

Students' Social Entrepreneurship Competences

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Abstract

The aim of the book chapter is to study modern approaches to the formation of social entrepreneurship competencies of future specialists in the extracurricular work of leading HEIs. The methodology of the research is based on using the following methods: analysis, and synthesis of literature (to determine the degree of development of the problem); content analysis (to consider publications of foreign and Ukrainian scientists on the issues of students' social entrepreneurship competencies development in extracurricular activity of universities); scientific abstraction and system analysis (to substantiating the essence of social entrepreneurship, extracurricular work); comparative analysis (to study the experience of Harvard University and Princeton University, USA).

The research of the system of extracurricular work at top-universities of the USA (the experience of Harvard University and Princeton University) demonstrates an extensive system of directions of extracurricular work with students: sports sections, volunteer programs, community initiatives, and student organizations aimed at satisfying the interests and educational

needs of students. Extracurricular work at American HEIs is specially constructed to develop the students' abilities to collaborate with representatives of different cultures and social groups. The accent is put on the necessity of developed the component of social entrepreneurship competences development in the framework of extracurricular work of universities.

Introduction

The integration of Ukraine into the European higher education area becomes one of the priority directions of the development of the Ukrainian higher education system. The orientation of the educational process to the European values, to the concepts of sustainable development, social entrepreneurship, and global citizenship cause the necessity in bringing the educational system in line with international educational standards. It actualizes the improvement of the activities of higher education institutions (HEIs) by identifying the best world practices in the training of future specialists, adapting innovative forms of educational and extracurricular work to national realities.

Modern intensification of international cooperation, migration processes, increasing the number of ethnic groups extends the framework for intercultural cooperation. This causes the transformation of the social environment as a whole, the characteristic feature of which is intercultural dialogue. Modern specialists face a number of challenges related to formation of:

- new social environment: international project activity, communication with foreign colleagues, partners, search for foreign donors, synchronization of activities with foreign stakeholders, etc.;

- new groups of society: migrants, foreign students, foreign teachers and researchers;

- new field of issues: diversity of the social environment with different values system often sharpens the issue of adaptation in the social environment, which may lead to the transformation of identity, conflicts, etc.

The training of specialists who possess social entrepreneurship competences becomes really urgent under the modern conditions. This is due to the need for specialists who are able to work effectively in current social conditions, to establish international contacts, to smooth out interethnic conflicts, to work with multinational groups, to organize effective cross-cultural communication, to preserve national traditions, and to ensure respect for different cultures.

Preparation of future specialists is connected with adaptation to new social realities, which involves the need to find new content, forms and principles of professional training. The mentioned above will allow withstanding the growing conflict and social tension of society, to carry out effective international project activity, to exchange experience with foreign colleagues. New requirements for the social entrepreneurship competences of future specialists should be

presented in a comprehensive way: both in the contents of the educational process and in the structure of extracurricular work of the HEIs. Previous research (conducted by the authors of the article during implementation of the research project “Integrated Model of Competitive Higher Education in Ukraine under the Quadruple Helix Concept”) proved, that the issue of development of social entrepreneurship competencies of future specialists in the extracurricular work of the HEIs in Ukrainian realities is rather new and little investigated.

The development of effective mechanisms for formation of social entrepreneurship competencies of university students within the framework of extracurricular work requires preliminary study of world experience, identification of best practices of leading world universities in order to adapt them to Ukrainian realities. USA universities have considerable experience in this area. Approbation of Harvard and Princeton Universities (USA) experience in Ukraine will improve the competitiveness of university graduates in the labor market and their level of readiness to work in modern dynamically changing social environment.

At the same time, in our opinion, attention should be paid not to the disparate aspects (internationalization, globalization of educational space, informatization of economy, development of competencies of future specialists, employability, etc.), but in a comprehensive study of the question of development of students’ social entrepreneurship competences within the

universities extracurricular work on the basis of the leading world experience, as well as taking into account the influence of the factors of informatization and internationalization of the educational space. The aim of the book chapter is to study modern approaches to the formation of social entrepreneurship competencies of future specialists in the extracurricular work of leading HEIs.

To solve the goal, we used general scientific methods of analysis and synthesis of pedagogical, socio-pedagogical, socio-psychological, socio-economic literature to determine the degree of development of the research issue. The method of content analysis was used when considering the publications of foreign and Ukrainian scientists on the issues of formation of social entrepreneurship competencies of students in HEIs extracurricular work. The application of methods of scientific abstraction and system analysis allowed to substantiate the essence of social entrepreneurship and to identify effective and proven approaches to their development at the American higher education system. The article is based on the results of the use of comparative analysis - in particular, in the study of the experience of Harvard University and Princeton University (the USA), that pay considerable attention to the direction of social entrepreneurship in the structure of extracurricular work.

The main sources for the study were: official reports on the extracurricular activity provided by the world leading

universities; foreign researchers' papers on the issues of organization of extracurricular work; publications of foreign and national scholars who studied the peculiarities of extracurricular work; materials from Internet resources - official websites of the world leading universities and authorized sources.

Social Entrepreneurship

Modern society becomes more and more informative, and globalized; it is accompanied with the processes of integration, introduction of innovations, and increasing intercultural interaction [4; 5]. Moreover, these processes take place in all spheres of human activities: domestic, socio-cultural, educational-scientific, political, economic ones, etc. Activities in a modern environment require professionals to develop new skills and competences in social entrepreneurship. Hence, HEIs should prepare students for the challenges they may face in new social environment. Future workers must be competent to work with differences in a culturally sensitive way. In the early 2000's, the world universities actively integrated a wide range of special courses devoted to the development of social entrepreneurship competences into their curricula.

Social entrepreneurship is the future of human development and the creation of a new civilization. Social innovation in business significantly improves people's lives and contributes to the formation of a new generation. In modern conditions of development of society one of the key personal

competences can be defined component of social entrepreneurship - entrepreneurial personality. This competence contributes to personal success, self-fulfillment and building a successful career, enhances the competitiveness of a young professional in the labor market. People with social entrepreneurship skills are of great importance to society, because they will create and innovate, develop a socially oriented business.

Formation of skills of social entrepreneurship in the process of professional training of future specialists in the conditions of the universities of Ukraine is not actually studied. According to A. Nichols, Social Entrepreneurship is working on innovations that are designed to improve the overall standard of living, and emerges from organizations that initiate, implement, and promote positive change in society [7].

According to Johnson, social entrepreneurship emerged as a result of an innovative approach to solving complex social problems. Social entrepreneurship, whose main task is to solve social problems through innovation, blurs the traditional boundaries between the public, private and non-profit sectors and uses approaches that combine commercial and non-profit business models [7].

As Jan-Urban Sandal notes (in The Social Entrepreneur Pyramid) that Social Entrepreneurship is a developmental process driven by extremely ordinary people, and one in which successful innovation can lead to fundamental and far-reaching changes in society at both local and global levels [9].

We agree with the approaches of the aforementioned scientists, in this scientific research under social enterprise we understand certain entrepreneurial activity, which is innovative in nature for a certain environment and aims to solve a certain social problem, or to improve a certain social situation in society.

There are different scientific approaches to understanding the concept of "social entrepreneur". According to the economist Joseph Schumpeter, the entrepreneur is a reformer and revolutionary who fulfills a social mission. Researcher G. Diz somewhat complemented this approach. In his understanding, social entrepreneurs are making radical changes and changing the order of things in the social sphere in order to solve pressing problems. They solve the problem rather than simply stating its presence or treating the symptoms. Social entrepreneurs are looking for systemic change and sustainable development. Although they may act locally, their actions have the potential to stimulate global change in their chosen field, whether in education, health, or the environment» [10]

An interesting approach to understanding the concept of "social entrepreneur" is the scientist P. Light. He notes that it is a person or group of individuals, an organization or grouping of organizations seeking non-standard paths to sustainable and large-scale changes in the activities of government, non-profit, and for-profit organizations to address social problems [11].

Based on the analysis of the definitions of the term "social entrepreneur", it becomes clear that a given personality must possess a specific set of skills and personality traits. According to V. Smal and V. Kokot, the social entrepreneur is characterized by such personality traits as ingenuity, dedication, perseverance, vision of non-standard approaches, adoption of innovations, high ethical standards, motivation, and ambition [12].

Each social entrepreneur has a specific set of personal skills and qualities. An integral part of social entrepreneurship is the entrepreneurial personality. In the European Commission's work program "Key competences for lifelong learning. European Reference System" entrepreneurship is considered as a desire for change, responsibility for decisions and results of action [13].

Investigating the features of entrepreneurship psychology, scholars M. Kalkan and K. Kaigusuz define entrepreneurship as a specific behavior of a person, his attitude and reactions to processes and phenomena in a constantly changing environment in order to create new innovative approaches to solving existing problems [14].

Scholars M. Bachigalupo, P. Campilis, I. Puni and G. Van den Brande propose to consider "entrepreneurship" as a competence that applies to all spheres of life. According to scientists, it enables citizens to take advantage of available resources and ideas, as well as to implement them for the benefit of society by starting their own business or entering the labor

market as an employee or self-employed person who can bring entrepreneurship to a higher level and can have a cultural, social or commercial value. [15].

Psychologists, exploring the traits of the entrepreneurial personality type, came to the conclusion that entrepreneurship is a complex of professional and personal qualities of the individual and can testify to the level of economic culture of the individual [16].

EntreComp, Entrepreneurship Competence Framework identifies 15 components of entrepreneurship, namely: self-awareness and self-efficacy, motivation and perseverance, resource mobilization, financial and economic literacy, mobilization of others, initiative, planning and management, risk management, collaboration with others, learning through experience, ethical and grounded thinking, evaluating ideas, vision, creativity, identifying opportunities [15].

Researches from the Laboratory of Social Psychology, Institute of Psychology. G.S. Kostyuk NAPN of Ukraine, investigating enterprising personality type through the prism of personal dispositions such as: initiative, persistence, willingness to risk, purposefulness, managerial abilities, independence, self-confidence, striving for self-realization, awareness, responsibility [17].

Summarizing these and other results of the analysis of the essence of the concept of "social enterprise", "social entrepreneur", "entrepreneurship" we can offer our

understanding of the concept of "skills of social entrepreneurship". Therefore, social entrepreneurship skills are a set of specific personal skills that allow an individual to identify trends of economic processes not only of an individual enterprise, but also of the state as a whole, to calculate options for the development of socially useful entrepreneurial activity, through the analysis of strengths and weaknesses, opportunities and risks, to approach the creation of a new product or service that improves the social situation or solves the social problem, as well as take responsibility for the implementation of specific actions, delegate authority, and work as a team if necessary.

Among the professional and personal qualities that we believe are indispensable to the entrepreneurial personality are the following: creativity and initiative, responsibility, ability to take risks and show economic initiative, independence and ability to work in a team, striving for change and understanding of social importance in business.

Especially relevant, in our opinion, is the development of social entrepreneurship skills at the stage of professional formation of a future specialist, regardless of their specialty. As the modern labor market demands the specialist to achieve results in multitasking, the success of such professional and social experience will depend on his level of competence in various fields and issues. At the HEIs it is possible to develop the following set of skills of social entrepreneurship: to identify the demand in a specific product service on the market; to

communicate and work in a team of like-minded people; to present themselves and their ideas; to develop long-term cooperation with partners; to fundraise resources.

However, when considering representatives of different specialties, students of financial and economic orientation in the learning process receive more thorough economic knowledge and the possibility of their application in practice. Unlike financiers and economists, humanities students often choose to pursue mathematics. Therefore, their level of ownership of meaningful content of economic processes and phenomena is lower than the former. However, in terms of creativity, the search for custom solutions and the ability to work as a team, future social workers and lawyers are ahead of others. Specific, in our opinion, is the approach of students of technical specialties who, very often, work on the idea for the sake of the idea, but sometimes lose financial profitability and social significance. This situation leads to the search for new approaches and methods for developing students' social entrepreneurship skills in the university. However, in the face of a significant reduction in classroom hours of student preparation in Ukraine, extra-curricular work with students is becoming increasingly important.

Today, the academic sector searches for tools for measuring and assessing the level of development of social entrepreneurship competencies of young specialists. Accordingly, in educational practice, the search for ways to

develop social entrepreneurship competencies continues as well, not only in the classroom learning activity, but also in extracurricular work of universities.

In the context of our research, the social entrepreneurship competencies are understood as a complex personal formation that includes:

1) knowledge – understanding of cultural features; communicative competences, ability to communicate with the representatives of different social groups; understanding of intercultural differences; awareness of possible barriers to social interactions, ways to prevent and overcome them; cultural and social values, attitudes of one's own and other cultures and values; values of cultural luggage, etc.;

2) skills – to generate ideas of social entrepreneurship and their implementation into the real economy; to design one's own behavior in accordance with the norms of other culture and the specificity of communication with representatives of different social groups; to perceive psychological, social differences. In modern conditions the special attention should be paid to development of following set of skills: to cope with stress and “cultural shock”; to smooth out contradictions and conflicts; implementing social entrepreneurship competencies in the style of cooperation; to analyze one's and another's culture and social needs; to overcome stereotypes; to choose communicative means depending on the situation of communication, etc.;

3) experience of social entrepreneurship;

4) readiness and motivation of a person to get in touch with representatives of other social groups; to obtain knowledge of other social groups, their needs, problems, resources and prospects of development;

5) personal qualities: tolerance; empathy; ability to risk and to start own business; stress resistance; entrepreneurship talent; equity; sociability; flexibility of thinking; tact, etc.

The processes of internationalization and academic mobility have the direct influence on formation of social entrepreneurship competences of students. Because after graduating the HEIs' students should be prepared for implementing social entrepreneurship activities in the globalized economic environment. In our opinion, the purposeful development of students' social entrepreneurship competences causes the special attention not only to the substantial components of learning, but also to extracurricular work. First of all, it is conditioned by the gradual reduction of the volume of classroom work.

Social entrepreneurship competencies cannot be universal and fully formed. They need to be flexible and constantly adapt to changes in the socio-economic environment. Formation of social entrepreneurship competences at the individual level is a long-term process that is valuable in the personal and professional development of a specialist. In addition, social entrepreneurship competences are not limited to business skills and knowledge of the peculiarities of the outlook

and behavior of representatives of different social groups. They cover the understanding of other people and the perception of the influence of one person's social level on the perception of reality by another one; also, they cover understanding of needs and possibilities that the representatives of different social groups have. Intergroup contacts are considered in scientific papers as the most effective means of reducing individual and group ethnic, cultural, and social bias, if to follow these conditions: status equality in direct contact; establishment of interdependent relations; the need to provide opportunities that facilitate intergroup integration and the formation of facilities for equality; creation of prerequisites for the establishment of trust relationships. The mentioned above conditions are important for the process of development of students' social entrepreneurship competencies because they could deeper the practical business skills, and combine them with social component of modern entrepreneurs' activities.

The goals of the development of social entrepreneurship competences have three aspects:

- to promote the students understanding of cultural, social and economic differences in society,
- to expand students' self-awareness so that they could recognize and understand how the representatives of other social groups act,
- to research the world's best practices of social entrepreneurship activities, and to research the possibilities of

their implementation in Ukrainian practice.

The programs for developing social entrepreneurship competencies are supposed to include the following components:

- development of business skills;
- socio-cultural and ethnic knowledge at the psychological level;
 - social knowledge and self-reflection (development of skills of self-reflection allowing to understand the dynamic business processes, the influence of previous social experience on relationships between business partners);
 - cultural competence in the field of human rights (equal rights).

The curriculum on development of social entrepreneurship competences should be aimed at gaining knowledge about social system, cultural identity, ethnicity, global citizenship, EU best practices in social entrepreneurship, world trends in higher education, particularly social entrepreneurship competences of students, etc. In addition to formal education, a wide range of extracurricular work programs should be used to optimize the process of familiarizing students with the new social environment, the basic norms, values, beliefs of different social groups. The foregoing provides an extension of the perspective on probable problems or focusing attention on certain aspects of development of practices of social entrepreneurship in conditions of new social environment.

Extracurricular Work at Higher Educational Institutions

Extra-curricular work at university is a dualistic process: on the one hand, extracurricular work can be defined as a social process because it helps the student to adapt in society and interact in different life situations outside of study, and on the other hand it is an individual process, because student, consolidation of his active public and professional position, development and realization of creative and intellectual potential.

Extracurricular work with students can be considered as the part of educational activity based on an individual approach, which contribute to the acquisition of vocational knowledge, the formation of skills of social entrepreneurship. Actually, the extracurricular work is an integral part of vocational training, and also is carried out outside the classroom [18].

The theoretical analysis of scientific works of foreign and domestic researchers has allowed stating the fact that extracurricular work affects the development of personal qualities of students. For example, N. Wilson [6], studying extracurricular activities at Harvard University in terms of their impact on personality, determined that extracurricular work forms skills and quality of students, as described in detail in Figure 1.

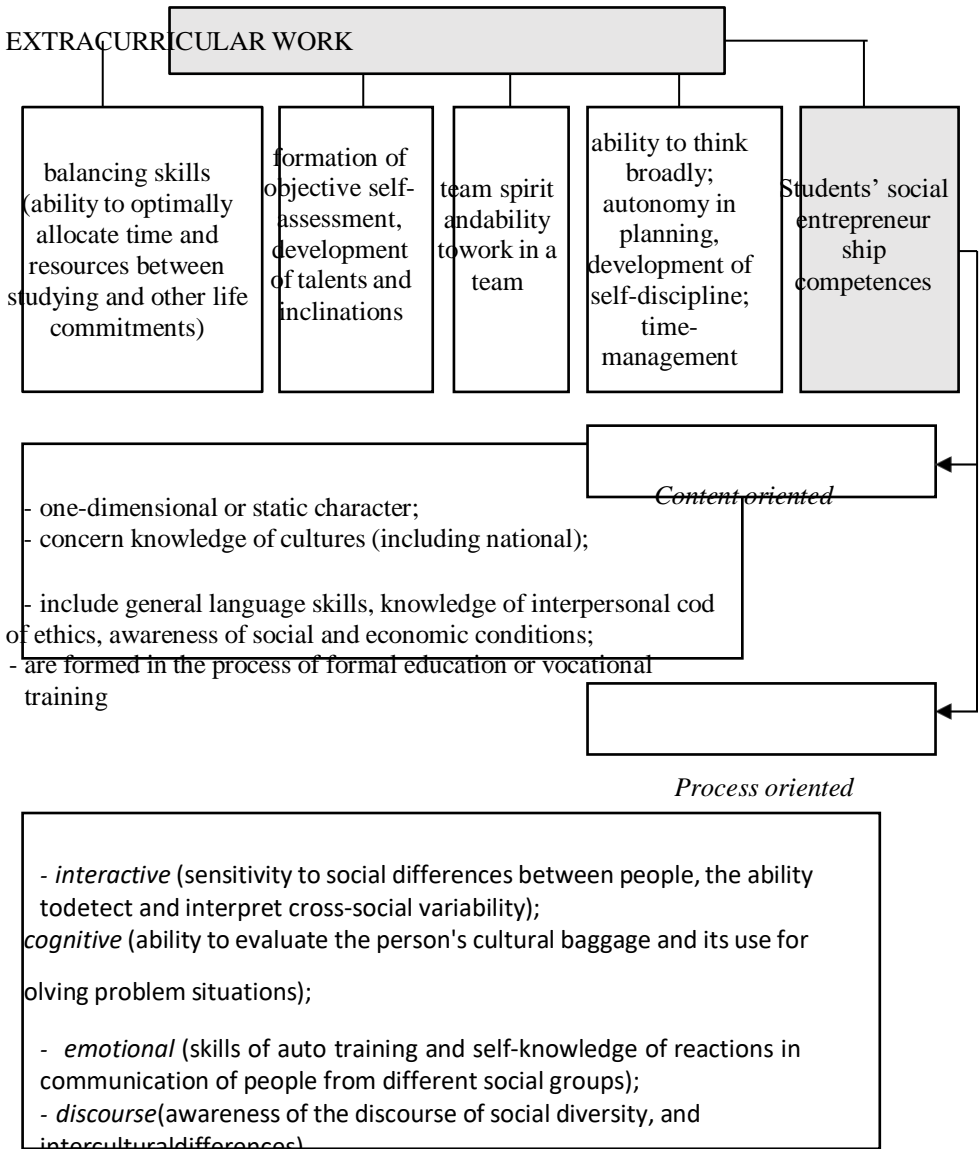


Fig. 1. Influence of extracurricular work on the formation of social entrepreneurship competencies of Harvard

University students

Source: compiled by the authors on the basis of [1; 6].

The results of the content analysis of the Harvard University and Princeton University websites indicated a high level of inclusion of their students in the extracurricular activities (Harvard University – 99% of all number of students, Princeton University – 97%). In our opinion, this is due to the fact that in the USA HEIs' extracurricular work is not separated from the educational process, but harmoniously integrated into it; so, it has a complementary character. Each university determines the mandatory number of hours that student have to devote to extracurricular activities. The extracurricular work at the USA HEIs is a 100% compulsory component of successful training and high academic achievement. In particular, each lecture or practical lesson, with the duration of one academic hour, is equal to three hours of extracurricular activity. Most of this time is students' independent work. The number of extracurricular events per week at Harvard University is 42, at Princeton University - 45. It indicates a wide range of extracurricular activities, as well as students' high activity and motivation.

Motivation is the main driving force in the process of becoming a future highly qualified professional. Therefore, the question of the motives of student extracurricular activities is important [2]. The top-ranking USA HEIs pay much attention to the identification of their students' motives for participation in extracurricular events. The American universities rely on the fact that if student made a wrong choice of future profession

(made it not sufficiently consciously or independently) it is still possible to help him or her in professional adaptation through a system of effective motives.

Research has shown that motives are differentiated among students. They could be divided into two groups: 1 - general (development of professional skills; personal growth; leisure) and 2 - personal (desire to do something; parents or teachers' pressure) motives. In addition, it was found that motivation varies according to the age, gender and cultural differences of students.

Thus, junior students are more motivated and have a desire to contribute to the development of HEIs on a volunteer basis; Senior students tend to pursue personal goals, (get a better rating; take part in prestigious extracurricular activities, etc.). It has been determined that students from the African and Asian continents are more likely to participate in activities of student organizations whose purpose is to uphold the rights and interests of youth communities. American students, on the contrary, prefer creative, social and sports extracurricular activities.

The content analysis of the publications of researchers, who studied the motivation of students to participate in extracurricular activities in the USA, made it possible to distinguish the following groups of motives: the desire to study at a prestigious university; development of professional skills; new experience; development of personal qualities; meaningful leisure; desire to become popular; passing the exams. As a rule,

students in the USA HEIs have a high level of motivation to get involved in extracurricular work from the very school. It ensures an understanding of the importance of such activities, not only during university entrance and during studies, but also in terms of employment. If the candidate has an experience in volunteering, social beneficial and other activities, then he or she would be more likely to enter a prestigious university. Moreover, potential employers, when hiring a young specialist usually pay attention to the total number of hours at the university devoted to extracurricular activity.

It is important to pay attention to the fact that in the USA the most popular is extracurricular work of social orientation. Students unite in youth organizations, groups and manage the activities of these groups by themselves. The activities of such associations are aimed at satisfying the social interests of students [3]. Based on the conducted analysis, the following types of extracurricular work, most often used in the USA HEIs, are highlighted in the Table 1.

Table 1

The types of extracurricular work in the USA HEIs

Type	Description
1	2
Student self-government	student self-government functions include planning of programs connected with students' interests, organizing forums for discussing student issues, helping to create and sustain the community as a whole
Sports and athletics	almost every university in the USA conducts extensive inter-university and internal sports activities. Each student can choose a sports section, while developing his/her skills and participating in competitions at the national and international levels.
Professional and academic organizations	help their members gain experience in the chosen profession and in the future job placement; it is planned to discuss specific issues related to the sphere of professional interests for obtaining professional skills; such organizations are usually highly specialized
Drama and choreography	each university organizes students' staging plays, musicals, dance concerts, etc.; these activities enable students to demonstrate their creative and musical ability
1	2
Media activity	students can create university newspapers, radio, TV channels, etc.
Political activity	an opportunity for students interested in politics to join the work of political parties; these activities could contribute to the development of students' leadership qualities
Inter-culturalism	students are united in organizations that implement activities aimed at raising awareness and understanding of different cultures, ethnic and racial traditions. Universities in the USA are sponsors of festivals, concerts, lectures that contribute to the formation of intercultural consciousness. Participation in such events is an important step towards the positive development of a person's racial, ethnic or sexual identity and contributes to the development of tolerance
Social activity	students are involved in volunteer organizations whose activities are aimed at improving the community of the campus and the local community as a whole. Students participate in projects of community service and local authorities, which makes it possible to contribute to community development and to gain practical experience. According to our research the extracurricular events within the type of social activity is crucial for development of students' social entrepreneurship competences at HEIs.

Source: compiled by the authors

The results of the conducted research on the criterion of the diversity of extracurricular work at the US leading universities are presented in Table 2.

Table 2

Variety of extracurricular work in some USA HEIs

Type	Number of organizations /sections	
	Harvard University	Princeton University
Sports and athletics	45	38
Students organizations	270	310
Art and media	51	42
Research	49	28
Social activity	36	29

Source: compiled by the authors

Therefore, the analyzed USA universities have an extensive system of extracurricular work. It includes a number of sports sections, volunteer programs, social community initiatives, as well as more than 200 student organizations that can meet the interests and educational needs of students. Social entrepreneurship is a separate area of extracurricular work with students in the USA HEIs, which promotes the formation of their competencies in relevant sphere. This experience can be used in Ukraine in the structure of tertiary training. The general results of quantitative and qualitative analysis of the system of extracurricular work with students in the top-ranking HEIs in the USA (Harvard University and Princeton University) are presented in Table 3.

Table 3

The results of the content analysis of the system of extracurricular work with students in some USA HEIs

Criterion	Harvard University	Princeton University
Inclusion	99%	97%
Motivation	Personal + educational	
Activity	High	High
Variety of types of extracurricular work	Cover the majority of spheres	
Development of personal qualities	Yes	Yes
Obligatory participation	Yes	Yes

Source: compiled by the authors

Thus, the study showed that in the process of organizing extracurricular work at the USA HEIs the attention is put to those events that stimulate students' cognitive activity, develop creative thinking, motivate to volunteering, prepare for professional activities in the modern social environment and contribute to the formation of their civic position. In the context of our research we also emphasize the necessity of development of social entrepreneurship competencies for students within the extracurricular work of higher educational institutions. It would form the conditions for solving the range of social problems, to meet needs of representatives of different groups of society, to create the new generation of entrepreneurs.

In order to determine students' readiness to participate in extracurricular work that will contribute to the formation of social entrepreneurship skills, we conducted an empirical study at the Chernihiv National Technological University. The respondents were 116 people (58 girls and 58 boys) - 3 year

students (financial and economic specialties - 11 people, specialties of electronic and information technologies - 13people, specialty tourism – 5 people, specialties of legal direction - 17 people, specialties in woodworking and furniture technologies - 11 people, specialties mechanical and technological - 28 people, specialties social work - 31 people)

Based on the results of the research, 50% have experience in participating in extracurricular work, 20% have expressed no interest in such work, did not know about this opportunity 14%, have no experience, but plan to join extracurricular activities - 16%. These results indicate that students are highly interested in extra-curricular work, despite the optional nature of this activity.

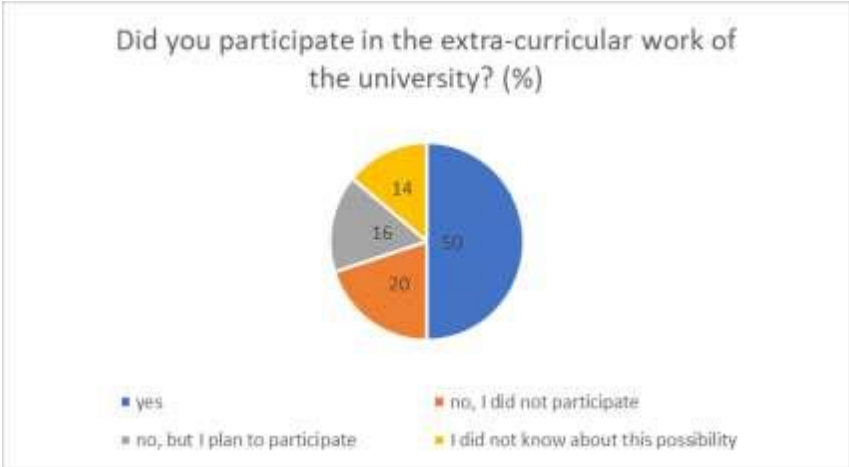


Fig. 2 Diagram of respondents' participation in extra-curricular work

Source: compiled by the authors

The most popular forms of extracurricular work among students are: scientific Olympiads or conferences, intellectual

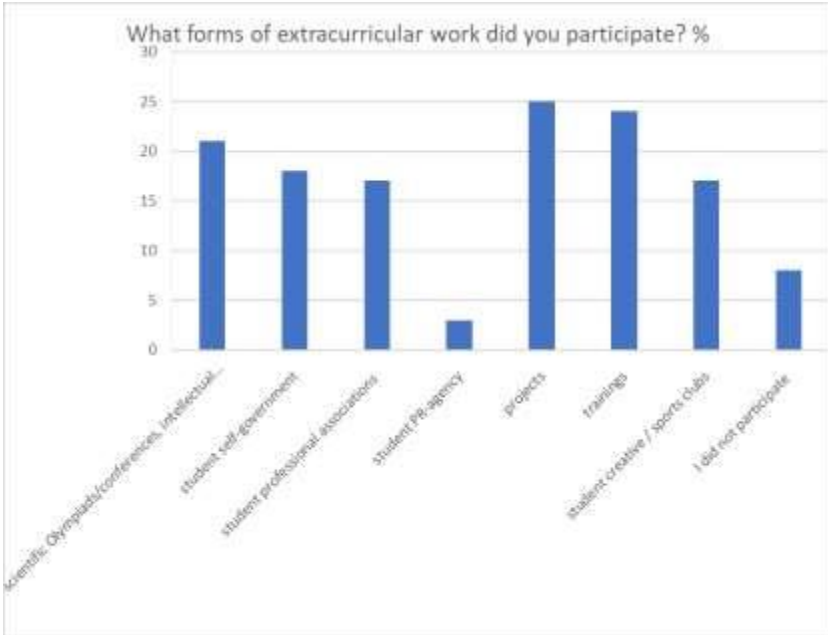


Fig. 3 Diagram of form of extra-curricular work

Source: compiled by the authors

Interesting is the fact that in the process of extracurricular work, the majority of respondents typically performed a passive role of observer or listener - 48% or executor - 47%, only 9% indicated that they were leaders and 13% - idea generators or authors of ideas. This result indicates the need to find new forms of extracurricular work that will help to develop the skills of social entrepreneurship.

What is your role in extracurricular events? %

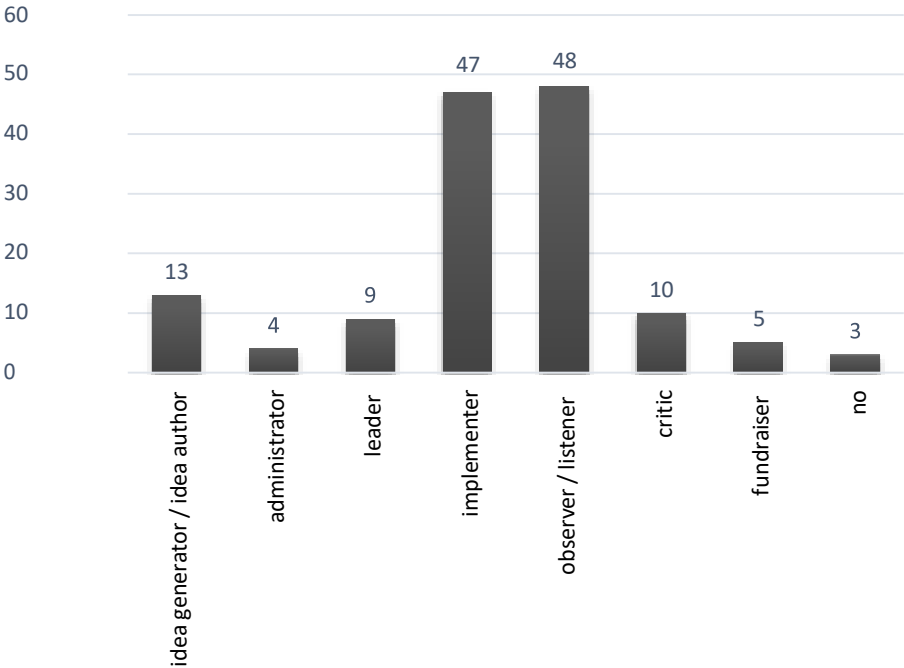


Fig. 4 Diagram of student’s role in extracurricular events
Source: compiled by the authors

The main incentive for respondents to participate in extracurricular work is the desire to help people - 26%; desire to earn income - 25%; desire to prove themselves (their skills, skills) - 49%. This result is positive and testifies to students' willingness to develop social entrepreneurship skills, as they are ready to work to solve certain social problems, in particular to help others. And students are interested in self-development.

WHAT IS YOUR MAIN INCENTIVE TO PARTICIPATE IN EXTRACURRICULAR EVENTS, %?

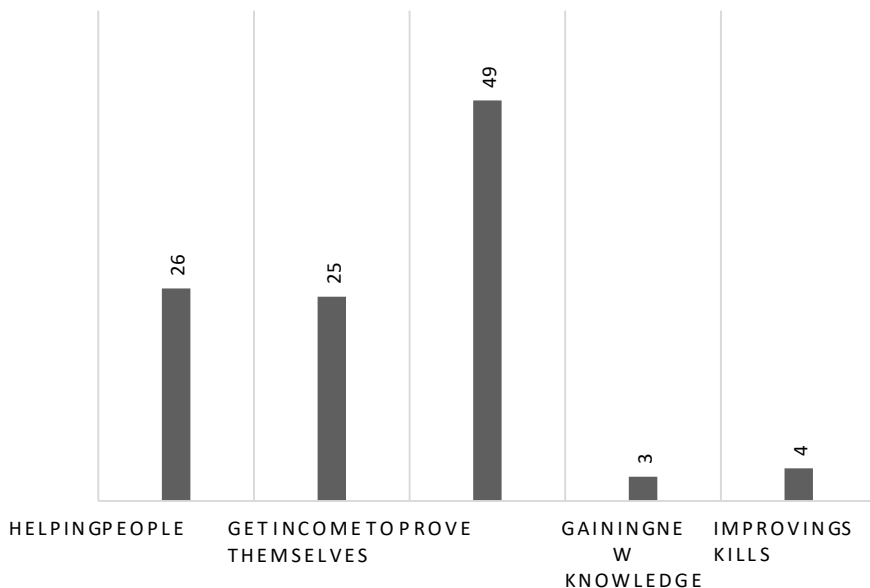


Fig. 5 Diagram of student’s motivation of participants in extracurricular events

Source: compiled by the authors

Respondents also showed interest in developing entrepreneurship as a component of social entrepreneurship skills. Most (55%) answered "Yes, it stimulates" to the question "Is it important for you to receive income (payment) for extra-curricular work?" However, a significant proportion responded “no, these events are not about getting money” (37%), which may also indicate that the forms of extracurricular work in which

the respondents participated were not aimed at developing social entrepreneurship skills.

IS IT IMPORTANT FOR YOU TO RECEIVE INCOME(PAYMENT) FOR EXTRA-CURRICULAR WORK? %

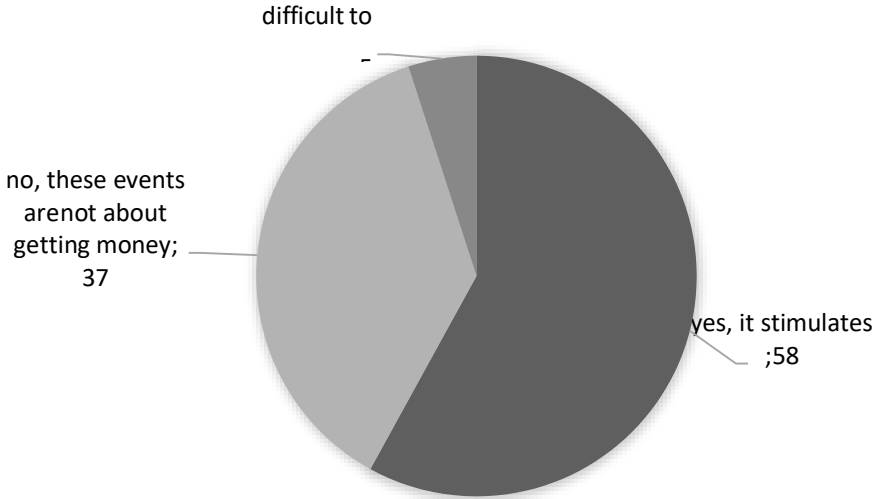


Fig. 6 Diagram of importance financial motivation for students to participate in extracurricular work

Source: compiled by the authors

When asked "Have you ever taken part in events / projects that brought you money (paid job)?", Half of the respondents (50%) answered "yes, but not in the specialty" indicating their willingness to seek new opportunities and new experiences.

HAVE YOU EVER TAKEN PART IN EVENTS/PROJECTS THAT BROUGHT YOU MONEY (PAID JOB)? %

yes, by profession ; 20

no; 30

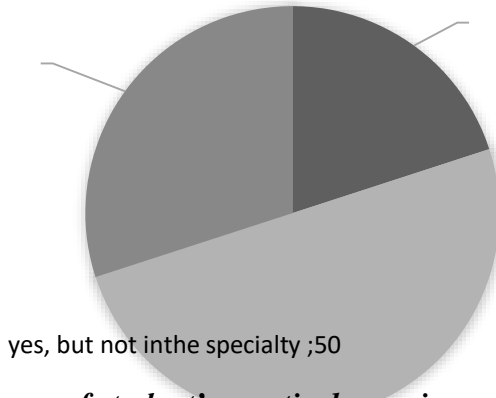


Fig. 7 Diagram of student's practical experience in to participate in paid work

Source: compiled by the authors

The social entrepreneurship competences could be developed through the implementation of programs of training with an emphasis both on self-awareness as a representative of social group and on awareness of other groups of society. The implementation of such programs is carried out from the teaching students to recognize the values of their society toward the analysis of differences between societies and different social groups. As a result, it will enable future professionals to understand the social differences, as well as increase the effectiveness of inter-social interaction, and the effectiveness of

social entrepreneurship. The trainings on social entrepreneurship are widely used in extracurricular work with students in the USA. In our opinion, they have prospects for the implementation in Ukrainian practice of extracurricular work of HEIs. The training of social entrepreneurship has two main tasks:

- 1) to familiarize participants with social differences in interpersonal relations (including “role-play” of the situations);
- 2) to promote the transfer of knowledge to new situations (particularly: the current trends of social entrepreneurship development).

The main tasks of trainings of social entrepreneurship are the following: training of creativity; refusal of stereotypes; training of sensitivity, empathy; training of non-verbal behavior; training of business skills.

Conclusions

Social entrepreneurship competence is a complex integrative concept, which includes theoretical and practical readiness for life and professional activity in modern social environment. It is one of the components of the professional competence of specialists and the factor of their competitiveness in the global labor market. Social entrepreneurship competence is a development degree of specialists' knowledge, skills and abilities, allowing to correctly assessing the specifics and conditions of interaction with representatives of different social

communities, to understand the originality of their traditions, habits, needs and psychological peculiarities. Moreover, the social entrepreneurship competence allows to find adequate forms of influence on society in order to maintain an atmosphere of mutual trust and constructive cooperation.

The analysis of the American experience of students' social entrepreneurship competencies development within the extracurricular work of the HEIs allowed to identify its features. The most important among them are the following; the prevailing focus on the student's personal development; diversified spheres of extracurricular events; an extensive network of student communities; the step-by-step character of the extracurricular work; the emphasis on patriotic education. The study of the extracurricular work system at the USA top-rating universities (Harvard University and Princeton University) demonstrates an extensive system of directions of extracurricular work with students. It includes sports sections, volunteer programs, community initiatives, student organizations aimed at satisfying the interests and educational needs of students. Extracurricular work at American HEIs is specially constructed to develop the students' abilities to collaborate with representatives of different cultures and social groups. Implementation of common tasks and achieving of common goal in the process of extracurricular work develop the students' professional competencies. At the same time in our opinion, the component of social entrepreneurship competences

development in the framework of extracurricular work of universities should be developed.

Prospects of further research should be theoretical comprehension of the set of professional characteristics of social entrepreneur, as well as the differentiation of methodological substantiation of extracurricular work depending on the socio- economic and cultural status of students-representatives of different social groups.

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