

V. N. Bobkov ^{a, b)}, A. A. Litvinyuk ^{b)}, S. A. Ledneva ^{b)}

^{a)} All-Russian Center of Living Standards (Moscow, Russian Federation)

^{b)} Plekhanov Russian University of Economics (Moscow, Russian Federation; e-mail: bobkovvn@mail.ru)

MOSCOW METROPOLIS LABOUR MARKET FEATURES: THE REQUIREMENTS OF EMPLOYERS AND THE QUALITY OF YOUNG SPECIALISTS ¹

The subject-matter of the article is the study of the features of the youth labour market in such a specific region of Russia as the city of Moscow. The topic of the work is connected with the adaptation of training system for young specialists to the regional requirements of the employers of Moscow. The main hypothesis of the research suggests that the city of Moscow is an atypical region of Russia and it makes no sense to apply the standard criteria and methodological approaches, which are typical to our country, to its labour market. As the research method, the authors have used a sample survey of the key Moscow employers and the respondents aged from 14 to 30 years. On the basis of the data of the sociological survey conducted by the authors, it was succeeded to identify the following features of the region in question: a relatively low level of the youth unemployment for Russia; the employers' focus on such target signs of personnel as good communication skills, learning ability, professional knowledge and competences. The Moscow employers pay insufficient attention to such characteristics of young specialists as foreign language and computer skills, and a diploma of a prestigious education institution. The principal barriers that cause difficulties to the employment of young specialists in Moscow are: their overestimated salary expectations, poor professional training level and disinclination for work in principle. As a result of the survey, some practical proposals were formulated. Their application area is differentiated in two ways: focused on the young people's behavior at the learning stage and focused on the improvement of the practical component of the activity of the vocational education institutions. The authors have come to the conclusions on the expediency of a deep focus of education institutions on the applied nature of training specialists, a need for attracting practitioners to teaching special disciplines, a need for developing the future specialists' ability to present themselves and their work results in the professional environment (self-presentation), and an objective assessment of their real employment opportunities.

Keywords: youth, labour market, unemployment, professional competences, education institutions, employers, education, vertical integration, region, university

1. Introduction

The imbalance of the modern labour market in Russia has been relevant for the most regions of our country for the past 15–20 years. The gap between the key employers' requirements and those knowledge and professional skills acquired by young specialists at education institutions prevents their quick employment in modern Russia.

The rapid changes in the basic approaches of economic development of such metropolis as Moscow, coupled with the downturn in our country, determine a high level of uniqueness of such regional labour market on the employers' specific requirements to young specialists. "Those employers dissatisfied with the students' and graduates' professional training quality are, with an increasing frequency, forced to be involved more actively into the educational process in various forms: from reading lectures by the leading experts of businesses and paying scholarships to opening basic departments to train specialists at universities for the targeted demands of enterprises" [1, p. 73].

At the end of 2015, according to the order of the Department of Labour and Employment² of Moscow, the Department of Labour Economics and Personnel Management of Plekhanov RUE conducted an omnibus research on the analysis of the youth position in the labour market of Moscow. One of its elements was the analysis of the requirements of the employers' to the candidates for job among the

¹ Original Russian Text © V. N. Bobkov, A. A. Litvinyuk, S. A. Ledneva, published in *Ekonomika regiona* [Economy of Region]. — 2016. — Vol. 12, Issue 4. — P. 1102–1112.

² At the present time — the Department of Labor and Social Protection of the Population for Moscow.

persons aged 14–30³. The assessment of the results has become the starting point for writing this paper.

2. The Theory. Youth Unemployment: The Global Situation

This article considers some peculiarities of the youth labour market and, first of all, with a specific perspective. For this purpose, the problem of unemployment among the Russian youth should be put into the global context.

So far, the high level of unemployment among those persons who fit under the ‘youth’ category is an indisputable fact. It is also generally recognized that the fight against youth unemployment, which causes the high level of social vulnerability or human insecurity and the sense of self-needlessness, could be a significant contribution to the world economic development. According to the International Labour Organization (ILO), “the decrease in the youth unemployment level by 1 % would double the global GDP growth.⁴ Moreover, those who get off to a good start in their labour life have the lower risks of the long-term unemployment in the future. “In many respects, we are wasting the energy and talent of young generation—the most educated one in the history of mankind,”—said Juan Somavia, ILO Director General, in 2004. “The empowerment of young people looking for and trying to hold down the decent employment is vitally important to achieve the Millennium Development Goals formulated by the United Nations.”⁵

According to ILO, about 75 million young people of the world, aged 15–24 are unemployed. In Europe, the number of unemployed has reached 5.5 million people, including 4.6 million—in the EU countries⁶. In 2014, youth unemployment was 22 % which is twice the share of unemployed adults. In Russia, the unemployment rate among young people is higher than in the world, in general, and in Europe, but is not critical, if compare with Greece or Spain. Meanwhile, the unemployed young generation is not only the appearance of frustrated people, but it is also the ground for rising in crime in society.⁷

The International Labour Organization, that has been gathered the ‘youth statistics’ since 1991, noticed that the tension in this matter arose as early as 2008. As a result, the EU countries lose annually 1.2 % of their GDP because of the ‘lost generation’—never and nowhere working and studying young people. Every week, the EU economy spends 3 billion euro on this category of population (the expenses on various state benefit costs plus losses from the decrease in production).⁸

Almost all countries pay heightened attention to the youth adaptation problems. Thus, back in 2009, the European Union adopted a document titled “The EU Youth Strategy: Investment and Empowerment”⁹ which begins with the following words: “The future of Europe depends on young people. However, to many of them the opportunity to succeed in life is at threat”. The strategy proposed within its framework is based on the following two approaches:

- Investment in adaptation of the young generation and its socioeconomic well-being;
- Delegation of the wider powers (empowerment) to (of) young people in order to renew the social community and its values.

As for the Russian Federation, according to the latest data from the Federal State Statistics Service (Rosstat), 28.2 % of all unemployed are young people under 25 years old.¹⁰ This level is higher than in Europe on average (23.7 %), and is comparable to the performance of such European countries as

³ A Brief Report on Provision of the Service on Conduct of a Comprehensive Research of the Youth Position in the Moscow Labor Market under State Contract # UZ/05.2–4/15 of 10 July 2015. M.: 2015. P. 4–14. Retrieved from: <http://elibrary.ru/item.asp?id=25790344> (date of access: 21 May 2016). The authors of the article were the direct participants of this research: V. Bobkov— Director, A. Litvinyuk— Executive Manager and S. Ledneva— Executive.

⁴ Global Employment Trends for Youth, 2004. Geneva: International Labor Office. 2004.

⁵ *Ib.*

⁶ 2015 “The Employment and Social Development in Europe (ESDE)”. Brussels, 21 Jan. 2016. [Electronic Source]. URL: http://europa.eu/rapid/press-release_IP-16-93_en.htm (Date of Access: 30 August 2016).

⁷ The Youth Unemployment Looms Large//Russian Orthodox Church. Moscow Patriarchate. M., 2016. [Electronic Resource]. URL: <http://svt-ioi.ru/publications/item/66-unemployment-among-young-people.html> (Accessed Date: 21 May 2016).

⁸ Global Employment Trends for Youth, 2014. Geneva: International Labor Office, 2004.

⁹ The Youth Unemployment Looms Large//Russian Orthodox Church. Moscow Patriarchate. M., 2016. [Electronic Source]. URL: <http://svt-ioi.ru/publications/item/66-unemployment-among-young-people.html> (Accessed Date: 21 May 2016).

¹⁰ As our research shows, the main types of youth unemployment in the Moscow labor market are structural and stagnant the relative share of which in the total number of this category is about 85 %.

Poland and Bulgaria—28.4 % and 27.1 %, correspondingly. However, in a number of countries—the EU member states—the unemployment rate among young people is several times higher: it reached 37.1 % in Italy, 35.8 % in Slovakia, 38.7 % in Portugal, 56.5 % in Spain and 57.6 % in Greece.¹¹

For the last two decades, the problem of youth unemployment and employment in the labour market has been studied by many domestic and foreign economists and sociologists such as: P. Bourdieu [2, 3], Y. Didkovskaya [4, 5], V. Lisovski [6, 7] who was one of the first scientists to give the definition of such term as 'youth', T. Parsons [8, 9] who segregated young people as an independent social group. Among the modern research works, it is important to highlight the ones by M. Vorona [10], A. Dolgova, I. Zhukova [11] and Y. Abramova who analyzed the impact of education on the youth position in the labour market, and Y. Verpakhovskaya [12], T. Razumova [13], V. Gnevasheva [14], V. Bobkov [15] and many others.

Both the European and Russian scientific communities wonder if there will be enough investment in qualification, mobility and changes in the labour legislation for success in the youth labour markets... This article considers the youth employment issues in the light of the answers to these global questions.

Data and Methods

To study the causes of youth unemployment in Moscow the authors have conducted a poll of the key employers to analyze their opinions on the major problems of youth employment. The heads and specialists of the HR Departments were interviewed as the certain respondents. 147 questionnaires were received and processed in total. At the same time, they conducted a poll in the streets of Moscow and the employment centers. The sample size was 1589 people.

The scientific novelty of the research is conditioned upon the features of a combination of the different methods of the research of the problem in question, mostly reflecting the criteria and methodological approaches to the research of the youth labour market in metropolitan and big cities.

Taking into account non-typical character of the Moscow labour market for the Russian Federation, the authors deductively classified youth by the criteria of its belonging to the metropolis residents; the internal and external labour migrants. The employers, in their turn, were classified with an allowance to the composition of the fields of economic activity in Moscow and the features of other criteria of classification in the metropolis. The inductive method applied in the research was implemented through an opinion poll based on the comparison and content analysis of the young people's and employers' opinions on the current situation with the employment of young specialists in the Moscow labour market. In the course of processing the results, the statistical and sociological comparisons were combined with the full description of the deductively-identified profiles of various groups of young people and employers.

Normatively, the megapolis youth was clustered by the criterion standards of education, occupation, income, etc.

The scoring of the number of various groups of young people towards employment was performed with the use of the correlation analysis, concordance coefficient determination and other economic and mathematical methods. The primary data was processed by such program as IBM SPSS Statistics 22.

Results

Let us consider the conditions that guarantee the employment of a young specialist in a company, where the respondent works, in Moscow.

The main priorities to employers here are: a good learning ability (22.3 %) of the respondents and their level of professional knowledge and competences (21.7 %).

Contrary to popular belief, such indicators are of very low values as a diploma of a prestigious education institution (6.3 %), ties, acquaintances and recommendations (2.3 %). Such activity as healthcare service, where much attention is paid to good appearance (25.5 %), the skills of effective interaction with other people and self-presentation, was some exception from the general trend. Most likely, this is because the level of training of young specialists at the medical education institutions in Moscow and Russia, in general, is extremely low today. Healthcare service, as an activity, is getting

¹¹ An EU Strategy for Youth—Investing and Empowering. A Renewed Open Method of Coordination to Address Youth Challenges and Opportunities [Electronic Resource]. URL: <http://eurlex.europa.eu/LexUriServ/exUriServ.do?uri=COM:2009:0200:FIN:EN:PDF> (Date of Access: 21 May 2016).

more commercialized, leading to the fact that the physician's wish to establish a good contact with a patient in order to avoid complaints about the poor quality of medical care of the population.

The health level and a diploma of a prestigious education institution are most valued in the public administration area—20.0 and 10.0 % of the respondents and the employers, correspondingly. The knowledge of a foreign language is valued mostly in the transport and construction industries (12.2 %), as well as the computer skills knowledge—in science and education (25.0 % of the surveyed employees of the HR departments).

In small businesses, the employers pay much attention to communication skills of the candidate and his or her good learning ability. The total number of choices of such quality, as a significant one, amounted to 53.4 %. In large and medium businesses, the employers prefer the standard priorities for the whole sample.

Some differences in the employers' and respondents' opinion are the following: the availability of a diploma of a prestigious education institution and the knowledge of a foreign language are of a much higher value, as compared with the employers' priorities; the effective communication skills are highly valued by employers but underestimated by the applicants for vacant jobs; and the availability of ties and acquaintances are valued higher by the young specialists than by the potential employers.

Now, let us consider the main barriers that cause difficulties with the employment of young specialists in Moscow.

The primary causes of such difficulties, according to the employers, are the overestimated salary expectations (29.5 %), the poor professional training level (21.2 %) and the disinclination for work in principle (15.9 %). In total, these indicators are 66.6 %. Some differences exist in the certain activities. Thus, the employers from the manufacturing, transport and construction industries refer to such two parameters as the low level of the skills of interaction with others (the teamwork skills) and self-presentation, as well as the disinclination for self-development and training—14.8 % per each. The representatives of the service and trade sectors believe that the primary causes of the difficulties in employment are the inefficient government programs to support young specialists (14.9 %).

By the results of the above, it may be concluded that two out of three primary reasons that complicate the employment of young specialists in Moscow, are, psychological and they are connected with an inadequate preparation of young people for independent life and Russian reality.

According to the survey results, it was determined what, in the employers' opinion, at the present time has to be done by young specialists by themselves for their successful employment in Moscow.

In the respondents' grouping by the type of activity, there are some essential differences in the employers' opinion on this matter. The representatives from the manufacturing, construction, transport industries and the service sector believe that young people should be motivated for personal development and should have a wish to work, however, in other areas of professional activity, the answers related to the availability of a sense of personal responsibility for their own destiny, the motivation for a good learning, the active behavior in the labour market, the motivation for professional self-education, prevailed.

Generally, the employers' recommendations for higher education institutions can be narrowed down to the following points: education institutions must provide the state-of-the-art knowledge and skills, as well as keep students in touch with employers, especially to the extent of conducting work experience internship or on-the-job training and attraction of practitioners to give classes.. Some respondents, especially from the healthcare service, focused on the fight against corruption at education institutions: sometimes their graduates simply 'pay' for good marks, but do not acquire knowledge and practical skills required for their future life...

As for the issues related to those professions guaranteeing the employment in Moscow for young specialists, the main demands are for the IT specialists, engineers and sales managers. All this, of course, should be taken into account in allocation of admission quotas for the state-financed openings in Moscow. Especially since the specific character of the region in question is so pronounced that, except for the IT specialists, engineers and managers, the employers' choice goes beyond the list of preferential professions approved by the Decrees of the Government of the Russian Federation.¹²

From the point of view of the employers' requirements to young specialists, it may be noted that they have not changed too much for the past decade.

¹² Decree of the Government of the Russian Federation # 755- d of 5 May 2014.

Thus, according to the survey (in-depth interviews) conducted by the Institute for Comparative Social Research 12 years ago, the key employers' requirements to young specialists were the following: the availability of the state-of-the-art professional knowledge and skills and the learning ability.¹³ In their assessment of the young professionals' training level, 12 years ago, the employers were satisfied, in general, with the scope of knowledge, especially the theoretical one, acquired by the yesterday's school leavers at universities. The employers were much less satisfied with the special knowledge, which, in the respondents' opinion, is often disconnected with the today's business and production reality. The professional skills of young employees and personal qualities attracted a good deal of criticism. All Moscow employers noticed the low graduates' motivation and the lack of focus on professional development and career growth. In addition, the interviewed representatives of the Russian companies almost unanimously complained about the young specialists' unreadiness for teamwork, the inability to present themselves and their work results in the professional environment. And, in most employers' opinion, it is education institutions, which must develop the relevant qualities and skills of young specialists.

Such assessment predominance has been revealed by a recent poll conducted by the authors. The natural questions arise: Why nothing has changed in training of young specialists in Russia for the last 12 years? Why everyone knows the 'sore points' in vocational training, but no one is even trying to treat them?

One of the major problems of higher and secondary vocational education in the Moscow metropolis is the non-conformance of graduate training to the real employers' requirements—both in the graduates' qualification and in the number of the trained specialists which, to a large extent, stipulates the skeleton of youth unemployment.

This is an objective problem that cannot be solved immediately.

Practical Recommendations

The structure of all types of educational services in Moscow should focus more on the needs of the regional labour market, but not on the Russian Federation's needs, as a whole, at that, first of all, on the long-range needs, but not on the current ones.

Unfortunately, at the present time, almost all higher education institutions are ready to produce any specialists, if only they (specialists) pay for that. They are bound to do this by the current financial standing and by the existing situation with cutting the budget funding of the education system and science, in general. At that, the problem of demand for future specialists becomes secondary because it does not affect the material well-being of education institutions.

The following two ways may be proposed to improve this situation:

First is to plan the activities of higher education institutions mainly based on the regional state order for training specialists, taking into account the strategic needs of the regional labour market. The quality of such planning is easy to check. The level of youth employment by profession is the most important indicator, which higher educational institutions should be focused on. It is this one which must affect directly the volumes of budget financing of the core activity of education institutions.

The second opportunity is the preventive occupational guidance for prospective students. This is mostly the case of those who plan to study on a fee-paying basis, since as opposed to the government-subsidized students, they are entitled to choose any specialty, major and educational program specialization for their money. However, one should strive for such choice to be conscious, anyway, and come from the assessment of their own future employment opportunities and the objective self-assessment of their own abilities.

Considering the data of an opinion poll of young people, we have conducted in the streets of Moscow, to be sure, most respondents choose their future profession based on the criteria of the prospect of the high remuneration of labour and the demand in the labour market. By all means, this is the evidence of a serious approach of the modern Russian youth to such a responsible step as the choice of their profession and understanding of the role it plays in their future life success. However, there comes

¹³Graduate for an Employer. A Sociological Research of the Business Employers' Attitude to the Graduates from the Russian Higher Education Institutions//Institute for Comparative Social Research (ICSR). M., 2004. [Electronic Source]. URL: https://www.google.ru/url?sa=t&rc=t=j&q=&esrc=s&source=web&cd=1&ved=0ahUKewjir_6Ysl3KAhU_F7nlKHW76CbgQFggcMAA&url=http%3A%2F%2Fedu.tltsu.ru%2Fsites%2Fsites_content%2Fsite125%2Fhtml%2Fmedia2_6071%2Fanalitik.doc&usq=AFQjCNGufxtJUGfa3xv2q6Pfc7M_Tj5u5hA&cad=rjt (Date of Access: 21 May 2016).

an essential discontinuity between the young people's pragmatic orientation in the choice of their future profession and their preferences towards the entrance to the certain professional education institutions.

Generally, analyzing the findings of the applicants' preferences in choosing education institutions for entrance, it may be said that among the criteria with the highest number of the respondents' 'votes' were such as 'the university's popularity in the region', 'a widely promoted brand', 'a convenient location' and 'the availability of state-financed openings'. This, anyway, is the evidence of the preferential focus of modern Moscow youth's rather on a successful education institution entrance than on a profession in demand.

Students often can hardly imagine the specific character of their future profession. Therefore, with the instantiation of their ideas of it, the share of those focused on working in the chosen specialty falls: according to our snap poll of the students of Plekhanov RUE – from 60 % in the first year to 30 % – in the final one. From the very beginning, the poor quality of occupational guidance sets a discrepancy between the structure of education being got and the content of the young specialist's future labour activity. Because of this, students have no proper motivation for acquiring necessary competences, even if they are provided with the high level of education. At the final stages of training, when students mostly develop their own professional competences, they become less and less motivated for learning, substituting the real process of digestion of knowledge and skills for the assimilation of the successful exam and credit 'algorithms'.

Today, the performance of the work on occupational guidance for students in Moscow is very formal, at least, excluding the forecast of the needs for professionals of one or another profile. Indeed, quite an acceptable occupational guidance quality can only be guaranteed by the HR Departments of the employers interested. To our great regret, this does not happen to the extent of educational activity. With an objective mind, higher education institutions are not economically interested in development and functioning for the needs of the regional labour market, and it is easier to employers to bring their graduates to the desired condition, with the use of the corporate training system.

It is uncontroversial that the purpose of the state regulation of any process is to create optimal conditions for the development of entrepreneurship and to send it on the way, where the solutions favorable to the market participants will be effective from the point of view of solving the social problems existing in their activity area [16].

The absolute priorities of the state are the formation of a part of the educational program of any higher education institution which identifies the worldview training of specialists and their cultural level. Such part of education cannot be underestimated in the current conditions. Regardless of the obtained profession, a young professional becomes a part of the cultural layer of society which outlook, worldview and spiritual qualities directly depend on the country's development focus-orientation and the humanistic nature of transformations.

At the same time, it is necessary to develop the professionalization of the training system of qualified specialists at higher and corporate education institutions simultaneously; first of all, by the order of government agencies and business entities. The successful business participation in the educational process is a crying need to the country's economy. In this regard, of course, it is necessary to speed up the development of the specialists' professional competence to the extent of the sectoral competences [17] to allow building the training system of graduate students for the sake of employers, but not depending on the financial performance of higher education institutions, colleges and technical schools. In the context of the above-mentioned, an enhanced training of undergraduates and mainly under the educational programs of applied significance contributing to a more conscious choice of the future specialty and obtaining it under the Master's Degree program would be logical and correct. At that, the funding of studying under the Bachelor's Degree program at the regional level before enrolling in the Master's Degree program can be combined at the expense of the state order or the funds of the enterprise, where the young specialist will work in the future, or based on the maintenance loan available for the bulk of the population.

It is time for the real adaptation of education system to the current, or even future needs of the regional labour market.

In the conditions of market economy, the system of state regulation of any professional activity must not take into account the averaged consumer interests, but the certain employer's ones – with its demands, real opportunities and needs. We believe that it makes sense to differentiate all existing

higher education institutions of the Moscow region, irrespective of their form of ownership, by two major categories. It must, at last, be admitted that there are a very small number of truly competitive nationwide universities and some few leading and recognized schools of sciences in Moscow. The rest of higher education institutions of Moscow (and there are an overwhelming majority of them) do not meet the above-mentioned criteria and should be called the regional ones. It is they, which have to be reformed first of all with an allowance of the needs of the regional economy. The state must fund the training of those specialists at such higher education institutions, who will really be in demand in the foreseeable future of the metropolis.

In the city of Moscow, an objective need arises for the establishment of the regional multiversities as the voluntary associations of the research, education, innovation, social and other institutions and organizations of various profiles, departmental affiliation and forms of ownership. A regional multiversity is an association to be established by its members by agreement with the federal (regional) education authorities on a voluntary basis. The members of the association retain its independence and rights of a legal entity.

Based on the educational tasks, the regional multiversity's vertical structure should compulsorily include: pre-university tutorial institutions, higher education institutions and autonomous structures of postgraduate and additional education.

Pre-university tutorial institutions are the specialized schools and lyceums, all the preparation course options. The primary goal of pre-university tutorial institutions should be the preparation of school-children for studying at a higher education institution and occupational guidance rather than the revising for the Unified National Exam, to contribute to the conscious choice of the future profession.

According to our polls of the 1st year students of Plekhanov RUE, almost all respondents noticed unanimously that the knowledge they acquired at school is not enough for the successful studying at university. They have a quite vague idea of the chosen specialty. The basic motives for their entrance to the university were just a wish to obtain any higher education and a high probability of the entrance to the university.

In most cases, such students got information about the university from the applicant's guides. Therefore, the best way out of the situation is to arrange the two-year preparation courses—both resident and distance. At that, the payment for the tuition must be different, depending on the screening interview results for the purpose of a real selection of young talents, including from other regions of the Russian Federation.

Secondary technical education. The inclusion of colleges and technical schools in the regional multiversity as its units is quite difficult at the present time, because of their different subordination and other educational activity funding sources. For a regional multiversity such problem can be solved by combining such education institutions into one multiversity.

Higher vocational education. The primary goal in this area is bringing all educational standards in line with the requirements of the professional standards being introduced. This work should only be performed with the participation of those practitioners sent by employers and recruitment agencies.

Postgraduate education. The postgraduate education structure at the regional multiversity should provide an opportunity for obtaining the second higher education, continuing education and training (including the cultural one), paid internships (consultations), postgraduate and doctoral studies.

It is necessary to clarify such concepts as 'continuing education', 'second higher education', 'paid consultations', etc. In the old sense, the term 'continuing education' is used by state-financed organizations only. Commercial structures are more focused on continuing education as the necessary increase in the level of professional knowledge of the skill pool or on an employee's reassignment, i.e., in this context, the continuing education of staff does not mean its knowledge deepening within the same specialty. In our opinion, it is necessary to develop together with the key employers the professional development programs close to the MBA program, in order to train the future top managers.

The regional system of training of highly professional academic personnel has also to be developed. Its major task must be the creation of dissertation councils at the most leading departments, perhaps, due to the joint efforts of the regional multiversity, research institutes and centers for their effective formation.

Conclusion

The size of consequences of high unemployment rate abroad (e.g., the losses resulted from mass protests of graduates in the EU countries in 2013, the labour migration accompanied by the professional capital leaving the country, etc.) should be taken into consideration in the regulation policy of national labour market in the context of the international interaction [18, P. 454–456].

Nowadays, most countries are implementing their national projects aimed at identifying the factors that affect the successful employment of young specialists [16]. It appears that it is possible to avoid many negative situations and mistakes of the employment of young specialists in the Moscow labour market by taking the following measures:

1. The development of a system of 'really working' occupational guidance for young people, starting with the middle school. All graduates and students of higher education institutions, teachers, university experts of employment agencies, employers of recruitment centers and representatives of those employers, which are essential to the region, may take active part in it.

2. In our opinion, it is also necessary to introduce widely the system of social and professional adaptation for students. It is not only school, which must help school leavers realize their opportunities for learning their future profession, but also it makes sense for higher education institutions to be closely engaged in the social and professional adaptation of students, focusing on the research results of regional labour market. Today, the assistance in the graduates' employment is an important area for the assessment of quality of the professional activity of education institutions—one of the key indicators of their competitiveness and demand. A number of the Moscow higher education institutions has already included the special classes on the job search technology, successful meeting face-to-face for an interview, the master classes on the job search algorithms, etc. They have introduced the optional courses to form the effective job search skills, the employment workshops, the training workshops on the development of the successful self-presentation skills, etc. This useful practice should be extended to all higher education institutions in the capital region.

3. The focus should become on the formation of a system of monitoring labour and learning service markets, the continuing analysis of the labour supply and demand by profile and qualification level to the extent of specialties (professions), industries and municipal formations in the region, as well as on studying the causes of the supply and demand imbalance in labour market, and the factors that cause difficulties for the graduates' employment in their specialties. Today, the regular analysis of the relevant problems of employment of the graduates from education institutions must be perceived as an obligatory sociocultural rule in the educational process arrangement at a vocational education institution and determination of the reasonable volumes of its budget funding.

Acknowledgements

The authors of the article hereby express their gratitude to the Department of Labour and Social Protection of the Population of Moscow for its assistance in conducting the research of the problems of youth employment in the city of Moscow. The article is published with support of the RSF grant, Project "Fluctuating Unemployment in the Russian Federation: the Status and the Ways of Reduction" № 16-18-10140

References

1. Novash, I. & Chernozatonskaya, E. (2012). Krasivoye reshenie. V situatsii kadrovogo goloda IT-kompanii gotovy stat intellektualnymi donorami dlya universitetov [A good decision. In a situation of personnel hunger the it companies are ready to become intellectual donors for universities]. *Harvard Business Review*, 1, 70–77.
2. Bourdieu, P. & Boltanski, L. (2008). *La production de l'idéologie dominante*. Paris: Demopolis Publ., 157.
3. Bourdieu, P. (2004). *Esquisse pour une auto-analyse*. Paris.: Raisons d'agir éd. Publ., 142.
4. Didkovskaya, Ya. V. (2014). Dinamika strategiy professionalnoy karyery molodezhi v usloviyakh transformatsii modeli professionalnogo samoopredeleniya [Dynamics of professional career strategies of youth in the conditions of transformation of professional self-determination model]. *Izvestiya Uralskogo federalnogo universiteta [News of the Ural Federal University]*, 2(126), 117–131. (Series: Problems of education, science and culture).
5. Didkovskaya, Ya. V. (2012). Strategii professionalnoy karyery postvuzovskoy molodezhi [Professional career strategies of post-graduate youth]. *Vyssheye obrazovanie v Rossii [Higher education in Russia]*, 8/9, 90–96.
6. Lisovskiy, V. T. (1996). *Sotsiologiya molodezhi [Youth sociology]*. St. Petersburg: SPbGU Publ., 361.
7. Lisovskiy, V. T. (2000). *Dukhovnyy mir i tsennostnyye orientatsii molodezhi Rossii [Inner world and valuable orientations of youth of Russia]*. St. Petersburg: SPbGU Publ., 508.
8. Talcott, P. (1982). *On institutions and social evolution: selected writings*. In: Leon H. Mayhew (Ed). Chicago: University of Chicago Press, 356.
9. Talcot, P., & Victor, M. (1972). *Readings in Premodern Societies*. Englewood Cliffs: Prentice-Hall, 417.
10. Vorona, M. A. (2008). Motivyy studentcheskoy zanyatosti [Motives of student's employment]. *Sotsiologicheskie issledovaniya [Social studies]*, 8, 106–114.

11. Dolgova, A. & Zhukova, I. (2007). Polnaya i effektivnaya zanyatost molodezhi — uslovie povysheniya konkurentosposobnosti strany [Full and effective employment of youth — a condition for a competitive recovery of the country]. *Chelovek i trud [The person and work]*, 8, 38–41.
12. Avramova, E. & Verpakhovskaya, Yu. (2006). Rabotodateli i vypuskniki vuzov na rynke truda: vzaimnyye ozhidaniya [Employers and university graduates in the labour market: mutual expectations]. *Sotsiologicheskie issledovaniya [Social studies]*, 6, 37–46.
13. Razumova, T. O. (2015). Perekhod ucheba — rabota. Problemy i puti resheniya [Transition from studies to work: problems and ways decision]. *Vypuskniki ekonomicheskikh spetsialnostey na rynke truda. Kachestvennyye issledovaniya v ekonomike i demografii. Nauchnyy seminar v magistrature ekonomicheskogo fakulteta MGU [Graduates of economics specialities in labour market. — qualities research of economic and demography. Research workshop in master's degree programme of the faculty of economics of MSU]*. Moscow: MAKS Press, the Faculty of Economic of Lomonosov Moscow State University, 139–151.
14. Gnevasheva, V. A. (2016). *Molodezhnyy segment rynka truda v sovremennoy Rossii: Osobennosti formirovaniya rabochey sily [Youth labour market section in contemporary Russia. Labour force formation particularity. Monograph]*. Moscow: RIOR Publ.; Infra-M Publ., 223.
15. Bobkov, V. N. & Bobkov, N. V. (2016). Ekonomicheskaya aktivnost rossiyskoy molodezhi i problemnyye zony eyo realizatsii [Economic activity of Russian youth and problem of its implementation areas]. *Uroven zhizni naseleniya regionov Rossii [Living standards of the population in the regions of Russia]*, 2, 8–29.
16. Linn, R. (1999, May). Personality, Motivation and Achievement by J. W. Atkinson and J. O. Raynor. *British Journal of Psychology*, 70(2), 347–354.
17. Litvinyuk, A. A. (2014). Problema formirovaniya professionalnykh kompetentsiy spetsialistov na osnove ispolzovaniya otraslevykh ramok kompetentsiy [Issues of professional competences of specialists using the industry framework of competences]. *Formirovanie professionalnykh predprinimatelskikh kompetentsiy molodezhi v protsesse obucheniya predprinimatelstvu: sbornik statey [Professional entrepreneurial competences of youth in the training process of entrepreneurship: collection of articles]*. Moscow: Synergy University Publ., 125–136.
18. Litvinyuk, A. A. (2014). *Organizatsionnoye povedenie [Organizational behavior]*. Moscow: Yurayt Publ., 528.

Authors

Vyacheslav Nikolaevich Bobkov — Doctor of Economics, Professor, Director General, All-Russian Center of Living Standards; Chief Research Associate, Scientific School of Human Resource Management, Plekhanov Russian University of Economics (29, 4th Parkovaya St., 105043; 36, Stremyanny St., 115054, Moscow, Russian Federation; e-mail: bobkovvn@mail.ru).

Alexander Aleksandrovich Litvinyuk — Doctor of Economics, Professor, Department Human Resource Management, Plekhanov Russian University of Economics (36, Stremyanny St., 115054, Moscow, Russian Federation; e-mail: bobkovvn@mail.ru).

Svetlana Anatolyevna Ledneva — PhD in Psychology, Associate Professor, Department of Human Resource Management, Plekhanov Russian University of Economics (36, Stremyanny St., 115054, Moscow, Russian Federation; e-mail: ledneva75@mail.ru).