían participado en la experiencia empresarial práctica del PAES habían adquirido competencias empresariales de "saber hacer", es decir, competencias empresariales de creación de redes. Además, los estudiantes también adquirieron habilidades empresariales de know-how, que son habilidades de trabajo en equipo, habilidades de comunicación, habilidades de marketing, habilidades de servicio al cliente, habilidades de resolución de problemas y habilidades de gestión del tiempo. Todas estas habilidades empresariales están relacionadas con las habilidades de creación de redes empresariales en la gestión del negocio Sintoko.

**Investigación, implicaciones prácticas y sociales:** Las implicaciones de este estudio demuestran que el PAES puede utilizarse como enseñanza transformadora para la asignatura de Gestión de Redes Empresariales y otras asignaturas relacionadas con el espíritu empresarial en el desarrollo de habilidades empresariales de saber hacer y saber estar entre los estudiantes universitarios.

**Originalidad/valor:** Al exponer a los estudiantes universitarios a una experiencia empresarial real, el PAES tiene potencial para preparar a los estudiantes universitarios para ser emprendedores durante sus estudios, ayudando así a la universidad a producir graduados emprendedores y a reducir el número de graduados desempleados en el país.

**Palabras clave:** Habilidades Empresariales, Aprendizaje Experimental, Experiencia Práctica Empresarial, Pedagogía, Educación Empresarial, Proyecto de Vinculación Empresarial de Estudiantes.

### INTRODUCTION

Entrepreneurs play important roles in economic development of a country. However, studies have found that the percentage of graduates who venture into entrepreneurship after graduation is very low in most of developing countries (Alnaity, 2018; Armanurah, Norashidah

& Awanis 2019; Norasmah, Hariyaty & Armanurah 2019) and this include Malaysia. Majority of graduates are not keen to become entrepreneur as their career choice after graduation and most graduates prefer to be a job seeker (Abd Halim et al. 2012; Kementerian Pengajian Tinggi 2010). Therefore, the early development of potential entrepreneurs through a well plan entrepreneurship education should be conducted at the higher learning institution to groom students with entrepreneurial elements such as entrepreneurial skills so as to produce a job creator graduates (Jacob & Munuswamy, 2022). Entrepreneurial skills are among the important substance necessary in which individual has to possess to be entrepreneur. Louis study (1993) showed that university students have good entrepreneurial potentials, but the university needs to identify a comprehensive method to develop these potentials. One of the ways to inculcate students with entrepreneurial skills is through entrepreneurship education, whereby the main purpose of enterprise education is to develop enterprising skills and attributes Gibb (1993). In this regard, the study will attempt to explore the entrepreneurial skills possess among university students after taking entrepreneurship subject, namely, Entrepreneurial Networking Management subject (Hoerniasih et al., 2022). For this subject, students have to run a hands-on business under the Student Entrepreneurial Attachment Project (SEAP) as their project assignment for a period of one semester to achieved the course learning objective which is to apply the knowledge of entrepreneurial networking skills to manage the business practically. This mean that students have to apply the theory and knowledge of entrepreneurial networking they learned in the classroom in managing the business practically. The background of this work is the entrepreneurial networking skills that help students undergone the hands-on business experience through SEAP. The justification of the entire entrepreneurial skills are explained in the next topics. The main objective of this paper is to develop entrepreneurial skills among university students.

## LITERATURE REVIEW

### Student Entrepreneurial Attachment Project

Student entrepreneurial engagement project (SEAP) is an inovative pedogogy used by Entrepreneurial Networking Mangaent subject to achieved the course learning objective which is to apply the knowledge of entrepreneurial networking skills to manage business. Students will apply the theory and knowledge concerning networking they learned from the classroom in helping Campus Student Enterprise (CSE) managing the business. Nevertheless, in any hands-on business experience, there will be other entrepreneurial skills as well being developed

together, not only networking skill (Armanurah, 2014; Armanurah, Nor Aishah & Muhammad 2014).

SEAP is a student involvement project with CSE in assisting CSE managing their business. Through SEAP, students Entrepreneurial Networking Management subject will gain entrepreneurial hands-on experience from business activities conducted with CSE. SEAP adapt the approach of internship training strategy in developing entrepreneurial skills to entrepreneurship subject students, namely Entrepreneurial Networking Management subject, which entails collaboration between schools and industries for real-life work experience (Ibrahim and Dandago, 2013). This form of collaboration is necessary after exposing students to theories and concepts in entrepreneurship subject and students are then attached to industries where they are expected to practice the knowledge they acquired. Under SEAP the collaboration is between the subject lecturer (represent schools) and CSE (represent industries).

Under SEAP, after students gone through the project for one semester, it is hoped that students have acquire not only entrepreneurial networking skills of know-who but also entrepreneurial skills of know-how.

Three parties are involved under SEAP, namely Entrepreneurial Networking Management students, campus student enterprise (CSE) and academic mentor.

- Entrepreneurial Networking Management students

Entrepreneurial Networking Management students are students involved in SEAP to fulfill the class project assignment. At the beginning of the semester student of Entrepreneurial Networking Management subject have to form a team of five to six members and the team have to find a campus student entrepreneur (CSE) and get attached with CSE for one semester in helping CSE managing and assisting the business using networking concept and theories learned from the classroom. The selected CSE must be agreed upon by CSE and approved by the academic mentor who are also the lecturer of the subject.

- Campus student entrepreneurs

Campus student entrepreneurs are on-campus student entrepreneurs that have been groom from the previous Entrepreneurial Networking Management subject or other entrepreneurship courses that require students to conduct a hands-on business in group as assignment project. CSE are those group of students that run their business on-campus on their own initiative or after completed the Entrepreneurial Networking Management subject or any Entrepreneurship subject.

The role of CSE in SEAP is that they act as industry mentor and supervise students, where they give business training and mentoring the students group under their business. At the

end of the semester, CSE will held an appreciation ceremony for the purpose of presenting SEAP certificates, and appreciation awards of the contribution of SEAP students in helping CSE managing their business. Appreciation awards are given by CSE based on the category of student group performance in terms of sales, innovation, business networking development and management.

- Academic mentor

Academic mentors are the Entrepreneurial Networking Management subject lecturer. Academic mentor will facilitate the SEAP students in using the networking concepts and theories in helping CSE managing the business. Academic mentor will monitor the SEAP project and act as a mediator between student group project and CSE. The roles of academic mentor are also in providing business and non-business guidance, continuous moral support, problem solving and handling business conflict to both SEAP and CSE. Since CSE is still in the early stage of business, they still need to be assist by academic mentor as to help them sustain their business.

The three parties involved in SEAP can be considered as win-win situation, whereby 1) student can learn hands-on running a business from CSE and gain entrepreneurial skills, 2) SEAP students act as junior consultant in assisting and helping CSE managing the business, 3) academic mentor can act as advisor and mentor to both SEAP student and CSE, 4) CSE assist lecturer in providing a platform for a hands-on approach teaching techniques.

## **MATERIAL AND METHODOLOGY**

This study used a qualitative approach. Document analysis from business group report of Student Entrepreneurial Attachment Project (SEAP) and students individual evaluation of SEAP at the end of semester were used as a data for this study. This study focused on three groups of SEAP students consisting of five to six members for each group who were attached with Campus Student Enterprise (CSE), namely SINTOKYO for a period of one semester. To support and justify the finding of document analysis from the three business group projects, this study also analysed each of the students member evaluation concerning the entrepreneurial skills gained from the SEAP, comprising of five to six members in a group, for a total 16 respondents. These data were collected at the end of the semester, where students have completed their project.

## **Sintokyo**

For the purpose of this study, SINTOKYO will represent CSE and three groups of SEAP comprising of 16 students will attach with SINTOKYO business for one semester. SINTOKYO is the output of the experiential learning where student has to do an innovative hands-on business project for the Entrepreneurial Networking Management subject from Universiti Utara Malaysia (UUM). Sintokyo used a Japanese food concept, which is sushi that is innovated with Malaysian local flavors. All types of sushi have been innovated in terms of taste, namely local and Japanese flavors as well as innovations in the form of donut shapes. The tagline used for SINTOKYO products is 'Locally Sushi'. SINTOKYO has registered with the Companies Commission of Malaysia (SSM) and is doing business within the UUM campus and is exploring markets outside UUM.

## **Entrepreneurial Skills**

Entrepreneurial skills refer to activities or practices know-how and know-who, which is required by entrepreneur to run the business successfully. Know-how includes financial management, accounting, marketing, production, human resource management and organizational management (Muhammad Nor Zaini 2001; Shuhyme 2004; Nor Aishah, 2005; Pyysiainen et al., 2006 and Norita et al., 2010). Know-who is another type of entrepreneurial skills needed by entrepreneurs that involves networking skills (Chell 2001).

Networking as defines by Pinson (1993) are the exchange of ideas and information practices in their daily lives in order to obtain certain benefits. Meanwhile, according to Dubini & Aldrich (1991), networking is the process of strengthening the level of trust among entrepreneurs. Networking also assists entrepreneurs to build personal credibility and reputation in business, as such provide a competitive advantage over its competitors. It is the skills of know-who which is important for the development of entrepreneur business. In order to build a network with people outside the businesses, entrepreneurs must have good communication skills which involved the ability to interact with other people.

The benefits gained by entrepreneurs from their networking members are financial support, information resources, market opportunities, business ideas, promotional products, market information, supplier information, motivation and moral support, resources, knowledge and skills, counseling and liaison person (Rosli et al., 2007). Therefore, the ability of networking can be seen as entrepreneurial skills or core competencies (Vyakarakan et al., 1995; Hill & McGowan 1996; Gilmore & Carson, 1999). According to Barringer and Ireland (2010) networking is an important attribute for entrepreneurs and is a skill that can be learned.

Based on the concept of entrepreneurial skills from previous studies and from thinkers in the field of entrepreneurship (Pyysiainen et al., 2006); Gibb, 1993; Mohd. Salleh et al., 2005; Baker (1994); Abdul Aziz, 2003; Histrich, Peters & Shepherd, 2005; and Chell, 2001), all of them almost agree on the elements or dimensions of entrepreneurial skills which consist of know-how and know-who. The elements of know-how include management skills, production and technical skills, financial skills, marketing skills, human resource management and organizational management skills and start-up business skills. The element of know-who are more focused on the aspect of networking skills.

Entrepreneurial skills are important for student entrepreneurs to succeed as the on-campus entrepreneurs, and as graduate entrepreneurs after graduation. Since entrepreneurial skills can help entrepreneur to establish and operate enterprise successfully (Linan and Chen, 2009), thus, the higher learning institution should inculcate students with elements of entrepreneurial skills. Many studies have proved that entrepreneurial skills can be trained and developed if potential graduate entrepreneurs have attended and completed a proper entrepreneurial training programs (Abdul Razak et al., 2010; Armanurah, Norashidah & Awanis, 2019). This can be seen in the study of Armanurah (2014) which showed that students running business under the hands-on student enterprise program in UUM for a period of six months to one year have explained 30.3% of the variation in entrepreneurial skills.

### **Hands-On Business Experience**

Hands-on business experience is an experiential learning method that needs to be implemented in any entrepreneurship education program. According to Gibb and Din (1990) the most appropriate method used in the process of entrepreneurship education is to use practical or hands-on approaches where students are taught through real experience. Through entrepreneurial hands-on experience, students learned to apply what they learn in the classroom and translate it into reality.

The hands-on business experience is also in line with Kolb's Experiential Learning Theory which states that learning occurred from experience in real situations, through observations and reflections (Freeman 2000). The study by Raffo et al. (2000) comprising of 50 micro businesses and small businesses found that they were able to learn the best business through hands-on learning. In this way they can apply ideas and create networks among them that enable them to gain information and ideas through the relationship with others.

Similarly, in developing entrepreneurial skills among students, hands-on entrepreneurial learning is necessary (Nor Aishah, Salamah, Armanurah & Norashidah (2018).

One of the hands-on strategy for improving the entrepreneurial skills among university students is the internship training strategy. Internship training can provide entrepreneurial skills to undergraduates, but it entails provision collaboration between schools and industries for real-life work experience (Ibrahim and Dandago, 2013). This form of collaboration is necessary after exposing students to theories and concepts in entrepreneurship subject or program and attached to industries where they are expected to practice knowledge acquire.

Through business hands-on experience students learn from their immediate experience, using new approaches when needed, identifying important issues, and solving problems that arise. This requires creative thinking in which they learn to use diverse approaches in solving problem (Higdon 2005, Armanurah, Norashidah & Awanis 2019). Therefore, if students learn about entrepreneurship education, and if they run business during their studies, they will gain entrepreneurial skills. Hence, they are more likely to start thinking like an entrepreneur and have the potential to become graduate entrepreneurs after graduation.

## **RESULTS AND DISCUSSION**

### **Document analysis of SEAP group project reports**

Findings from document analysis of the three group project reports on entrepreneurial skills found that the three group that undergone the hands-on business experience through SEAP have acquire entrepreneurial skills of know-who, namely entrepreneurial networking skills. In addition, all the three group of SEAP also reported that they have acquired entrepreneurial skills of know-how, which is teamwork skills, communication skills, marketing skills, customer service skills, problem solving skills and time management skills. These seven dimensions of entrepreneurial skills have been chosen as the output of this study as the skills reported are the same for the three groups and this showed that the data saturation point have achieved for the seven skills.

### **Document analysis on individual evaluation of SEAP**

For each of the seven dimensions of entrepreneurial skills found from dokumen analysis of SEAP group project reports above, the researcher justify this findings by analyzing students individual feedback, which is the evaluation of what they gained from SEAP at the end of the semester. Table 1 showed analysis from student's individual evaluation on SEAP. Sixteen students from the three SEAP groups have evaluated the SEAP, thus justify and suport the output of the seven dimensions of entrepreneurail skills found from document analysis of SEAP group project reports. The results showed that all 16 respondents of SEAP have gained



networking skills, teamwork skills and communication skills. The marketing skills and customer service, both are being acknowledge by 13 respondents respectively. Eleven respondents claimed that their groups could solve problems that arise in running the business under SEAP. The time management skills were justified by 7 respondents.

Table 1 Output of document analysis from student's individual evaluation on SEAP

Respondent	Entrepreneurial Skills						
	Networking skills	Teamwork skills	Communication skills	Marketing skills	Customer servis skills	Problem solving skills	Time management skills
R1	/	/	/				
R2	/	/	/	/	/	/	
R3	/	/	/	/	/		
R4	/	/	/	/	/		
R5	/	/	/	/	/		
R6	/	/	/	/	/	/	
R7	/	/	/				
R8	/	/	/			/	/
R9	/	/	/	/	/	/	
R10	/	/	/	/	/	/	/
R11	/	/	/	/	/	/	/
R12	/	/	/	/	/	/	/
R13	/	/	/	/	/	/	
R14	/	/	/	/	/	/	/
R15	/	/	/	/	/	/	/
R16	/	/	/	/	/	/	/
Total	16	16	16	13	13	11	7

Note: The (/) showed that the feedback of the individual evaluation justify and support those seven dimension of entrepreneurial skills.

Source: Prepared by the authors (2022)

The discussion of findings for each of the seven dimension of entrepreneurial skill below are based on the two dokument analysis above, which is SEAP group project report and individual feedback on evaluation of SEAP.

- **networking skills**

Analysis of the group project report have demonstrated that building networking with various parties is really important for the group in doing the business because without a good networking skills they will not able to survive in sales and increasing their sales for SINTOKYO product. All groups reported that they have a good networking with other SEAP groups, classmates, lecturer, and outsiders which are suppliers and customers. Some specific responses as indicated by individual feedbacks by respondent 3, 8, 10, 12 and 14 below justify the development of networking skills among SEAP students:

*I'm not the type of person who likes to approach people, but after having this subject (through SEAP) I learn the important of having many good acquaintances" (R3).*

*SEAP teach a lot of things about networking... I know how to start a business and how to build networking with others (R8).*

*I learn more about business and networking and that networking can build a good business (R10).*

*We learn a lot how to make networking with SINTOKYO, customers and classmates. (R12)*

*Students have opportunity to share and can get information from their groups and others groups to improve business effectively (R14).*

- Teamwork skills

All the three groups learned on how to manage and build a good teamwork among their group members even though they are not from the same majoring program. They managed to organized their group to move forward in the business. They found that the team-building and teamwork are essential in doing business, where working in teams generate better solutions and more productivity than individual members working independently. These teamwork skills obtained from SEAP were further being justify by the individual feedbacks as claimed by respondent 1, 2, 4, 5, 6, 7, 9, 10, 11 and 15 as follows:

*All of my group member were excellent and great. They were so helpful and cooperative during SEAP. I enjoyed working with my group (R1).*

*Every member of our group works well especially at the kiosk... In our assignment we also discussed together to reach consensus (R2).*

*Group members are high in contribution and they suggest a lot of ideas... All group members give very good cooperation in doing the task. Most of the team member contribute ideas and help each other (R4).*

*Everyone give full contribution and commitment in our assignment. Each of them has suggest and recommend the idea to improve the sales, idea about the decorative of the kiosk. Each of them always commit on their part respectively (R5).*

*All members are very helpful, give cooperation in doing the task, change of ideas, and all member plays their roles (R6).*

*So far this is the best group member I got for this semester. When we distribute the tasks, everyone take part and help each other. We closed to each other even though we just met for this semester (R7).*

*My group is the best... happy to do the task together, very cooperative in running business. Each of our group member are motivated in running business with SINTOKYO (R9).*

*My group member was very friendly, helpful, cooperative, active, and very happy in doing business together. This task/class make me so helpful (R10).*

*We build our spirit and teamwork. Even though we have foreigner in the group, he is also very cooperative in our group (R11).*

*When we are doing business together, we become close to each other. We have great teamwork even though sometimes we have different opinions. The teammates are tolerable and help each other to finish our group task (R15).*

- Communication skills

All the three groups reported that they have to use good communication skills in their business. In order to build networking with people outside the businesses, entrepreneurs must have good communication skills which involved the ability to interact with other people.

They use verbal and nonverbal communication to communicate with others related to their business. Using a good communication will help them to promote and market their product to customers. They communicate with English language with their foreign member or foreign customers. They have to communicate very clearly in the group so that everyone can understand the tasks. Apart from that, they have to continuously improved their communication skills with customers in order to better promote their product to customers.

They reported that they also have to improved their communication skill with people especially when they deal with their customers, suppliers and their team members. They need to have a good communication with the customers so that customer will satisfy with their products. Then, they also need to communicate and make a deal with a co-founder of SINTOKYO to take their order to deliver to the customers. They believe that having effective written and verbal communication skills will help to build a good working relationships.

The communication skills developed among SEAP groups were further being justify by the individual feedbacks as indicated by respondent 2,4, 8, 11, 14 and 16 as follows:

*I can improve the knowledge of how to interact with customer, suppliers and others. Before this I was not good at communicating with customers, but after one semester I learn a bit as much as helping me in this regard (R2).*

*We have developed communication skills with various parties such as suppliers, competitors, customers and kiosk owner (R4).*

*One of our member are foreigner from China ... we have taken initiative to communicate and explain in English to Hong. I got the benefit from the group and the class ... communicate with the class (R8).*

*I learn how to communicate with people, for example customer and teammate (R11)*

*We can communicate effectively with our foreign member in discussion. Interaction among SEAP group are very effective. (R14)*

*Good relationship built by communicating with each other in the group (R16).*

- Customer service skills

All groups reported that their group members have tried to give the best customer service for their customers and they also try to reduce customers' problem in any ways. As an example, all groups said they always prepare a small change for customers because some of

them come with 'Big Money' when purchase sushi. Besides that, the group claim that their group member never forgot to say "Thank You" when customers make purchase of their sushi products. Furthermore, all groups tried their best to serve and provide convenience to their customers by offering cash on delivery (COD) for their sushi products. They not only just doing COD, they also offer to send the sushi until customer room to make it more convenient to customers. While doing the door to door services they claim they knock the door in a polite way and even if the customers did not make any purchase they still will say 'Thank You'. If customers give a bad comment they still accept it without argue with customers because they know customer are king in their way. They treat negative feedbacks as valuable assets that can improve their service and product.

These customer service skills were further being justify by individual feedbacks as showed by responded 13 and 14 as follows:

*All group members giving their commitment to do cash-on-delivery (COD) and door to door services in order to achieve the highest sales compared to other groups (R13). All group members give good cooperation in doing COD. (R14)*

- Marketing skills

The three groups reported they did the marketing strategy especially on the media social, such as in the instagram, newseed, facebook's pages and through whatsapp group. All the groups also agree that by being active marketing in a social media have support and assist them to reach out customers in a convenient way. They found that social media was the best and fast alternatives to promote their products, which is sushi product. By promoting in social media, they can reach the customer instantly because customers were easy and fast to respond to their advertisement and they can reply to customer on time.

The three groups reported that they usually increase their creativity in marketing their product through communicating with targeted customers. For instance, as a sushi seller they claim that they will promote the products using nice conversation to the targeted customers, and through the conversation the group member would give their contact to the potential customers in hoping that these potential customers will spread it to others. The group claimed that this kind of marketing is one of the faster way to get orders.

These marketing skills were further being justify by the individual feedbacks as indicated by respondent 1 and 12 as follows:

*I can improve the knowledge of how to interact with customer (R1). We sell sushi at all inapsis every week. We sell and delivered sushi every day in group. (R12).*

- Problem solving skills

Every group reported they encounter problems in managing SINTOKYO business and have to find ways of solving the problem that arise in group or in business. Through teamwork they can solve problem that arise in their business. Mostly they overcome problem that arise by discussing it face-to-face and tried to find solutions for each problem. The group reported that they used communication skills to solve or prevent problem from happening. Some group take a proactive strategy by finding creative solution to the problem.

These problem solving skills were further being justified by the individual feedbacks as being claimed by respondent 8,12,14 and 15 as follows:

*If we have problem, we will work together, helping each other to solve the problems. All group members were very cooperative and help each other if having any problem. All of the problem we get, we also share and discuss (R8).*

*There are problems in SEAP... solving are solved through group discussion. Effective interaction between group in class are effective and each group will try to give feedback in helping other group to solve the problem (R14).*

*All group members were very cooperative and help each other if any problem arise. (After the sale have finished every member give their opinion and view (R12)*

*We always help each other and cooperate in solving problem (R15)*

*Our group have one member from China, so we have to take initiative for good interaction to make him understand the group tasks and the tasks that he is responsible for. All problem*

*We do meeting to solve the problems. We help each other when someone has the problem to work at the kiosk (R16).*

- Time management skills

All groups reported that as a student they have to manage the time efficiently for their study and in doing a business. Time management skills is something that they must face whenever they do the business. All groups reported that their groupmates find it difficult to do the business at the first stage because they have classes and at the same time they also have to do the COD for sales. They have a lot of distraction that they need to manage on their classes, study and doing business. To overcome these problems, most of the group member restructure their schedule for the business. This was justified by respondent 15 as follow:

*We divide the business task for example some members do the COD on Tuesday and Friday while the others to COD on Monday and Thursday (R15).*

The SEAP groups project found that time management is very important while doing business because time is money and that they have to get along with the time otherwise they

will be left at the back in business. The time management help the group to use their time in the most effective and productive way. They found that time management was very important skills to master while running business under the SEAP. Through SEAP the groups claimed that time management skills empower them to achieve more and to use their time wisely. For instance, one of SEAP group reported their time management as follows:

*“We will take the orders from customers on every Tuesday and weekend where we got no class on that day. So we will focus more on our sales and deliver to the customers”.*

This statement was also aligned with the individual feedback of SEAP student as commented by respondent 14 as follows:

*Since majority of the members are last semester student, so we decide to focus our work for COD on Sunday, Tuesday and Wednesday and Friday (R14).*

This study focus on students of Entrepreneurial Networking Management subject, therefore, the findings showed that SEAP students gained more on know-who skills, which is networking skills. This is followed by know-how skill which is teamwork skills and other entrepreneurial skills. Since SEAP is a group project assignment, therefore, students have built good teamwork skills at end of the semester. Nevertheless, in any hands-on business experience, there will be other entrepreneurial skills as well being developed together (Armanurah, 2014; Armanurah, Nor Aishah & Muhammad 2012). Therefore, even though SEAP focus only on students Entrepreneurial Networking Management subject, it was able to develop entrepreneurial skills of both know-who skills, which is networking skills and know-how skills, comprising of teamwork skills, communication skills, marketing skills, customer service skills, problem solving skills and time management skills.

## CONCLUSION

The study revealed that students undergone the hands-on business experience through SEAP which was adapted from internship as a strategy were nurtured with entrepreneurial skills of know-who, namely entrepreneurial networking skills. In addition, students also acquired entrepreneurial skills of know-how, which is teamwork skills, communication skills, marketing skills, customer service skills, problem solving skills and time management skills. The seven dimensions of entrepreneurial skills are important as preparation upon dealing with on-campus business. The implication of this study showed that SEAP can be used as transformative teaching for Entrepreneurial Networking Management subject and other entrepreneurship

subjects in developing entrepreneurial skills of know-who and know-how among university students. Developing university students with entrepreneurial skills would help the university students to explore the opportunity of running business on campus and businesses they wanted to explore after graduation in a more effective and efficient way. By exposing university students with real business experience, SEAP have potential to groom university students to be entrepreneurs during their study, thus helping university in producing graduate entrepreneurs and reducing unemployed graduates for the country. The research work doesn't have any limitation and unemployment will be the future work.

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