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DOI <https://doi.org/10.32782/1992-5786.2025.101.16>**T. Ya. Helzhynska**Candidate of Pedagogical Sciences, Associate Professor,
Assistant Professor of the Department of Pedagogy and Innovative Education
Lviv Polytechnic National University

THE CONCEPT OF ACADEMIC STAFF TRAINING FOR ACADEMIC ENTREPRENEURSHIP

This article presents the author's concept of academic staff training for academic entrepreneurship. The growing relevance of academic entrepreneurship as a key dimension of modern university activity, along with the imperative to prepare academic staff for its implementation, highlights the need for focused research on the development of a corresponding conceptual framework. The aim of the article is to substantiate the concept of training academic staff for engagement in academic entrepreneurship within the framework of the university's professional development system. According to the author's concept, the training of academic staff for academic entrepreneurship is understood as a specially organized system of measures, the primary goal of which is to foster readiness among academic personnel to engage in academic entrepreneurship. This involves the acquisition, deepening, and expansion of relevant knowledge, as well as the development and refinement of skills necessary for mobilising internal and external resources and human capital. It is proved that the training of academic staff for academic entrepreneurship as a vital component of their professional development. This process entails the acquisition, deepening, and expansion of relevant knowledge, as well as the formation, enhancement, and refinement of skills and competencies necessary for mobilising internal and external resources, including human capital. The overarching goal is to meet the internal needs of the university and respond to the educational, scientific, technological, and innovative demands of society, the knowledge economy, and various scientific domains while also enabling the capitalisation of individual intellectual potential. The training is conceptualised across multiple levels: individual, institutional, regional, national, and international. It is examined through the lenses of methodological, theoretical, and technological constructs, each contributing to a comprehensive understanding of how the readiness for academic entrepreneurship can be formed within the university professional development system.

Key words: academic staff, academic entrepreneurship, university, professional development, author's concept, individual, institutional, regional, national, and international levels, methodological construct, theoretical construct, technological construct.

Problem statement. In the current context of global educational transformation, international educational trends are gaining increasing significance, exerting a direct influence on the development and modernisation of national education systems. The processes of globalisation, which permeate all spheres of social life, necessitate the integration of educational strategies, the harmonisation of standards, and the promotion of academic mobility. Simultaneously, the rapid advancement of information and communication technologies presents new opportunities for the dissemination of scientific knowledge, the provision of open access to educational resources, and the creation of innovative learning models.

These factors underscore the need for comprehensive scholarly inquiry aimed at an in-depth analysis of the structural, sociocultural, technological, and regulatory dimensions of higher education systems. Particular attention must be devoted to forecasting future developments, modelling effective scenarios for educational advancement, and formulating strategic approaches to ensuring quality education within a dynamic global context.

Such academic exploration not only facilitates a critical understanding of contemporary challenges but also contributes to the conceptual foundations for the sustainable development of higher education, grounded in innovation, interdisciplinarity, and social responsibility.

The growing relevance of academic entrepreneurship as a key dimension of modern university activity, along with the imperative to prepare academic staff for its implementation, highlights the need for focused research on the development of a corresponding conceptual framework. In our view, the process of constructing such a framework should begin with the delineation and definition of its conceptual domain.

The analysis of recent research and publications. A review of reference literature indicates that the term "concept" is interpreted as "a system of views; a particular understanding of phenomena of reality; or a guiding idea underlying a literary work or scientific study (from German "Konzeption", French "Conception", Latin "Conceptio" – system, totality, sum)" [5, p. 89]; "a specific way of understanding or interpreting a particular object, phenomenon,

or process; a principal viewpoint on the subject or phenomenon" [1, p. 41], and as "a system of views, theoretical propositions, and core ideas concerning the research object, unified by a central guiding idea" [4, p. 237]. An analysis of these definitions reveals that a concept should be understood as a system that reflects a leading idea, key propositions, and principles underlying the interpretation of the phenomena or processes under investigation. It serves as an intellectual framework for their exploration.

The aim of the article is to substantiate the concept of training academic staff for engagement in academic entrepreneurship within the framework of the university's professional development system.

The research results. According to the author's concept, the training of academic staff for academic entrepreneurship is understood as a specially organized system of measures, the primary goal of which is to foster readiness among academic personnel to engage in academic entrepreneurship. This involves the acquisition, deepening, and expansion of relevant knowledge, as well as the development and refinement of skills necessary for mobilising internal and external resources and human capital. The overarching aim is to meet the internal needs of the university and respond to the educational, scientific, technological, and innovative demands of society, the knowledge economy, various scientific domains, and the capitalisation of intellectual potential.

This system, in turn, functions as a subsystem within the broader framework of professional development in the university context. It encompasses the acquisition and renewal of academic knowledge, and the formation, enhancement, and optimisation of competencies required for effective functioning within the academic environment of higher education institutions – both within the Ukrainian higher education system and in the international academic space.

Given the evolving role and significance of the modern university in the knowledge economy and societal development, this article examines the training of academic staff for academic entrepreneurship and its relevance across individual, institutional, regional, national, and international levels.

At the individual level, the training of academic staff for academic entrepreneurship is viewed as an integral component of their continuous professional development. In this context, we align with scholars who argue that "the internal entrepreneurial culture, processes, resources, and academic disciplines of the university should encourage the creation and growth of spin-off enterprises. Academic staff must be trained and mentored to identify opportunities, and their research ideas should be shaped in accordance with market needs" [11, p. 27].

This training entails the development of motivational, cognitive, operational, and personal

components, which collectively constitute readiness for academic entrepreneurship. Such readiness plays a critical role in personal and professional self-identification, the realisation of internal potential, and the demonstration of a conscious professional stance. The academic's professional activity becomes essential in addressing societal challenges and solving economic problems.

We conceptualise the training of academic staff for academic entrepreneurship as an effective mechanism for fostering autonomy in professional practice. It serves as a foundation for ongoing improvement, enabling the initiation of interdisciplinary projects, the expansion of professional horizons, and the strengthening of the educator's, researcher's, and innovator's professional image.

Significance is attributed to the training of academic staff for academic entrepreneurship at the institutional level. In our study, this training is examined from a strategic perspective, emphasising the need to design a long-term university development plan and to commercialise scientific research. It involves the mobilisation of internal potential and the attraction of external resources, which contribute to enhancing university infrastructure, fostering collaboration with industry, establishing clusters and consortia, and participating in interdisciplinary projects aimed at generating new ideas, facilitating technology transfer, and implementing innovative products.

We argue that the training of academic staff for academic entrepreneurship is a vital component of university activity in shaping its public image and enhancing competitiveness. It enables the attraction of talented students, highly qualified researchers, and educators. In turn, this contributes to improving the university's standing in global rankings and advancing international research and educational collaboration.

From our perspective, the training of academic staff for academic entrepreneurship is one of the key factors in the formation and development of the university's corporate culture. Core features of this culture include the presence of a dynamic academic environment open to innovation, the provision of training programs for future professionals aligned with the actual needs of the economy and labour market, and the integration of educational, research, and innovation activities. These elements collectively support the sustainable development of the knowledge economy and contribute to addressing social and economic challenges.

From a regional perspective, the university actively engages with regional and local businesses, the local community, and participates in initiatives aimed at fostering social cohesion and enhancing community well-being. Accordingly, the training of academic staff for academic entrepreneurship provides a foundation for viewing its potential through the lens of investment

in infrastructure development, support for small and medium-sized enterprises, advancement of human and social capital, strengthening partnerships between the university and the regional or local community, and promoting sustainable development through research, educational, cultural, social, and environmental initiatives and projects.

At the national level, the training of academic staff for academic entrepreneurship represents a constitutive component of university activity, playing a pivotal role in enhancing the country's competitiveness. From this standpoint, the university is positioned as a driver of national economic development, primarily focusing its efforts on the cultivation of human capital in alignment with the principles of human-centeredness and the theories of human and social capital. Academic staff, in this context, must possess a comprehensive set of knowledge, skills, and competencies necessary for generating scientific ideas, developing and scaling them, participating in activities that foster an innovation ecosystem, and training future professionals with innovative and entrepreneurial mindsets. This process must also be grounded in the principles of academic integrity and professional ethics.

The consideration of the role and significance of training academic staff for academic entrepreneurship at the international level is grounded in the conviction that globalisation processes, characteristic of the international educational and scientific landscape of the 21st century, necessitate the enhancement of university competitiveness. This involves the presentation of original educational, scientific, and innovative developments, as well as the acquisition of grant funding for their implementation in collaboration with academic communities and business sectors from other countries.

The training of academic staff for academic entrepreneurship contributes to the development of an understanding of the global market's specificities, the nuances of establishing cooperation with international experts, participation in transnational initiatives and projects, and the incorporation of foreign investment. Ultimately, it fosters the advancement of a global entrepreneurial culture.

The urgency of constructing a coherent system for training academic staff for academic entrepreneurship is substantiated by a range of interrelated factors, including:

the growing demand for academic personnel capable of demonstrating initiative in the design and implementation of educational, scientific, and innovation-driven projects that involve collaboration with business and industry, resource mobilisation, and knowledge transfer – elements essential for the sustainable development and effective functioning of modern universities that prioritise human capital development [6; 7; 8];

the necessity of cultivating a constructive academic environment conducive to the development of entrepreneurial talent and mindset, grounded in a system of knowledge, skills, values, and professional attitudes. This requires the integration of the university's internal capacity for professional development with external resources [9], [10];

the need to design a targeted professional development program that encompasses both theoretical and practical components of academic staff training for academic entrepreneurship [12], [13].

The author's concept is based on the premise that the training of academic staff for academic entrepreneurship will be effective and impactful, will ensure the formation of readiness for academic entrepreneurship if it is grounded in the theoretical and methodological foundations of continuous professional development. This training must also take into account the university's strategic needs for the advancement of academic entrepreneurship, as well as the interests and demands of faculty members. These considerations should be addressed through the implementation of motivational-stimulatory, analytical-exploratory, diagnostic-design, organisational-managerial, and reflexive-creative functions, all of which are essential for the realization of academic entrepreneurship.

The author's concept of training academic staff for academic entrepreneurship comprises three core components: the methodological concept, the theoretical concept, and the technological constructs.

The methodological construct is examined through the lens of "general philosophical, specifically scientific, paradigmatic, and epistemological levels of inquiry" [3, p. 69]. We concur with the assertion that "any scientific research, regardless of its level, disciplinary specificity, subject matter, purpose, or orientation, must be grounded in a relevant methodology. The development of such a methodology entails the identification of fundamental principles, conceptual ideas, propositions, and approaches that serve as the basis for further scholarly inquiry and the successful resolution of research tasks (questions, problems)" [2, p. 51].

In accordance with the author's vision, the training of academic staff for academic entrepreneurship should be founded upon a comprehensive set of methodological approaches, including: systemic (ensuring holistic understanding and coherence of the training process), synergetic (emphasising dynamic interaction and mutual reinforcement of components), structural-functional (focusing on the interrelation between structure and function within the professional development system), integrative (promoting the synthesis of interdisciplinary knowledge and practices), acmeological (supporting personal and professional growth toward peak achievement), axiological (recognising the role of values and ethical

orientations in academic activity), reflexive (fostering critical self-awareness and adaptive learning), collegial (encouraging collaborative engagement and shared responsibility), project-based (enabling goal-oriented planning and implementation of entrepreneurial initiatives), personality-oriented (prioritising individual needs, motivations, and potential in the development process).

The presentation of the theoretical construct within the author's concept begins with the following citation: "The theoretical construct encompasses theories, laws, regularities, models, axioms, postulates, concepts, classifications, categories, notions, facts, etc.; it is based on principles such as universality, modelling of pedagogical processes, the staged nature of pedagogical education, approximation of pedagogical functions of the teacher, multiplicity of pedagogical education models, and dialectical progression and cyclicity. The theoretical construct is further complemented by the criteria of formalisation, diagnosability, integration, and prognostics" [3, p. 69].

Taking this interpretation into account, we outline the training of academic staff for academic entrepreneurship within the university's professional development system as a process grounded in the following principles: accessibility, continuity, and flexibility (ensuring equal access to professional development programs aimed at fostering readiness for academic entrepreneurship; updating and enhancing competencies through institutional support and individualized educational trajectories; operating as an open system of professional development that incorporates both internal programs and recognition of outcomes from non-formal and informal learning); scientific rigor and pragmatism (integrating theoretical and practical components into the training of academic staff; focusing on the development of practical skills and competencies related to initiating and commercializing educational and scientific ideas and projects; integration (synthesizing knowledge from various scientific domains to support the formation of entrepreneurial readiness among academic staff; leveraging the combined potential of education, science, and business as the foundation for academic entrepreneurship and, consequently, for training educators to engage in it); reflexivity and recognition of prior experience and knowledge (basing the training process on self-observation, analysis of personal and professional qualities, and identification of opportunities for improvement; utilising prior experience and previously acquired knowledge as a foundation for developing readiness for academic entrepreneurship).

It is important to emphasise that the theoretical foundation for training academic staff for academic entrepreneurship should be constructed through the integration of insights from multiple scientific domains, including: Philosophy (encompassing the concepts

of social, cognitive, and radical constructivism, existentialism, and pragmatism, which inform the epistemological and ontological dimensions of entrepreneurial readiness); Economics (drawing on institutional theory, the theory of academic capitalism, the entrepreneurial university model, and the "triple helix" concept, which collectively frame the economic and structural conditions for academic entrepreneurship); Sociology (incorporating the theory of social capital, social entrepreneurship, and social learning theory, which highlight the relational and community-based aspects of entrepreneurial engagement); Psychology (grounded in the theory of personal development, emphasizing the role of self-awareness, motivation, and identity formation in entrepreneurial competence); Pedagogy (informed by the concept of lifelong learning, adult learning theory, transformative learning theory, and experiential learning theory, which provide methodological and didactic foundations for the professional development of academic staff).

The technological construct of the author's concept presents a system for training academic staff for academic entrepreneurship, implemented within the university's professional development framework. This system comprises pedagogical conditions, forms, and methods of professional development, which collectively ensure positive dynamics in the levels of entrepreneurial readiness among academic staff.

It is essential to emphasise that the implementation of the technological construct is grounded in the application of a diagnostic toolkit and corresponding methodology. These are developed based on a substantiated understanding of the essence and structural components of academic staff's entrepreneurial readiness, including criteria and indicators, levels of manifestation, and the elaboration of scientific and methodological support. This support encompasses both content-related and technological elements aimed at fostering entrepreneurial readiness in academic staff.

The core idea of the author's concept lies in the development of a system for training academic staff for academic entrepreneurship, encompassing both a theoretical component (based on the integration of theories and concepts from philosophy, economics, sociology, psychology, and pedagogy) and a practical component (centred on the realization of personal and professional potential and the acquisition of experience in initiating, designing, and implementing innovative educational and scientific projects for the purpose of commercialization).

The implementation of the author's concept, and its core idea in particular, is substantiated by the following provisions:

- revitalisation of the university's professional development system, wherein the training of academic staff for academic entrepreneurship is pragmatically

oriented and involves the modelling and execution of functions inherent to academic entrepreneurship (motivational-stimulatory, analytical-exploratory, diagnostic-design, organisational-managerial, and reflexive-creative);

– construction of the content of academic staff training with consideration of faculty interests, institutional needs for the development of academic entrepreneurship, business and societal demands, and the current legislative framework governing higher education and scientific activity;

– integration of formal, non-formal, and informal learning in the professional development of academic staff to foster their readiness for academic entrepreneurship;

– harmonisation of content and technological components within the university's professional development system to ensure coherence and effectiveness in training academic staff for entrepreneurial engagement;

– formation of entrepreneurial readiness through the use of both traditional and innovative forms of learning organisation and teaching methods within the university's professional development system.

Conclusions. Thus, the author's concept substantiates the training of academic staff for academic entrepreneurship as a vital component of their professional development. This process entails the acquisition, deepening, and expansion of relevant knowledge, as well as the formation, enhancement, and refinement of skills and competencies necessary for mobilising internal and external resources, including human capital. The overarching goal is to meet the internal needs of the university and respond to the educational, scientific, technological, and innovative demands of society, the knowledge economy, and various scientific domains while also enabling the capitalisation of individual intellectual potential. The training is conceptualised across multiple levels: individual, institutional, regional, national, and international. It is examined through the lenses of methodological, theoretical, and technological constructs, each contributing to a comprehensive understanding of how academic entrepreneurship can be cultivated within the professional development system of higher education institutions.

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Гельжинська Т. Концепція підготовки науково-педагогічних працівників до академічного підприємництва

У статті представлено авторську концепцію підготовки науково-педагогічних працівників до академічного підприємництва. Зростаюча актуальність академічного підприємництва як ключового напрямку діяльності сучасного університету, а також необхідність підготовки науково-педагогічних працівників до його реалізації, зумовлюють потребу в цілеспрямованому науковому дослідженні щодо розроблення відповідного концептуального підґрунтя. Метою статті є обґрунтування концепції підготовки науково-педагогічних працівників до академічного підприємництва в межах системи професійного розвитку університету. Згідно з авторською концепцією, підготовка науково-педагогічних працівників до академічного підприємництва розглядається як спеціально організована система заходів, основною метою якої є формування готовності науково-педагогічного персоналу до здійснення академічного підприємництва. Це передбачає оволодіння, поглиблення та розширення відповідних знань, а також розвиток і вдосконалення умінь, необхідних для акумулювання внутрішніх і зовнішніх ресурсів та людського капіталу. Доведено, що підготовка науково-педагогічних працівників до академічного підприємництва є важливою складовою їхнього професійного розвитку. Цей процес охоплює оволодіння, поглиблення та розширення знань, формування, розвиток і вдосконалення компетентностей, необхідних для мобілізації внутрішніх і зовнішніх ресурсів, зокрема людського капіталу. Його головною метою є задоволення внутрішніх потреб університету та реагування на освітні, наукові, технологічні й інноваційні запити суспільства, економіки знань і різних галузей науки, а також капіталізація інтелектуального потенціалу особистості. Підготовка науково-педагогічних працівників до академічного підприємництва концептуалізується на кількох рівнях: індивідуальному, інституційному, регіональному, національному та міжнародному. Її реалізація розглядається крізь призму методологічного, теоретичного та технологічного концептів, кожен з яких сприяє комплексному осмисленню шляхів формування готовності до академічного підприємництва в системі професійного розвитку університету.

Ключові слова: науково-педагогічні працівники, академічне підприємництво, університет, професійний розвиток, авторська концепція, індивідуальний, інституційний, регіональний, національний та міжнародний рівні, методологічний концепт, теоретичний концепт, технологічний концепт.

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