

Reimagining Universities through Strategic Entrepreneurship and Blue Ocean Strategy: A Theoretical Exploration

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ABSTRACT: The current paper examines the possibility of developing the performance of universities in a unique and unprecedented way by combining and integrating strategic entrepreneurship, which focuses on the internal development of the university, and the Blue Ocean strategy, which focuses mainly on opening new markets and attracting unusual categories of beneficiaries. The current research sought to draw attention to the fact that the integration of both the blue ocean strategy and strategic entrepreneurship enables the exploitation of the advantages of each of them, such as control and control of the driving and obstructive forces surrounding the university to achieve a competitive advantage, which was marginal to the blue ocean strategy alone. The research also showed that there is a great opportunity for the sustainability of the university due to organizational innovations and internal harmony between structures on the one hand and individuals on the other. Therefore, the research provided a framework that can be exploited by universities to move forward steadily towards the future, taking into account the challenges that can face its application.

Keywords: Strategic Entrepreneurship; Blue Ocean Strategy; Higher Education Innovation; Institutional Strategy; University Excellence; Sustainable Innovation

I. INTRODUCTION

In today's world, contemporary institutions, especially universities, face multi-layered challenges such as rapid change, globalization, great transformations, and overarching uncertainty. Such factors add weight to the societal purpose of the institution. Universities hope to simultaneously keep up with the global trend of sustainability and quality, all while attempting to cope with the additional challenges on hand.

The education industry as a whole is undergoing drastic changes and to keep up with the pace, long-term growth strategies ought to be put into place immediately. Now more than ever, there is pressure on universities to adapt and innovate to promote growth. Strategic Entrepreneurship emphasizes the fact that institutions should be able to adapt and develop an organizational culture that places focus on resource optimization, innovation, and opportunity identification. This means that for universities to be supportive, adaptive, and dynamic to evolving trends and technologies within the education sector, they need to develop an entrepreneurial mindset.

Does a deep dive into how the addition of entrepreneurial strategies by Australian universities allowed them to adapt to the ever-changing educational sectors and in turn [1], fostered innovation and improved their competitive position. The study by [2] focuses on strategic entrepreneurship as a means to strengthen the position of higher educational institutions in competitive markets. It highlights that these institutions must adopt innovative practices such as providing unique educational opportunities to attract different student groups. The study [3] explores the impact of strategic entrepreneurship on the performance of universities. The research indicates that most universities that practice strategic entrepreneurship ways can significantly improve their research and operations. This is through the diffusion of creativity and the adoption of the entrepreneurial culture. And emphasized the importance of supporting universities for entrepreneurship and innovation by developing a learning environment that encourages experimentation and risk-taking. She also pointed to the need to adopt flexible strategies that enable universities to adapt to the rapid changes in the educational environment.

Found that entrepreneurship education programs contribute significantly to developing students' entrepreneurial skills and fostering a culture of innovation within universities [4]. She also stressed the importance of strategic partnerships with the private sector to enhance training and employment opportunities for students. [5] confirmed that strategic entrepreneurship can enhance universities' ability to excel in the higher education market by developing innovative educational programs and adopting flexible strategies. She also noted the importance of continuous research in identifying research gaps and promising areas for future research.

Study [6] suggested that the implementation of the Blue Ocean strategy in higher education can lead to the differentiation of educational programs and increased enrollments. She also emphasized the importance of value innovation in delivering unique educational programs that meet the needs of the changing market. The study [7] found that applying the dimensions of the Blue Ocean Strategy can contribute significantly to achieving the competitive advantage of universities. She also stressed the importance of innovation in providing new educational services and programs that meet the needs of students and society.

By examining previous studies, it can be noted that there are research gaps that research in this field seems to have overlooked, namely: that previous studies dealt with both strategic entrepreneurship and the blue ocean strategy individually, with a focus on theoretical and conceptual aspects, without trying to combine them and provide a framework or model that integrates between them and is useful in laying the foundations for practical applications that clarify the procedures for evaluating and developing the success of this integration, especially since previous studies did not adequately address the impact on academic and administrative performance and challenges. And obstacles to the university in its pursuit of sustainability. Nor did these studies address the impact on innovation and the promotion of entrepreneurship within universities. The current research believes that there is an urgent need to search for links and relationships that integrate strategic entrepreneurship and the Blue Ocean strategy, benefiting from the advantages of each to support university institutions in their march towards the future and sustainability .

Despite extensive research on SE and BOS individually, there remains a gap in integrating these two frameworks and examining their collective impact on university performance. This paper aims to fill that gap by proposing a comprehensive model for applying SE and BOS in universities and providing a theoretical framework that aligns with academic and administrative goals.

Thus, this particular study attempts to develop a conceptual model that integrates strategic entrepreneurship and Blue Ocean Strategy in the scope of a university. As this exploration draws on literature as well as case studies of universities that have successfully employed such strategies, it will shed light on how institutions can utilize these approaches simultaneously. This will provide useful insight to leaders in the higher education domain looking to achieve a sustainable competitive edge in this more complicated world.

II. STRATEGIC ENTREPRENEURSHIP AND THE BLUE OCEAN STRATEGY: A THEORETICAL FRAMEWORK

1. STRATEGIC ENTREPRENEURSHIP (SE):

This part will work on developing a robust theoretical base that answers how combining strategic entrepreneurship and blue ocean strategy provides a basis for analyzing their accomplice effect on organizations.

Strategic entrepreneurship (SE) is a generally acknowledged organizational activity that creates a competitive advantage by combining strategic management with entrepreneurial innovation. Work [8] states that the implementation of significant entrepreneurial activity in five vital domains product and service innovation, organizational restructuring, strategic renewal, market reformation, and business model innovation constitutes what is known as strategic entrepreneurship. According to [9] innovation plays an essential role in SE by allowing organizations to take advantage of new opportunities and minimize risks in uncertain markets. As a result, SE is understood as a set of processes marked by the continuous development of benefits and possibilities, powered by entrepreneurial behaviour, leadership, and culture [10].

Strategic entrepreneurship (SE) focuses on innovation and opportunity discovery, it is also merging entrepreneurial methods and strategic management to foster long-term success [11]. According to [10], SE encourages institutions to constantly innovate to get a competitive edge through the application of technology and strategic thinking. Universities can apply SE by encouraging staff and students, and entrepreneurial leadership; which will create an environment that fosters innovative practice and research [12]. Strategic entrepreneurship is a relatively recent topic in contemporary literature that attempts to reach a complete separation between entrepreneurial activities and strategic management [11]. There is no agreed definition of strategic entrepreneurship, but it can be understood as integrating the entrepreneurial perspective, i.e., the behaviour of

seeking opportunities, and the strategic perspective, i.e., the search for benefits, into actions designed to create wealth [11], and strategic entrepreneurship contributes positively to the growth of organizations and their position among their peers. Effective and effective responses to changes in the external environment and the development of sustainable competitive advantages and increased wealth generated [13], require not only changing the mindset by which organizations are managed but also adjusting in strategy, structure, culture, and operational activities [13].

The management literature still finds it difficult to distinguish between strategic and entrepreneurial actions but agrees that the main purpose of both concepts is to allow enterprises to grow and increase wealth. However, strategic entrepreneurship can be understood through the three dimensions that literature has focused on in this field: entrepreneurial orientation, institutional leadership, and competitive advantage. Competitive advantage: The entrepreneur sees strategy as an approach capable of enhancing organizational performance and improving competitive advantage so the belief has grown that successful organizations are those that can respond to organizational stress and behaviour at the same time better than competitors and can identify opportunities for improvement that create a better future for the organization [14]; it has become vital for contemporary organizations to adopt exploitative and exploration behaviours as an appropriate response to the rapid change, environmental pressures, and increasing diversity that today has become one of the organizational constants, in addition to the constant search for competitive advantage [15]

It can be said that institutional leadership is one of the most prominent forms of strategic entrepreneurship, as it provides a vision for the organization, and there is a leader who continuously contributes to the renewal of the organization and adapts its operations to the variables surrounding by focusing on project exploration and exploitation behaviours [11].

With the continuity of the Foundation's efforts in exploration and exploitation, strategic entrepreneurship is evident when searching for opportunities (exploration) and searching for advantages (exploitation) [10]. The role of strategic entrepreneurship in the foundation is to balance these two approaches [14 – 15]. However, it should be noted that this Exploration, i.e., the search for opportunities, not only responds to underlying environmental trends [5-13] but pushes them in the desired direction. Thus, it is proposed to establish formal structures at the management level so that learning takes place from top to bottom; senior managers learn about routines and behaviours within the organization [16].

Both exploitation and exploration represent distinct approaches to organizational learning [17]; exploitation, or the search for advantages, grows as knowledge accumulates in the organization [13] through the creation of new markets and the use of innovative technologies [16], which represents a bottom-up learning process because managers must abandon their normal routines and invest in new business units.

While exploration seeks to discover what is still unknown to the organization through research, flexibility, risk-taking, experimentation, and change, exploitation leverages the knowledge gained to improve processes for future applications without innovating or creating something new [5-12] and exploitation is evident in optimization, efficiency, selection, implementation, and production practices [14-17] and all of this is linked to the strategy of the enterprise.

Strategic entrepreneurship emphasizes the importance of an entrepreneurial culture that encourages innovation and creative problem-solving [8]. It also emphasizes beneficiaries' satisfaction through unique, creative solutions and long-lasting relationships [10]. Administrative assistance from top management supports employees in executing creative ideas [20] enabling the institution to achieve strategic objectives and foster target groups' loyalty [10].

2. SE'S FOCUS AREAS

In the context of education, strategic entrepreneurship can be divided into various areas of emphasis proactive opportunity recognition: To stay ahead of the ever-changing educational landscape, proactive discovery of new opportunities is encouraged, such as novel research fields or educational technology [10].

Thus, strategic entrepreneurship in higher educational institutions involves proactive opportunity recognition, organizational applicability agility, and strategic adaptation adaptability. SE encourages institutions to stay competitive by balancing opportunity-seeking with advantage-seeking [20]. Leadership plays a crucial role in driving SE and inspiring faculty and students to engage in entrepreneurial activities. By embedding SE principles, universities can meet current challenges and explore uncharted areas [28].

SE can provide an appropriate framework for institutions such as universities to achieve a sustainable competitive advantage through continuous innovation and strategic foresight, which is necessary these days with rapid technological advancements, evolving labour market needs, and intensifying competition at local, regional,

and global levels [18]. Universities which involve SE in their strategies can harness innovation and meet current educational demands by offering unique services and learning experiences.

Strategic Entrepreneurship (SE) embodies the synergy between entrepreneurial creativity and strategic management for competitive advantage. Explores how innovation is mediated by the entrepreneurial culture embedded within a company [8]. Associates SE with innovative proactiveness in responding to the market [9]. According to [10], SE has four major elements—content, process, context, and outcomes—that he terms 'the framework for strategic action.' SE in higher education has been studied by [19] whose findings show its positive contribution in improving the performance of institutions and adjusting to the market. This evidence makes SE relevant in current business management since Slovenia requires entrepreneurial action in combination with strategic planning to deal with difficult business conditions.

3. *STRATEGIC ENTREPRENEURSHIP (SE) IN UNIVERSITY MANAGEMENT*

Strategic Entrepreneurship (SE) comprises the identification of novel opportunities alongside the management of resources most productively to gain and sustain competitive advantage. In the case of universities, SE is reflected in strategic renewal, academic program innovations, restructuring of the organizations, and responding to market changes. For example, a university may quickly respond to market changes by introducing new degree programs on AI. That is the SE perspective towards the innovation of products and services. At the administrative level, universities increase their organizational effectiveness by reordering their structure horizontally to improve collaboration between disciplines which is particularly important in data science and sustainability. These activities foster innovation and relevance to the new opportunities [20].

Entrepreneurial university leaders follow policies that facilitate strategic entrepreneurship; among these are programs that provide access to funding, technology, networks, and the knowledge required in the labour market, in addition to programs that reduce administrative burdens, as they see these as beneficial in achieving their developmental strategic goals. University leaders interested in strategic entrepreneurship believe that adopting policies that allow access to financial resources will enhance access to non-financial resources [21].

Careful consideration of organizational restructuring at the University of Michigan, which has restructured its academic divisions to include interdisciplinary centres focused on applied research. This restructuring reflects strategic entrepreneurship by enhancing internal innovation and collaboration, thus creating a unique academic environment that differentiates it from other institutions [22- 23].

Stanford University seeks to foster innovation and entrepreneurship rule several key programs and initiatives. The Center of Entrepreneurial Studies aims to prepare innovative entrepreneurial leaders through a wide range of courses offered by experienced entrepreneurs. The entrepreneurship technology program focuses on scientific research to understand the performance and growth of start-up institutions, technological innovation, and addressing issues such as physics, climate, and sustainability [24]. Development courses can help students customize their curriculum to meet their educational goals, covering topics such as product design, global marketing, and social innovation. Experiential opportunities at the university provide chances to expand learning beyond the classroom through programs such as Stanford Venture.

The University of Strathclyde's Entrepreneurial Strategy 2020/2025 aims to foster innovation and entrepreneurship through four main objectives: developing entrepreneurial mindsets, supporting entrepreneurial talent, providing a supportive environment, and enhancing economic and social impact [25]. The University of Bergamo's Entrepreneurial Strategic Vision 2035 envisions the city's future with academic, policy, and industry participation, fostering trust, transparency, cooperation, teamwork, and flexibility. It encourages innovation, attracts talent, and enhances reputation [26].

4. *THE BLUE OCEAN STRATEGY (BOS)*

The Blue Ocean Strategy, formulated by [27], advances the notion that for institutions to outperform their competitors, they must create new markets or 'blue oceans' rather than focus on existing, saturated markets or 'red oceans'. It draws inspiration from Schumpeter's Endogenous Growth Theory and New Growth Theory and follows the principle of innovation-driven internal growth.

The four-part analytical framework of Blue Ocean Strategy; raise, eliminate, decrease, create, is not focused on competition-based strategies as most traditional business strategies are. This allows different institutions to develop more innovative strategies considering untapped market segments. This way, it allows institutions to shift their focus from competition towards adding value to their beneficiaries and themselves.

In the words of [28], BOS enables institutions to deviate from the competition through the introduction of new products and services directed at the changing preferences of the customers. The key parts of the Blue Ocean Strategy are concerned with value innovation, which is where companies integrate innovation with value for their

customers and principles such as reconstructing market boundaries and reaching beyond existing demand [29]. Rather than competing for pre-existing market share, institutions are encouraged to formulate new markets and introduce new products or services [30]. The effective implementation of such modern strategies permits non-competitive growth by making the competition irrelevant and ensuring the organization's effectiveness through innovative leadership and customer-oriented strategies which guarantee institutional sustainability [31].

Blue Ocean Strategy (BOS) has developed certain principles that entrepreneurship can use as a reference to invent and enter unused business territory. These principles are also referred to as reconstructing market boundaries which invoke institutions to go out of the target market and focus on the big picture, which entails strategic planning levels to be creatively rather than numerically driven. Moreover, BOS suggests that strategies go beyond existing demand by reaching out to some customer segments and getting the strategic sequence right, which means internal and external environments must be responsive. These principles serve the purpose of supporting effective value innovation, enabling organizations to eliminate competition [32]

5. *BOS 'S FOCUS AREAS*

The principles of Blue Ocean Strategy (BOS) are relevant to further innovations of universities beyond typical degree programs to meet the needs of emerging markets such as adult learners, foreign students, and professionals undergoing continuing education [31]. Unlike the traditional approach, universities may create additional value through interdisciplinary degrees and online platforms for learning, which, in turn, will open new groups of potential students who are looking for practical skills and industry collaboration [29]. In addition, BOS plots universities to approach non-traditional students and underrepresented groups by offering customized corporate training and outreach community education programs, therefore widening the scope of education beyond conventional undergraduate students [30].

Institutional mistakes in the application of the Blue Ocean strategy include the focus of market creation on the existing beneficiaries, specialization market fragmentation strategies, and the absence of market and technological innovation or creative destruction. Value is also restricted by cost and focus on elimination and exclusion, while development and innovation are neglected in product value increase [32].

6. *BLUE OCEAN STRATEGY AND UNIVERSITY INSTITUTIONS*

Instead of trying to win in the already oversaturated markets, a blue ocean strategy focuses on finding new untapped market spaces. Universities which pursue this strategy can stand out from other academic institutions by offering students custom-crafted programs and services [33]. For instance, some universities have tapered their business operations toward offering online only degree programs, and have begun targeting non-traditional customers like adult learners or overseas students. This breaks competition in traditional markets and taps into new ones - the application of the "value innovation" principle in the blue ocean strategy [34].

Also, a blue ocean strategy in a university environment might involve working with industry to design training modules that can be taught to specific organizations. Such activities enable universities to capture a fresh market where competition with existing academic institutions is very low [18].

The application of BOS principles has also been adopted by several universities and educational institutions to create new value in the industry. For example, by concentrating on novel online degree programs such as micro-credentials, universities have completely transformed the provision of educational services and broadened their reach [29]. In addition, adaptation of BOS principles has enabled institutions to successfully reposition themselves within niche markets and offer courses that more closely fit with contemporary societal and industrial phenomena [31].

Minerva schools, despite being elitist, adopt a holistic approach to education, using MOOCs to achieve their goals. They promote cultural exchange and student mobility, imposing real-world skills through customizable curriculums. Classrooms are small and focus on deep cognitive tasks, implementing efficient, systematically implemented tasks [34].

Maltepe University in Turkey has implemented an innovative system of reverse mentoring where the university president learns from the students and the students mentor the academics, this innovative system promotes communication and collaboration and breaks down traditional hierarchical boundaries. Stanford University in the United States has been buying land adjacent to technology companies thus creating a major technology university cluster that has positioned the university as a global center for technological innovation. Sabanci University in Turkey provides job opportunities for students and enhances its growth and innovation opportunities by establishing strong partnerships with industrial institutions [18].

The shift of universities from offering traditional academic programs and degrees to offering innovative and specialized programs that benefit groups to which university education was previously not available, such as adults

and international students. This is achieved by working to create online degree programs and interdisciplinary studies that the labour market needs, adopting new digital tools to give the institution more flexibility and making efforts to eliminate competition and increase cooperation within the university institution [6].

Universities can create value when faculty members take on new roles as facilitators of learning rather than traditional lecturers, design innovative curricula that meet the needs of non-traditional students and provide interdisciplinary programs and partnerships that help align academic programs with market demands [7]. The University of Malaysia Terengganu (UMT) applied BOS to transform the university by focusing on new academic programs in marine science and biotechnology. UMT used BOS principles to provide a distinct academic identity, utilizing its geographic location to develop specialized research centres and curricula. That created new educational spaces that attracted both local and international students interested in these unique fields [35].

Universities implemented BOS principles by reducing operational costs through digital platforms and online learning. The focus on creating flexible degree programs and micro-certifications allowed these institutions to target working professionals, thus opening new markets. That increased student enrolment from previously untapped segments and improved financial sustainability [36].

Organizational innovation mediates the successful application of BOS in universities. Intellectual capital—knowledge, innovation, and competencies plays a pivotal role in creating new academic offerings. Universities that foster an environment of creativity and collaboration among faculty and staff are better positioned to implement BOS. The creation of industry-aligned programs and research initiatives helped universities offer unique value propositions that attracted students and funding from new sources [18]. Universities applying BOS were able to innovate in terms of curriculum design, student services, and institutional management; by reducing bureaucracy [37].

the application of Blue Ocean Strategy (BOS) in redesigning the business model of a university business incubator in West Java, using the BOS Grid Action integrated into the Business Model Canvas which involves the four actions framework Eliminate, Reduce, Raise, and Create—that identify areas could be transformed to create new value for stakeholders; eliminating outdated support structures and bureaucratic processes, reducing redundant services that were no longer in demand, raised the level of Collaborate with peer institutions and create new services, such as personal mentoring, access to wider networks, and funding student projects [38].

Public universities apply BOS principles by creating unique academic programs and innovative research to address specific needs. Thus, they are shifting their focus to specialized fields where competition is minimal. Faculties of Agriculture in Zimbabwe established research centres and made many partnerships with local entities to develop practical training programs and effectively deal with environmental challenges that attract money and more students [39]. Universities that successfully implement BOS can attract new student categories and financial sustainability by focusing on developing innovative programs for non-traditional students, such as online learning to provide flexible learning opportunities Suitable for people who work, interdisciplinary degrees, and customized training programs. These Universities also create value by collaborating with industry to provide students with practical skills which are required in the workplace [40].

An integral component of the study is its applied framework, which assists in converting concepts and theories into something tangible and measurable. Further, it complements the understanding of the practical efforts taken to maintain the accuracy and objectivity of the results. This will be elaborated in the succeeding sections.

III. METHODOLOGY

This document takes a qualitative approach in order to formulate a theoretical framework which seeks to combine Strategic Entrepreneurship with the Blue Ocean Strategy. A systematic literature review was performed on the existing research on SE and BOS with regard to its purpose in universities. A conceptual model was developed that depicts how SE and BOS may be combined to encourage innovation, enhance performance, and ensure sustainability.

At the same time, some case studies of universities which practice SE and BOS were studied to analyze the user aspects of the model. These case studies, in turn, contributed towards perfecting the model, and towards understanding what the major elements of successful integration are.

This paper seeks to fill the research gaps in these two strategies' shortcomings by providing a model which explains how universities can simultaneously implement SE and BOS to improve their academic, administrative, and entrepreneurial functions.

1. RESEARCH DESIGN

This paper employs a theoretical exploration methodology, combining a comprehensive literature review with conceptual framework development. The research will:

- Undertake an examination of available theories: Conduct a literature review on the SE and BOS frameworks within the scope of organizational innovation and its possible uses in the education sector.
- Design a conceptual framework: Construct a framework for SE and BOS strategies that focuses on innovation and competitive differentiation in a university setting.
- Develop a proposal for a needs assessment: Devise a methodical framework for utilizing these strategies in university operations, academic programs, and governance structures.

2. DATA COMPILATION

The primary source of data for exploration of the theories will be obtained via secondary sources;

- Literature review: Review academic works such as journal articles, books, and institutional publications for information on the application of SE and BOS strategies in universities.
- Series of case studies: A selection of universities that have adopted and applied SE and BOS principles in innovation will be used to provide framework qualitative data to the document.

3. ANALYSIS OF THE DATA

The information gathered and subsequently analysed through a qualitative thematic method will be done in a structured manner. This analysis will capture the synergies relevant to the integration of SE and BOS and measure the advantages, disadvantages and results of each in a university context, as well as how these approaches can jointly foster innovation at a university level.

IV. DISCUSSION

There is ambiguity and uncertainty in the definition of strategic entrepreneurship due to the multiplicity of visions about strategic entrepreneurship, so there is no specific framework that includes its features and characteristics. Organizations rely on strategic entrepreneurship to help an organization seek opportunities and advantages and explore new markets [10]. Through innovation, the university institution can connect to new opportunities that disrupt the current competitive conditions it faces [3]. Through the strategic entrepreneur, university institutions seek to connect to the surrounding environmental advantages and move to freer spaces where there are fewer restrictions and pressures from competitors. A university institution's reliance on the Blue Ocean strategy can contribute to creating a path map that seduces a path in its pursuit of strategic entrepreneurship more clearly and specifically. There is a need for integration into the organization's entrepreneurial strategy [10].

1. STRATEGIC ENTREPRENEURSHIP AND BLUE OCEAN STRATEGY: INTEGRATED FRAMEWORK FOR UNIVERSITIES

The Blue Ocean Strategy (BOS) and Strategic Entrepreneurship (SE) in higher education can be connected because SE helps universities develop the innovative and entrepreneurial mindset needed to generate demand rather than just compete for current students. By combining strategic entrepreneurship with the blue ocean strategy, a powerful framework can be provided for university management; strategic entrepreneurship allows for internal innovation such as proposing new academic programs or restructuring departments, while at the same time pursuing external innovation through the blue ocean strategy by exploring new markets or providing academic services to unusual groups. Given below is the sketch illustrating the link between Strategic Entrepreneurship (SE) and Blue Ocean Strategy (BOS) within the scope of university innovation.

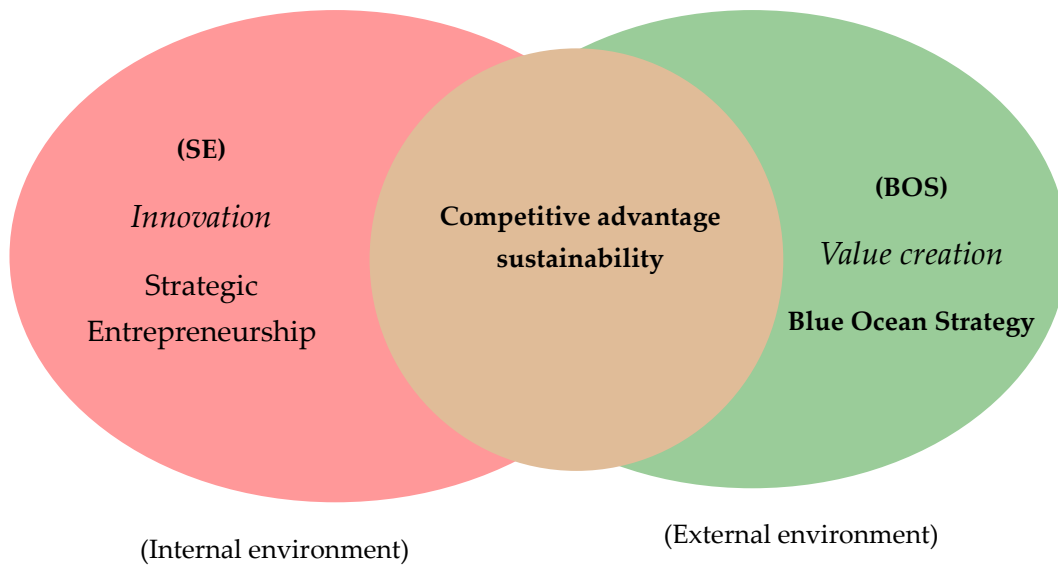


FIGURE 1. Visual representation of the relationship between SE and BOS in the context of university innovation.

The left side represents the SE circle directed towards innovation from within the organization, resource management and opportunity discovery.

- The right side reflects the value innovation focus of uncontested market creation: new value offerings and revolutionary market expansion.
- The middle area represents how the combination of both strategies gives an innovative university the possibility to realize internal innovation, new market development, and sustainable competitive edges.

Universities can use BOS strategies, such as collaborating with tech companies to create customized learning modules that address industry skills gaps, to break into new, uncontested sectors [18]. This integration allows universities to set themselves apart by providing high-quality educational offerings in low-competition markets. Additionally, universities can establish joint Research Centers with industrial partners to develop new technologies and meet emerging market needs. By implementing these strategies, universities can improve their competitive position, deliver added value to stakeholders, and focus on sustainable innovation and academic excellence [41].

For example, a university can be a pioneer in developing its curricula by innovating curricula to include sustainability practices, and at the same time adopting the blue ocean strategy by collaborating with various institutions in the local community to provide training and consultations for sustainability leadership, thus creating a blue ocean without direct competition with other institutions, and the manifestations of it are:

2. *COMBINING INTERNAL AND EXTERNAL INNOVATION:*

Oxford's strategic entrepreneurship helps create new research programmes in emerging market areas such as environmental science and climate change. On the other hand, the university's application of the Blue Ocean Strategy helps build global partnerships that gain the university new market spaces away from competition [42 – 43].

3. *RESOURCE MANAGEMENT FOR EXCELLENCE:*

Columbia University's commitment to innovative educational technologies, such as blended learning and augmented reality, significantly enhances the student experience. This approach exemplifies the integration of strategic entrepreneurship, aimed at optimizing internal processes, with the Blue Ocean Strategy, which seeks to create distinctive value within the education sector [44-45].

By employing these strategies, universities can improve their competitive position, deliver added value to their stakeholders, and focus their efforts on sustainable innovation and academic excellence. It can be said that the organization's reliance on a comprehensive innovation strategy that includes various types of innovative strategies may provide a greater opportunity for the organization to control the competitive conditions in its environment and overcome the effects of the rapid changes surrounding it [46]. Although competition is not a basis in the blue ocean strategy, in its quest to dominate the market by building a quantum leap in value through innovation, the organization finds itself over time has achieved a competitive advantage.

Universities can achieve a sustainable competitive advantage by combining strategic entrepreneurship (SE) and Blue Ocean Strategy (BOS). SE allows universities to remain flexible and responsive to market needs, while BOS avoids direct competition and provides flexible educational options. The relationship between SE and BOS depends on innovation, creating value and sustainability. Leadership and human resource development are crucial in guiding entrepreneurs towards Blue Ocean goals. Implementing these practices can enhance the university competitive performance and meet the needs of students and the community:

- Using social media to analyse trends: by analysing data gathered from social media, emerging trends and needs can be identified; it may be useful to use data analysis tools such as Sentiment Analysis on Twitter and Facebook to identify common topics and unmet needs in the academic community, helping to develop new study programs or innovative research initiatives.
- Apply the Four Action Framework (ERRC) using advanced statistical methods that are useful in assessing factors that can be eliminated, reduced, increased, and created. Especially when analysing academic and financial performance data to identify programs or services that can be improved or eliminated, or in developing new initiatives that better meet the needs of students and faculty.
- Encourage a culture of innovation and entrepreneurship by creating digital platforms for the exchange of ideas and entrepreneurial projects, and developing applications or websites that allow students and faculty members to share their entrepreneurial ideas and obtain support and funding from the university or external partners.
- Building strategic partnerships based on expert systems to identify potential partners and evaluate opportunities for collaboration, such as developing an expert system based on artificial intelligence to identify institutions that can be strategic partners of the university in the areas of research and development.
- Using modern technology in teaching and learning to enhance the student experience and improve the quality of education, such as the use of e-learning technologies and distance learning tools to provide a flexible and advanced learning environment, such as the use of virtual reality and augmented reality in teaching.
- Developing training programs and workshops that suit individual and diverse needs such as distance education and self-learning to adapt to the rapid changes in the educational environment, especially technological, social and health changes.
- Establish initiatives and programs to promote diversity and inclusion on campus, including establishing support centres for students from diverse backgrounds to ensure they have equal opportunities in education, and developing awareness programs and trainings on the benefits of diversity and inclusion at the university.
- Performance measurement and continuous improvement using in-depth analytics to evaluate performance, especially academic and administrative, and this can be achieved by developing interactive data-driven dashboards to analyze the performance of academic and administrative programs periodically and provide recommendations for continuous improvement.
- Using scenarios and future foresight to identify future opportunities and challenges, by organizing workshops and brainstorming sessions with the participation of experts in future foresight to develop multiple scenarios about the future of higher education, and identify potential opportunities and challenges for the university in each scenario.
- Work to adapt to the changes and challenges emerging in the surrounding environment to ensure the sustainability of the university institution and the continuity of its ability to achieve its strategic objectives.

By applying these practices, universities can effectively identify future opportunities and create value, contributing to improving academic and administrative performance and enhancing competitiveness and innovation.

To measure the success of integrating strategic entrepreneurship and the blue ocean strategy in universities, the following procedures can be followed:

- Ensure that clear strategic objectives are set that integrate strategic entrepreneurship with the Blue Ocean strategy, such as improving the quality of education to meet diverse needs, increasing research and academic innovation, and organizational flexibility to enhance competitiveness.
- Setting standards to measure various aspects of university performance commensurate with the strategic objectives set to the extent to which the goals are achieved, such as graduation rates, employment rate after graduation, and the number of published research.
- Measuring the effectiveness of various aspects of support provided to innovative projects, whether research, academic, organizational or financial, that contribute to achieving the strategic objectives set, such as developing new graduate programs providing innovative educational services, or relying on an organizational structure that provides open channels of communication with customers and public stakeholders.
- Measuring the feasibility of partnerships with various institutions, whether governmental or private, local or regional, to ensure that cooperation contributes to promoting the exchange of knowledge and experiences and gaining additional space in the market.
- Develop a comprehensive system for evaluating the performance of the university: where data related to the academic and administrative performance of the university, such as success rates, student-faculty ratio, and student satisfaction level, is collected and analyzed while ensuring the use of diverse and innovative assessment tools as a tool to measure university governance.
- Conduct periodic performance reviews to assess the extent to which the strategic objectives set have been achieved and identify areas that need improvement, then publish the results of the evaluation periodically to enhance transparency and accountability, with the importance of involving students, faculty, and administrators in the evaluation process and suggestions for improvement and development.

It is expected that by following these procedures, universities can successfully and effectively integrate strategic entrepreneurship with the Blue Ocean strategy, which contributes to improving the university's academic and administrative performance and enhancing its competitiveness advantage and sustainability, this is shown in Figure 2.

Like every major change, the university administration is expected to face some challenges when applying the integration between strategic entrepreneurship and the blue ocean strategy, and the most prominent of these expected challenges are:

University leaders may face resistance from traditional faculty and administrators who resist change, particularly in embracing innovation and entrepreneurship. Limited financial resources and a lack of human resources can hinder progress. Modernizing technical infrastructure and developing organizational structures can support entrepreneurship and innovation. Intense competition from other institutions requires more distinguished programs and services. Changes in government and education policies can affect the implementation of strategies for blue oceans. Addressing cultural and social diversity within the university requires effective strategies for inclusiveness and integration. Despite economic crises, university leaders must adapt to these challenges to ensure sustainability and innovation.

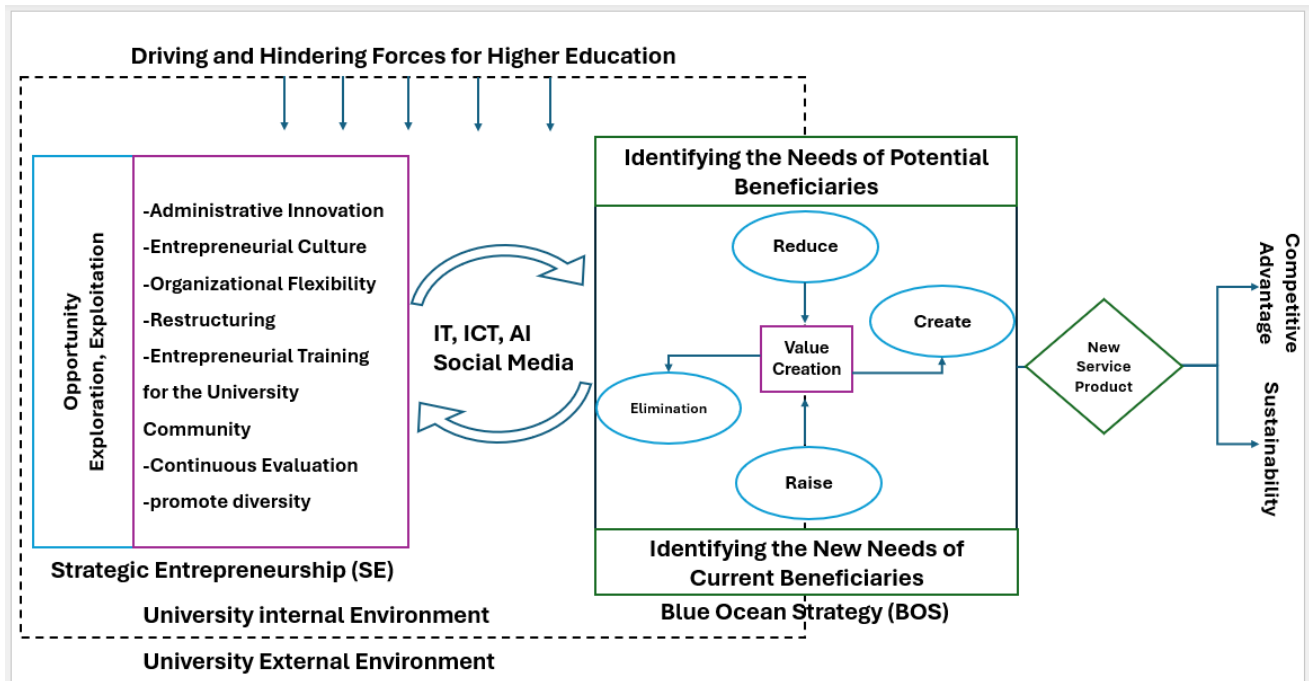


FIGURE 2. Strategic Entrepreneurship and Blue Ocean Strategy: Integrated framework.

To meet these challenges, the university administration must adopt flexible and comprehensive strategies, enhance communication and cooperation between all stakeholders, and seriously and effectively implement the aforementioned practices presented in this research paper.

Integration of competition and innovation is essential for institutions to innovate beyond competition lines and gain a competitive edge. To make SE and BOS operational, universities need top management support, embrace an entrepreneurial culture, and focus on student, faculty, and industry partner satisfaction.

V. CONCLUSIONS

this research suggests that the integration of the organization's strategic entrepreneurship with the blue ocean strategy can provide this integration. This paper presents a conceptual model that combines strategic renewal, innovation, and opportunity-seeking characteristics of Strategic Intrapreneurship (SE) with market-creating ability (BOS) to suggest how universities can build long-term sustainability.

Achieving strategic entrepreneurship is not an easy road, and therefore institutions need to rely on an approach that provides a clear path to reach that end, and the more severe the turmoil in the markets, the better the institution relies on a comprehensive innovative strategy that includes various innovative strategies. That comprehensive strategy can be reached through integrating strategic entrepreneurship and the blue ocean strategy, as the university institution's reliance on the blue ocean strategy provides it with a roadmap in its pursuit of strategic entrepreneurship. By combining strategic entrepreneurship with the blue ocean strategy, organizations seek opportunities and advantages in the surrounding environment while moving to freer spaces where competitor constraints and pressures are less and even making competition an option. There is ambiguity and uncertainty in the concept of strategic entrepreneurship due to the diversity of visions about it, there is no specific definition that university institutions can adopt, but by following specific strategies the institution can achieve the goals of strategic entrepreneurship at the university. Innovation is the essence of strategic entrepreneurship, and innovation is a key pillar of the Blue Ocean strategy, through innovation, the university institution can reach new opportunities and explore unprecedented advantages away from competitors, as innovation contributes to disrupting the competitive conditions faced by the institution. There are multiple types of innovations on which the institution's strategy can

depend in achieving sustainability and wealth creation, and it can be concluded that there are only two types of innovation and institutional renewal that are compatible with the blue ocean strategy, which is providing a new service/product to existing beneficiaries and re-changing the field to provide a service or product to a new category of beneficiaries, and therefore to ensure successful implementation of innovation and integration, universities need top management support, embrace an entrepreneurial culture, and focus on satisfaction for all stakeholders and multiple management skills, such as proper planning and following the scientific method in addressing problems with creative solutions. Although the Blue Ocean strategy is important to support the organization in its pursuit of strategic entrepreneurship, it may be costly at first, but over time the cost decreases and even allows for more profits in the future.

This research encountered limitations due to the diversity of entrepreneurship concepts, ambiguity in strategic entrepreneurship and blue ocean strategy integration, overlap between concepts, and a lack of previous studies on the university application of the blue ocean strategy. Future research aims to enhance theoretical definitions and address these issues. The research also focuses on tracking applications in various institutions to gain a deeper understanding of university work.

Future research Using different approaches, future studies can test and implement the framework suggested for Strategic Entrepreneurship (SE) and Blue Ocean Strategy (BOS) integration in universities. Some of the major ones are:

- Case Studies of Universities: where SE and BOS strategies are integrated. This strategy will focus on how the institution integrated governance structures, academic programs, and operational processes. Participants will be selected through purposive sampling and data will be collected through interviews, document analysis, and program evaluation.
- Surveys and Quantitative Research: The goal of SE and BOS strategies will be measured in terms of university performance indicators such as student enrollment, retention rates, revenue generation, and conducted surveys as well as analyzed the secondary data.
- Comparative Analysis: SE and BOS strategies integrated are further analyzed to determine institution innovation and competitiveness sustainability to other institutions without such strategies using qualitative and quantitative approaches.
- Longitudinal Studies: The most significant outcomes of SE and BOS adoption after several years will be documented alongside a random sample of other institutions that never implemented these strategies.
- Designing the instruments for the Measure Tool - Constructing a set methodology, for instance, an index of university innovation, to measure the level of SE and BOS adoption and its repercussions.
- By applying these research methods, future studies can test the validity and practical impact of the proposed framework across different types of universities, disciplines, and global contexts. This will provide valuable insights into how universities can foster innovation, sustainability, and competitiveness in a rapidly evolving educational environment.

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Author contribution

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Conflicts of Interest

The authors declare no conflicts of interest.

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