

Strategic Architecture for School of Business, Bogor Agricultural University

Agustina Widi Palupiningrum¹, Arief Daryanto¹ & Idqan Fahmi¹

¹ School of Business, Bogor Agricultural University, Bogor, Indonesia

Correspondence: Agustina Widi Palupiningrum, School of Business, Bogor Agricultural University, Pajajaran Street, Bogor 16151, Indonesia. Tel: 62-251-831-3813. E-mail: a.widipalupi@gmail.com

Received: November 11, 2015

Accepted: December 8, 2015

Online Published: December 22, 2015

doi: 10.5539/hes.v6n1p40

URL: <http://dx.doi.org/10.5539/hes.v6n1p40>

Abstract

This study aims to analyze the internal and external factors that influence the development of SB-IPB, analyze SB-IPB strategic foresight and designing SB-IPB strategic architecture. This research is a descriptive research in the form of a case study. Respondents in this study are experts from inside and outside of IPB who are policy makers, alumni users, competitors, and alumni. Based on the internal environment analysis, it is found that SB-IPB internal resource advantages will still have the quality of competitive parity, the curriculum will have a temporary competitive advantage, and the reputation will have a sustained competitive advantage. In the external environment analysis, it is indicated that changes in the external environment provides great opportunities to the development of SB-IPB. Important issues that affect the development of SB-IPB in the future will be institutional change, change of mindset in the curriculum, internationalization, and changes in the business world. Five focus strategies will be compiled in 2015 until 2019, they are: development and strengthening of the institution and the curriculum in the first year, strengthening in networking and benchmarking in the second year, internationalization in the third year, and strengthening SB-IPB excellence in the fourth year to achieve its goal to be a first class business school in the fifth year.

Keywords: strategic architecture, strategic foresight

1. Introduction

The process of School of Business, Bogor Agricultural University or *Sekolah Bisnis Institut Pertanian Bogor* (SB-IPB) establishment has been a long journey in the Bogor Agricultural Institute (IPB), which began in 2005 based on the Rector Decree No 029/K13/OT/2005 on the Status Change of Agribusiness Management Masters Program into Management and Business Study Program (also known as embryo of School of Business, Bogor Agricultural University) and Decree No. 30/K13/2005 on the Establishment of the Task Force of School of Business, Bogor Agricultural University. During the process, various support and challenges emerged from the internal and external environments of IPB. However, IPB continues to strive for the establishment of SB-IPB to complete a variety of science offered at the University.

The School of Business Bogor Agricultural University was established on January 30, 2015 by Rector decree No. 05/IT /OT/2015 in order to address the challenges of the needs of scientific development of business in the fields of agriculture, fisheries and bio-science tropics. The decree declares that the Graduate School of Management and Business IPB (MB-IPB) which offers Master Program and Doctoral Program in Business Management and Business Management become integrated into the SB-IPB.

School based on IPB Statutes (2013) is an organization under IPB equivalent to the faculty. Changes in the status of the MB-IPB as a study program under the coordination of the Graduate School of IPB into SB-IPB which is equivalent as a faculty and the Graduate School of IPB requires a strategic plan for larger organizations based on the resources and capabilities with the challenges of the future. Strategic planning of SB-IPB become important since the enlargement of the program offered from only master and doctoral degree, now additionally the bachelor degree. The structure is also expanding and greater scope of task. Strategic planning according to Wheelen and Hunger (2012) will make the organization more focused and more clearly define and achieve its vision as well as more responsive in anticipating fast and competitive environmental changes in the future.

SB-IPB is expected to be the embodiment of academic excellence that is relevant to the needs of business and

industry as well as contribute to the development of new knowledge and empowerment for the community. SB-IPB graduates are expected to answer the challenge to produce graduates who are creative, innovative, have entrepreneurial characteristics while meeting the needs of professionals who have business expertise. By utilizing the authorized capital of various advantages owned by MB-IPB and IPB before, SB-IPB should be able to formulate a variety of development strategies to face the environmental change. Bokor (2012) states that educational organizations must adapt to various changes to form a new business model that is dynamic, modern and follows the needs of the future. According to Pearce and Robinson (2009), changing business environment requires organizations to be more competitive to face the opportunities and threats of internal and external.

SB-IPB has arranged a proposal in the process of its establishment. The SB-IPB proposal document has become the document of SB-IPB establishment in the formation stage. Once formed, the SB-IPB requires a strategic planning based on current resources and capabilities with the challenges of the future. The need of strategic planning is in line with architecture concept of strategic which is developed by Hamel and Prahalan (1990) where the concept of the need to show a series of chain linking short-term plan and a long-term, as well as demonstrated competence of what should be built and what process should be initiated as a priority which began today to face the business in the future. In addition, SB-IPB also need to know the extent of the readiness of the current performance of competency and should make it a priority for the performances were deemed necessary to achieve the strategic architecture of the future. The concept of strategic foresight as a strategy that is based on the ability to think systematically about the future that is built consciously, explicitly and collectively in order to determine the extent to which the organization's success in the future (Conway, 2014) is required in the preparation of strategic architecture SB-IPB.

Based on this background, this study aims to analyze the strategic factors of internal and external influential on the future development of SB-IPB, analyze strategic foresight SB-IPB and designing the architecture of SB-IPB strategic.

2. Literature Review

Strategy is a consistent action flow and interrelated (coherent) carried out by the organization to achieve its vision (Burnes, 2004). Wheelen and Hunger (2012) mentions that in a business organization, the strategy can be divided into three levels, namely enterprise-level strategy (corporate strategy), strategic business unit level (business strategy) and functional level strategy (functional strategy).

The application of the concept of strategy is not only related to the business organization. Colleges as education provider organizations, research and community service cannot be separated from the various opportunities and challenges facing change and complexity. Strategies in college can be categorized into strategies at the university level, where the strategy describe the overall direction of the university, as well as strategies at the corporate level. Then, the strategy underlying the strategy in the business unit at the level of higher education which is the faculty, courses and or departments that have autonomous business management under the college. The issue in college business strategy is how to coordinate the functions of the business/management to achieve competitive advantage of the universities.

Closely related to the concept of strategy, Inayatullah and Gidley (2000) suggested that in the future the college compete due to the influence of globalization, multiculturalism, internet and politics. Universities and colleges are required to be more flexible, adaptive, self-sufficient and draw closer to the world of work in order to compete in a very complex environment (Barnett, 2000). College strategic planning will determine the strategy or direction, as well as decisions in allocating resources.

Wit and Meyer (2004) stated that strategic thinking is the thinking that inclined to intuitive and creative. Strategic thinking requires attention to the strengths and weaknesses, look at the various opportunities and threats that exist and how to take advantage of future opportunities that exist and the organization to become more competitive. Pearce and Robinson (2009) define the strategic management as a series of decisions and actions as outlined in the formulation and implementation are designed to achieve the company's goals.

The ability of individuals and organizations in determining the strategy of the organization must be able to integrate the knowledge of past, present and future. Determination of the strategy should be able to anticipate and interpret changes in the external environment in the future. Strategic foresight (Conway, 2014) is mentioned as the current strategy that is based on the ability to think systematically about the future. Strategic foresight is built consciously, explicitly and collectively in order to determine the extent of the organization to be successful in the future. Figure 1 shows the concept of strategic foresight within the organization.

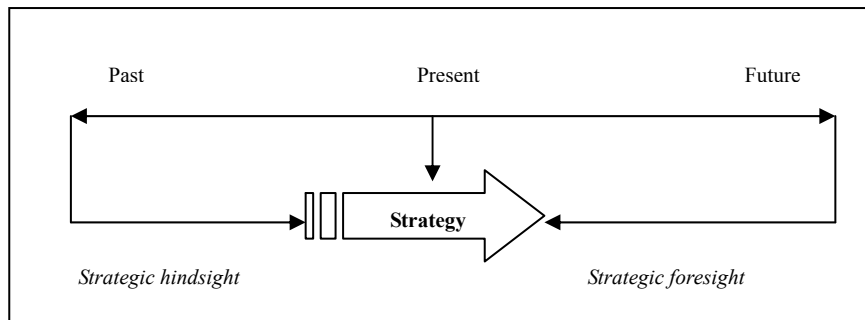


Figure 1. The position of strategic foresight in determining the strategy

Source: Conway (2014)

Foresight provides an overview and framework for the organization to define strategic measures to face the changes in the future, a review of the organization's core competencies, and various organizational adjustments to the possibilities in the future. Foresight is an important part in preparing the strategic architecture. The concept of strategic architecture according to Prahalad and Hamel (1990) is a road map for the future that is useful to identify the core competencies and technologies that will be built.

Figure 2 shows a model of strategic foresight from the input until the organizational strategy. Input on strategic foresight can be a variety of current internal and external information of the organizations. Illinois State University (2012) analyzed the external and internal environment to get information that helps universities to respond effectively to environmental change. The internal environment is categorized into human resources (faculty and staff), university financial statement, students, facilities and information technology. The external analysis environment consists of political, economic, social, technological and competitive environment.

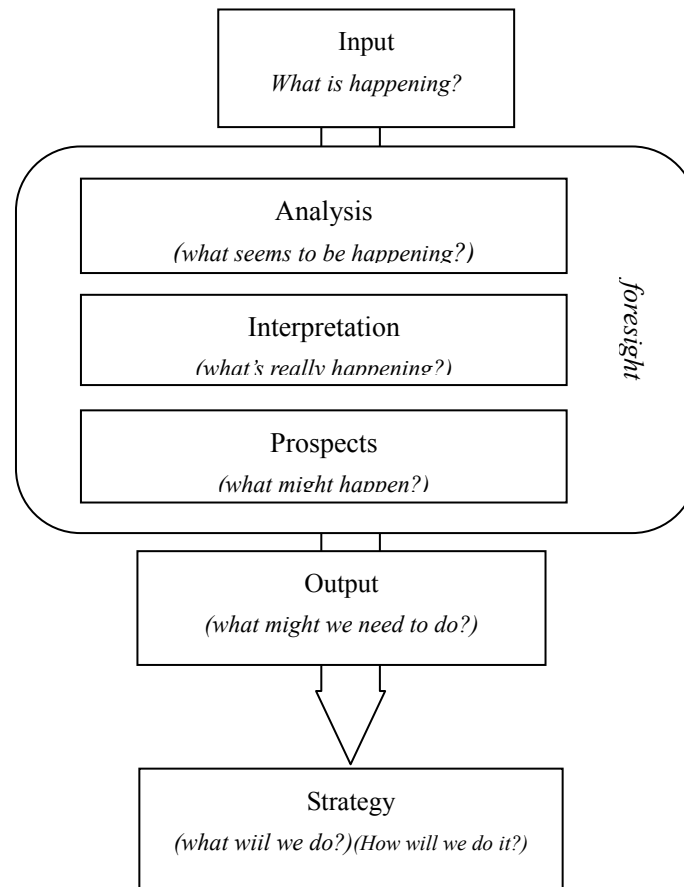


Figure 2. Model of strategic foresight

Source: Conway (2014)

At the stage of foresight, Inayatullah (2013) delivered 6 alternative approaches to create and developed future thinking. Futures wheel is one of the widely used methods of analysis to anticipate the future. This method identifies the consequences of a trend or event. This method is to think of the possible impact of current trends or potential future events that is the way it works: organize thoughts about future events or trends, make forecasts in the alternative scenario, showing the complex relationship, develop a multi-concept, maintain perspective in the future and can be done with the help of brainstorming. Futures wheel process begins by choosing one of the issues or current or future trends that will appear and then focuses on the problem with planning at the center and determine the impact of the first, second and subsequent. Furthermore, the four-quadrant mapping method is a method in the interpretation phase. Based on Inayatullah (2013), the method is categorized into pillars of deepening the future. This method divides the four perspectives of an organization as individuals, as a collective, seen from the inside (interior) and outside (exterior). The last stage in foresight is predicting what will happen next. Strategic thinking is one method that can be used in the prospecting stage. Strategic thinking is the ability to assess and develop a vision and strategy that is oriented towards the future.

O'Shannassy and Hunter (2009) stated that the strategic architecture becomes an important thing to develop the organization in determining the strategy so as to improve performance, not just in the world of business and industry, but also can be used in education and consulting.

Research on the strategic architecture has been done by Prastiwi (2005). At that time, the SB-IPB is still in the form of MMA-IPB that offer only master program (S2), but the plan to develop MMA-IPB into School of Business, Bogor Agricultural University has started planned by IPB. The study revealed that there are three things core competencies of MMA-IPB: curriculum, teaching and learning development, human resource empowerment competence and agribusiness development. In that study, it is important that in the development of MMA-IPB in future is sorted out of 21 indicators, the highest regard by the importance is entrepreneurial school, infrastructure, human interaction, faculty, and learning experience. While based on the architecture made, the first year of MMA-IPB focus on strategic resource allocation strategy, the second year is the innovation and

transformation of the curriculum, the third year focus on networking and outsourcing and fourth year in the repositioning program.

3. Research Methodology

3.1 Location and Time

This study is a descriptive research in the form of a case study conducted at School of Business, Bogor Agricultural University (SB-IPB). SB-IPB is located at Jl. Raya Padjadjaran, Bogor. This study was conducted in November 2014-April 2015.

3.2 Types and Sources of Data

Respondents in this study were selected intentionally (purposive sampling) which consists of the decision makers in the field of higher education, the head organizer of similar programs (competitors) representing public and private universities, the graduates, the alumni as well as internal party of IPB. The list of respondents is presented in Table 1.

Table 1. Respondent list

No	Respondent Criteria	Institution
1	Decision Maker	✓ Director of Learning and Students Affair Directorate, Ministry of Research and Higher Education
2	Internal IPB	✓ Dean of IPB Graduate School ✓ Assistant Director of Academic and Students Affair MB-IPB
3	Competitor	✓ PPM School of Management ✓ Director of MBA-ITB
4	Industry	✓ Main Commissaries of BRI
5	Alumni	✓ CEO of PT. Mitra Stania

3.3 Data Collection Technique

The data in this study consisted of primary and secondary data. The primary data obtained through interviews, questionnaires and observations, while secondary data obtained through MB-IPB and IPB reports, proposals formation of SB-IPB, the BAN-PT data, journals literature review, textbooks, brochures, magazines and various information from the Internet.

3.4 Processing Techniques and Data Analysis

The research data obtained from various sources were analyzed to determine the strategic architecture of SB-IPB from 2015-2019. The steps of data analysis in this study include:

- Environmental scanning

Environmental scanning is done with the purpose of evaluating SB-IPB resources and to know the important issues that affect the future of SB-IPB. Environmental scanning is done through the data analysis, observation and structured interviews with respondents. Inayatullah (2013) categorize the environmental scanning in the method of mapping the past, present and the future. The internal environment is analyzed using VRIO methods (Valuable, Rare, Imperfectly Imitable, Organization).

The steps described in VRIO concept can be seen in Figure 3.

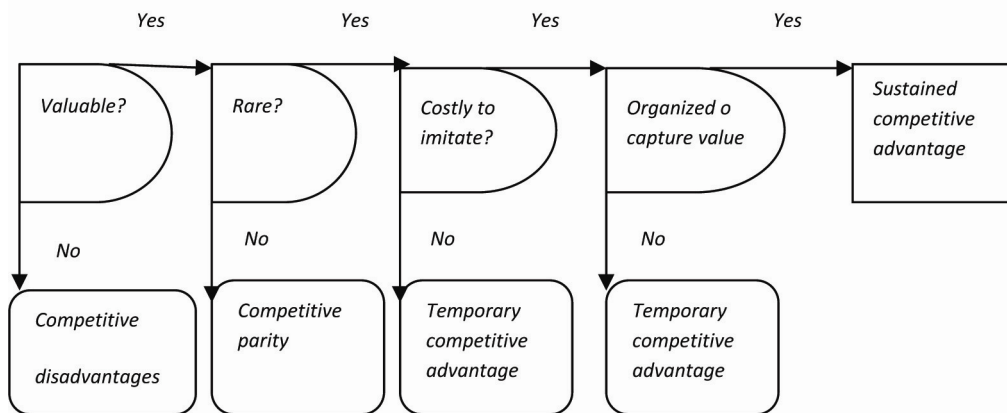


Figure 3. VRIO framework

Source: Knott (2009)

Analysis of the external environment is analyzed using PESTEL analysis (Political, Economy, Social, Technology, Environment and Law).

- Analysis of strategic foresight

This analysis aimed to develop the current strategy that is based on the ability to think systematically about the future. Foresight stages beginning with the input stage uses the results of the environmental scanning stage using futures wheel analysis methods, interpretation stage using four quadrant analysis and prospecting stage using methods of strategic thinking.

- Preparation of strategic architecture

SB-IPB strategic architecture developed during five years (2015-2019) based on the previous stages.

4. Results and Discussion

4.1 Environmental Scanning

SB-IPB environment consist of internal and external environment. SB-IPB's internal environment is the environment that is in the scope of SB-IPB and IPB that have direct implications to the organization. Referring to the Illinois State University (2012) aspects of the internal environment is categorized into several groups, which are students, human resources (faculty and staff), financial resources, information technology and facilities. This study adds the aspect of teaching methods, curriculum, reputation and alumni to complete the internal environment. SB-IPB external environment is the environment outside IPB relatively can have implications on the organization of the education system in general and operational of SB-IPB. In line with previous research, aspects of the external environment include political, economic, social, technological, environmental and legal.

The internal environmental analysis is performed by the VRIO method. Knott (2009) stated that the concept of VRIO can be used as a practical guide to help evaluate the internal resources of the organization. Based on the VRIO analysis of SB-IPB internal resource, it can be seen that all resources owned by SB-IPB is precious (valuable). Resource is considered to be a source of excellence in SB-IPB to capture the opportunities and minimize the threats. On the other hand, the VRIO analysis mentions that the resources owned by SB-IPB is currently owned by the organizers of similar education who is in the equal strategic group (have accreditation by BAN-PT such as SBM-ITB, MM-GMU, MM-UI, Management PPM) unless reputation and curriculum. Respondents considered that students in SB-IPB in terms of number, academic achievement and liveliness on student activities are similar in other programs. For human resources in the SB-IPB, which are faculty members that have competence in the field of business management, are also sufficient, because each type programs also have scientific competence in the field of management and business. Respondents also said that SB-IPB currently don't have home-based professors yet so it makes the lecturers contribution to SB-IPB is limited to the educational process and students research only. On the other hand, aspects of management and organizational development by lecturers SB-IPB has not done well. Based on AACSB (2013), the lecturer qualification standard are divided into 4 categories namely professors with academic background, practical academics, practitioners

and practitioners of instructional science. Currently, the SB-IPB lecturers are dominated by professors with academic qualifications.

Based on Knott (2009), the condition of SB-IPB internal resources for students, human resources (faculty and staff), financial resources, teaching methods, facilities and supporting infrastructure, and alumni assessed have the same advantages with other programs (competitive parity) because it has value but not rare and inimitable. Table 2 shows the results of the analysis VRIO.

Table 2. VRIO analysis

	<i>Valuable?</i>	<i>Rare?</i>	<i>Imperfectly imitable?</i>	<i>Organized?</i>	<i>Implication</i>
Students	Yes	No	No	No	<i>Competitive parity</i>
Lecture	Yes	No	No	No	
Staff	Yes	No	No	No	
Financial Resource	Yes	No	No	No	
Facilities	Yes	No	No	No	
Alumni	Yes	No	No	No	
Teaching method	Yes	No	No	No	
Curriculum	Yes	Yes	No	No	<i>Temporary competitive advantage</i>
Reputation	Yes	Yes	Yes	Yes	<i>Sustained competitive advantage</i>

From Table 2 above, the SB-IPB curriculum is considered unique and different from other business school organizers. Curriculum development in the field of management and business with core competencies in the fields of agriculture, marine and bio-science tropical supported by lecturers who are competent, the faculties of engineering that produces a wide range of research and innovation that can support the development of business knowledge in the SB-IPB has been assessed to has an advantage in the structure and content of the curriculum. However, the benefits of the curriculum in the long term can be emulated by other education providers. The implication of these conditions is the curriculum become a valuable resource, exceptional but allows to be emulated so that the excellence in curriculum will be transient (temporary competitive advantage).

Reputation has been assessed as the only internal resources owned by SB-IPB and IPB which are valuable, rare, difficult to imitate and organization has made a reputation as a source of sustainable advantage. Reputation is created from a series of long-term process that is continuous, has a complex relationship of the various components in it as well as the end result of quality system. The reputation of excellence is considered as a source of sustainable advantage (sustained competitive advantage). The SB-IPB supported by competent human resources in the field is the key so that each internal aspects of SB-IPB can be developed to become more competitive. In addition, the learning curriculum of SB-IPB has also become a source of excellence which should continue to be updated so that is always up to date with market needs and scientific fields. This is in line with research of Prastiwi (2005) which stated that the development of core competencies in the areas of curriculum development and teaching and learning process should be prioritized.

External environmental analysis is done by analyzing the political, economic, social, technological, environmental and legal. Indonesia's political and leadership changes in 2014 had an impact on changes in the structure of the ministry and vision changes in Indonesia. The ministry in charge of the higher education that has changed into Ministry of Research, Technology and Higher Education, has not directly giving major changes at the operational level of SB-IPB. Government's vision that emphasizes economic development that supported the development of maritime provide opportunities for SB-IPB to continue to develop programs organized by SB-IPB, including the Master program of Ports, Shipping and Logistics concentration that has been implemented by the SB-IPB since 2012. Indonesian foreign policy that led to the development of global cooperation, provide

opportunities and challenges for IPB and SB-IPB to internationalize through various cooperation programs and international quality assurance so as to compete with other education providers abroad.

Indonesia's economic conditions are less stable and high rates of unemployment provide an opportunity for SB-IPB to continue to produce graduates who have skills in the field of business to improve the nation's economy. On the other hand, the numbers of Indonesian citizen in 2014 which reached 255.4617 million and expected to continue to increase to 284 829 000 2025 (BPS, 2014) open up greater market opportunities for education. Nevertheless, the business schools industry conditions that are captive market for the same market share between business schools in the country and abroad (Prastiwi, 2005) makes the SB-IPB to be able to do internationalization programs so that students see that the quality of the SB-IPB has the same quality with similar programs at the international level.

Changes in the Indonesian lifestyle which now has high mobility, high access to technology and information, attention to health, awareness to education and environment opens the opportunities for SB-IPB to continue to develop education at the bachelors, masters, and doctorate level. The use of technology in public life is seen to rise significantly. Calson (2000) mentions that integrating technology in the learning process in college is important. College is not only required to provide students with an adequate education in the field of study, but also to prepare students in skills and knowledge in the effective use of technology in the workplace. The use of technology and the Internet for e-learning, social media, mobile multimedia and a variety of other technologies should be adopted and used as a development strategy of SB-IPB. SB-IPB has chance to perform learning using technology, disseminating scientific articles that can be accessed by various users around the world as well as the promotion by using social networking to be more accessible to the public.

Public awareness on the environment makes business development is not merely based on the achievement of the economic benefits alone. The concept of sustainable businesses that pays attention to profit (profit), the quality and the interests of society (people) and responsible for the preservation of the environment (planet) will continue to grow rapidly in the future. The issue opens opportunities for SB-IPB to develop and offer environmentally friendly business science (green business).

Act No. 12 of 2012 on higher education became one of the bases that is used as guidelines for universities. These laws and the other regulations under it keeps SB-IPB to remain in line with the existing provisions, for instance on the development of competence and qualifications of graduates based on KKNI that is level 6 at Business Bachelor Program, level 8 at the Business Master Program and level 9 on Business Doctoral Program.

Based on the PESTEL analysis it can be concluded that the PESTEL trend directly or indirectly shows impact on the development of SB-IPB. PESTEL analysis results on the external environment to provide information that the political, economic, social, technological, and legal environment provides many opportunities that can be utilized by SB-IPB. PESTEL trend also gives an early indication of the need and trend changes that will occur.

Internal and external analysis shows some important issues that should be considered in the development of SB-IPB, which are:

- Institutional development and strengthening to strengthen the internal conditions of the SB-IPB consisting of human resources, facilities, finance, alumni, curriculum, and reputation,
- Changes in the curriculum and learning mindset, which previously focused on management science into a focus on business development. Curriculum development is also a force to be performed by the SB-IPB to be more competitive,
- Changes in the more complex business world and use of information technology in the future that will be growing rapidly, and
- Global competition that support the internationalization program.

4.2 SB-IPB Strategic Foresight

Based on the analysis of the future strategic foresight, SB-IPB will face many challenges both positive so that it can be used as opportunities that can be developed or negative that can be a threat that must be tackled immediately to be minimized. The foresight is carried out by several phases starting from the analysis, interpretation and prospecting (Inayatullah, 2013). Four main issues in the development of SB-IPB are further analyzed in the stages of foresight SB-IPB. Results of analysis using futures wheel in SB-IPB can be seen that:

1). Changes in the structure and institutional occurs when the MB-IPB IPB elevated into SB-equivalent to a faculty. Institutional issues have four major consequences, namely the development of the structure, strengthening resources, development tasks and development of systems and technologies. Institutional changes

that occurred in the SB-IPB in line with the theory proposed by Leavitt, known as Leavitt's Diamond is a change in a organization to become more effectively involved four interrelated components that structure, people, technology and assignment (Leavitt, 1965, in the Janićijević; 2012).

2). Global competition and internationalization program has a direct consequence on the SB-IPB, namely the achievement of internationalization, adjustment and improvement of quality standards as well as increased access to global information.

3). Changes in the business world is so dynamic that requires manpower and business people who are educated with capabilities and reliable understanding of the business world. The direct consequence of changes in the business world in the development of SB-IPB include curriculum adjustments of SB-IPB in order to always be relevant to the changes and needs of the business world, increased cooperation with business and government, as well as increased expertise and research in the field of business.

4). Changes from MB-IPB into SB-IPB has changed the focus of science that previously put emphasis on management science focus into business science. Simatupang (2013) stated that business science consists of four types of fields of study, namely management, administration, and entrepreneurship. The direct consequence of the issue of the curriculum is the curriculum reform and harmonization of SB-IPB, curriculum benchmarking, competencies required periodic surveys and adjustments to the curriculum with KKNi competency standards. SB-IPB also must be able to design the curriculum that combined theory and practice in the real world. To that end, the curriculum should be able to bring together business opportunities, resources and entrepreneurial team which then produce a variety of business plan (Timons, 2008).

Subsequent foresight stage is a stage of interpretation which internal and external respondents see SB-IPB from the point of view of internal and external perspective. Table 3 shows a summary of the four quadrant phase of interpretation.

Table 3. Recap of SB-IPB interpretation result

<p>“I” SB-IPB view from within (Objective-internal respondents)</p>	<p>“IT” SB-IPB view from the outside (Objective-external respondents)</p>
<ul style="list-style-type: none"> • One of the best business schools in Indonesia (Accreditation, webometrics ranking, ISO 9000: 2008) • Having competent lecturers and experts in the field, but professors who have a business background are still considered less • alumni networking is not yet optimized • Not fully utilizing the development of information technology in business processes • Provide education in the field of agriculture-based businesses, marine and tropical bio-science • The learning process emphasizes the development of problem solving and case studies • Have a qualified student and active, competent graduates • Not a lot of cooperation with businesses and banks in forming the center of business studies, business certification, consulting services and professional certification 	<ul style="list-style-type: none"> • One of the best business schools in Indonesia (Accreditation, webometrics) • Have an exclusive campus and are in strategic locations • Still few SB-IPB Lecturer who have a background in scientific fields of business • Core farming is not clearly visible in the SB-IPB (seen from the results of students research) • SB-IPB not take advantage of innovations in the Faculty of technical research at IPB • Many alumni of SB-IPB occupy good positions in private companies and government • SB-IPB Students are active in national competitions and often won the competition • Graduates excel in the hard skills (quantitative), but weak in foreign language communication skills • Publication in the business field is still lacking • The partnership and coordination SB-IPB with the government as policy makers have not seen
<p>“WE” SB-IPB collective view from within (Objective-internal respondents)</p>	<p>“ITS” SB-IPB collective view from the outside (Objective-external respondents)</p>

<ul style="list-style-type: none"> • An active institution that is active in various international activities that are relevant to business science • SB-IPB assessed active in national and international organizations • Trusted as a leader in the national and international organizations 	<ul style="list-style-type: none"> • Active in the ABEST21 • SB-IPB is active in national and international organizations • Ability to be a leader in organization • SB-IPB branding has not been firmly entrenched in society • SB-IPB Cooperation with business is considered less when compared to its competitors
---	--

From the above table it can be seen that the reputation of SB-IPB has been considered good, but the networking with the business world and alumni has not been maximized in the management, the lecturers are still dominated by the academic background, adequate facilities and complete and outcomes of the learning process needs to be improved. The SB-IPB branding must be improved through a variety of events and promotions.

Prospecting stage illustrate various alternative strategies are best suited for institutions, resources and environment. SB-IPB is established to meet the needs of the labor market that will be competent in the field of business, have high integrity, global perspective, skilled in running the organization, able to perform analysis and synthesis in solving business problems (SB-IPB Proposal, 2014). SB-IPB should be an institution that is able to organize various cooperation with business, the education providers and business organization in the field of training, research, business consulting, business license and business study center that produces a variety of business solutions, case studies of real benefit to the learning source and business innovation center. In terms of organization, SB-IPB has to be able to be a role model for the world of business and scientific development of business. This is in line with Muff (2013) that the business school is built upon the elements that emerged from the various best practices in the field of social sciences in general are used as learning specifically practiced in education and training, provide consulting companies, corporate universities, think tanks for the business world and professional training centers. Table 4 shows the comparison of current conditions and future.

Table 4. Comparison of the current state and future of SB-IPB

Issue	Current Condition	Expected Future
Institutional	The development of the MB-IPB into IPB SB equivalent to a faculty, organizes undergraduate, master and doctoral degrees in business	SB-IPB held education, research and community service in the field of business and become the driving force for the whole IPB in achieving its vision.
Curriculum	The curriculum has been based on the latest science developments and focus on problem solving	The emphasis of the curriculum not just in the learning process at this time, however, until the level of outputs and outcomes in the future (in accordance with the needs of the market, generating reliable entrepreneurs and improve the expertise of supporting careers for graduates).
Business Environment	In cooperation with private and government agencies	Be a role model for the business world, work together in the implementation of rules of education and business development
Internationalization	Implement education, collaborate and perform quality assurance nationally and internationally	SB-IPB become an institution accepted in the international arena related standards, qualifications and international gait (faculty, alumni, scientific publications, thinking, international cooperation)

4.3 SB-IPB Strategic Architecture

Based on the analysis in the previous stages, following are the strategic architecture arranged by SB-IPB for a period of 5 years starting in 2015 up to 2019. Four main strategies for achieving the best business school design include:

1). The development and strengthening of institutional and curriculum

Strengthening and institutional development becomes a direct consequence of the change of the MB-IPB into SB-IPB. In the first year, namely in 2015, the strategy become very important to begin immediately. MB-IPB changes into SB-IPB provide greater space and should be filled with the best resources. SB-IPB challenges in implementing this strategy is to change the structure of the study program into faculties, allocate resources according to the new structure. SB-IPB structural changes institutionally especially at the top level of leadership and structure of institutional facilities is authorized by IPB. The development of the curriculum to fit the needs of business knowledge development and market needs and to produce graduates that is reliable in the field of business is important in the development of SB-IPB. Prastiwi (2005) also expressed by that the market driven curriculum is the expected value of the business school industry in the future.

2). Strengthening networking and benchmarking

Strategies to strengthen networking with the business world is focused on the second year is 2016. The business school cannot be separated with the business environment. Business school becomes a strategic partner for the improvement of knowledge of the business, the recruitment of human resources for a company and a producer of well-educated human resources who are ready to develop the business. Cooperation between business schools and businesses can be done in the areas of education, research and community service. Strengthening networking supported the existence of good relations between the SB-IPB with other parties (relationship). SB-IPB relationship with various stakeholders must be developed in a sustainable manner as an asset to strengthen its image and strengthen its position and networking.

3). Internationalization program

The concept of internationalization strategy program of SB-IPB can be done in various ways. Internationalization of quality assurance that can be constantly in accordance with the standards at the international level such as accreditation and certification at the international level and improved international reputation. The strategy made in improving the reputation of SB-IPB at the international level through enhanced international publications done by faculty and students in the form of a scientific journal as the results of research, the publication of SB-IPB as a reference in the field of business printed in the international version so that it can be marketed widely, increasing international cooperation and active in various seminars, workshops and international organizations exist and international rankings.

4). Strengthening the Strengths of SB-IPB

The Strengths possessed by SB-IPB as an education provider as a result of the strategies that have been implemented previously by SB-IPB need to be maintained and improved. SB-IPB need to think of ways to be creative and innovative in order to create new products and markets and make improvement on products already existing and previously held.

Table 5 shows the architectural design strategic of SB-IPB in 2015-2019.

Table 5. Architecture strategic of SB-IPB

	2015	2016	2017	2018	2019
Strategy	Strengthen the organization and develop the curriculum	Strengthen the networking and benchmarking	Program and internationalization	Strengthening SB-IPB excellence	Excellent Business School
Corporate Challenge	Institutional restructuring, allocation of resources and curriculum, a paradigm shift	institutional rebranding and become a model for the business world	Improving the quality and progress at international level	Improvement and program innovation	
Core Competence	The authority and autonomy of the allocation of resources, knowledge management	The ability to build networks with various parties	Ability to encourage institutions and resources to develop themselves in the international sphere	The ability to be sensitive to changes in the environment and create new innovations	

5. Conclusions

1). Based on SB-IPB internal analysis, all resources owned by SB-IPB is a valuable resource for the development of SB-IPB. However, most of existing resources in the SB-IPB is shared by other business school competitors (not rare) and can be imitated by competitors so that the strategy and the same advantages can also be done by the competitor of SB-IPB. Internal resource which is a source of excellence is the SB-IPB curriculum, while the reputation of SB-IPB and IPB reputation of being the only source of sustainable advantage for SB-IPB. SB-IPB external analysis illustrates that the factor of political, economic, social, technological, environmental and law provide a great opportunity for SB-IPB to develop themselves and achieve competitive advantage.

2). Strategy for SB-IPB foresight is focused on four main issues, namely strengthening and institutional development, curriculum change, globalization and changes in the business world. SB-IPB is expected to be a business school that is able to carry out the mandate of education rules in the field of business and is able to be a driving force for the various programs that exist in IPB. Business Curriculum development in the SB-IPB has not only focused on the learning process but on outputs and outcomes that suit the needs of the market. Increased cooperation and networking SB-IPB with various business and government in the implementation of education, research and community service is expected to make SB-IPB as a role model in the field of scientific development and business studies. SB-IPB should be able to position itself as an organization that is well accepted in the international arena related to the applicable standards and the pursuit of international organizations in the world.

3). The strategic architecture is designed for five years starting from the year 2015 to 2019 with the ultimate goal of making the SB-IPB as a first class business school. Four main strategies of SB-IPB include: strategy development and institutional strengthening as well as the curriculum, strengthening networking with various institutions and businesses as well as preparing to make international business school by conducting a benchmarking program, internationalization and strengthening SB-IPB excellence program that previously had been achieved.

References

- AACSB. (2009). *Deploying Professionally Qualified Faculty: An Interpretation of AACSB Standards*. Retrieved from <http://www.aacsb.edu/~media/AACSB/Publications/white-papers/wp-deploying-pq-faculty.aspx>
- Barnett, R. (2000). University knowledge in an age of supercomplexity. *Higher education*, 40(4), 409-422. <http://dx.doi.org/10.1023/A:1004159513741>
- Bokor, J. (2012). *University of the futures: A thousand year old industry on the cusp of profound change*. Australia: Ernst & Young.
- Burnes. (2004). *Managing Change a strategic approach to organizational dynamics*. Harlow: Prentice Hall.

- Carlson, S. (2000). Campus survey finds that adding technology to teaching is a top issue. *The Chronicle of Higher Education*, 7, 46.
- Central Bureau Statistics. (2014). *GDB structure according to the 2011-2013 work-field report*. Retrieved from http://www.bps.go.id/brs_file/pdb_05feb14.pdf
- Conway, M. (2014). *Strategic Foresight: Linking Foresight and Strategy*. Retrieved from <http://thinkingfutures.net/wp/Strategic-Foresight.ppt>.
- Illinois State University. (2011). *Educating Illinois, environmental scan 2011*. Retrieved from <http://educatingillinois.illinoisstate.edu/>
- Inayatullah, S. (2008). Six pillars: Futures thinking for transforming. *Foresight*, 10(1), 4-21. <http://dx.doi.org/10.118/14636680810855991>
- Inayatullah, S., & Gidley, J. (2000). Trends Transforming the Universities of This Century: Virtualize, Disappear, or Transform. *On the Horizon*, 8(2), 1-6. <http://dx.doi.org/10.1108/10748120010803357>
- Indonesian Government. (2012). *Law No. 12 Year 2013 on Higher Education*. Jakarta: Sekretariat Negara.
- Indonesian Government. (2013). *Indonesian Government Regulation No. 66 Year 2013 on the Statute of Bogor Agricultural University*. Jakarta: Sekretariat Negara.
- Janićijević, N. (2010). Business processes in organizational diagnosis. *Management*, 15(2), 85-106.
- O'Shannassy, T., & Hunter, P. (2009). A management consultant's guide to how strategic architecture can improve an organization's bottom line. *Singapore Management Review*, 1, 33-47.
- Pearce, J. A., & Robinson, R. B. (2009). *Formulation, Implementation and Control of Competitive Strategy*. New York: The McGraw-Hill Companies Inc.
- Prastiwi, Y. E. (2005). *Industry Foresight: Business School in Indonesia in Relation to MMA-IPB Development Alternatives*. Bogor: Bogor Agricultural University.
- School of Business Bogor Agricultural University. (2014). *Proposal of SB-IPB establishment*. Bogor: SB-IPB.
- Simatupang, T. M. (2013). *Business Scientific Paradigmatic Analysis*. Seminar on Development of Business Administration Paradigm.
- Wheelen, T. L., & Hunger, J. D. (2012). *Strategic Management and Business Policy: Toward Global Sustainability* (13rd ed.). Amerika Serikat: Pearson Education, Inc.
- Wit, B. D., & Meyer, R. (2004). *Strategy: Process, Content, Context*. Italy: Thomshon Learning.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).