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University Partnership System as a Factor in the Development of Youth Entrepreneurship*



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Abstract. Economic development dynamics present a number of challenges to the system of higher education. Among these tasks, an important one is to train specialists who would meet the needs of the labor market. One of the components of this market is entrepreneurship, which, according to some scientists, can become a real driver of the national economic system and serve as the basis for increasing the welfare of citizens. The desire to engage in entrepreneurial activity should be conscious, and the activity itself should be prepared in advance. Education system in cooperation with business, non-governmental organizations and other partners is able to form such a desire and provide the necessary basic knowledge for the implementation of the plans of young entrepreneurs. Constructive building of partnership relations defines strategic development prospects for many educational institutions and within the “youth-entrepreneurial” context as well. The goal of our research is to determine the emotional

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readiness of university students to acquire entrepreneurial skills with participation of university partners. We suggest that partners, including business, public and municipal administration, scientific and non-governmental organizations, are able to intensify the development of entrepreneurial initiatives among university students, thereby promoting the development of entrepreneurship in general, and addressing the problems of employment of the younger generation. Emphasis on the participation of university partners in the development of entrepreneurial skills of students distinguishes our study from similar ones, thereby complementing similar works of other authors. The survey we carried out allowed us to study the opinion of 630 university students from three Russian cities. The results of the study demonstrate the emotional readiness of almost half of the respondents to engage in their own business. However, the existing restrictions and risks reduce the number of those who consider the option of organizing their own business as the main career path. Respondents consider it important to involve partners in the process of initiation and development of entrepreneurs; university partners, in turn, are able to complement the educational process.

Key words: youth entrepreneurship, partnerships, university partners.

1. Introduction

Modern trends in the world economy boost authorities and business structures' interest in the development of entrepreneurial initiatives of the younger generation. Thus, according to the results of the global survey of employment and youth entrepreneurship, conducted by the British audit and consulting company Ernst&Young, 47% of the surveyed entrepreneurs plan to hire employees outside the domestic market [1, p.4]. Entering new markets is the main reason for this process. At the same time, entrepreneurs understand that young people can be one of the main sources of their business development: only 14% of the entrepreneurs note that they do nothing to increase employment among young people. In other words, most entrepreneurs are interested in the emergence of initiative young professionals and business projects.

In this article the authors rely on the definition of youth entrepreneurship, enshrined in the RF Government Decree dated November 29, 2014, no. 2,403-p "On approval of the foundations of the RF state youth policy for the period up to 2025", where youth entrepreneurship is interpreted as

entrepreneurial activity of citizens under 30, as well as legal entities (small and medium-sized businesses), whose average age of full-time employees, and also the age of a head does not exceed 30 years or the share of deposits of persons not older than 30 in the authorized (reserve) capital exceeds 75%.

At present youth entrepreneurship is increasingly coming to the attention of various socio-economic studies organized not only by universities and scientific organizations, but also analytical agencies and professional communities [2]. Such studies analyze problems, limitations, factors [3], as well as mechanisms to support youth entrepreneurship initiatives in different countries [4] and consider the extent of youth involvement in entrepreneurial activities [5, p. 128-135].

The significance of such studies is determined by the fact that – and here we will slightly paraphrase the Brazilian colleagues' words studying immigrants' behavior – entrepreneurship can become a "kind of creative response" [6, c. 242-258] of young people "seeking better working and living conditions".

However, among the respondents within the framework of the above study Ernst&Young¹, a large number of young entrepreneurs note that they have difficulties in creating and organizing their business at all levels – regional, national and global. The key obstacles to the implementation of entrepreneurial aspirations are as such: unavailability of funding sources – 43%; unfavorable economic factors – 43%; competition – 25%; inability to get good advice/consultation – 25%; lack of self-confidence – 25%; limited opportunity for internship – 18%.

Thus, almost half of the most popular reasons are directly or indirectly caused by a lack of knowledge: “inability to get good advice”, “a lack of confidence in own capabilities”, and “limited opportunity for an internship”. The modern system of higher education is able to make significant progress in solving these problems.

In the article by T. Golovina et al. [7, pp. 42-61] the review of the system of youth entrepreneurship state support helps make a conclusion about the necessity to develop integration forms of the youth business–state interaction at the premises of universities ensuring the formation and development of, first of all, student technological entrepreneurship. The article authors emphasize the need for close cooperation of universities with authorities, private foundations and development institutions in solving entrepreneurship development problems.

However, in our opinion, the interaction field for entrepreneurship development is somewhat wider, and it covers a larger range of stakeholders. Combining the capabilities

of universities with the competencies of business, as well as public, state and scientific environment can give a noticeable positive impetus to the development of youth entrepreneurial initiatives. The system of partnership, essential in many areas, plays a special role. The ability to build relationships is important for higher education. In recent years the issue of building long-term relations between universities and their partners has been actively discussed. Enterprises of different sizes and activity spheres, authorities, scientific organizations and public associations are among the partners. The possibility to transform from the transactional interaction logic to a multilateral cooperation system is analyzed. With this approach the role of universities is significantly widened. They become not only partners of individual companies and industries, but also act as a factor in the development of regional communities. Construction of beneficial partnership relations defines strategic development prospects for many educational institutions, including within the “youth-entrepreneurial” context.

All of the above makes our study relevant; its main purpose is to determine students’ emotional readiness to acquire entrepreneurial skills with the participation of university’s partners. The authors suggest that university’s partners, including business, public administration, scientific and public organizations, are able to intensify the development of entrepreneurial initiatives among students, thereby having a positive impact on the development of entrepreneurship in general, as well as to solve the problems of younger generation employment. This study continues the series of works of Institute of Economics at the Russian Academy of Sciences (Ural Branch), devoted to the comparative studies of youth vision of the

¹ The study was conducted in Australia, Brazil, Canada, China, France, Germany, India, Japan, Mexico, the United Kingdom, the United States, Tropical Africa, the Middle East and North Africa).

role, entrepreneurship plays in territorial development [8, pp. 13-30], and to the Ural students' readiness to engage in entrepreneurial activity [9, pp. 206-222].

2. University partnership: concepts and perspectives for youth entrepreneurship

As part of the theoretical part of the article, the authors find it appropriate to consider not entrepreneurship, which has long been studied by economists, sociologists and psychologists, but forming university partnership concepts.

The theoretical basis of partnership consists of several scientific areas, with management being the most important. Management theories in terms of partnership characterize management models in various fields and activities aimed at creating and retaining partners as a management object. The approaches actively used in modern management practice are of particular interest: a corporate management theory; an E-government concept; a stakeholder theory.

However, the academic environment of the university, due to its specificity, requires additional approaches and elaboration of unique models for its management. One of these models was worked out in the mid-1990s and called the "triple helix" [10, p. 180]. On the basis of the principles of knowledge-focused society the model developers suggest that the strengthened interaction of universities, business and government will lead to a significant effect in economic development. In this interaction universities adopt certain features of business and government structures and become the basis for innovation, research and development and entrepreneurial projects. Convergence of positions, development of joint projects, creation and implementation of development programs by universities, business and government are the main essence of the "triple helix" model. Figuratively this model

describes the intersection of 3 subsets, when the elements of one system can perform the functions of another. Due to such interference, hybrid institutional forms are created, in which the preservation of a high degree of autonomy is possible with a strong relationship of elements of initially different systems [11]. It is noteworthy that the evolution of universities in this model involves the adoption of business structures principles and the formation of an innovation ecosystem. Business, in turn, has wider cooperation with scientific and educational environment and participates in the development of state initiatives; authorities rely on opinions of science, education and business in decision-making.

The "triple helix" ideology has encouraged the scientific community's research in the features of relationship between business and universities [12, p. 42]. Business stimulate the process of interaction due to increasing competition, globalization of activities, growing costs of labor resources, significant rates of economic development in many world countries. The approach, promoting the ideas that are exclusively a joint result of the created eco-culture "enterprise-university" and are able to respond to many requests of the time, provides the basis for long-term growth and development of business [13, p. 80].

On the other hand, there is a need for universities to search for extra-budgetary revenue sources, which forces them to commercialize their projects and competencies [14, pp. 49-51]. To achieve this goal, there are a number of models (approaches). Receiving funding from business as university partners to the detriment of long-term relations is called as a transactional approach by some scientists. In the complex academic environment the transactional approach can greatly simplify business-university interaction.

The transactional approach can be applied at different levels: from a department or individual employee receiving his/her own benefit to the overall interaction level acceptable to an organization. Transactional interaction at the level of the whole university involves consideration of all departments' interests and can transform into a comprehensive long-term cooperation [15, c. 110]. However, this approach loses the fundamental features of creating long-term relationships, including exchange of informal knowledge, creation of trust, and development of cross-competencies.

Only the full involvement of business and universities in interaction processes helps obtain the strategic effect of cooperation. There are various models of such interaction, with the Partnership Continuum model proposed by W. Johnson [16] being the most well-known. The model describes the partner's increasing involvement in the activities of the university. The first stage reflects the mechanisms of students' awareness of an employer's HR-brand. In rare cases this stage includes the selection of interviews and opportunities for financial interaction among institutions based on the express method. But the last, fifth, stage is characterized by the presence of joint initiatives that allow for the implementation of state educational lobbying, joint elaboration of business projects, creation of innovative organizations and educational areas. The process is accompanied by significant donations to the university.

The logic of interaction is also revealed in other approaches, for example, in the "stairway" model developed by T. Baaken and successfully applied in the studies of university-business interaction in Europe [17, pp. 103-116]. The "stairway" model demonstrates organizational specifics of the development

of relations with university partners. The relationship formation is based on the involvement of individuals and one-time contacts. The "upper step" of such interaction implies a long-term relationship with the university top management involvement and a systematic approach. At the same time, along with the financial basis of such interaction, non-financial values arise [18]:

- strategic positioning, strengthening the university brand through co-branding solutions with a business partner (in the educational, scientific environment of relations with authorities);
- development of relevant educational programs and an appropriate research agenda due to the expansion of competences;
- development of relations due to the choice of a long-term gradual engagement strategy (from first interaction experience to integrated projects).

In addition, many universities solve social problems in the process of their activities, which primarily imply the provision of educational services and the conduct of research. This type of activity is the basis of authority-university interaction. Many researchers refer a social function to a certain "third mission" of the university [19, pp. 67-72]. In the social sphere the university needs a coordinating partner – first of all, state bodies. The research in the specifics of interaction of the state, municipal authorities and the university is an important element for understanding the objectives of the functioning of a modern educational institution. For example, the classification of higher education institutions, proposed by D. Charles [20, p. 148], demonstrates the existence of partnerships between universities and regional authorities through the impact of university activities

on local social and economic systems. The researcher divides universities into five groups based on the institution role in relation to local government. For example, the first group is characterized by the inseparability of the city and the university. The university is perceived as a city, and the city – as a university: Cambridge, Oxford, Saint Andrews. The second group comprises former polytechnic institutions serving the tasks of industry. Despite the fact that universities are located in certain cities (Coventry, Sunderland, Derby), they primarily train personnel for regional production companies. The participation of educational institutions in the municipal society is limited to the interests of individual industrial groups. The following three groups of universities also determine the university role in relation to its location.

According to the above classification it can be concluded that there are different models of university activities that can have an impact on municipal and regional authorities. In some cases the university functioning is inextricably linked with a territory and determines its socio-economic strategy, in others – universities are quite isolated and do not influence the region of their presence, organizing their activities separately.

Similarly to the British, the Russian higher school has an institutional diversity of its existence in relation to authorities and local community. For example, considering a university-region interaction, O.V. Perfil'eva highlights 4 possible models to organize university activities under the influence of stakeholders [21, pp. 133-144]:

1. “University as a researcher” – the university’s mission is inextricably linked with the global superiority on a research project market at the domestic level.

2. “University as a system integrator” – the university is considered as the main knowledge supplier to develop industries and territories across the country.

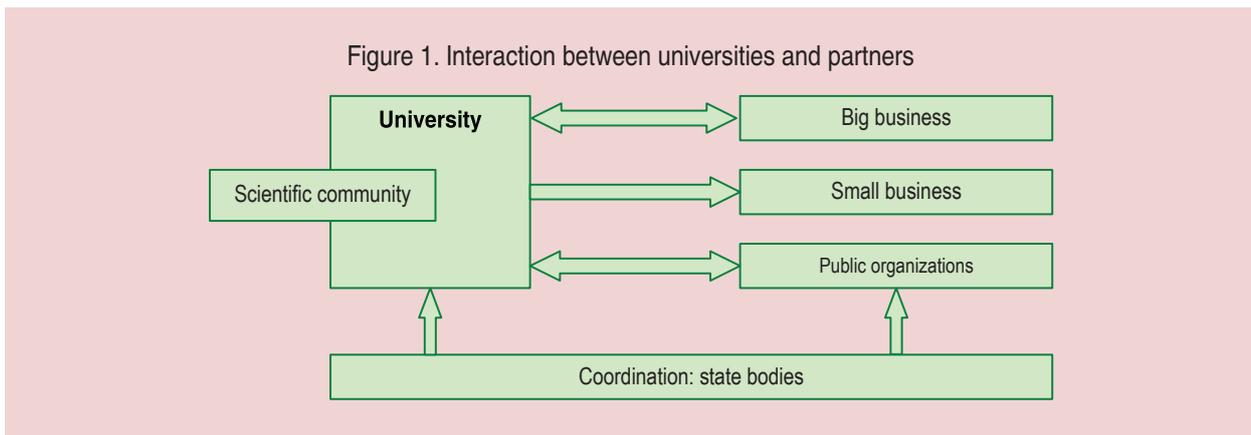
3. “University as a regional integrator” – the university that trains personnel for a regional labor market.

4. “University as a personnel supplier” – the university that performs the mission to train personnel for specific economic sectors.

In general, in our opinion, different models to organize university activities meet interests of different partners groups. For example, transactional interaction can be interesting for small business, as it helps solve its current problems, as a rule, related to the personnel issue. Complex interaction models give an opportunity to build long-term cooperation programs, implementing promising projects and activities designed for the joint development of large business structures and educational institutions. State and municipal authorities can act as coordinators of the public dialogue of universities, determining their social purpose and development strategies.

Returning to entrepreneurship-university relationship, it is important to emphasize the need to find effective mechanisms for involving the younger generation in entrepreneurial activities. Schematic relationship between business and other university partners is shown in *Figure 1*.

On the one hand, universities, as educational centers, implementing educational functions [22], have the opportunity to involve students in business activities, providing the necessary knowledge. On the other hand, university partners are able to actualize the knowledge acquired by the younger generation in the practical (entrepreneurial) context. At the same time, the substantive content of such



interaction is the task of business, compatible with one of the traditional goals of universities – provision of relevant knowledge. At the same time, other partners, such as authorities and public organizations, can have a coordinating impact on this process. In general, such interaction is based on social partnership principles, currently discussed by expert community in relation to the education sphere².

When students are interested in organizing their own business, mutually beneficial cooperation of universities and their partners can be based on the forms, effective for the implementation in university environment. Also, such interaction can boost young people's interest in entrepreneurship in general. The results of the students survey in some higher education institutions helped determine the respondents' desire to engage in entrepreneurial activity, as well as identify possible forms of university partners participation in encouraging entrepreneurial activity of students.

3. Research method

When developing the research method, the authors rely on the established international and domestic practice of conducting such surveys. For example, the British audit and

² *Social Partnership in the Education Sphere – Types, Tasks.* Available at: https://nalog-nalog.ru/socialnoe_partnerstvo/socialnoe_partnerstvo_v_sfere_obrazovaniya_vidy_zadachi/ (accessed November, 9, 2018).

consulting company Ernst&Young conducts research in the field of youth entrepreneurship regularly. Experts are interested in the issues, such as: what discourages young entrepreneurs in the organization of their business; what mechanisms are necessary to increase the intensity of youth entrepreneurial projects development; how many young people are ready to engage in entrepreneurial activities.

In recent years the most complete study of young people's attitude to the organization of their own business is conducted in the framework of the Global University Entrepreneurial Spirit Students Survey (GUESSSS)³. Personal motives, university environment, family and socio-cultural context of potential young entrepreneurs are analyzed. At the same time, their career preferences were studied in terms of the desire to engage in entrepreneurial projects in the future and the implementation of entrepreneurial initiatives at the moment. The research is regular, authoritative and has an academic partner in the Russian Federation (Graduate School of Management of the Saint Petersburg State University).

³ Shirokova G.V., Bogatyreva K.A., Belyaeva T.V., Tsukanova T.V., Laskovaya A.K. *Global Study of Entrepreneurial Spirit of University Students. National Report.* Graduate School of Management, Saint Petersburg University. 2016. Available at: http://gsom.spbu.ru/files/folder_11/guesss_2016_rus_final_v1.pdf (date accessed: 24.07.2018).

According to the 2016 GUESSS study results, more than 51% of the university students plan to work in their own company in 5 years after graduation. At the same time, no more than 11% of them plan to organize their own business immediately after graduation; the percentage of men who want to build a career as an entrepreneur immediately after graduation is higher than that of women (16% versus 8%). In addition, the greatest entrepreneurial intentions are revealed among the respondents, whose specialization is connected with economics and management, and the least – among those, who study Social Sciences.

According to results of the same study, university environment does not provide with necessary knowledge for doing business. Thus, more than 54% of the respondents studying at the university mention that “to date they have not had a entrepreneurship course”. And only 4–5% of the respondents note that the

environment formed in universities inspires the creation of new business. At the same time, training is an important element in building an entrepreneurial career for those who plan to do their own business immediately after graduation or in 5 years.

The environment of a respondent also has an impact on entrepreneurial preferences. First of all, it is the family and socio-cultural context. The GUESSS study proves that the immediate environment of students (family, friends and fellow students) is generally positive about their choice in favor of an entrepreneurial career. At the same time, behavioral moods of an individual significantly depend on the mood of the masses (collectivism) and are more often focused on the result under public pressure. All these signs indicate students’ high entrepreneurship potential [23].

Partly relying on the GUESSS study, the authors have developed their own approach to

Table 1. Distinctive features of the author’s approach and the GUESSS research

Comparison criteria	Question groups	
	GUESSS	Study of the authors
Students’ emotional attitude	Creation of business while studying at the university. Motivation of university students – potential entrepreneurs. Sources of business ideas from university students. Career preferences. Index of entrepreneurial intentions. Locus of control (ability to control the situation).	Desire (willingness) to create and develop business. Perception of entrepreneurial activity. Career preferences.
Role of the University	Availability of entrepreneurship courses at the university. Dependence of career preferences and specialization of students at the university.	Acquisition of knowledge in the field of entrepreneurship. Universities’ readiness to train entrepreneurs. University incentives for the development of youth entrepreneurial projects.
Public opinion	Attitude of family, friends, fellow students to the career of an entrepreneur. University students’ attitude to the cultural context of society (collectivism, avoidance of uncertainty, distance of authorities, result orientation). Motivation of university students – potential entrepreneurs.	Demand for certain areas of business. Obstacles to the development of entrepreneurial projects.
Participation of university partners (primarily business) in the development of students’ entrepreneurial skills	Not provided by the study	Students’ perception of partners’ participation in the development of entrepreneurial skills. Mechanisms of entrepreneur-student interaction. Students’ participation in contests (projects) to support entrepreneurship.

interviewing university students. *Table 1* presents a comparison of these 2 approaches based on 4 criteria that form the basis for grouping questions: students' emotional attitude; the role, the university plays in the development of students' entrepreneurial projects; influence of the environment (society, family) on youth entrepreneurial projects development; participation of university partners in the development of entrepreneurial skills.

As you can see, the comparative analysis results clearly demonstrate differences and features of the author's survey. Thus, in case of partial coincidence of the survey purpose (determination of students' desire to engage in entrepreneurial projects) and selected question groups, the emphasis of the author's survey is shifted to the research in the participation of partners in the development of students' entrepreneurial skills. On the one hand, students are full-fledged consumers of educational and other types of products at the university; on the other hand, they are the main beneficiaries of the interaction between the university and its partners. Taking into account life orientations of the modern young generation and increasing speed of mastering professional skills (due to the availability and rise in the speed of information exchange), we can say that such interaction can improve the educational process quality.

The survey, organized by the article authors, is based on the use of a public questionnaire compilation service GoogleForms. The survey of university students (including graduate students) of the Russian Federation is a research method. An electronic link to the questionnaire was distributed through social networks, representatives of youth trade union organizations. The survey helps study the opinion of 630 young people from 3 Russian cities (Yekaterinburg, Vladivostok and Saransk),

receiving education in 6 higher education institutions⁴. The general population sample is 92,000 students of universities of all forms and levels of education (as of June 2018), according to the information from the official websites of educational institutions. Thus, the sample size is 0.69%. The representative sample is achieved by participation of regional universities of different territories and students of all existing levels: 74.6% are enrolled in bachelor's programs, 20.6% – in master's programs, 3.2% – in specialty programs, 1.6% – in graduate programs. At the same time, the authors conducted a survey of students of different areas of training, guided by the diversity of existing types of business activity, which can potentially be occupied by young people.

4. Results of the students survey

Below there are some results of the survey in the context of 4 groups of questions.

Assessment of the emotional state of potential young entrepreneurs

According to the survey, the students' emotional state to engage in entrepreneurial activity is at a high level. Thus, 44.4% of the respondents have a pronounced desire to engage in their own business (estimates above 7 points on a 10-point scale). At the same time, the respondents believe that an entrepreneur is primarily a brave, modern and talented person. At the same time, an entrepreneur is not exactly a "hero of the time", not a "person who is constantly developing" and not an "occupation of the future".

This reflects the students' perception of their own business organization as a risky occupation for talented people who are ready to do exactly what they love (42.9%) (*tab. 2*).

⁴ Ural Federal University (Yekaterinburg), Russian State Vocational Pedagogical University (Yekaterinburg), Ural State Medical University (Yekaterinburg), Ural State University of Economics (Yekaterinburg), Far Eastern Federal University (Vladivostok), Ogarev Mordovia State University (Saransk).

Table 2. Distribution of the respondents' answers to the question about perception of their own business

Answer option	% of the respondents number
Opportunity to do what you love	42.9
High monetary income	25.4
Free schedule and possibility to combine work and study	7.9
Opportunity to gain experience	7.9
High social status	6.3
Difficult to answer	4.8

At the same time, as can be seen from the data, 25.4% of the respondents correlate the opportunity to engage in their own business with a high monetary income, 7.9% positively assess a free schedule and the possibility to combine work and study. At the same time, the high social status of an entrepreneur is noted by a few – 6.3%. Along with the proposed answers, respondents have their own variants of their own business perception, such as “this is a risk and responsibility”, “this is the process of forming a value, people are ready to pay”.

In general, the survey shows that more than 50% of the respondents are ready to create entrepreneurial projects (interested in creating their own business). At the same time, 22% of the respondents would like to get a job at a stable reliable company or in public service. The results indicate that university students are in a certain averaged position between the social assessment of “doing their own business” and the personal desire to be an entrepreneur, which may be caused by the effect of social desirability (facade effect) [24, p. 177] or the phenomenon of “paradoxical man” [25, p. 543].

Interaction between the university and its partners in the development of students' entrepreneurial skills

The analysis of the role, the university plays in the development of students' entrepreneurial skills, helps draw a number of conclusions about the educational process aimed at

mastering the basics of doing person's own business, the activity of administrative services of universities in the sphere of implementing projects that identify and support entrepreneurs. *Table 3* presents answers to the question of obtaining the knowledge necessary for creating business, when studying at the university. At the same time, the respondents can detail a model of obtaining such knowledge – under the existing educational programs (taught disciplines) or in addition.

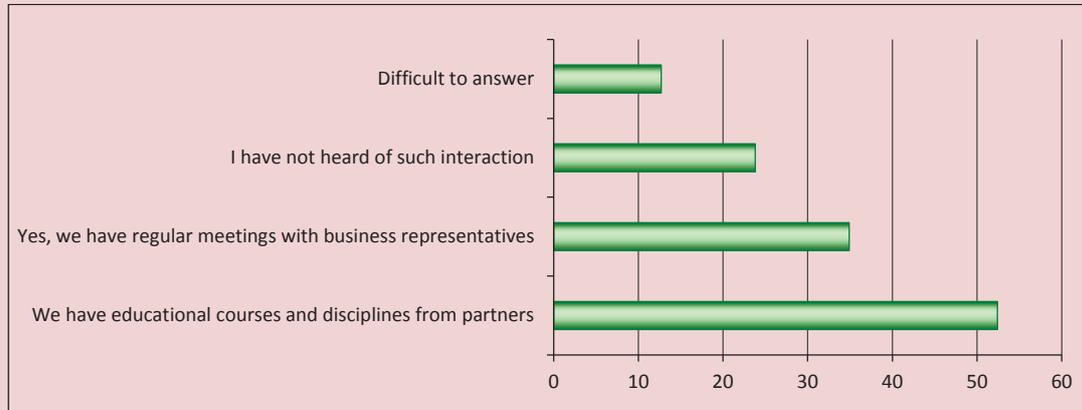
Table 3. Distribution of respondents' answers to the question “Do you get the knowledge you need to do your own business at the university where you get education?”

Answer option	% of the respondents number
We do not have such disciplines	42.9
This knowledge can be obtained at the university additionally	42.9
We have the appropriate disciplines	11.1
Difficult to answer	1.6

According to *Table 3*, quite a large number of the respondents (42.9%) note that within the proposed educational program there are no courses aimed at entrepreneurship. But 42.9% of the respondents indicate that the university provides an opportunity to gain additional knowledge about entrepreneurship. And only 11.1% of the students confirm the possibility for developing skills to create and run their own business.

The possibility of obtaining knowledge at the university additionally suggests some external actors' participation in the educational process. University partners can and should be present among these actors. The creation of educational courses, sometimes entire educational programs (for example, master's programs) is a common method of interaction with university partners. The distribution of students' answers in *Figure 2* shows, as far as this interaction is obvious for them.

Figure 2. Distribution of the respondents' answers to the question "Do university partners participate in the development of students' skills in the field of entrepreneurship", % of the respondents number



According to the figure, university partners are involved in the creation of educational courses to teach entrepreneurial skills (52.4%) and hold regular meetings with students (34.9%).

At the same time, as the survey confirms, many students lack knowledge in several areas: economics and finance (22.2%), law competence (19.0%), knowledge in the field of promotion and sales (17.5%) and knowledge in the field of activity organization (14.3%). And not all respondents (15.9%) believe that the university can stimulate youth entrepreneurial activity through modern educational courses (*tab. 4*).

Table 4. Distribution of the respondents' answers to the question "What incentives should the university offer to encourage young entrepreneurs' projects?"

Answer option	%, of the respondents number
Partners' involvement in entrepreneurial projects	38.1
Financial support for young entrepreneurs	36.5
Modern educational programs	15.9
Research and innovation projects in breakthrough areas of knowledge	6.3
Difficult to answer	3.2

As the table shows, partners' involvement (business, business community, experts, etc.) is an important incentive in the development of entrepreneurial projects (38.1%). However, financial support (grants, scholarships) for young entrepreneurs (36.5%) is also required, according to the students.

In the survey 50% of the respondents consider mentoring as the most effective mechanism of cooperation between students and entrepreneurs. At the same time, almost one fifth (19.4%) of the respondents believe that education in addition to the educational process is also an important element of such cooperation. Financing of young entrepreneurs' projects is the most effective mechanism for only 12.9%.

Thus, on the one hand, it is obvious that the respondents expect more financial support from universities and less from partners. At the same time, modern educational projects are more expected from established entrepreneurs (19.4% – from entrepreneurs against 15.9% – from the university).

Students' assessment of prospects to organize their own business

When organizing a business project, young entrepreneurs face a number of restrictions. According to the respondents, the main obstacles, preventing young entrepreneurs from establishing their business, are the following: unavailability of funding sources (31.7%), unfavorable economic factors (19%), competition (12.7%) and lack of self-confidence (12.7%). At the same time, the students have no interest in participating in competitions to identify and support youth projects: 95.2% of the respondents note that they do not participate in such contests. At the same time, there is a large number of such contests in the country (for example, the federal program UMNİK (Smart person), the program “You Are an Entrepreneur”), and 41.3% of the respondents believe that their conduct is an effective measure to stimulate the activity of young entrepreneurs. However, a little more than a quarter of the respondents (27%) think that the entrepreneurial spirit should be realized “in practice”.

The survey shows that there are a lot of young people seeking to work at a large company (*tab. 5*).

Table 5. Distribution of the respondents' answers to the question “What career option is the most promising for you?”

Answer option	% of the respondents number
Employment at a large company	50.8
Creation and development of your own business	25.4
Employment at any company to gain experience	17.5
Employment at state bodies	4.8
Science	1.6

The table shows that more than 50% want to find a job as an employee at a large company, 17.5% are ready to get a job at any size company to gain experience. And only one in four of

the surveyed students plan to create their own business in the near future – 25.4%.

We assume that a certain part of those wishing to find a job as a hired specialist have intrapreneurship potential and are capable not only to implement an entrepreneurial project at the workplace in the future, but also create their own business on the basis of the experience gained.

It is noteworthy that, despite the prevailing public opinion, the younger generation does not consider work in government as a successful career option – it is chosen by only 4.8% of the respondents.

The territorial distribution of responses is indicative. For example, let us compare answers to the questions that identify the desire to engage in entrepreneurial activities and the university partners' participation in the process of mastering young people's knowledge and skills in the field of entrepreneurship. The students from the Far Eastern Federal University (Vladivostok) have a pronounced desire to engage in entrepreneurial activity (average score – 8 points on a 10-point scale). Most students of the University also note that partners regularly participate in meetings with them, and the University provides an opportunity to gain additional knowledge about entrepreneurship. At the same time, most respondents from Ogarev Mordovia State University (Saransk) (75%) have not heard about partners' participation in the development of young entrepreneurs' skills. At the same time, they also express a great desire to engage in entrepreneurial activity (average score – 8 points out of 10) and note that the necessary knowledge can be obtained at the University additionally. The students at the Ural Federal University (Yekaterinburg) are more moderate than young people from other universities in their desire to organize

their own business (the average score is 6.63 out of 10 points). At the same time, more than half (66.1%) of the respondents note that the University holds regular meetings with partners and has educational courses and disciplines from business representatives. In the University also more than half of the students (57.6%) note that they receive the necessary knowledge for doing business (within the educational program or additionally).

5. Conclusion

The study results demonstrate the emotional readiness of almost half of the respondents to do their own business. However, the existing restrictions, risks and personal abilities to engage in entrepreneurial activity reduce a number of those who consider the option of organizing their own business as the main career path (only one in four is ready to create their own business). At the same time, potential entrepreneurs studying at the university are afraid of a lack of sources to finance their business. Adverse economic factors, high competition and a lack of self-confidence also cause concern.

The educational system can neutralize a number of fears. The need for this is actualized, unfortunately, by a lack of knowledge about business creation and development. The respondents lack knowledge in the field of economics, finance and a legal basis of entrepreneurship, promotion and sales, and organization of activities. The possibility of free access to educational programs and courses aimed at entrepreneurial skills development (both within the existing and additional), provides the necessary level of young entrepreneurs' confidence in their own abilities. University partners can take active part in this process. Students' expectations predetermine partners' participation in the university activity, namely partners' involvement in

entrepreneurial projects, availability of educational courses and disciplines provided by partners, mentoring ensured by established entrepreneurs. The respondents consider it important to involve partners in the process of initiation and development of entrepreneurs. Thus, the active role of university partners is obvious. Partners are able to complement the educational process with an appropriate set of activities, consisting of the introduction and realization of a full-fledged mentoring system, the implementation of additions (minors) to educational courses, and the conduct of events and projects (according to the "hackathon" principle) aimed at boosting entrepreneurial skills. University partners form the environment, filling it with the missing elements necessary to increase a number of entrepreneurial projects among students. The opportunity to build a mutually beneficial dialogue, taking into account the interests of both universities and partners, has been realized in recent years, acquiring new forms of cooperation. However, the partners' active role in improving the educational process requires legislative incentives (tax incentives with the support of education and science) and elaborated models of interaction with universities (a single window format or multi-lateral cooperation).

At the same time, the participation of various types of partners is of high importance: business, representatives of state and municipal authorities (possibly as the main process beneficiary), scientific organizations (as a possible source of innovative projects), and public associations (as an advisory body). At the moment, according to the study, more than half of the respondents plan to work as an employee and only a quarter of the respondents want to create and develop their own business. Given the relatively low

proportion of repeat entrepreneurs (in case of failure at the first attempt), it is too early to talk about the significant development of the business sector through the involvement of students and university graduates. But the system of university partnership can affect this situation. Business can participate as a mentor and financial partner in entrepreneurial initiatives, relying on students' fresh ideas, able to supplement companies' existing product lines. At the same time, regardless of the region (as shown by the survey), it is necessary to boost business representatives' attention to university youth in order to increase a number of initiated entrepreneurial projects. State and municipal authorities are able to form an event agenda on the basis of educational

and scientific centers. The combined efforts of science, business environment, society and government agencies are able to form a variety of additional educational products aimed at creating and developing entrepreneurial skills of young people.

The study results can be used in the preparation of universities development programs and the implementation of youth entrepreneurial projects and state and municipal programs in the field of youth and entrepreneurship. At the same time, the effectiveness of the identified mechanisms of university partner participation (mentoring, educational minors, competitive events) requires additional study carried out by scientific community.

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