

THE DEVELOPMENT OF ENTREPRENEURSHIP ECOSYSTEM AT THE UNIVERSITY

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The article analyzes the entrepreneurial potential of BSU students. Entrepreneurship is one of the most attractive paths for the career growth of future specialists. A separate structural unit has been formed aimed at developing the innovative potential of BSU through the formation of entrepreneurial competencies among the most active and talented youth of the BSU complex and assistance in creating small innovative enterprises by them, the BSU Startup Center.

Keywords: entrepreneurship; community; university; ecosystem; innovative development; innovative process.

РАЗВИТИЕ ЭКОСИСТЕМЫ ПРЕДПРИНИМАТЕЛЬСТВА В УНИВЕРСИТЕТЕ

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В статье проводится анализ предпринимательского потенциала студентов БГУ. Предпринимательство – один из самых привлекательных путей карьерного роста будущих специалистов. Сформировано отдельное структурное подразделение, направленное на развитие инновационного потенциала БГУ через формирование предпринимательских компетенций у наиболее активной и талантливой молодежи комплекса БГУ и содействие в создании ими собственных проектов, Центр стартапов БГУ.

Ключевые слова: предпринимательство; сообщество; университет; экосистема; инновационное развитие; инновационный процесс; компоненты развития системы инноваций.

Upgrading of university systems is carried out everywhere, aimed at increasing the competitiveness of higher educational institutions in the markets of innovative products and services. World experience shows that universities as centers of innovation have higher efficiency than other exceptional scientific centers, since they simultaneously solve two important interconnected tasks: the creation of new knowledge realized in innovative products in demand on the market, and the development of human capital through training.

However, Belarusian higher educational institutions, including the leading university of the country – BSU, face problems in organizing and forming effective entrepreneurial activities of students and lecturers, which does not allow the withdrawal of competitive products and technologies to the markets. Not the least role in this case is played by problems in the field of commercialization of the results of intellectual

activity associated with the lack of a systemic nature, not based on modern infrastructure and not supported by professional personnel.

The solution to this problem can be the development of an ecosystem of entrepreneurship at the university, which determines the relevance of the selected topic of the article.

Since 2003, Swiss experts in the field of small and medium-sized businesses and entrepreneurship have been conducting a survey of students in different countries of the world, the Global Study of the Entrepreneurial Spirit of Students (GUESSS).

The GUESSS study is a tool that helps identify various trends in entrepreneurship among students, as well as learn the opinions of students about university academic programs aimed at developing business skills.

According to the questionnaire, a study was conducted to evaluate and assess entrepreneurial potential among BSU students.

An online survey was conducted from 28.02.2022 to 09.03.2022. The survey was attended by students from the following faculties: Economics, Biology, Law, Philosophy and Social Sciences, History, Applied Mathematics and Informatics, Journalism, International Relations, Sociocultural Communications, Radiophysics and Computer Technology, Mechanical and Mathematical, Philological, Chemical, Business Institute, International State Ecological Institute named after A.D. Sakharov. A total of 44 students were interviewed.

Half of the respondents (50 %) are 18–19 years old (the majority of the survey involved 2nd-year students).

The gender composition is represented in the following ratio: men – 29.5 %, women – 70.5 %.

The vast majority of students surveyed do not currently have their own business (88.6 %). 11.4 % are «active» entrepreneurs, i. e., have their own business. Students work in the field of education, have online businesses, one of them has its own shop for tailoring women's linen to order.

37.1 % are currently trying to start their business – these are the so-called «potential» entrepreneurs.

31.8 % of respondents intend to create their own business or lead a private business immediately after graduation. Undecided or intend to be employees for the same number of students.

The career plans of students are changing after 5 years: the number of those who plan to work for hire is significantly reduced (the share is already 11.4 %), while the number of those who plan to become an entrepreneur is significantly increasing (61.4 %).

This trend indicates that most students after graduation first intend to gain experience as an employee, and then start entrepreneurial activity.

Assessment of entrepreneurial intentions characterizes the readiness of students to create a business, their entrepreneurial «spirit».

The final assessment of the factors that form the entrepreneurial intentions of the surveyed students was 4.49 points (on a 7-point scale) – the arithmetic average of all factors.

Assessment of the entrepreneurial environment characterizes how the atmosphere of the university develops and supports the entrepreneurial potential of students. This overall score was 3.6 on a 7-point scale – the arithmetic mean of all scores.

The assessment of the level of their entrepreneurial competence by students as a whole is 4.6 points out of 7 – the arithmetic mean of all grades.

The main conclusions are:

- 31.8 % of the surveyed students intend to create their own business immediately after graduation, 61.4 % – 5 years after graduation;
- 37.1 % are trying to create their business at present (potential entrepreneurs);
- 11.4 % already have their own business (active entrepreneurs);
- the level of entrepreneurial intentions of students is 4.49 points out of 7;
- the assessment of the entrepreneurial environment of the university is 3.6 points out of 7;
- assessment of entrepreneurial competence by students is 4.6 points out of 7.

The formation of an ecosystem of entrepreneurship at the university is a tool that directly depends on the quality of the educational process.

Recently, there has been a tendency to increase student interest in employment, in which they are involved in parallel with studying at a higher educational institution. A given employment is a part-time job or a job, with the aim of gaining work experience, and, of course, making a profit.

In recent years, within the framework of the development of entrepreneurial activities of universities, more and more attention has been paid to creating conditions for creating their own business, that is, for the implementation of entrepreneurial activities by employees, teachers and students of universities as one of the innovative areas of functioning of higher educational institutions.

Awareness of the need for the development of entrepreneurial activities of the teaching staff and students of the university was influenced by the gradual improvement of the concept of interaction between business and higher education.

The integration of university education with the largest companies has two main reasons:

1. Business felt a shortage of personnel.
2. There was dissatisfaction with the quality of university education.

The real tool for solving these problems was the implementation of the idea of public-private partnership, which involves continuous interaction between universities and potential consumers of their graduates, that is, employers. This interaction involves:

1. Joint formation of qualification requirements for university graduates.
2. Joint formation of a portfolio of assignments for coursework and (or) theses, as well as a package of problems for research teams of the university.
3. Joint identification of demanded specialists in the labor market today and the projected needs of specialists with higher education in the future.
4. Retraining of employers at the university on a contractual basis.

So, employers can indirectly take part in interaction with the university (in conferences held by the university on the quality of training of specialists), or they can directly participate in the educational process (in diploma design, in the final state certification, and so on).

Thus, the entrepreneurial environment of the university is the fundamental element for the formation of an ecosystem of entrepreneurship. It is important for universities to focus on the formation and development of entrepreneurial skills and competencies among their students. Thanks to the above options, really working businesses may and will appear. For this, a number of consecutive stages are assumed:

1. Awareness of the university management of the need to establish a new type of relationship with the labor market and assess their own potential;
2. Formation of a circle of potential partners of the university;
3. The formation of an honest-state partnership through the unification of its individual elements.

References

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