Campus Entrepreneurial Management

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Abstract— In the current era of information disclosure, campus institutional leadership is not enough just to rely on the success of student graduation rates. Campus leaders need to have leadership and entrepreneurial qualities to create a learning climate that accommodates all creativity and innovation. At this point, the concept of campus entrepreneurial management is needed. An institutional management model is built on five components. Open Management, Networking, Constructive Competition, Empowerment, and Reward and Punishment. Furthermore, the campus entrepreneurial management concept will be able to encourage teaching creativity, interdisciplinary academic work, participate in social and political movements, contribute to changes in services and policies implemented by civil society and government organizations as well as business expansion opportunities to encourage the extraction of business costs legal business.

Keywords*:* **campus, entrepreneurial, leadership, management, organizations**

1. INTRODUCTION

The key to campus development depends on the ability of the campus to respond to the challenges of the times. Campus management must embrace entrepreneurial leadership in order to adapt to the digital and millennial era. According to Swierzc and Lydon (2002) entrepreneurial leadership is individuals who aspire to, develop and manage organizations that are their responsibility with an entrepreneurial spirit. To become individuals who have entrepreneurial leadership, it requires several touches and activeness that support to be able to compete in a competitive and challenging order to build a better and more established organizational climate (Yang, 2008; Fernald, Solomon & Tarabishy, 2005; Cogliser & Brigham, 2004; Gupta, MacMillan & Surie, 2004). In the following explanation, five components will be explained in building an entrepreneurial campus management with an entrepreneurial leadership approach.

2. OPEN DESK MANAGEMENT

The key to operational management is effectiveness in coordination. At the beginning of the digital era, the role and function of e-mail was deemed important to coordinate, but over time, it turned out that e-mails were usually sent in the morning and sometimes returned in the afternoon. With the delusion in answering emails becomes an obstacle.

Open desk management is built in order to avoid obstacles that arise by coordinating directly with colleagues who are in the pitch of view without having to leave the room. In addition, the open desk management model will build familiarity and an attitude of understanding each other's characters. With a working model like this it can reduce the frequency of using gadgets and social media out of place. One of the positive characteristics of Open Desk Management is to conduct a tableless / chairless meeting,

which is a coordination meeting conducted by standing in one room and each is given the opportunity to express their opinions five minutes without being interrupted by other staff, expressing what will be done and the obstacles that are faced with. With this model the voice down and field barriers can be overcome properly. Especially if the budget and resources to improve it should be standby to support the system.

However, the condition of this open desk management has several weaknesses. First, by placing the leader in one room with almost all staff, it makes the staff seem like they are spied upon so that they will often bring up "ngrundel" behind if the leader is very strict and less humane. Not to mention from the aspect of the "race" looking face to the leadership, it is very likely certain people will take advantage of this kind of momentum to build a "closeness" that might be a bit blinding.

From the negative side of the open management concept it is very possible to give awards / praise and criticism to office stakeholders. The rewards and controls that are wrapped in systematic transparency make the weaknesses of the open desk minimized. For example, almost all news offices apply the open desk management model, with the results that each dateline can be met appropriately, teamwork can be built, standard workmanship programs can be applied.

However, indeed with the open office model, personal privacy is "less" awake. But the campus as a public institution that provides services to the community, what privacy do you want to cover when working hours? With this open management all forms of corruption or agreements under the table can be avoided. With everyone can see each other there is peer pressure which makes the target of the institution guarded by all stakeholders.

However, the main requirement for open desk management to do is the presence of entrepreneurial leaders in organizations. The main characteristic possessed by entrepreneurial leaders is that they have a tendency and ability to take calculated and risk. (Bagheri et. Al., 2013). So that from here it can be seen if a leader with an entrepreneurial spirit is the ability to anticipate risk (Kilgour, 1992, p.458). To define risk taking: risk taking is the desire of entrepreneurs to absorb uncertainty and assume responsibility for the future of the business (Chen, 2007; Mueller & Thomas, 2001; Zhao, Seibert, & Hills, 2005). According to several authors Risk taking characterizes the entrepreneurial process and involves Entrepreneurial leaders a willingness to moderate risks in carrying out resources to overcome opportunities (Currie et al., 2008). So why take risks and related entrepreneurial leadership? Stewart and Roth (2001) look at entrepreneurial risk-taking tendencies. Based on their meta-analysis, they claim that entrepreneurs have a higher risk tendency than managers and risk tendencies are an important component in entrepreneurship.

3. NETWORKING

After the climate of openness is built through the open desk management model, building a network will be easier. This is because every stakeholder of the office (campus) will find it light to be able to convey ideas and private networks that can be used to build a network of offices (campus). Here are five keys to building a network.

The first is to increase acquaintances. From the academic side, networking is built through seminars or workshops, especially activities that bring up the results of research and thought development from the academic community within the campus. Indeed, the campus has limited funds to be able to facilitate all these activities, but this can be anticipated by giving access to be able to get some grand competitive that can be accessed by the academic community. At least by equipping each academic community with business cards and areas of expertise of each academic community. This business card can be used to introduce institutions to the public.

Second, providing facilities to be able to share and exchange ideas. Although openness has been established, it is also necessary to create channels to accommodate proposed network proposals obtained from campus stakeholders. These distribution pockets can be in the form of study centers or scientific consortia formed among teaching stakeholders. The hope to be achieved from this stage is to build thoughts with people who have the same ideas.

Third, duplicate good practices. The process of imitating the steps and strategies of existing good practices in public service institutions in addition to improving organizational performance, this process can also graft the spirit of goodness of the institutions that are imitated. This mimicking process can be done by sending representatives to carry out apprenticeships and training in institutions that will emulate their performance. For example, one day services, which were adopted from public service mall services.

Fourth, take advantage of social media. In the current digital era, very few individuals do not use social media, be it Facebook, WhatsApp, YouTube, Twitter and so on. The use of social media is intended to embrace networking with people outside daily circle of friends, but relevant to organizational development. For example, to show institutional excellence, documentation assistance activities can be done, for example through vlogs uploaded on social media, in addition to socializing activities, this can also be an effort to sell programs to related parties.

Fifth, join an association. Following an association or association directly or indirectly will produce opportunities. In addition, joining a community or association is considered an effective way to build a network. Through an association indirectly the organizational climate will be compared to other members who have a better reputation.

4. CONSTRUCTIVE COMPETITION

After building internal cohesiveness through open dex management and building a network, the next step to cluster the performance of campus organizations is to build constructive competition. This competition has the purpose of testing and measuring how well-organized in carrying out activities within the scope of campus work targets. Michael Potter said that the existence of constructive competition will provide the struggle and persistence of stakeholders to achieve the desired target. With the competition expected to reduce the possibility of mistakes that are still from stakeholders.

There are five benefits to be gained from a competitive office work system. First focus more. With the competition between campus stakeholders, it is expected to build a spirit to be serious and avoid everything that can hamper office performance. This is done because basically competition is based on a desire to be the best.

Second, make each individual involved better. When the office atmosphere is built in a constructive competitive climate, the feelings of each individual involved will show the best performance that can be done. In addition, with the competition, everyone will try to be better in the processes that have been carried out, which can increase work ability.

Third, the work done is more efficient. After making individual performance more focused and done in a better way, the effect that arises is efficiency. As a form of a good work ethic, the efficiency that is owned will slowly increase and feels will be better if what is done in a state not in competition.

Fourth, strengthen relations. In a competitive work climate collaborative relationships will be created with workers or individuals who have the same target. Encouraging each other to do the best activities and be the best individuals. With mutual help and support, sportsmanship arises between individuals.

Fifth, there is a place to show skill. With the opportunity for every stakeholder to demonstrate his ability, organizational regeneration will be easier to do. The process of promise and degradation can run more scalable.

5. EMPOWERMENT

When all stakeholder components are ready to move to realize the vision and mission of the organization, then the next stage of the organization / office / campus is to empower the relevant stakeholders, in this case the teaching staff and education. According to Page & Czuba (1999: 3) see empowerment as a process that fosters an organization's management system (power). A process to show the ability to implement the organization's vision and mission of individuals to be implemented and implemented both to support their own lives, community based on agreed norms. Furthermore, Kingston, R., Carver, S., Evans, A., & Turton, I. (2000) see empowerment as encouragement and support to take personal responsibility in order to improve or improve performance so as to increase contributions in achieving organizational goals So from here the Empowerment process requires the creation of a new culture that encourages employees at every level to do things differently and helps employees to be confident and able to make changes.

So from here, empowerment can be seen as a strategy of an organization (campus) in providing space for the academic community involved in making decisions and targets to be achieved by the campus. This strategy will make both educators and educators proud of their business endeavors in contributing to implementing management programs.

There are five efforts that can be done to empowerment in the campus environment. First, it gives space to be creative. According to Harvard's survey, by providing space to be creative in the workplace can increase employee satisfaction, foster motivation, and encourage higher performance. Empowering employees means giving them the opportunity to show their abilities and give a personal touch to work. .

Second, the creation of stakeholder ideas and input. At this stage it is an attempt to make educators and educators more meaningful in contributing to the achievement of objectives. To be able to appreciate ideas and input not only to provide input to the organization, but also as a form of support to the process of self-development of the stakeholders involved.

Third cut the long bureaucratic system. Based on the spirit of collaboration, the campus / office / organization really needs to build a flexible team structure to simplify the bureaucracy. By simplifying the bureaucratic process not only will efficiency be obtained but it can also encourage service innovation.

Fourth, have clear guidelines. SOP is important because this will provide guidance on the direction and targets to be achieved, but the examples and examples of Top leaders are very important to foster a sense of guidance and spirit of "ing ngarso sung tulodo" Fifth create a media channel between stakeholders. Annual gathering and Arisan may be an effort to create a media channel between educators and educators to communicate with each other outside the work relations that are carried out daily.

6. REWARD AND PUNISHMENT

The final stage of the work system built by the organization is the clarity of the work done. The remuneration system is one of them as a form of reward and punishment. However, often the system that is implemented still has weaknesses, for example there are still practices of "fraud" in performance, such as only finger prints are absent in the morning and evening, which are not followed by productive activities that benefit the office.

7. CONCLUSION

Towards a campus based on entrepreneurial management is like driving a large vehicle that contains a lot of materials. Where these materials are students who are responsible for printing into potential power in the country in the future. As a large vehicle, then the course of this organization can be seen from the wheels used. Cannot be used by one big wheel or one of the big wheels themselves. The wheel wheels are educational and educational staff. The five components described above are the efforts to run large vehicles this goes well, is not shaky and is able to deliver the material it carries to its destination.

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