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## **BUSINESS ENVIRONMENT OF EDUCATIONAL AND SCIENTIFIC ACTIVITY**

*The concept of the modern university as the establishment that can cope with temporary problems of higher school caused by transition to the 'society of knowledge' is studied in the given article. Authors propose matrix that can estimate the level of entrepreneurial activity of the university and make strategic planning of its activity. The role of universities in industrial clusters and their importance in the formation of social networks of graduates have been defined.*

*Keywords:* university, modern university, higher educational establishment.

*Хмурова В., Горлатова Е. Бизнес-среда научно-образовательной деятельности. Рассмотрена концепция современного университета как института, способного справиться с временными проблемами высшей школы, обусловленными переходом к "обществу знаний". Предложена матрица, позволяющая оценить уровень предпринимательской активности университета и осуществить стратегическое планирование его деятельности. Определена роль университетов в индустриальных кластерах и формировании социальных сетей выпускников.*

*Ключевые слова:* университет, современный университет, высшее учебное заведение.

**Background.** The attitude of society to its major institutions changes with time, but the speed of changes to different institutions varies essentially. Business institutions change quicker than the other ones. In general in the whole world both the system of education and its sub-system that are universities are rather conservative. It can be explained by different reasons, the main of which is the habit of people to create that way of giving knowledge that once helped them to get knowledge.

As the most active part of every generation gets through the system of universities there is a certain paradox: potentially innovative part of society prepares to work life on the base of old and conservative methods. There with, the part of educational society insists on keeping the traditions in this field and risks of introducing sudden changes. There can also be discontent of the given situation in any professional society and radical part of this

society initiates discussion directed at reforming the system. For the system of education it is necessary to introduce changes through the system and in every university.

In our opinion there are several serious problems of modern universities and they demand to review their mission.

The first problem is in "large-scale participation" of university education. At the end of the 18th and beginning of the 19th centuries higher education comprised a small part of society while forming a modern model of university – only few people could get it. Under these conditions it was possible both to impose high demands while entering the university and provide high quality of education directed at a highly trained and rather intelligent audience. The situation changed while transferring to a large-scale education. Dispersion in the level of training and motivation of students became greater and the level of their cultural and intellectual development varied as well. Many modern universities solve this problem by reducing requirements both while entering the university and during the process of training; besides, they have to level educational background of students thus fulfilling the role of secondary school [2].

Since a modern model of university was created by B. Humbolt [6] its main functions have been generation and spread of knowledge. But nature of knowledge that society demands gradually changes. The model of modern university is formed in the period of great development of society when the discoveries in the field of physics, chemistry and other exact sciences changed the life of people. We are transferring from industrial society to "society of knowledge". Society of knowledge progresses due to the growth of social knowledge that can't be exclusive by its nature and is necessary for almost every person of society. Besides, generation of knowledge under these conditions is not only the task of scientists: social knowledge appear, for example, in business, when understanding of consumer's behavior takes place. So, it is necessary to rethink what knowledge should university generate and spread. The change of nature of this knowledge needs revision and methods of its message to the audience. To create entrepreneurial society it is necessary to educate intellectual entrepreneurs as it is the most important task of education system of future.

In time of industrial era when the basis of economy were fixed assets and financial capital practical oriented knowledge was generated mainly in universities. In exchange for life and relatively high social status scientists made researches the result of which was knowledge that at once became public benefit. Only in the end of industrial era the concepts of intellectual property and intellectual capital were formed. While transferring to a new economy where knowledge is the main source of competitive advantages and major force of economy the following problem may arise: how long will the situation where owners of financial capital get the lion's share of the profit using knowledge to generation of which they bear no relation go on? How long will teachers of universities who generate and spread knowledge

get significantly lower compensation than their students who use this knowledge in business? Is it obvious that all knowledge got in the University should be public benefit? Mostly there is no answer to this question. One of the complexities is that the system of notions that describes forms and conditions of exchange in society adapts hard from industrial society to the processes of society of knowledge. Just from this point the attempts to expand the notion of capital take place adding the notion of 'social capital' to the financial and intellectual forms [14; 20]. Today constant cooperation between business, universities and state is very important for the effective development of economy. Thus, developed countries use scientific and research potential of higher educational establishments for industrial development. Students and also teachers become entrepreneurs and take part in starting new companies.

One more problem of modern universities is the increase of gap between cultures. If at the beginning of the 1960-s publication "Two cultures" [26] of Snow where dislike of the representatives of humanitarian and natural science cultures was pointed out caused great discussion now there is a demand of the group that could be called "Three cultures". Misunderstanding with representatives of formed business-culture has been added to described by Snow [26] opposition between humanitarian subjects specialists and mathematicians. It can be mentioned that the name 'university' is the unity of human knowledge and culture. Thus, taking into account the mentioned above, the issue concerning the role of university in filling the civilized gap between cultures becomes relevant.

**Analysis of recent research and publications.** In our opinion, one of the most important ideas as to the change of modern university directed to provide better correspondence of results of its activity to challenges of the time is the concept of Entrepreneurial University. Many articles and books have been written on this point [3; 4; 11; 12; 20; 24; 30; 31]. But the review of this literature does not give definite explanation and understanding of the notion of "Entrepreneurial University". This term means higher educational establishment that can attract additional financial resources for its activity, use innovative methods of training and tightly cooperate with industry where developments of the scientists of the university are introduced.

The **aim.** This lack of consistency makes the understanding of the notion of "Entrepreneurial University" more complicated and as the result for the purpose of self-advertisement universities announce themselves as entrepreneurial ones without enough as to our mind facts.

The purpose of the research is to propose on the basis of clear definition of the notion "Entrepreneurial University" the chart to review the level of entrepreneurial activity in higher educational establishments that in our opinion will make the strategic planning of their activity easier.

**Materials and methods.** Scientific methods of theoretic generalization, system analysis, induction, scientific and periodic publications have been applied.

**Results.** The term "entrepreneurship" was introduced by scientific terminology of Y. Shumpeter. Such features as initiative, readiness, insistence in gaining aim, willingness to risk have become generally accepted. Hundreds of books and articles have been written on the phenomenon of entrepreneurship since the famous work of Y. Shumpeter "The theory of economic development" was published (1911) [7].

Analysing different scientific approaches and formulations we think that professor of Harvard School of Business Hovard Stivenson gave the most complete definition. "Entrepreneurship is the search of opportunities beyond resources that can be controlled at the moment" [27; 28; 29].

In order to make relevant searches it is necessary to have all qualities mentioned above. This definition is special because it can be applied in any spheres of human activity.

Later, more extended context was given to the definition of R. Stivenson by R. Chervits, who proposed the concept of intellectual entrepreneurship [10; 11]. R. Chervits wrote that 'creating of material benefits is only the one demonstration of entrepreneurship. Entrepreneurship is not the business. It is the direction for possessing the world, it is the process of cultural innovations [10]. It is rather definite remark. It can be understood as follows: entrepreneurship can be carried out in all cultures: humanitarian, natural sciences and business.

The notion "entrepreneurial university" is used in many works starting from the middle of the 1990-s of the 20th century. But there is no clear definition so far. The majority of authors just describe characteristics of entrepreneurial university, for example as Ropke [22] did in his work. The author proposes the following demands to universities that try to be called as entrepreneurial ones:

- the university should demonstrate an entrepreneurial behavior as an organization;
- employees of the university that is academic staff, students and operating personnel should be entrepreneurs;
- cooperation between the university and the surrounding environment should be carried out in "structural sequence".

B. Klark, one of the most famous developers of the given concept, thinks that the main characteristic of the entrepreneurial university is transparency to commercialization of generation and spread of knowledge. He thinks [12] that the members of such university don't see in commercialization any danger for academic traditions and quality of education. Such approach forecasts diversification of financial sources of the university. B. Klark states that the important factor of the effective functioning of the entrepreneurial university is the management style that can provide flexibility and strategic cooperation with the surrounding environment.

It can't be said that characteristics given above don't show important elements of what can be called as "entrepreneurial university". But making

this notion only a commercial one or of any form a traditional entrepreneurial flags the problem and can't state the ways to overcome the difficulties of a higher school [18]. So we think it is important to come back to the definition of 'entrepreneurial university'.

We'll use the definition of R. Stivenson and consider on its basis the general entrepreneurial potential of the university. University needs resources to solve the main tasks. The lack of resources naturally limits possibilities to solve the main tasks of the university. Using the definition of R. Stivenson it can be said that entrepreneurial university always seeks opportunities to overcome these limits. Taking into account what are the key spheres for higher educational establishment it can be said that the university that wants to be called as an entrepreneurial one should overcome limits in three spheres [27; 29]:

- generation of knowledge, constantly working at creating new research methods and studying new fields of knowledge or new problems in already known fields;
- teaching, developing innovative methods of learning and modifying the content of learning by reflecting in it the new achievements of science and practice;
- implementing knowledge into practice with the help of various kinds of cooperation with the surrounding environment.

We think that it is not right to exaggerate the significance of any of these spheres at the expense of the other one. Such exaggeration over time will lead to serious danger. For example, disrespect for innovations in the sphere of education while concentrating on research activity can lead to depletion of the important resource: the number of young researches will reduce. Excess of emphasis on teaching at the expense of research leads to the reduction of qualification of teachers. Absence of practice is connected with the risk of "scholastization" of researches of changing them into a goal in itself. There are evident consequences of absence of connection with practice for teaching.

So, one more definition of "entrepreneurial university" can be given. "Entrepreneurial University is a higher educational establishment that systematically makes efforts to overcome limits in three spheres that are generation of knowledge, teaching and converting knowledge into practice by initiating a new activity, transforming internal environment and modifying cooperation with surrounding environment at its risk".

Limits in all three spheres mentioned above are always connected with the deficit of the main kinds of resources such as financial, informative and human. Attraction of these resources is always seen as the main characteristic of a company but, we think, it is wrong as search of resources is of secondary importance towards overcoming limits in these three spheres. But entrepreneurial activity of the university is impossible without solving the problem of resources so a lot of efforts should be made. Traditional universities, as a rule, consider the problem of resources as the

task that should be solved by the environment where they function but not by them. Paradoxically, but when the surrounding solves this problem the entrepreneurial potential of the university only decreases. It is important to note that the problem of resources is connected with the necessity of serious changes in the internal environment of the university, especially change of its corporate culture and also overcoming tendency to isolation from the surrounding environment. In general the problem of entrepreneurship in the activity of university can be shown in the form of matrix (*table 1*).

Table 1

**Matrix of the entrepreneurial activity of universities**

| Real entrepreneurship   | Overcoming resources limits | Overcoming the shortage of human resources | Overcoming the deficit of financial resources | Overcoming the deficit of information resources | Risk assessment |
|---|-----------------------------|--|---|---|-----------------|
| Overcoming limits in the sphere of knowledge generation                 |                             |  |   |   |                 |
| Overcoming limits in the sphere of teaching                             |                             |  |   |   |                 |
| Overcoming limits in the sphere of implementing knowledge into practice |                             |  |   |   |                 |
| Cooperation with state authorities                                      |                             |  |   |   |                 |

With the help of this matrix it is possible to note those fields in which university concentrates entrepreneurial activity. The research of a real practice of universities can help to create general approaches for the development of entrepreneurship in their activity.

Among problems of universities mentioned above one of the most difficult to solve is to overcome gap between three cultures that are humanitarian, natural sciences and business. We think that entrepreneurial university can play an important role to solve this problem by modernizing both content and methods of teaching. In our opinion the problem is that special subjects at universities are taught too early and students don't have possibility to master the languages of three different cultures.

Besides, natural education practically almost ignores emotional sphere and, with some minor exceptions, is isolated from social processes that take place in society. Future scientists and engineers don't understand the mechanisms of converting scientific ideas and discoveries into goods and services the production of which is the basis of business. Actually modern education helps to form cultural snobbery. What can be done in relation to this problem?

Such forms of management as cross-disciplinary teams, centers and networks have been used on a study level for a long time. Such experience can be used to organize educational process in terms of which students, representatives of three cultures would carry out common projects thus mastering the systems of notions, language and mentality of the representatives of other cultures. In our opinion, overcoming disciplinary limit of the educational process can make teaching more interesting sphere of activity for creative people, who are frightened of teaching routine. What prevents from realizing this idea? First of all, the modern structure of the university. Division into departments, assessment of academic hours of teachers and disposition of funds are the problems which who try to put into practice the idea of university as universum of knowledge will immediately come across. In the majority of countries the approach is complicated with such terrible system of standards of higher school. We'll note that "competency-based approach" with the help of which the standards of higher education are tried to be improved will not help. It is very pragmatic for this situation.

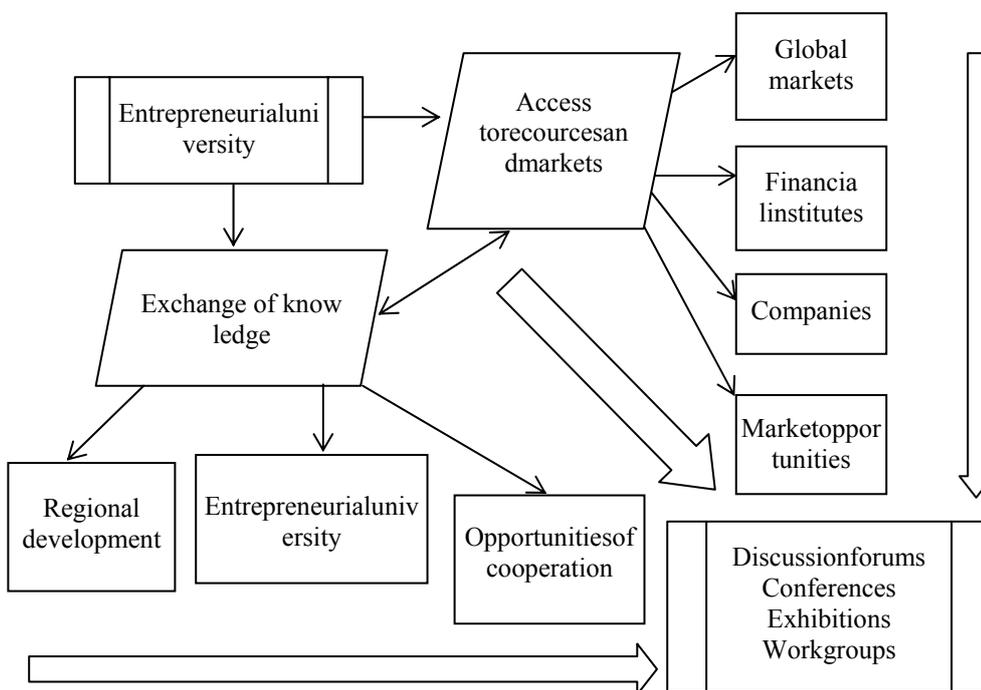
Researching tendencies in the change of competition in modern markets under the conditions of economic globalization, Michael Porter pointed out at a sort of paradox [4]. With the development of globalization, growth of scales in the world distribution of labor, formation of global corporations that have budgets equal to the budgets of certain countries, some local government officers not only lost their importance but became more important for the analysis of competitive environment. Critical mass of concentrated in one region companies creates them special conditions that give the opportunity to have competitive success. The paradox is that in the global world competition depends more and more on local characteristics of areas such as knowledge, ties and motivation that are relevant to these areas. Location always played an important role in competition, but recently this role has changed much as concentration of companies, service institutes and universities on a small area has become the main factor to get competitive advantages first of all in the sphere of generation of innovations. Formation of areas where great entrepreneurial forces of certain direction are concentrated has changed a global business landscape. Special-propose areas where many successful companies are started have emerged. The example can be Hollywood in the sphere of show business, Silicon Valley in information technology or shoe cluster in Lombardy (Italy).

Industrial cluster is the integrated system of interactive companies in different fields, service institutes and universities that support each other in the processes of production improving, innovations providing and global competition by developing cooperation between companies and organizations that form such social and economic surrounding which helps to get great success in global competition. One or several standard companies that compete in a global market play a leading role in a cluster.

Such companies as suppliers of raw materials, component parts or services concentrate around them. All of them cooperate with infrastructure companies, educational and scientific establishments. Such system creates a cluster. Network institutes that provide cooperation of companies between each other play the most important role in clusters. Three types of clusters can be noted. The first type is an ordinary cluster where the leading company produces one product and competes in different territorial markets within one field. The second type is multi-industrial cluster. Such type of cluster emerges in case when the strategy of the leading company is oriented at diversification of a product. In this case a company competes not only in different territorial markets but also in different industrial markets as well. The third type of cluster is a complex multi-industrial cluster. It emerges when there are several leading companies.

Many new special-purpose companies emerge, cooperation between companies grow, highly skilled work force is formed and the spirit of entrepreneurship increases within clusters. All this provides companies with great flexibility under rapid changes. These processes create good conditions for the development of small and medium-sized businesses that can create and provide innovations. Cluster provides the most effective exchange of knowledge and better access to resources and markets (figure).

More effective exchange of knowledge can be possible through fast regional development, formation of research and educational establishments, cooperation between companies, research and educational establishments.



**Cluster provides the most effective exchange**

Access to resources and markets is provided by presence of ties with big companies and specialized financial institutes. Interaction is provided with the help of a great number of exhibitions, discussion forums, conferences, activity of associations and work groups that take place in the given area. It is important to note that there is an intensive exchange not only of information within a cluster but also knowledge. Mutual understanding plays an important role in this process. Barrier to mutual understanding is a gap between natural and business culture. As it was mentioned above, skilled workers don't always understand the language of scientists and scientists don't always understand the needs of business and markets. Companies of new type are actively formed in industrial clusters. These companies can understand the needs of business, its needs in research and innovations. Based on this understanding, they place business order for research in universities and research institutes. In fact they are network intermediary agents able to speak both the language of business and the language of science. At the moment they fill the niche which entrepreneurial universities should take. Entrepreneurial universities should overcome limits in the field of generation of knowledge to take this niche. Classical university is prone to generate the knowledge which it can generate at the moment. But it is important to generate the knowledge which business needs at the moment and within the certain time limits. So entrepreneurial university should be a network player in a cluster, that can solve tasks which are beyond present limits. We mean the knowledge that is working opposed to the knowledge which meets academic standards that were formed in the process of isolated from business development of universities in the past. University academic snobbery is the main barrier for the formation of entrepreneurial universities. In this case the matrix of entrepreneurial activity of the university looks like it is presented in *table 2*.

Network relations play an important role within industrial clusters. The role of social networks in the economy of knowledge grows rapidly and goes beyond industrial clusters. Social capital as it is understood as the capital of relations within social networks plays more and more important role. The effectiveness of operations in social networks demands absolutely other level of trust. In this case trust is understood not only in a traditional sense that is to be ready to put yourself in an unpleasant position but it is also belief that all participants of the network can get success and will go the common goal. Further development is connected with cooperative relations and relevant skills. Hence, transformation of a successful person gradually takes place. The main direction of this development is from formal authority to cooperation and trust, from charisma to intellectual leadership. Universities have always been generators of social networks, especially those ones which could create effective unions of graduates. Business schools that learnt to create professional unions of graduates during educational process that supports each other in business and

management activity got more success in this field. Entrepreneurial university should see itself not only as the institute of "transfer" knowledge. It should see itself as the system that creates social networks with the highest level of social capital which can solve complex intellectual tasks. This possibility can be realized not only through associations of graduates but also through great mechanisms of long-term cooperation of graduates while solving research tasks of applied direction.

Table 2

**Matrix of entrepreneurial activity of universities**

| Overcoming resources limits  | Overcoming deficit of human resources   | Overcoming deficit of financial resources   | Overcoming deficit of information resources   | Risk assessment                          |
|--|---|---|---|--|
| Real entrepreneurship  |   |   |   |  |
| Overcoming limits in the sphere of generation of knowledge           | Practically oriented research. The result is more important than the form and standard. Knowledge that is working opposed to the knowledge which meets academic standards | The depth of decision is relevant to financial resources                                | Overcoming information deficit at the expense of intuition  | The risk of losing time, out-of-dateness |
| Overcoming limits in the sphere of teaching                          | From the teaching oriented at a standard to the teaching oriented at a non-standard result  | Group of teachers to solve applied problems. Increased use of coordination by companies | From the problem of information support of academic statement of problems to the ability to solve research tasks at the information level | Incompetence, misunderstanding           |
| Overcoming limits in the sphere of providing knowledge into practice | Change of logic. Working logic: there is knowledge so it is necessary to search practical application. New logic: only new knowledge emerges                              | From the expenses to providing to financial results from the usage of knowledge         | Practical application creates new information for new research tasks  | Discrepancies                            |
| Cooperation with state authorities                                   | Limits with registration.   | Extra tax burden  | Absence of rapid documents circulation with state establishments  | Administrative responsibility            |

From this point of view entrepreneurial university should renew the practice of scientific schools formation, that unite graduates not only by

unique conceptual language but also the development of research school beyond the university as a social network specializing in solving certain research tasks.

**Conclusion.** System consideration of the problem of entrepreneurial universities that can be done on the basis of the matrix stated above gives every university the opportunity to choose high-priority direction of entrepreneurship and develop it. At the same time, as it was mentioned above, entrepreneurial university has to overcome limits of all three types.

The development of new forms of educational process to overcome "disciplinary myopia" is the important element of the activity of any entrepreneurial university, helping on the one hand, to break gap between cultures and, on the other hand, to overcome limits in the field of teaching through overcoming deficit of information and human resources. Entrepreneurial universities can become an important element of industrial clusters, overcoming deficit of financial resources and helping to develop the regions where they work. To solve this task entrepreneurial universities should pay more attention to the creation of social networks which includes also the work with its graduates. The graduates who are in business don't break relations with educational establishments but develop them. As the result, higher educational establishments get opportunity to accumulate finances directing them first of all at a scientific activity. Commercialization and applied character of research help entrepreneurial universities to become the necessary link of business-education-state chain.

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**Хмурова В., Горлатова О. Бізнес-середовище освітньо-наукової діяльності.**

**Постановка проблеми.** З часом змінюється ставлення суспільства до його основних інститутів. Однак швидкість змін відносно різних інститутів істотно варіюється. Інститути бізнесу змінюються швидше за всіх. Система освіти в усьому світі досить консервативна, як і її підсистема – університети. Однак через систему університетів проходить найбільш активна частина кожного покоління, тому виникає певний парадокс: потенційно інноваційна частина соціуму готується до трудового життя на базі застарілих, консервативних методів. Для системи освіти необхідне впровадження змін у середині галузі та в середині кожного університету.

**Аналіз останніх досліджень і публікацій.** Однією з важливих ідей відносно перетворення сучасного університету, спрямованого на забезпечення кращої відповідності результатів його діяльності вимогам часу, є концепція підприємницького університету. Цьому питанню присвячено багато статей та книг. Однак аналіз цієї літератури не дає однозначного тлумачення та розуміння поняття "підприємницький університет".

**Мета статті** – визначення поняття "підприємницький університет", розроблення схеми для аналізу ступеня підприємницької активності у вищих навчальних закладах, яка полегшить стратегічне планування їх діяльності.

**Матеріали та методи.** Застосовано наукові методи теоретичного узагальнення, системного аналізу, індукції, використано наукові та періодичні видання.

**Результати дослідження.** Досліджено сутність "підприємницького університету" й основні ресурси для ефективного його функціонування. Запропоновано впровадження матриці підприємницької діяльності університетів.

**Висновки.** Системний розгляд проблеми підприємницьких університетів, що можна провести на основі запропонованої матриці, дозволяє кожному університету вибрати пріоритетний напрям підприємництва і розвивати його. В той же час підприємницький університет повинен уміти долати всі три типи обмежень.

**Ключові слова:** університет, сучасний університет, вищий навчальний заклад.