

свою чергу ці питання безпосередньо пов'язані із реалізацією концепції управління знаннями в організаціях. Ефективне вирішення цих завдань можливе за умов формування загальної концепції бізнес — освіти, навчання та ефективної моделі управління знаннями в організації.

УДК 342.813; 331.56

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ENTREPRENEURSHIP AS A CORE COMPETENCE OF AN INDIVIDUAL

АНОТАЦІЯ. Процес глобалізації висуває нові вимоги до знань і навичок людей з тим, щоб підвищити їх конкурентоспроможність на ринку праці. Традиційні програми освіти зорієнтовані на передачу конкретних теоретичних знань і методології, сучасні ж робочі програми — на формування ключових компетенцій, однією з яких є підприємництво: необхідна компетенція кожної людини в сучасному світі.

КЛЮЧОВІ СЛОВА: компетенції, очікувані результати освіти, підприємництво.

АННОТАЦИЯ. Глобализация выдвигает новые требования к знаниям и навыкам людей, в частности — позволяющих повысить их конкурентоспособность на рынке труда. Традиционные программы образования сориентированы на передачу конкретных теоретических знаний и методологии, современные же рабочие программы — на формирование ключевых компетенций, одной из которых является предпринимательство: необходимая компетенция каждого человека в современном мире.

КЛЮЧЕВЫЕ СЛОВА: компетенции, результаты образования, предпринимательство.

ANNOTATION. Globalization process requires from an individual new knowledge and skills that enable his or her competitiveness at the labor market. Traditional education programs are primarily focused on the transmission of specific theoretical and methodological knowledge. Contemporary educational curricula as expected learning outcomes

introduce essential competencies. Entrepreneurship is one of these competencies required for each individual in the modern world.

KEY WORDS: competencies, expected outcomes of education, entrepreneurship.

Within the formal educational system educational policy of a country should be targeted on building competencies with an emphasis on innovation, creativity, problem solving, critical thinking, entrepreneurship, computer literacy and social competence [1, p.16]. The term of competence is based on the integrative approach, under which abilities of an individual are viewed as a dynamic combination of knowledge, understanding and action. Essential competencies can be interpreted as a transferable multifunctional complex of knowledge, skills and attitudes necessary for all individuals' self-fulfillment and self-development, social inclusion and employment. Individual should develop the essential competencies by the end of the compulsory education¹ as a starting point for the further learning, qualitative professional work and everyday life.

The European Council (Lisbon, 2000) has recommended Member States to indicate competences as the expected outcomes of education [2]. The work program «Education and Training 2010» has indicated entrepreneurship as an essential competence of the individual [3]. In 2012 European Commission presented new Rethinking Education strategy to encourage Member States for challenges in educational system with the aim to create conditions for the young people across Europe to develop the skills and competences needed by the labor market. According to this strategy the Member States are invited to [4]: ensure that the key competence «entrepreneurship» is embedded into curricula across primary, secondary, vocational, higher and adult education; offer the possibility to young people to have at least one practical entrepreneurial experience before leaving compulsory education, such as running a mini-company, being responsible for an entrepreneurial project for a company or a social project; boost entrepreneurial training for young people and adults in education.

Such an initiatives and European Union's Entrepreneurship 2020 Action Plan must help to solve the problem of high unemployment among young people (which is close to 23% across the European Union [5]). The latest McKinsey's investigation shows [6]: youth

¹ Education entails institutionalized educational process with systematic educational activities covering formal and informal education (International Standard Classification of Education-ISCED)

unemployment has been doubled the rate of general unemployment in Europe for the last 20 years; 5,6 million of young people are unemployed across Europe, and a total of 7,5 million are neither being educated nor are they working; while young people are eager to work and more than 50% of unemployed people can't find work, businesses across Europe struggle to find young worker with the skills they need. So, entrepreneurship is one of the essential competencies and means the ability of an individual to turn ideas into action. Entrepreneurship by its nature is a generic competence, important for all individuals and should be one of the compulsory educational outcomes. It includes creativity, innovation and willingness to take risks and the ability to plan and manage projects in order to achieve objectives. An entrepreneurial individual is no longer a passive one, it's ready to find the way to create its own business and so to be self-employed, or to create social enterprise, which will create shared value: for the business and for the community in which it works.

Entrepreneurial competencies include: 1) affirmative attitudes: self-initiative, a positive attitude towards change and innovation, willingness to identify areas where they can demonstrate entrepreneurial skills; 2) knowledge: about the available opportunities that match personal activities; 3) skills: of planning, organizing, analyzing, communicating, conducting, reporting, evaluating and recording, of creating and implementing projects, of teamwork; the ability: to recognize his/her own strengths and weaknesses, to assess and take risks when its needed, of proactive action & positive response to the changes.

Entrepreneurship is the willingness to act but also to support the innovations of others. An entrepreneurial individual is highly internally motivated to succeed, to be active, to assume responsibility, to set goals and to achieve them. All this, put the entrepreneurship as an important imperative outcome of educational policy for each country, willing to succeed in building the innovative economy in a sustainable way.

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THE ROLE OF ENTREPRENEURIAL UNIVERSITIES IN IMPROVING COMPETITIVENESS OF THE REGION

ANNOTATION: Based on the European Commission Communications, the paper discusses the role of the university in improving competitiveness of the region. It is noted that effectiveness of entrepreneurial universities is determined by effective links between education, science and business. Successful examples are provided from international practice.

KEY WORDS: knowledge-based economy, entrepreneurial universities, technopolis, competitiveness, clusters.

In the 60th of last century, the universities combined the research function and then at the beginning of XXI century, they were formed an Entrepreneurial Universities. «In the last years, the evolution of the university mission has opened new opportunities for the scientific entrepreneurship. The informal transfer of knowledge has been substituted by formal mechanisms of technology management, through the protection systems of property rights and the exploration of their business potentialities. Enterprises looking for good technologies can use different access channels to the academic world: direct access to research groups and through the offices of technological (TTOs) transfer, the ILOs, the incubators and the spin-offs»[3; 451].