<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Philosophy of entrepreneurship in the management practices of Western Universities: Schumpeter, Clark and Lang.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author(s)</strong></td>
<td>Oleksiyenko, PA</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>The 2nd Annual Conference of the Ukrainian Community for Higher Education Research (UCHER 2016), Chernivtsi, Ukraine, 26-28 May 2016.</td>
</tr>
<tr>
<td><strong>Issued Date</strong></td>
<td>2016</td>
</tr>
<tr>
<td><strong>URL</strong></td>
<td><a href="http://hdl.handle.net/10722/230143">http://hdl.handle.net/10722/230143</a></td>
</tr>
<tr>
<td><strong>Rights</strong></td>
<td>This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License.</td>
</tr>
</tbody>
</table>
PHILOSOPHY OF ENTREPRENEURSHIP IN THE MANAGEMENT PRACTICES OF WESTERN UNIVERSITIES: SCHUMPETER, CLARK, LANG

Dr. Anatoly Oleksiyenko, University of Hong Kong
SCHUMPETER’S LEGACY

Creative destruction is embedded in the creation

Competition can be destructive

Changing contexts change institutions

Belief in advantages of capitalist over socialist productive forces

Belief in powers of an individual entrepreneur (creator)

Rethinking the center of corporate powers

Easier to compete through synergy of corporate powers

Corporate constrains urge pursuits of freedom
CLARK’S LEGACY

University triangles: academic oligarchies, governments, and markets

Academics tend to get more independence through markets

Institutional entrepreneurship can be better than institutional death

A five-pronged transformational alignment:

a) strengthened steering core
b) enhanced developmental periphery
c) discretionary funding base
d) stimulated heartland
e) entrepreneurial belief
Universities are not corporations but they have to plan and account
Shared responsibilities are complicated and confusing
Management and budget responsibilities - to academic units
Academics are frontrunners; they understand their stakeholders best
Organizational learning for self-reliance takes long time and lots of money
PRACTICAL IMPLICATIONS

• University resources contain creative-cum-destructive forces
• More resources, more opportunities, more challenges
• Managers as bottlenecks vs. managers as fermentation
• Academics as “herd” vs. academics as “heroes”
• Tranquility vs. turbulence
• Academics as frontrunners (locally, nationally, globally)
• What kind of creation do you want?
• What kind of creation does the society want?
• What kinds of creations does some segments of the society want?
REFERENCES

THANK YOU,
CHER-nivtsi !