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Importance of university-level educational facilities in developing innovative attitudes

K e y w o r d s: enterprising university, innovativeness, innovative attitude

S u m m a r y: The author defines the terms of innovation, innovativeness and innovative attitudes in the paper. The text is based on three basic theses. First, due to the fact that the capacity to create innovation is an issue gaining more and more importance and it is becoming a function in the process of company management. Innovative attitude is a source of innovation, however, knowledge subjected to the proper processing is the necessary condition. Perception of the entity through its employees, and they in turn being assessed in terms of the acquired skills and inborn predispositions, is the guarantee of success in business activities and in developing the innovative potential. Every single entity is capable of being innovative, only the proper activities to stimulate creativity and creative thinking should be undertaken. This role may be successfully performed by any university-level educational facility, and the enterprise would continue the initiated process of developing and perfecting innovative attitudes.

Additionally, the paper presents trends in the changes that occur in university-level education and the role that universities perform in the economy based on knowledge. The enterprising university may be a place to gain knowledge and learn being innovative. Creativity and innovativeness of the student is developed there, and when he completes his studies, he will become a prospective employer or employee. The essence of developing the above features and assuming such attitudes has been presented, because this may contribute to an organisation being innovative, thus its achieving permanent competitive edge and further dynamic growth.

Additionally, combining science with business is one of the possibilities of propagating pro-innovative patterns in the economy. Emphasising the role of a university-level educational facility is a chance for making changes in education and in business at the same time. Finally, the author presents conclusions from the presented problem.

1. Preliminary notes

The process of globalisation that has been continuously running for several years in the modern economy forces changes in various organisations, following trends,

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competition or introducing a broadly understood novelties. As a matter of fact, almost all these changes are concentrated and have one common feature: innovativeness—which should be clearly differentiated from the term of innovation. Most of companies and institutions feature innovativeness, fewer manage innovative activities.

It is important to make the difference between these two terms. Innovativeness is understood as the skill of creation and implementation of innovation, that is a certain resource of knowledge and capacity to convert it into new market product, organisational and process applications (1, p. 18). According to the publication of the Polish Agency for Enterprise Development (PARP), innovativeness is a predisposition which manifests in the skill of learning, the capacity and willingness to make changes and their adaptation from the outside, susceptibility to external factors which determine such developments. The common denominator is increasing effectiveness of operation of the organisation (2, p. 20). One of the forerunners of this idea was Joseph A. Schumpeter. According to him, there may be innovations in the process of the so-called *creative destruction*, which manifest in introduction of a new product or use of a new method of production, entering into new markets, obtaining new sources of raw minerals and materials, creating new market structures (3, p. 32). The different meanings of the term "novelty" should be mentioned here—as novelty may be analysed in the macroscale (total novelty, pioneer) or in the microscale (copying, imitation). This division results from the fact that products, processes, and methods may be regarded as innovation which the given company developed as the first and such novelties which have been assimilated from other companies. Modern researchers in this problem state that innovation is "any supposedly beneficial change in different areas of activities of the organisation which brings about progress against the existing situation, resulting in the organisation or beyond it, which is the answer to the signalled needs or which satisfies needs not apparent before. It has the nature of developing improvements in the existing objects, of varied degree of intensity in the never-ending scale of novelty" (4, p. 64).

The literature has the concept of innovation as a system (3, p. 36). This approach analyses stimulative and destructive effect of various external institutions on innovative activities of the entity, taking into consideration social, political and cultural environments, including the basic educational system, the university-level education system, the scientific and research facilities, the legal and macroeconomic conditions, the communication infrastructure.

Innovativeness and innovations become the key factors of success for the economy focused on growth, which was reflected in the Lisbon Strategy of the European Union which stipulates creation of the model of effective economy based on knowledge. It is based on three pillars: innovativeness, entrepreneurship, sustained development (5, p. 99). Meeting this challenge may prove to be an effective recipe for success, for survival. Modern economy simply forces the entrepreneur to find innovative changes which will decide about his competitive position in the dynamic market which is difficult to foresee. This gives him the role of active participant in

the economy based on knowledge. This issue constitutes a wide and interesting area of study whose result is many new solutions, ideas and concepts.

Continuing the idea of innovativeness, attention should be paid to the term of entrepreneurship. Entrepreneurship is understood as "a set of features which characterise a certain method of human activity … including dynamism, willingness to undertake risk, flexibility, the skill of perceiving and taking advantage of opportunities and willingness to support innovation" (5, p. 99). On the other hand, it may be a process focused on achieving a pre-defined objective with the economic dimension, determined with the opportunity manifesting at the given moment in time, up to effective use of the new idea, in the scope of business operations, with the subjectively acceptable level of risk. It is important that the entrepreneur's attitude[1] may be shaped to some extent, or even learned. The discussion of this thesis is presented in the following part of the paper.

The thesis has been assumed in the document, according to which innovativeness in modern economy becomes the function of management which should be understood as commonly applied, typical and cyclic activities and decisions which were developed as a result of looking for effective solutions for continuously arising new problems. On the basis of a traditional approach which defines four basic functions of management (planning, organisation, motivating, control), this set may be enriched with innovativeness. The above functions of management mutually interact and supplement each other, thus creating a homogeneous management process. Dynamic conditions of the environment in which organisations function, force supplementation of the management process with the fifth element: the capacity to create innovation (which gradually becomes the condition necessary to achieve success).

Another adopted statement emphasises that knowledge is the heart and the driving force for innovations. Knowledge subjected to the appropriate "processing" becomes the ground for innovation (4, p. 62). Knowledge regarded as a set of theoretical information and practical skills is broken down into codified knowledge which assumes the form of products, services, patents, know-how, procedures and broadly understood technology (all this may assume the form of product, organisational, process, etc. innovations) and hidden knowledge manifested in competencies acquired in the process of education, by learning, from experience (4, p. 62). The relationship between these types of knowledge consists in hidden knowledge determining existence of consolidated knowledge. Gaining and using such arranged data (which are called information) about the company and its surroundings contributes to expanding knowledge in the field of organisation management and creating innovative ideas. The correct interpretation of information coming from the turbulent surroundings may facilitate the process of forecasting and assessment of the conditions in the future and appropriate reaction to the changes at hand. When knowledge is used and

[1] Resourceful (pro-innovative) attitude may be perceived as openness to new solutions, which manifests in, for example, willingness to learn, readiness to undertake risk, criticism towards cliche, solid behaviour patterns.

enhanced in the economic processes, it is expanded, contrary to traditional resources which are then used up. The other aspect is that knowledge is quickly becoming outdated (6, p. 38). Therefore access to knowledge and information[2] is the key, as they determine existence of the surroundings friendly to innovations.

Another issue tackled in the paper is the statement that every single unit is capable of being innovative.[3] The one that has relatively strong financial, technical and personnel potential will lead the way in creation of innovation, but smaller companies are not doomed and have their own specific innovative capacity. Yet, more often they take the role of the follower instead of the innovator (that is they buy know-how, patents, etc., which is also regarded as one of aspects of innovative activities).

Over a short period of time, quality of technology and product seem to determine success of the company. However, in an extended period of time it is commitment and innovativeness of employees that decides about success of the company (8, p. 99). They are the authors of new products, new technologies, and the future proceeds of the company depend on them. There is a reason in the saying that people are the most important capital of organisations. Developing the attitude of enterprising and creativity is the key here, because these are the conditions necessary for innovativeness. It comes from the belief that creativity is not reserved for genius minds but is a domain available to every human being, only in various degrees of intensity. It is provided by the egalitarian current of routine creativity (the so-called *everyday creativity*) for which "creativity for everyone" is the motto, which means that creativity is not the attribute of outstanding individuals only but that everyone is entitled to it (2, p. 17). According to the Oslo manual, the knowledge management process means the activities related to acquiring knowledge, using it and making it available by the given entity and is an important element of the innovative process. The university-level educational facility with its mission and vision perfectly fits the role of the entity which manages knowledge pursuant to the above definition. Thus, one can state that the college facility as an organisation gaining, processing and spreading knowledge gains more and more in significance in the innovativeness system. The fact that it may be a place where the process of developing innovative attitudes may be started and improved is an important observation. This process will be more effective if such developed attitudes are cultivated and developed in a company with a well-organised innovativeness management system.

2. Scientific entity in the model of innovative economy

Broadening knowledge in the scope of innovativeness conditions at the time of economy based on knowledge gains in intensity. This issue is becoming more impor-

[2] Information exclusion (illiteracy) is a negative phenomenon discussed more broadly by Elżbieta Mączyńska (7).

[3] It is important for this paper to remember that innovativeness is of acquired feature, not inborn.

tant not only in the field of company management, but it also crosses its boundaries and becomes the issue discussed on the regional and national level. The developed concepts of the system of innovation at the national and regional level, whose task is to determine innovativeness and competitiveness of economy, are examples of this.

The national system of innovation is a complex of selected institutions aiming at work for the benefit of development and spreading new technologies, creating at the same time the surroundings conducive for formulation and execution of pro-innovative policy of the government (1, p. 100). The national system of innovation is functioning on the basis of historical experience, systems of value, culture or knowledge and skills accumulated in the community. These factors have different characteristics in different countries.

To achieve better results in building the innovative potential, the national system of innovation is supplemented with regional context. In a specific territory, mutual interactions occur between actors who have the basic impact on the capacity of creating innovation. The system of entities, interactions and events are defined which lead to increasing innovativeness of the region as a result of synergy (Figure 1).

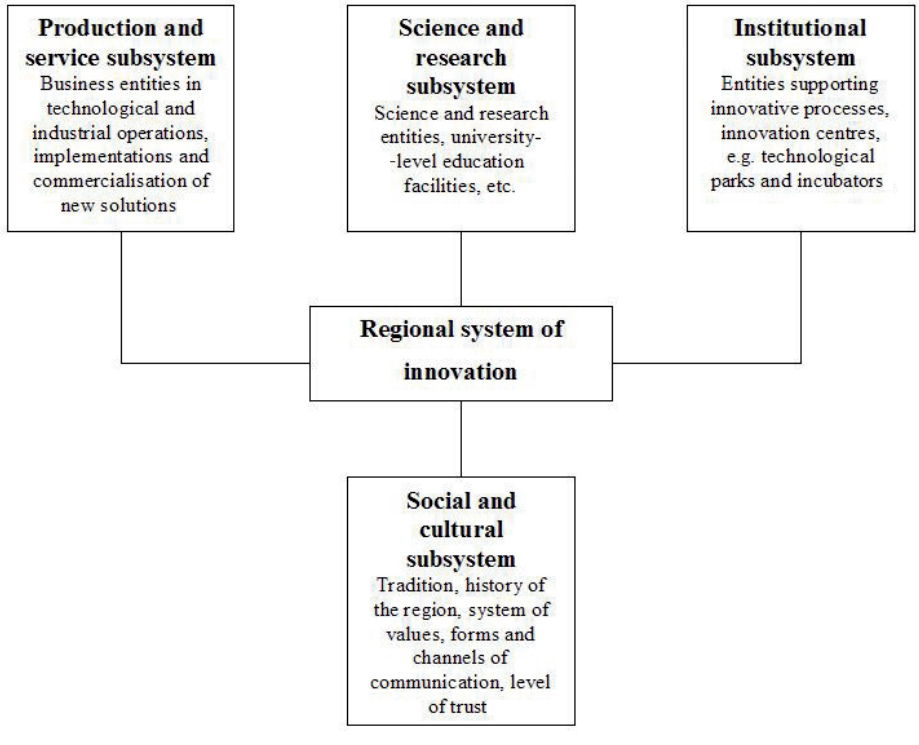

Figure 1. Model of the system of region innovation

S o u r c e: author's own study based on: (1, pp. 106–107).

The above comprehensive and system-based view of the problem of innovativeness of economy indicates purposefulness of existence of mutual interactions between subsystems. The point is, among others: 1) increasing dynamism, creativity and perfection of scientific research, which may result in a higher number of investments and general growth of companies, 2) reinforcement of human potential in the field research and technology by ensuring a higher level of education and a richer offer of trainings, 3) promotion of the profession of a scientist, 4) intensification of the dialogue between the domains of science and business, thus increasing social trust to science and improvement in quality of life, 5) supporting and effective use of external funds.

The phenomenon of innovativeness has not been studied exhaustively, and determinants of innovativeness and their conversion to the situation of the company are the subjects of many studies. However, the fact is common that the science and research subsystem begins to play the first-rate role because one of its links (which is the university-level education facility[4]) may be regarded as the original source in developing innovative attitudes, because it is there where people come with a higher or lower potential, resources of knowledge and experience. During the classes, identification of innovative attitudes may be conducted and the trend for the proper proceedings may be indicated. It is an opportunity for presentation of authorities, templates. This gives the possibility of following the appropriate directions of action, flexible adjusting methods of education aimed at consolidating some behaviours, which will be later translated into professional activity of the graduates. The learning process may be stimulated with the proper designing of practices of operation, teacher–student relations, cooperation of the student with the external surroundings where it is to encourage creation of new ideas and methods of operation. The science and research subsystem, with the possibilities of developing pro-creative thinking, operating with the appropriate facilities (libraries, laboratories, workshops), creates the atmosphere and the climate of the place of confrontation of various ideas, concepts, styles of thinking. It is a place of inspiration by the fact of presence of numerous personnel educated in different fields (2, p. 47).

Experts very often state that the company is the entity which creates or implements innovations, in products, processes or organisational issues. However, they should be viewed from the angle of people and teams who create them. In the economy based on knowledge, access to knowledge and information and the resulting intellectual capital, and not ownership of means of production becomes the key category. The new paradigm was developed due to dynamic changes in the surroundings. Quoting after E. Mączyńska: "… The future becomes more and more unclear, and the present time is not satisfactory … Professions, work posts and positions in the manager hierarchy become impermanent" (7, p. 42). One could expect that the skills

[4] Higher education facility referred to in the paper means a scientific entity managing higher studies which may be of public or non-public nature, defined in the Higher Education Act of 27 July 2005 (Dz. U. 2005, no. 164, Item 1365).

of forecasting and creative destruction will gain more in importance. The attempts are certainly undertaken to define sources of innovativeness, but it is mostly human individual features that determines whether the given entity will be innovative, that is whether it will be successful in introducing innovation and achieving competitive edge in the given sector, industry or market. In other words, the innovative potential of the company is created by its employees and the conditions under which they operate. Creativity, entrepreneurship, experience, creative activity and individual talent of the person will decide about success of the whole. The learning capacity and orientation on change are the demanded features of the model employee. Creating the appropriate environment is conducive for development of these features and will give the possibility of taking advantage of other determinants of innovativeness (e.g. financial potential). During the process of learning, attitudes are developed which decide about creating innovative behaviour. Using the possibility of learning in the organisation allows development of pro-innovative attitudes, focused on initiating, creating and implementing changes, thus increasing economic effectiveness of the activities (1, p. 61). The pro-innovative attitudes of employees and owners of companies may be developed and the needs of assuming such attitudes may be incited, not when they already are in the organisation, but much earlier. The earlier link in the whole chain of connections should be engaged. The university-level educational facility comes first here, as its graduates may be in the market in the roles of entrepreneurs and employers or prospective employees. This approach may have many implications, mostly in the educational area. The focus is shifted from strictly professional education to developing creativity, stimulating processes of creative thinking, as they increase opportunities for innovative solutions, which in turn determines implementation of innovative processes (Figure 2). Additionally, finding one's place in the system of economy based on knowledge forces flexibility, continuous learning, development of skills in the scope of interpersonal and team communication and effective using of all achievements in the information management technology (1, p. 29).

Whether the educational facility will effectively use its possibilities and take over one of the main roles in the process of developing innovative attitudes (thus affecting the level of innovativeness in the region) will be dependent on support that it will receive from the state. One of the criteria deciding about where the stream of financial funds is directed is the categorisation prepared by Ministry of Science and Higher Education. The categorisation should be aimed at emphasising these scientific units which are especially involved in development of science and have successes in this field—so as to promote, support and prize (the financial aspect) the effort made. The number of publications, monographs, patents, the right to award scientific degrees, publishing a significant, prestigious magazine, etc., are assumed as the main assessment criteria. The effect of categorisation on the innovative potential in university-level education shall be subjected to criticism in the following part of the paper.

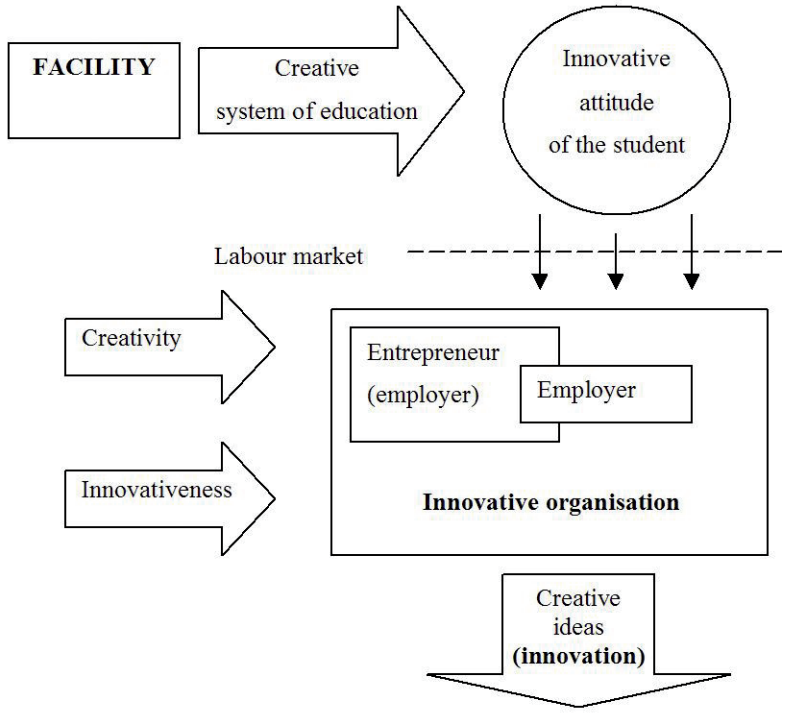

Figure 2. Model approach to the university-level educational facility concept as a place of developing innovative attitudes

S o u r c e: author's own study.

3. Premises for creating the innovativeness system and developing innovative attitudes

The university-level facility may fulfil its new mission with properly modified systems and curricula. Their objective is to increase the capacity of adaptation to new challenges with a multi-disciplinary process of education, teaching modern techniques for creative solving of problems, and making active cooperation of the facility with a company to combine knowledge with practical experience.[5] These postulates result in the model of the 21st century university whose scientific staff and graduates have definitely better chances in the labour market, but for this reason that the innovative capacity of the employee becomes more and more often the subject of assessment in the recruitment process.

[5] A broad interpretation of the issue is given in (1).

The academic circles face execution of a special mission, because their product, that is knowledge, becomes a significant factor in the development of the economy (1, p. 171). Basing on strong relationships with the surroundings, creating networks of mutual interactions with the business and with the administration is the feature characteristic of the model university of the 21st century.[6] Additionally, moving away from the stiff bureaucracy is to allow meeting dynamic changes which occur in the surroundings. To be able to effectively develop pro-innovative attitudes, the scientific facility in itself should be innovative. Therefore, following the model of American college facilities (which are regarded as forerunners), significant transformations and reforms are introduced, among others in the scope of scientific research, the methods of their financing, management over the intellectual property in the college facility, cooperation with the business. One has to remember that these changes are to contribute to the development of a university-level facility which will skilfully come close to the economy, which will improve effectiveness and efficiency of innovative processes in it, with simultaneous creation of a better image and competitive position, without losing the consolidated academic traditions (1, p. 180). The 21st century university in itself is to be innovative and resourceful,[7] providing the personnel which will feature deep awareness of assuming pro-innovative attitudes.

4. Results of the analysis and assessment of innovativeness in educational facilities

One of the main problems which basically decide about innovativeness of a university is its solid, conservative structure. This contributes to developing disturbances in the process of mutual interactions between the subsystems, thus translating into the number and quality of executed ideas. Long channels of communication and excess bureaucracy are further obstacles which should be overcome in the process of improving university-level education. Lack of formalised guidelines as regards management over intellectual property developed in the facility does not work in any way motivating young personnel, does not encourage them to creating own innovative ideas and executing the assumed career path. On the other hand, as regards age structure of sci-

[6] In recent years often the so-called "enterprising university" is referred to, that is the one which develops and popularises new knowledge for new markets, quickly reacts to changes in the surroundings, has at its disposal a rich offer of educational services and training closely related to the directions of development of the economy (multi-discipline education, practise in education, higher share of active [project-focused] classes), and has strongly developed channels of communication and cooperation with business.

[7] The examples of innovativeness and resourcefulness of the college facility: establishing spin-off and spin-out companies, open professional career paths for academic teachers and ambitious graduates, incubation programmes for companies of beginning graduates, centres of transfer of technology, the intellectual property management system, the network cooperation with local and regional companies (periodical meetings, joint conferences, seminars, research), activity of inter-discipline research teams.

entists, the personnel close to pension age is in majority, which is assessed critically and translates into stagnation in the process of scientific growth. One could assume that the results in developing innovative attitudes at the stage of studies by a teacher of low entrepreneurship and creativity will be negligible. The teacher should assume the role of the animator, directing his/ her students and inciting in them the need of gaining knowledge and being creative and resourceful. These stipulations support introduction of cooperative learning and in-depth modification of teaching programmes and methods. The current teaching programmes are not free of defects, thus critics should mostly apply to too low number of hours for particular subjects which quite often play a major role in the process of developing innovative attitudes.

The *Diagnoza stanu szkolnictwa wyższego w Polsce* (A diagnosis of higher education in Poland) report prepared by Ernst & Young Business Advisory and the Institute for Market Economics states that higher education is becoming more and more popular in Poland, which negatively affects quality of education. The activities of many college facilities have become limited to offering mass and cheap studies, with scientific activities pushed to the background. According to the statistics, 19 students come for one academic teacher in general. Broken down into scientific titles, 83 students come per one professor, and several hundred students per one assistant professor (8, p. 6). Additionally, multiple employment of teachers destructively affects scientific activities. Often lack of time and commitment to another place of work makes the employee not engage in scientific activities and thus makes modernising the didactic process difficult. According to the report, mobility between facilities, between sectors, and most of all of the international personnel in Poland is at a low level, even though the possibilities in this respect are large[8] (8, p. 7).

Another imperfection of the education system is categorisation of the departments which is used for assessment of the innovative capacity of universities. With subjective weights and points, departments are classified into one of three groups: A, B or C, and the group A includes the units with high impact on innovativeness of the economy. The higher the category, the larger stream of financial funds may be expected by the units. It has to be remembered that the assessment done in this way does not reflect the actual condition of development of science in Poland and the chance for obtaining financial aid and growth of units in the lower categories is considerably limited.

The motto of the 21st century university is to make cooperation of science with business. At present this process gains in intensity, yet college facilities still face unwillingness and limited trust of companies. The earlier studies show that the companies themselves have low opinion about scientific and research units (including academic facilities) and do not treat them as a source of information which may be used for increasing innovativeness, assessing them as being of low use (10, p. 283). If companies decide to cooperate with such a unit, these will only be the ones with

[8] The detailed description of university-level education disfunction is given in the report (9).

high value of the so-called potential index which consists mostly of: the degree of advancement of information systems, the tools supporting knowledge management, research and development operations, patents registered and provided, trademarks, expenditures for training events, etc.[9] Companies thought that lack of experience in this type of partnership as well as unsatisfactory information about the offer of research units and barriers of financial nature were the basic barriers which made such cooperation difficult (10, p. 284). The lack of system of intellectual property management in a company is another limitation.

The observations over several years make it clear that promoting innovation and its importance for development of the economy is gaining momentum, yet formulating general strategies and concepts of systems of innovation is insufficient. It is important for the state to be active in the activities aimed at creating the climate friendly to innovations. Poland assessed from the angle of R&D expenditures to the GDP, the degree of modern technology in the research infrastructure, the number of the hired employees in the R&D sector in comparison with countries leading in these fields, is ranked in the final places. All efforts should be made in this respect, because decisions and activities for the benefit of development of science will reduce the gap to the countries leading in these fields and will provide a long-term evaluation for social and economic development of the country.

5. Final notes

The following conclusions come from the analysis:

1. Innovativeness is a factor increasingly determining the processes in modern economy based on knowledge. The concept of innovation as a system emphasises the role of external participants, institutions which affect innovative activities of organisations and other participants of the process (including people and teams that they create) with mutual interactions. The university-level educational facility is the external institution which can stimulate innovative processes in its surroundings (which may be later translated to the whole economy). It will play a major role, as transfer and diffusion of ideas, skills, knowledge, and information may be successful along the college facility–student line.
2. Developing innovative attitude during the studies provides the graduate of a resourceful university with the proper knowledge and experience for entering the employment market. He is aware of the effect of being creative and enterprising. He understands purposefulness of the innovative attitude and he knows that it may be his advantage in further professional activities. One of the premises is that studies will let him gain knowledge which he will skilfully use

[9] This issue has been presented more broadly in (10).

in the process of creating innovation. The organisation with such motivated and prepared employees will be successful in creating new products, processes, methods. Over an extended period of time, it will translate into growth of the organisation, definite improvement of the financial situation and achieving permanent competitive edge.

3. Turbulent nature of the current economy forces changes in the institution of university-level educational facility. In the process of transformation into the 21st century, the following are regarded the main concepts: making changes in the current programmes and methods of teaching so as to increase quality of the offered teaching, with the expectation that this will translate into the increase in the level of knowledge and qualifications of students, leaving the solid and bureaucratic structure, more intense activities for the benefit of development of science (publications, promotions in science, patents, etc.). Additionally, change in categorisation, leaving the template assessment process and focusing on the actual innovative potential of the given unit, are one of the directions in modernisation.
4. Undertaking cooperation of college with companies will result in increase of innovativeness. The barriers to overcome are: lack of funds for execution and participation in sponsoring research, lack of the system of protection of intellectual property which would result from such cooperation. The worst thing is, however, low awareness among entrepreneurs of such variant of cooperation and belief that this initiatives will not bring about positive results.
5. College facilities should not be alone in execution of all the above statements. Strong support of the state may result in mutual benefits and contribute to economic growth of the region, of the country, of the general development and of increasing quality of life. Debates over innovativeness have contributed to formulation of long-term strategy which take into consideration the important mission of education, its modernisation, and to development of systems of innovation in national and regional dimensions. The properly taken direction of the state policy is clear, but it should also take into account the stipulations, among others better care should be applied to the development paradigms: education, science, R&D, innovations, tele-IT technology, irrespective of whether this applies to scientific entities or companies (which have limited access to financial funds), promoting entrepreneurship, educational and scientific achievements, supporting activities for the benefit of the information community. One of the ideas is making better law, without friendly and mild legal conditions and support of the state, and developing effective interactions between the main actors of the system of building innovativeness of the economy (where the educational facility plays one of foreground roles) will be a great challenge.

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Znaczenie uczelni wyższej w procesie kształtowania postaw innowacyjnych

S t r e s z c z e n i e: Autorka artykułu definiuje pojęcia innowacji, innowacyjności i postaw innowacyjnych. Praca opiera się na trzech podstawowych tezach. Po pierwsze, z uwagi na to, że zdolność do tworzenia innowacji jest kwestią zyskującą coraz bardziej na znaczeniu, w procesie zarządzania przedsiębiorstwem urasta ona do rangi funkcji. Postawa innowacyjna jest źródłem innowacji, niemniej jednak warunek konieczny to poddana odpowiedniej obróbce wiedza. Gwarancją sukcesu w działalności gospodarczej oraz w tworzeniu potencjału innowacyjnego jest postrzeganie podmiotu przez pryzmat jego pracowników, a ci z kolei oceniani są pod względem nabytych umiejętności i wrodzonych predyspozycji. Każda jednostka jest zdolna do bycia innowacyjną, należy zatem podjąć odpowiednie działania stymulujące kreatywność, twórcze myślenie. Tę rolę z powodzeniem może pełnić uczelnia wyższa, a przedsiębiorstwo kontynuowałoby rozpoczęty proces kształtowania i doskonalenia postaw innowacyjnych.

Ponadto artykuł przedstawia trendy zmian, jakie zachodzą w szkolnictwie wyższym, oraz rolę, jaką odgrywają uniwersytety w gospodarce opartej na wiedzy. W przedsiębiorczym uniwersytecie możemy zdobywać wiedzę i uczyć się, jak być innowacyjnym. Kształtowana jest kreatywność i innowacyjność studenta, który kończąc studia, staje się potencjalnym pracodawcą lub

pracownikiem. Przedstawiona została istota kształtowania wyżej wymienionych cech i przyjmowania takich postaw, ponieważ może się to przyczynić do bycia innowacyjnym przez organizację, a tym samym do osiągnięcia przez nią trwałej przewagi konkurencyjnej i dalszego dynamicznego rozwoju.

Dodatkowo powiązanie nauki z biznesem jest jedną z możliwości propagowania zachowań proinnowacyjnych w gospodarce. Wyeksponowanie roli uczelni jest szansą na przeprowadzenie zmian jednocześnie w edukacji i w biznesie. Na zakończenie autorka przedstawia wnioski, jakie płyną z prezentowanego problemu.

S ł o w a k l u c z o w e: przedsiębiorczy uniwersytet, innowacyjność, postawa innowacyjna