

employment options themselves. And for this matter, leadership skills development also becomes of vital importance.

Competitiveness and stability of operations of a university depends on the right setting of its priorities, smart planning and wise distribution of strategically important tasks. In the ideal form, university competitiveness means synergy of its educational processes, research results and their practical implementations in business life. In the regional and international prospective, all three aspects of university performance must guarantee its integration into European research space.

Education Innovative Approach to Implementation of Cluster Cooperation within the Innovative Education Chain

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Numerous challenges of the XXI century require today an interdisciplinary approach and also well coordinated actions related to the solution of the related problems. Searching for alternative solutions to the problems of energy source, environmental protection, green transport development, sustainable development and responsible consumption, efficient and responsible industrial production, increasing the healthcare standards and promotion of higher education development of mass population – all require much closer interaction and involvement of public institutes and systemic actions on the state level.

The current state of affairs in higher education sector of Central and Eastern Europe proves that majority of local government are indeed paying attention to modernization of higher education sector, and universities too make certain steps in this direction, including training and retraining of their personally, enlarging and diversifying their research activity, involving in more interactive relations with local enterprises so that to consider the most recent labour market requirements to graduates' competences.

During the last decade in Central and Eastern Europe indeed quite a lot has been achieved in to promote and develop the innovative performance of universities and their research centers. First of all, regulatory basis and the related legislation was revised so that to include the innovative policies' mechanisms and thus, to create fundamentals of the related infrastructure. However, despite quite obvious higher innovative potential in the region, the innovative components in the actual development of university education are mostly "invisible", that is, not used. Besides, the most recent statistical data shows that during the last years a gradual decrease in innovative activity of universities has been observed, and sadly, in all the countries of the region in question.

Therefore, there is an obvious necessity to search for radically new methods and solutions related to innovative performance of universities, and this concerns not only modernization and reengineering as such, but also the development of brand new directions of university activities. Our analysis of the current situation also shows that the current gap between the level of preparation of today's graduates and the today's labour market requirements has a range of common features which are basically common mistakes of nearly all universities. The central problem here is:

THE INEFFICIENT USE OF OPPORTUNITIES within the “synergy triangle of knowledge”, while other related problems also include:

- Neglecting the real demands of the local labour markets;
- Absence of change management systems or even their minimal elements at nearly all universities;
- Lack of openness and transparency in all university procedures;
- Failures in dynamic knowledge exchanges within the EU and with the closest neighbours.

Concentrating more specifically on the situation in Ukraine:

Most of the bottlenecks and errors in the scientific development of the local university sector is to this or that extent related to Soviet split, namely, to the deterioration of the high-tech sectors in many vital for economy industries and the collapse of the once unified material basis of joint (for all 15 Soviet republics) research.

Today, these problems are partially solved through additional grant financing from numerous EU and international organizations, and also via infrastructural support in business incubators, technopolicies and technoparks of Ukraine.

The least used component of the “knowledge triangle” in Ukraine is indeed business. National enterprises do not demonstrate much interest in university education development, and thus, are much less engaged (than the state authorities) in all the related activities. In cases when they do participate in university development, their actions concern the already available processes and products improvement – that is, they do not contribute anything essentially new to the university sector.

Thus, the current situation manifests the necessity for new approach to reorganization of the triangle of knowledge, namely, through innovative education-innovation platforms containing much of business knowledge, where the key criteria is the education institution’s ability to become the joining chain between the teaching programs and projects on the microlevel and the national innovative development on the macrolevel. Thus, knowledge spread in the society becomes mostly the regional arena of academic innovations implementation on the mezolevel.

The key aim of such platforms’ functioning is creating the principally new integrative essence of the innovative chain of knowledge, formation of scientific research skills and basic entrepreneurial competences so that to increase the innovative opportunities of the universities within the post-Soviet and post-socialistic environment. Interactive learning of research methods within the knowledge triangle helps finding new, innovative ways to solve economic and social problems. Such a comprehensive approach would help understand the essence and the true scale of regional and local challenges, and thus, to determine the most efficient ways technologies and processes required to face these challenges successfully. All innovative products have to be not just essentially new, they have to correspond to a specific demand and a specific challenge. True organizational innovation always contributes to better coordination of operations at all managerial levels.

Detailed contents of each out of three components in the triangle of knowledge depend on their mutual influence on the educational process. The initial step in this regard is to increase the openness and transparency of dynamic knowledge exchange. The second step is the development of the most necessary skills needed for independent learning. Independent learning in this context is based on the following: smart combination of theoretical and practical knowledges; development of the dynamic skills and creative thinking; formation of the knowledge base sufficient enough for further employment and/or starting own business. Synergetic combination of all these features finds its practical manifestation in the innovative approaches to the process of teaching, namely, through creative teaching and creative learning.

Independent learning, innovative approaches to teaching and learning, development of creative thinking at later stages would help entrepreneurial development taking into account the most actual demands of the local labour market. Implementing such approaches would enable revising the current views of the ongoing modernization of higher education, shifting the emphasis on the independence of thinking and promotion of

leadership skills, since higher intelligence as such does not guarantee that the obtained in university skills and knowledge would be later used in real life (and business).

Education innovative platform is a new efficient means of getting most advanced business knowledge. It also sets new priorities, deadlines and plans of actions concerning the most strategic issues in university education development. Future of any university and its competitiveness depends today on its potential ability to combine in a smart triangle its educational process, its research results and its practical (business) results.

For the development and launch of such a platform in Ukraine foreign experience (namely, European one) would be necessary to study. For Ukrainian universities the easiest way is to study the activities of their partner universities in the EU. The most efficient tools for benchmarking in this context include: open lectures, specialized workshops, vacancy fairs for graduates, lectures of businessmen/women at universities. Regular contacts with business are of special importance since only business is able to consult both teaching staff and coming up graduates on the current demands and requirements at the labour market. One more efficient and interactive tool for entrepreneurial skills formation and promotion among youth is start-up and spin-offs which also can become the focal points for students' innovations trials.

Cooperation with other universities using the technical possibilities of this platform is also important, especially when it comes to the universities which have been using the innovative capacities of the EU for a while already. Their experience would be useful to follow in such aspects as: innovative infrastructure development, dynamics interaction between universities and business (both small and large), financing of cluster cooperation on the regional level, university-based development of new managerial technologies which would promote sectoral, regional and national competitiveness.

Performance of such an education innovative platform at local grounds would help creating an efficient mechanism for idea transfer from researchers to society overall, and this would increase the competitiveness of a university as the key producer of research novations.

Participation of universities in the activities of such platforms open a wide range of new opportunities for them, including: meeting new investors, both local and foreign; getting new consumers; getting new ideas for further research projects; new opportunities for research commercialization; new contacts with technological transfer centers and other universities (which might be not only direct competitors, but also potential partners in joint research).

Additionally, we think that it is a responsibility of a university to engage business partners into the work of such platforms. Since enterprises and companies can actually perform innovative activities on their own, independently, while universities being the center, the nucleus of the knowledge triangle, are responsible for shaping this triangle. In this context the mechanism of internship might be the easiest and also one of the most efficient mechanism of cooperation between universities and business.

Modern Approach to Innovative Companies' Staff Formation and Use

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Abstract

In conditions of modern economy's innovative development the competitiveness of business is increasingly defined by the quality of personnel. Attainment of competitive advantage, ensuring of company's survival in conditions of dynamic development of products, technologies and processes demands innovative approach to managerial decision-making both by top management and by company's staff in whole. In its turn this result can be achieved only in case of innovatively oriented development of business staff.

The concept of "staff quality" per se has undergone serious changes. The system of staff formation and development is no less important. Recently with the aim of