



A PROPOSED STRATEGY FOR PROMOTING ENTREPRENEURSHIP EDUCATION AND ATTITUDE TO ENTREPRENEURIAL UNIVERSITY IN LIGHT OF SAUDI VISION 2030

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Abstract:

The present research paper aims to develop a proposed strategy for promoting the role of university entrepreneurship education and the attitude towards the entrepreneurial university in light of Saudi Vision 2030. By reviewing relevant literature, the study adopted the analytical descriptive approach to defining the theoretical principles for entrepreneurship education, the requirements and methods for achieving effective entrepreneurship education, and the current situation of entrepreneurship education in Saudi universities and their role in supporting entrepreneurship. Based on various models of strategic planning and Saudi Vision 2030, a proposed comprehensive strategy of university entrepreneurship education was developed to promote the attitude toward entrepreneurial universities.

Keywords: entrepreneurship, entrepreneurship education, entrepreneurial university, Saudi Vision 2030

1. Introduction

Education and economy constitute the backbone of life in contemporary societies. Nations rise according to their progress in the field of science and knowledge and occupy a high position among nations according to the strength of their economy, which gives them political weight and an active role on the international scene. The measure of progress in this era does not depend on the size of what states and peoples possess of

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natural resources, but rather on what they have of a stock of human wealth armed with science and capable of producing knowledge. The educational process is no longer seen as a social service. Rather, it has become an investment that aims to improve the level of individuals and advance the economic and social developments of society.

Entrepreneurship is a source of competitive advantage, one of the main pillars and driving forces for economic and social development, one of the outlets for creating economic efficiency and creativity, and the most important incubator for providing job opportunities for students. It also represents an essential source of gross product growth, improvement of the economic situation of the individual, self-employment, and the generation of initiatives and competition among the young (Yarkin & Yesil, 2016).

Based on this development in the concepts of economic and social developments, the trend toward entrepreneurship emerged to gain great popularity and acceptance in many parts of the world. Several factors have contributed to arousing interest in entrepreneurship and small projects, whether in Europe, the United States of America, or in other East Asian countries and some third world countries in recent decades. Many industrialized countries have suffered from economic stagnation, high unemployment rates, and fluctuations in global business cycles to a degree not seen since World War II (Zaidan, 2003).

For example, in the United States of America, entrepreneurship represents the most prominent weight in the economy because it constitutes (99.7%) of the total number of companies and employs half of the labor in the private sector. Small businesses generate 60-80% of new jobs annually, contribute to more than (50%) of the gross domestic product (GDP), and represent (97%) of US exports, and their role is increasing in the field of job creation (65%) in small businesses and the field of creativity (55%) of the creations of (362) different industries, and (95%) of the total innovations. It is also noted that entrepreneurship in the rest of the world is increasing and prospering (Daft, 2010). Also, small and medium-sized enterprises contribute to (60%) of China's GDP, (70%) of Hong Kong, and (56%) of Taiwan (Al-Othaim, 2012).

In the Arab world, we find that the public sector is the main employer of national employment. With the increasing proportions of the young in the Arab countries today, the inability of the public sector to absorb the growing workforce has been confirmed. Therefore, there is a growing need for the private sector to take the lead in creating job opportunities for young people. However, compared to the rest of the world, the regulatory environment for entrepreneurship in the Arab world still needs renewal and development. Many factors have led to rising unemployment rates in Arab countries to become the highest among young people in the world, reaching (25%). Solving this dilemma that faces Arab youth requires moving towards structural reform by supporting the intellectual shift from focusing on employment in the government sector to private work and entrepreneurial projects through reforming labor policies, supporting small and medium enterprises, and providing an enabling environment for entrepreneurship (Al-Masry et al., 2014).

At the local level, the Kingdom of Saudi Arabia has realized the importance of entrepreneurial activities and their role in the national development process and its sustainability. Therefore, the Kingdom's Vision 2030 included many aspects closely related to entrepreneurship. The most important are: working to keep pace with international and local changes, promoting the global trend toward a free and market economy, contributing to reducing unemployment rates, investing the energies of youth, and diversifying sources of income (Kingdom Vision 2030 document, 2016).

These efforts were successful. According to the estimates of the General Authority for Statistics in the Kingdom and based on the labor force survey, the unemployment rate for the total Saudi and non-Saudi population aged 15 years and above decreased to (7.4%) in the fourth quarter of 2020, compared to (8.5%) during the third quarter of the same year. The unemployment rate for total Saudi males and females in the age category of 15 years and above decreased to (12.6%) in the fourth quarter of 2020, compared to (14.9%) during the third quarter of the same year (General Authority for Statistics, 2021).

Since the Kingdom's Vision (2030) revolves around the prosperity and development of the economy, its most important goal has become to build a solid national economy that is not completely dependent on oil as the only source of income by creating an environment that attracts investment, increasing productivity, enhancing competitiveness, and shifting away from consumption to production. This requires increasing small and medium enterprises, motivating youth for entrepreneurship, stimulating innovation and creativity, and focusing on the industrial and technology sectors.

Therefore, the vision attached special importance to small and medium enterprises for their influential and constructive roles in supporting the national economy and advancing development. Also, they have a positive impact on the economic and social levels, including the increase and diversification of exports, creating of new job opportunities for Saudi youth, the opening of new labor markets and diversifying sources of income, and expansion of the production base. This interest was embodied in October 2015 by the establishment of the General Authority for Small and Medium Enterprises, which enjoys financial and administrative independence to review laws and regulations, remove obstacles, organize the small and medium enterprises sector, support, develop and sponsor them, facilitate access to finance, and assist creative youth in marketing their ideas and products.

This comes within the framework of working to achieve the vision's goals of supporting entrepreneurship, developing the skills of young men and women, and raising the percentage of small and medium enterprises' contribution to the GDP from 20% to 35% and contribution to the non-oil GDP from 33% to 35% by 2020. 25% of the share of the Job Generation and Unemployment Control Authority was deducted to support the General Authority for Small and Medium Enterprises (Kingdom Vision 2030 Document, 2016).

Education is the means for people and governments to bring about desired changes in society. There have been frequent calls as indicated by Regni (2010) to the need

to shed light on the importance of entrepreneurship in the business world at present and the necessity of teaching it to students. Several studies highlighted the importance of the role of university education in instilling the principles of entrepreneurship and supporting students' entrepreneurial trends (Al-Mikhlafi, 2014; Al-Daboussi, 2017; Khamis and Zaarer, 2017; Khaled, Al-Maliji, and Abdullah, 2017; Al-Mikhlafi, 2017; Al-Amin and Abu Tammah, 2018; Meseel, Hammam & Ismail 2018). Most of these studies have found that there is a lack of interest in Arab universities in general and Saudi universities in particular in educating young people about the role of entrepreneurship in achieving personal and national sufficiency in the functional, economic, and social fields. This prompted many researchers (Al-Momani, 2016; Nafeh, 2018; Al-Hajjar, 2018; Muhammad, 2018; Al-Tarawneh & Al-Halali, 2019; Al-Najjar, 2020; Abdul-Aziz, 2020) to search for new concepts and mechanisms, modern and advanced methods of university education that achieve effective education for entrepreneurship. The entrepreneurial university model is one of the most prominent recent trends in this field. Therefore, scientific studies and specialized conferences recommended working to direct universities to adopt this concept and to shift from the traditional pattern of university education to the pattern of entrepreneurial universities.

The concept of "entrepreneurial universities" refers to the university that is the first in generating and transforming knowledge into economic and social values, and by working to support innovation, encourage the production of applicable scientific research, train students to refine their ideas, help them design prototypes, and turn them into viable commercial projects. Entrepreneurial teaching methods should also be developed so that curricula and teaching methods revolve around investing in research, ideas, and inventions to enable the university to contribute to the country's global competitiveness (Al-Najjar, 2020).

The orientation towards the entrepreneurial university also includes a truly balanced partnership with stakeholders from the public and private sectors, interaction with different segments of the local community, in addition to the introduction of the principle of internationalization by transferring technology and knowledge and having close communication with advanced Western and Eastern universities in the fields of innovation and entrepreneurship. Also, curricula should be developed to provide an education based on generating ideas and innovation, unleashing creativity free from stereotypes, and promoting entrepreneurial thinking that pushes the student to center around the concept of "the facility" during university studies. In addition, there should be university leaders capable of providing material and moral capabilities to entrepreneurs and convinced of the mechanisms of building a generation of knowledge and the transition towards a knowledge-based economy, and the contribution to sustainable development in the country (Al-Tarawneh & Al-Halali, 2019).

Based on the foregoing, it becomes clear the necessity of developing strategic plans to support entrepreneurship education in university education and striving to shift towards the "entrepreneurial university" model. This is in response to the requirements of the Kingdom's Vision (2030) and to achieve its strategic goals. This is what the current

study seeks to contribute through a scientific review of the foundations of this new approach, the theoretical aspects related to the foundations of education for entrepreneurship, methods for achieving effective entrepreneurship education, the requirements for teaching entrepreneurship in university education, and the justifications for heading towards an entrepreneurial university, in the light of diagnosing the reality of entrepreneurship education in Saudi universities. The study will take advantage of appropriate strategic planning models to develop the features of the proposed strategy to enhance entrepreneurship education and achieve the orientation toward an entrepreneurial university.

1.1 Statement of the problem

The problem of the study is crystallized in the following question: How can a strategy be built to enhance entrepreneurship education and improve attitudes towards an entrepreneurial university model according to the Kingdom's 2030 vision?

1.2 Objectives of the study

The study aims to present a proposed vision for an integrated strategy to enhance entrepreneurship education and improve attitudes towards an entrepreneurial university.

1.3 Significance of the study

The importance of the current study is that it:

- 1) It addresses a topic of great importance in Saudi society and is characterized by modernity. It examines strengthening the role of universities in supporting the national economy by supporting entrepreneurship.
- 2) It aligns with the directions of the Ministry of Education related to research and innovation. It coincides with the Ministry's launch of an initiative and programs aimed at transforming Saudi universities into entrepreneurial universities.
- 3) It is consistent with the goals of the Kingdom's Vision (2030), and it intersects with it in many aspects. The most important of which are: keeping pace with international and local changes, promoting the global trend toward a free and market economy, contributing to reducing unemployment rates, investing the energies of youth, and diversifying sources of income.
- 4) The proposed strategy may contribute to the transformation into an entrepreneurial university. This represents an integration with the transformational projects led by the Ministry of Education represented by the Agency for Research and Innovation. It seeks to enable universities to contribute to economic development to keep pace with the Kingdom's Vision 2030.
- 5) It may draw the attention of academic leaders in Saudi universities to more interest in developing entrepreneurial awareness and spreading the culture of entrepreneurship among university students. This increases the opportunities and

options for graduates to enter the labor market and enables them to enter the world of entrepreneurship.

1.4 Key terms of the study

1.4.1 Entrepreneurship

"The process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence" (Hisrich & Peters, 2002, p.7).

"The ability to create freelance work characterized by creativity and risk." (Al-Shamiri & Al-Mubarik, 2011, p.26).

"The process of starting a business and organizing the necessary resources for it, assuming the risks and benefits associated with it." (Daft, 2010, p.602).

"A process that includes a combination of capital, technology, and human skill and is applicable in all businesses regardless of their size and economic and service orientation" (Sethi, 2005, p.7).

"A conscious risk to seize a rare opportunity that leads to a distinguished and growing business project" (Al-Mikhlaifi, 2017, p.517).

Entrepreneurship can be defined procedurally in this study as personal capabilities with cognitive, emotional, and behavioral dimensions that can be developed in the university student to enable him to take the decision and executive steps to start and manage a private project in a manner characterized by creativity and professionalism.

1.4.2 Education entrepreneurship

Entrepreneurship education (Education for entrepreneurship) is defined as *"an interactive social process in which individuals alone or in groups identify and act upon innovation opportunities by transforming ideas into practical and targeted activities, whether in a social, cultural, or economic context"* (European Commission, 2008, p.20). Entrepreneurship education can be procedurally defined as an intentional process aimed at providing the university student with knowledge, values, attitudes, and skills that qualify him to engage in the business world and manage his project efficiently and effectively.

The strategy is *"the comprehensive plan or map that helps in leading or directing the organization or body towards the desired goals and includes policies, procedures, and work mechanisms in implementation situations."* (Abu Seif, 2016, p.21).

The proposed strategy in the current study is defined as a set of procedures adopted by the university to determine its future directions. Also, it includes procedural steps that are based on a scientific analysis of its internal and external environment, the objectives of its general strategic plan, and the Kingdom's Vision 2030 to achieve the requirements of the various stakeholders and contribute to strengthening the role of the university in the field of entrepreneurship and the development of the national economy.

1.4.3 Entrepreneurial university

An entrepreneurial university is defined as a university that is not only satisfied with adapting to its environment but also seeks proactively new strategies and formations that contribute to creating a new environment for the financial situation, attracting the best cadres of students, researchers, and faculty. In addition, it looks for creating new visions in education, scientific research, and community service through innovative management, a collaboration between the university, industry, and government institutions and stakeholders (Gur, 2017, p.162).

Procedurally, an entrepreneurial university is defined in this study as a university that provides an incubating environment for entrepreneurs. Its programs include effective education for entrepreneurship, investment in scientific research to create suitable job opportunities for its graduates, coming up with products that serve the community, contributing to the national economy, and raising the competitiveness of the state to achieve the Kingdom's Vision (2030).

2. Method

The study applies the descriptive-analytical method for its relevance to the objectives of the study by reviewing the educational literature and previous studies that addressed entrepreneurship education to determine the theoretical foundations of entrepreneurship education, the requirements, and methods for achieving effective entrepreneurship education, and the status of entrepreneurship education in Saudi universities. The study also identified the "entrepreneurial university" model in terms of the concept, requirements, and distinctive characteristics of entrepreneurial universities and the mechanisms of transition to the entrepreneurial university model.

In addition, the researchers previewed some of the literature specialized in strategic planning to draw the structure of the proposed strategy for education for entrepreneurship in this study. A set of strategic planning models were relied upon that fit the subject of the study and the educational field in general. These models are:

- 1) Thompson and Strickland's (1991) model of strategic planning.
- 2) Wheelen and Hunger's (1995) model of strategic planning.
- 3) Strategic planning based on a balanced scorecard (Ronchetti, 2006; Maghribi, 2007).
- 4) The World Bank Model (World Bank, 2004).

- 5) Europe Union's strategy for the education of entrepreneurship (Fuchs, Werner & Wallau, 2008; McCoshan, 2012).
- 6) PESTEL analysis (Yüksel, 2012).

Based on all of the above and the Kingdom's Vision (2030), the proposed vision was developed. It represents an integrated strategy for the education of entrepreneurship in university education, which contributes to the transformation of Saudi universities into a model of entrepreneurial universities. The proposed concept was subject to a process of control and judgment by specialists in strategic planning and entrepreneurship.

3. Results and Discussion

To enhance entrepreneurship education and achieve the attitude toward an entrepreneurial university model per Vision 2030, the design of the proposed strategy went through seven main stages. These are strategic analyses, strategy design, strategic map, balanced scorecard design, strategy management, executive plan design, and implementation follow-up.

3.1 First stage: strategic analyses

The current situation was analyzed through the results of the current study, in addition to reviewing the reality of entrepreneurship education in university education in the Kingdom of Saudi Arabia by referring to specialized educational studies and literature, and determining the needs of the parties concerned with education for entrepreneurship. They are represented by the Ministry of Education, universities, the local community, university students, and the private sector. It is possible to identify the concerned parties, whether institutions or individuals through workshops and analyze their needs and attitudes according to the importance and extent of the impact of each of the concerned parties. Also, a map of their needs can be drawn and linked to the objectives of education for entrepreneurship. Then, the requirements of the concerned parties according to the needs and requirements of implementing the strategy are prioritized.

The tasks and roles of all administrative entities for entrepreneurship in Saudi universities were examined. The current situation of entrepreneurship in those universities was identified to show the extent to which they perform their roles in an original attempt to conduct strategic analyses based on tangible physical reality and accurate results on which the proposed strategy is based.

Through the previous data, the environmental variables (internal and external) of entrepreneurship in Saudi universities were analyzed, using two methods:

A. SWOT analysis

It is intended to identify strengths, weaknesses, opportunities, and threats. These points can be identified through SWOT Analysis of the university education environment and the review of the study plans for academic programs in colleges related to entrepreneurship education to study the weaknesses and strengths in the internal

environment of universities. SWOT stands for the words: Strengths, Weakness, Opportunities that can be invested or benefited from, and Threats that the educational institution faces. The analysis was done according to the SWOT matrix analysis model. (Al-Douri & Al-Mughrabi, 2007).

B. PESTEL strategy

It was used to analyze the general external environment of Saudi universities. It is a modern strategy that analyzes the external environment in the political, economic, social, technological, legal, and environmental areas.

The strategic analyses revealed the following results:

Table 1: SWOT Analysis

	Strengths	Weaknesses
The internal environment	<ol style="list-style-type: none"> 1. Many courses are available and can be invested in integrating the principles of entrepreneurship, or they may be offered partially as the university requirements of general courses. 2. Mechanisms to deal with talented and entrepreneurial students are available within Saudi universities. 3. Many vocational and technical training centers are available through which entrepreneurship training programs can be implemented within universities. 4. Availability of human cadres from faculty members who can develop their skills to teach entrepreneurship courses efficiently and effectively. 5. The contribution of entrepreneurship education to the development of entrepreneurship. This reflects positively on the national economic development. 6. Students have positive attitudes, even if they are medium-level, indicating their ability and desire to engage in entrepreneurial projects, which can be developed. 7. An effective quality system is available in universities that are subject to continuous evaluation and development. 8. Research centers, houses of expertise, an institute for studies, and advisory services are available at the university through which it is possible to provide consultations in the field of economic feasibility for the entrepreneurial projects proposed by students or individuals and other entities outside the university. 9. Bodies and centers specialized in entrepreneurship are available in some Saudi universities. This confirms the need for such an approach in the rest of the universities, and the possibility of benefiting from the 	<ol style="list-style-type: none"> 1. Weakness in training male and female students in the field of entrepreneurship. 2. Lack of connection between scientific research, inventions, and entrepreneurship. 3. Not including a detailed mechanism for supporting and teaching entrepreneurship in the university's strategic plan. 4. The prevailing culture in society of the reliance on the government for employment, and fear of commercial risk. 5. The evaluation system is still traditional in most of its aspects. This reduces opportunities for creativity and innovation and encourages entrepreneurial initiatives in general. 6. The weakness of general academic curricula about the principles of the market economy and the development of entrepreneurship culture among students. 7. Weakness of pre-university education interest in entrepreneurship. This heavily burdens the university to establish entrepreneurial thought and to discover and develop the entrepreneurial talents of students. 8. Lack of ambition among many students. This is reflected in the wider culture of restricting the search for jobs in government agencies only and not seeking to form private projects. They also lack the possession of creative ideas because of the traditional teaching systems that do not support

	experiences of entrepreneurial universities in promoting and supporting entrepreneurship education in other universities.	creativity and thought and focus on memorizing information. 9. The deteriorating situation of the global economy. This reflects negatively on students' attitudes towards entrepreneurial work and their fear of investing in innovative projects.
The external environment	Opportunities	Threats
	<ol style="list-style-type: none"> 1. Increasing local, regional, and global interest in entrepreneurship education in university education. 2. The possibility of offering some educational programs with an entrepreneurial orientation to increase the financial support of the university 3. The presence of donors whose programs can be integrated into the university's strategy to support entrepreneurship. 4. Investing in social networks in spreading entrepreneurial thought among students 5. Allowing investment in quality academic programs according to the new university system. 6. Increasing the demand for fourth-generation university programs. 7. The direction of the Kingdom's Vision 2030 towards supporting differentiation and diversity in university programs. 8. Support of the Ministry of Education for universities in the field of entrepreneurship. 	<ol style="list-style-type: none"> 1. Joining foreign universities to work in the Kingdom and increasing competition for student admission following the new university system. 2. Weak coordination between the university and academic and professional institutions that support entrepreneurship. 3. Weak cooperation between the university and commercial and industrial institutions in the community. 4. Weak contribution of businessmen and investors in supporting the university's efforts in this field. 5. Lack of interest from those concerned with integrating entrepreneurship into public academic programs. 6. The low degree of satisfaction of some employers with the skills of some graduates of programs at the university, which led to the weak employment of graduates from universities. 7. Rapid changes in the requirements of the labor market that respond strongly to the realization of the Kingdom's Vision 2030

3.2 Second stage: strategy design

3.2.1 Vision, mission, and values design

During that stage, a vision was designed for the entrepreneurial universities based on the results of strategic analyses. The commitment to the scientific basis for setting the vision was taken into account. They are clarity of purpose - what do we want? adoption of values - what do we believe in? visualization of the required situation - what will the situation be? and defining tasks - what should be done?

A mission emanating from the vision was also designed that answers the goal of the entrepreneurial universities. Why was it established? The commitment to be taken into account is that it be: descriptive, giving a true description of the goal and direction of the entrepreneurial university, clear, concise, and understandable to all, focusing on the nature of the work, reflecting the main activity of the university, and focusing on results. Therefore, it becomes clear what must be accomplished and achieved.

A set of values supporting the entrepreneurial universities were adopted, and the results revealed the following versions:

- Vision: *“Excellence in building a stimulating and incubating educational environment for pioneers and entrepreneurial projects”*.
- Mission: *“Supporting and producing high-quality entrepreneurial projects that contribute to the university’s excellence and community service by providing a university environment that supports entrepreneurs, develops their skills, and implements entrepreneurial projects that achieve the Kingdom’s 2030 vision.”*

Table 2: Values and definitions

Values	Definition
Leadership	Supporting and enhancing the leadership skills of the employees of the entrepreneurial universities
Quality	Doing things right the first time and every time
Responsibility	Positive interaction towards entrepreneurial universities and society from a sense of responsibility
Honesty	Performing tasks with honesty and high professionalism
Transparency	Clarity in all decisions
Excellency	Doing business well
Fairness	Giving everyone his right
Creativity	Creating a suitable environment for creative thought following the teachings of the Islamic religion
Teamwork	Teamwork in a team spirit
Loyalty	Loyalty to the university and the promotion of its principles

3.2.2 Designing the strategic goals of the entrepreneurial universities

The entrepreneurial mission of universities has been transformed into realistic strategic goals. Six strategic goals have been identified that promote universities’ orientation towards entrepreneurship, and any university can work to include them in its strategic goals. They are

- 1) Developing the regulatory environment and corporate governance that support spending efficiency and entrepreneurship.
- 2) Developing human resources skills in the field of entrepreneurship.
- 3) Developing an educational environment that stimulates innovation and entrepreneurship.
- 4) Providing entrepreneurial educational outcomes that meet the needs of the labor market.
- 5) Raising the efficiency of scientific production that supports entrepreneurship.
- 6) Building effective community partnerships with entrepreneurial entities.

3.3 Third stage: strategic map

The strategic map of the entrepreneurial universities was designed to achieve their vision and mission as follows

- 1) Beneficiaries: Building effective community partnerships with entrepreneurial entities, entrepreneurial educational outputs that meet the needs of the labor market and the requirements of the Kingdom's Vision 2030, and raising the efficiency of scientific production that supports entrepreneurship.
- 2) Financial resources: Developing the regulatory environment and corporate governance for entrepreneurship and spending efficiency, providing entrepreneurial educational outcomes that meet the needs of the labor market.
- 3) Internal processes: Developing the regulatory environment and corporate governance that support spending efficiency and entrepreneurship, and an educational environment that stimulates innovation and entrepreneurship.
- 4) Institutional capabilities: Developing human resources skills in the field of entrepreneurship and an educational environment that stimulates innovation and entrepreneurship.

3.4 Fourth stage: balanced scorecards design

The balanced scorecard reflects the balance between short-term and long-term goals and measures the performance of the organization through four main elements: the financial aspect, the customer, internal processes, and learning (Al-Maghrabi, 2007).

The stage of designing balanced scorecards contains designing operational goals, executive initiatives to achieve the designed strategic goals, defining and dividing activities and tasks into major time stages, defining the tasks of work teams, and distributing responsibilities and required resources.

3.5 Fifth stage: strategy management

The management of the proposed strategy to move towards entrepreneurial universities is carried out through two main domains:

3.5.1 Strategy management methodology

It is carried out through four main variables:

A. Explanation and announcement of the university's vision, mission, and strategic objectives, including:

- 1) Designing a strategic communication plan.
- 2) Adoption and explanation of the mechanism for disseminating the vision, mission, and strategic goals.

B. Developing the organizational structure of the university to meet the requirements of the strategy, including:

- 1) Creating new administrative units that meet the requirements of the vision and mission such as the establishment of the entrepreneurship unit.
- 2) Develop mechanisms to monitor and measure the effectiveness of entrepreneurship units.

C. Developing human resources capabilities, including:

- 1) Internal and external training on entrepreneurship skills and ideas.

- 2) Monitoring performance indicators for human capacity development.
- 3) Design improvement plans.

D. Business development, including:

- 1) Automation of all entrepreneurial processes.
- 2) Applying a comprehensive electronic system to manage the proposed strategy and follow up on its implementation.
- 3) Implementing a comprehensive system for measuring performance indicators and designing continuous improvement plans.

3.5.2 Forming a strategy management team

Inside the university: heads of administrative entities for entrepreneurship in universities, managers of executive initiatives, members of executive initiatives, university employees.

External intermediaries: the use of academic and professional advisors in the field of entrepreneurship, the leading entities in the region, and the Kingdom.

3.6 Sixth stage: Executive plan design

Table 3: Abstract of executive plan

Strategic goals	Operational goals	Initiatives	Performance indicators
Developing the regulatory environment and corporate governance that support spending efficiency and entrepreneurship.	2	3	3
Developing human resource skills in the field of entrepreneurship.	2	2	3
Develop an educational environment conducive to innovation and entrepreneurship.	2	4	2
Providing entrepreneurial educational outcomes that meet the needs of the labor market.	1	1	1
Raising the efficiency of scientific production that supports entrepreneurship.	1	4	2
Building effective community partnerships with entrepreneurial entities.	1	2	2
Total	9	16	13

3.6.1 Strategic and operational goals, executive initiatives and their performance indicators

A. The first strategic goal: To develop the regulatory environment and cooperate governance that supports efficient spending and entrepreneurship.

Operational goals: Developing financial planning that enhances spending efficiency, developing organizational structures and regulations to ensure the availability of administrative entities for entrepreneurship.

Initiatives: Designing and implementing a spending efficiency plan, designing and approving developed organizational structures for all university entities to meet the requirements of the developed organizational structuring of the university, developing new regulations in the educational, research, financial, administrative, and other sectors to meet the new university system, and designing procedural guides for all academic and administrative units of the university.

Performance indicators: the percentage of the spending efficiency plan implemented at the university, the number of organizational structures developed at the university, the percentage of completion of the university's bylaws, and the regulations development plan.

B. The second strategic goal: To develop human resources skills in the field of entrepreneurship.

Operational goals: Developing professional development programs for human resources at the university, developing the evaluation of human resources performance, and linking them to institutional excellence in the field of entrepreneurship.

Initiatives: Designing and implementing a plan to develop the skills of the faculty, the administrative and technical staff in the field of entrepreneurship, measuring its training impact, developing the human resources evaluation system, and including entrepreneurship in the evaluation criteria following the goals of the new university system and the Kingdom's Vision 2030.

Performance indicators: the percentage of university employees who have received training courses in the field of entrepreneurship, the number of awards for excellence in entrepreneurship, the percentage of faculty members, employees, and students at the university.

C. The third strategic goal: Developing an educational environment that stimulates innovation and entrepreneurship.

Operational goals: Integrating entrepreneurship into academic plans and courses, promoting a culture of innovation and entrepreneurship among university employees.

Initiatives: Designing and implementing a plan to introduce qualitative academic programs in entrepreneurship that contribute to meeting the needs of the labor market.

Performance indicators: Number of quality academic programs in the field of entrepreneurship.

D. Fourth strategic goal: Raising the efficiency of scientific production that supports entrepreneurship.

Operational goals: Creating a research environment suitable for conducting scientific research that supports entrepreneurship and enhancing joint research cooperation in the field of entrepreneurship.

Initiatives: Supporting international publishing to ensure increased competitiveness among faculty members in the field of entrepreneurship, building research partnerships

with major entrepreneurial entities in the region and the Kingdom, and expanding scientific research partnerships with corresponding universities in entrepreneurship.

Performance indicators: Percentage of scientific research published in the field of entrepreneurship, number of scientific research partnerships in entrepreneurship locally, regionally, and internationally.

E. Fifth strategic goal: Building effective community partnerships with entrepreneurial entities.

Operational goals: Building and activating entrepreneurial community partnerships.

Initiatives: Evaluating partnership opportunities with the various entrepreneurial sectors in society, designing, and implementing a community partnership plan.

Performance indicators: the number of partnerships with entrepreneurial entities and the number of successful and active entrepreneurial partnerships.

3.7 The seventh stage: follow up on implementation

This stage begins in conjunction with the start of implementing the executive plan, and it is an ongoing process in which the following operations are carried out:

- 1) Conducting a preliminary survey of approved standards and evaluation tools issued by genuine academic or research bodies.
- 2) Examining the suitability of the selected measures to the strategy and the processes involved in it.
- 3) Comparing the output measures and aligning them with the strategic vision, mission, and goals.
- 4) Ensuring that the standards are comprehensive for all strategy activities and all learning outcomes of the academic courses.
- 5) Verifying the scale's ability to provide feedback from stakeholders, especially students and faculty members.
- 6) Providing suitable tools for collecting different data.
- 7) Regularity of the measurement process through monthly, annual, and long-term reviews.
- 8) Cost-effectiveness analysis at the level of programs from the highest levels to the level of individuals.
- 9) Accompanying surveillance for all implementation mechanisms mentioned in the action plan, in proportion to each of the procedural goals mentioned in the action plan, and the nature of each activity of education for entrepreneurship, work policies, values governing the work of the strategy, performance indicators that indicate the implementation of each mechanism.
- 10) Holding regular periodic meetings to follow up on the progress in implementing the action plan, and updating it in light of its foundations and the economic, educational, and social developments.

- 11) Holding an annual forum that includes all parties concerned with implementing the strategy to discuss what has been achieved, the difficulties and challenges that impede its activities, and submitting development proposals.
- 12) Conducting a final evaluation of the strategy at the end of its implementation period so that its results represent inputs for a subsequent strategy plan to be developed after the end of the main strategy period.

4. Recommendations

Based on the results of the study, we recommend the following:

- 1) Adopting the proposed strategy within the general strategy of Saudi universities to enhance its role in the field of entrepreneurship education and enable it to transform into entrepreneurial universities.
- 2) Working to integrate entrepreneurship education into university education by teaching it within the general courses at the last levels.
- 3) Activating entrepreneurship within activities supported by business incubators, student clubs, and community contributions to support entrepreneurial education programs.
- 4) Concluding partnerships and cooperation agreements between universities, centers, and concerned governmental and private agencies to support university students and develop their entrepreneurial attitudes and ideas.

5. Further Research

In the light of the findings of this study, future studies are suggested such as:

- 1) A study on the proposed strategy and the extent to which it can be applied by specialists in strategic planning and entrepreneurship.
- 2) Comparative studies between the proposed strategy and other strategies for the education of entrepreneurship in reputable universities with outstanding contributions in the field of entrepreneurship.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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