

Strategy of the Partnership of University and Business Communities as a Factor of Sustainable Social and Economic Development of the Region

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Abstract — In article questions of transformation of the higher education at a stage of modernization of the Russian educational system are staticized, the role business - communities in formation of new model of the higher education on the basis of partnership of higher education institutions and business community is accented. Results of a sociological research of student's youth of the leading higher education institutions of the Belgorod region and representatives of business community (employers) have allowed to define a relevant trajectory of development of system of the higher education. Authors have presented the joint strategy of higher education institutions and business community directed to increase in customer focus of higher education institution in education market and also increase in competitiveness of the graduate in regional labor market.

Keywords — *the higher education, modernization, partnership, business community, competitiveness, customer focus.*

I. INTRODUCTION

Modern conditions of transformation of system of the higher education define impossibility of preservation of the education model, traditional for the industrial society, the inevitable change of an organizational and economic form of managing of the higher education institutions, the emergence of individual trajectories of education which create one more type of a signal of the market: individual preferences of the consumer, increase in value of the practical orientation of education connected with receiving set of competences for ensuring interests of business of any settlement of Russia cause need of changes of educational institutions organizational forms of the higher education, including transition to the distributed educational networks of higher education institutions, to development of individual educational trajectories, to the most flexible "customer-oriented" schemes based on the credit and modular principle, competence-based approach, increased requirements to ensuring quality of education at all his stages. Now competitive advantages ensure those higher education

institutions which have high intellectual potential, take steady positions in the market, have the development strategy which is based on several competitive positions [1].

II. LITERATURE REVIEW

Researches of the modern scientists studying problems of reforming of the education system contain considerable number of recommendations on the organization of competitive educational process which are among: psychology and pedagogical impact on students for the purpose of development of acmeological orientation of the personality; design of competitive educational models; solidarity with students in their position of combination of educational activity at the university and professional activity in the specialty, whenever possible, to help with employment; assistance to students in accumulation of professional experience by means of obtaining new knowledge, skills in the course of passing educational, production and others the practician, assistance in realization of research activity and etc [2].

Consideration of the general specific features of a sociocultural component of institutions of higher professional education happened to a support on ideas of D. Peppers, M. Rogers [3], A .A. Chubatyuk [4], I .A. Demenenko [5] which have allowed to reveal the problems of relationship of modern higher education institutions with internal and external clients and to develop the organizational and technological mechanism of increase in customer focus of organizational culture of higher education institutions.

In K. Anderson and K. Kerr's works problems of customer focus of management as factor of increase in competitiveness of the modern organizations are considered [6]. Economic effect of creation and introduction of customer-oriented approach by the companies is studied by researchers since 1990th (Narver, Slate [7]; Ruekert [8]; Deshpande, Farley, Webster [9]; Vorhies, Harker [10]; Ellis [11]; Jacob [12]).

Researchers emphasize need of accounting of features of their institutional environment for adaptation both the theory, and the empirical tools put into practice (Burgess, Steenkamp [13]; Sheth [14]). The practical tools for measurement of customer focus offered in the 1990th by J.S. Narver and S.F. Slater and also R. Deshpande, J. Farley and J.F. Webster are used as a basis for customer focus researches in Russia now (Yuldasheva, Shirshova [15]; Rozhkov, Rebyazina, Smirnova [16]; Gulakova, Rebyazina, Smirnova [17]). As the independent concept customer focus designates such approach in which the requirements and the interests of the client have paramount value. The customer-oriented organizational culture of higher education institution, its formation and development have been considered in works of I.A. Gulei, I.V. Shavyrina, ect [18]

Questions of th strategic partnership of higher education institutions with external clients within increase in competitiveness at training of specialists by institutions of higher professional education were considered in V.T. Titov and D.A. Endovitsky's works [19]. L.S. Grinkrug, V.S. Vasilenko prove interconditionality of partnership of higher education institutions and business communities, noting importance of preservation of the scientific focused nature of the higher school and need of compliance to requirements of the modern enterprises which purpose is attraction of highly qualified personnel to work[20]. I.G. Kufyrev and M.I. Rykhtik define the possible directions of development of partnership of higher education institutions and business communities, mechanisms of this interaction [21].

In the specified works it is noted that the problem of increase in competitiveness at training of specialists by institutions of higher professional education can't be solved without the strategic partnership of higher education institutions with external clients. According to V.T. Titov and D.A. Endovitsky, can be proclaimed the purposes of such partnership:

- 1) improvement of quality of the higher education by means of participation of business community in implementation of educational programs at all levels of the highest and educations (bachelor, master, postgraduate, doctoral);
- 2) coordination of activity in the sphere of research activity, the organization of educational and methodical providing for all education levels, improvement of methods and technologies of educational activity, formation of uniform educational space;
- 3) promotion of domestic and international cooperation in science, technology, education and culture; creation of conditions for introduction of provisions of the Bologna declaration in the regional system of the higher education;
- 4) development and implementation of innovative technologies in educational activity of higher education institutions for the purpose of effective training of highly qualified personnel according to necessary competences and standards;
- 5) creation of corporate interests and strengthening of ties between institute of education and business community by means of development of the mechanism of interaction of higher education institutions with associations of employers and business structures [19].

III. INSTRUMENT

For the studying purpose of practice of partnership of higher education institutions and business community by authors survey of student's youth of the leading higher education institutions of the Belgorod region has been conducted. The Belgorod state national research university (NRU "BelSU"), the Belgorod state technological university of V.G. Shukhov (BSTU), the Belgorod university of economy, cooperation and the right (BUECR) have participated in a research. Survey has been conducted during the period from November 20 to December 30 in 2016, the total of the respondents participating in a research has made 801 persons. In structure of a sample on a floor 45,02% of men and 54,98% of women, on form of education of pupils of state universities – 71,48%, commercial – 28,52% are presented. According to a research objective one of the setting quotas signs was the course at which respondents are studying. So, in structure of a sample the respondents studying at 1 course have made 29,55%, on the second-third – 35,74%, on the 4th course – 34,71%.

For the purpose of studying of nature of interactions of regional business communities with the Belgorod higher education institutions by authors has been carried out a survey of employers as customers of young specialists of the Belgorod region (N=200). The field investigation phase passed in August-September, 2017. The volume of a sample was 200 respondents. In structure of a sample the following social and demographic groups are presented. On a floor: men – 22%, women – 78%. Depending on branch accessory of the organization: agriculture and forestry – 12%, trade and public catering – 12,5%, housing-and-municipal and consumer services of the population – 9%, defense and protection of public order – 8%, construction – 16%, transport – 11%, the industry – 15%, education – 7%, communications – 9,5% of respondents.

IV. FINDINGS AND DISCUSSION

Studying of interaction of higher education institutions of the Belgorod region with potential employers as main customers of the main product of educational system – the certified specialist, has allowed to determine the level of partnership of higher education institution and business community (tab. 1).

TABLE 1.

Is your university actively cooperating with potential employers?	
Yes	34.48%
No	23.10%
Difficult to answer	42.41%
In total	100.00%

So, only 34,48% of respondents note that in higher education institution active interaction with potential employers is carried out. 23,10% - note lack of that, and 42,41% have found it difficult to answer the matter.

The distribution of answers to the question posed depending on status accessory of higher education institution shows that students of commercial higher education institution more note active interaction with potential employers (44,58% compared to 30,43%). Respectively, the lack of that is noted more by students of state universities (27,54% compared to 12,05%).

If nearly a half of first-year students notes existence of active interaction with employers (47,67%), then with increase in a course such position in proportion decreases (38,46% - average courses and 19,00% older years).

And, on the contrary, the lack of such interaction increases in proportion to a course of respondents – from 5,81% at the first year to 21,15% on averages and 40,00% on an older year. Certainly, it is connected with the greatest updating of future employment and development of a practical component of future professional activity.

This trajectory is expressed in increase of dissatisfaction of students with various directions of higher education institution according to a course. On a final year, being “product” of educational process of higher education institution the student is ready to broadcast the gained knowledge, abilities, skills in the professional activity, showing the high level of competence. But, facing an employment problem, there is a disappointment and as a result partial loss of knowledge gained in higher education institution. For this reason, the clear policy of partnership in the higher education institution employer system providing indissoluble communication between student's community and university graduates has to be the most important activity of a higher educational institution. Realization of this approach is possible only at continuous monitoring of a level of potential client's loyalty of higher education institution, a level of satisfaction of consumers, consumer preferences and their expectations, at feedback assessment with subjects of the market. Such system of partnership will provide the high level of customer focus of higher education institution in regional education market and also will create the platform for effective social and economic development of the region.

We also attempted to study the nature of these relations (table.2). The question was directed, first of all, at those who answered the previous question in the affirmative.

Nearly a half of respondents (47,29%) note that, in higher education institution teach those which directly work in branch. On the second position – potential employers come to us with lectures, meetings with them (36,43%) will be organized, and the third position was equally shared by such indicators as the organization of accurate distribution for places of practice and an opportunity to choose the place of practice with the subsequent possibility of employment (on 32,56%).

The smallest indicators of this interaction is the presentation of our ideas to employers of Belgorod with possible subsequent financing of the offered projects (6,98%).

It is significant and important that students of humanitarian universities the most common is that teach them at the university those which directly work in branch (53,01%). But at the same time, students of technical university note the big organization accurate distribution in places of practice (36,96% compared to 30,12%), the big organization of

occupations on production (26,09% compared to 19,28%), a great opportunity to present their ideas to employers with possible subsequent financing of the offered projects (8,70% to 6,02%). At the same time, students of humanitarian universities point more to an opportunity to choose the place of practice with the subsequent possibility of employment (36,14% to 26,09%). Thus, the interaction with potential employers is carried out depending on specifics of professional orientation of higher education institution.

TABLE II.

What nature of these interactions? (the sum of answers exceeds 100% as the multiple choice was possible)	
At us teach those which directly work in branch	47.29%
We will organize occupations on production	21.71%
We will organize accurate distribution in places of practice	32.56%
Potential employers come to us with lectures, meetings with them will be organized	36.43%
We have an opportunity to choose the place of practice with the subsequent possibility of employment	32.56%
At us selections of the best take place for further work in the company	10.08%
We present our ideas to employers with possible subsequent financing of the offered projects	6.98%
At us teach those which directly work in branch	47.29%
We will organize occupations on production	21.71%
We will organize accurate distribution in places of practice	32.56%
Potential employers come to us with lectures, meetings with them will be organized	36.43%
We have an opportunity to choose the place of practice with the subsequent possibility of employment	32.56%
At us selections of the best take place for further work in the company	10.08%

Studying of nature of interactions of regional business communities with the Belgorod higher education institutions by means of the survey of employers allows obtaining more objective data as concerns assessment only of a resultant component of educational processes – the university graduates showing the created professional and common cultural competences directly of work places of application.

The value of the data obtained during the survey of employers (external clients) is caused also by the fact that business community, giving an objective assessment to such significant characteristics as image and reputation of higher education institution, directly participate in their formation, and, therefore, their recommendations can be used for correction of a sociocultural component of educational process.

The distribution of answers to a question of interaction of the organizations as business communities of the region with higher education institutions are presented in tab. 3.

TABLE III.

Is your organization interacting with Belgorod higher education universities?	
Yes	59.50%
No	40.50%
In total	100.00%

The submitted data show that 59,5% of respondents (representatives of the business environment of the region) carry out interaction with the Belgorod higher education institutions. In turn, the considerable percent of respondents, namely 40,5% deny any joint activity with regional higher education institutions.

That the considerable percent of respondents (59,5%) has indicated interaction with regional higher education institutions it is expedient to define the nature of this interaction of higher education institutions and business of community of the Belgorod region (tab. 4).

TABLE IV.

If you have in the affirmative answered the previous question, then what nature of these interactions?	
our employees teach in higher education institutions	18.00%
occupations on production (enterprise) are organized	9.00%
distribution in places of practice are organized	24.50%
meetings with students are organized (job fairs, acquaintance with production, etc.)	16.00%
practicians of students with the subsequent possibility of their employment will be organized	7.00%
selections of the best take place for further work in the company	6.00%
we will organize representation of the student's ideas, projects with the subsequent their financing	4.50%
employees of the organization formally are assigned only to a certain department	13.50%

Apparently from the received results of a research, the main characteristic directions of interaction of higher education institutions and representatives of business community are:

1) the organization of distribution of students for places of practice that causes obligatory implementation of requirements of Federal state educational standards of the higher education (further FSES HE), curricula of higher education institution and the separate directions of preparation when forming common cultural and professional competences of graduates (24,5%);

2) interaction by means of participation of employers in educational process of higher education institution, in particular, carrying out studies, various seminars and clubs (18%);

3) the organization of various meetings and actions with students of higher education institutions (job fairs, acquaintance with production, etc.) (16%) that is one of effective characteristics of interaction of the higher education institutions and business community which are expressed by opportunities of transfer of practical experience of qualified specialists to students of higher education institution,

obtaining relevant information on situation in labor market of specific industry of the region, etc.;

4) formal fixing of representatives of business community to a certain department (13,5%). Expression of such nature of interaction of higher education institutions and regional business community is defined only at the declared level of a higher educational institution and is caused by requirements of educational process of the direction of preparation of higher education institution at observance of FSES HE.

Less considerably as external clients of educational institution have acted as the expressed characteristics of interaction of higher education institutions and employers: the organization of occupations of students on production (9%), the organization of practice of students with the subsequent possibility of their employment (7%), the system of selection of the best students for further work in the company (6%). In the smallest expression of joint interaction of higher education institutions and regional business communities the organization of representation of the student's ideas, projects with the subsequent their financing (4,5%) has acted that shows rather low initiative level of participation of employers in support of future experts, their ideas and developments.

Thus, we will note that the nature of interaction of the Belgorod higher education institutions and business community has more declared and standard-regulatory character, and is expressed in mutually beneficial relations between clients of the educational environment.

The moment interesting us in this research is assessment of influence of the new worker on development of the organization. So, 51% of the interviewed employers who have noted that they employed graduates of the Belgorod higher education institutions within the last three years have stated the following (tab. 5).

TABLE V.

If you have in the affirmative answered the previous question whether has exerted impact of the new worker on development of your organization?	
certainly has exerted	22.50%
has exerted somewhat	34.50%
hasn't exerted any impact	43.00%
In total	100.00%

In this case, being based on the data of results of the survey we will note that in general, 57% of employers have noted influence of the new worker on development of the organization from which 34,5% of respondents estimate only some extent of this influence and 22,5% of employers note unconditional influence of the new worker on development of the organization. In turn, the considerable part of respondents (representatives business - communities) has noted that no influence of the new worker on development of the organization existed (43%). The received results show a double trajectory of positions of employers, according to us, connected as with subjective, and objective factors.

For the purpose of determination of nature of influence of the new worker on development of the organization, we have asked the specifying question of that to group of respondents

which has in the affirmative answered a question of existence / lack of influence of the new worker on development of the organization (tab. 6).

TABLE VI.

If you have in the affirmative answered the previous question, explain, please, what nature of influence of the new worker on development of your organization?	
in the organization certain norms have changed	15.00%
certain values have changed	12.69%
intra organizational communications have changed	21.42%
the corporate spirit, relationship between workers has changed	16.66%
the professional spirit of workers, their motivation to achievement of the goal has changed	25.39%
the existing traditions of the organization have undergone certain changes	8.73%

According to the respondents, the main indicators that most influence the new employee on the development of the organization (the future place of work of the graduate) are:

1) change of a professional spirit of workers, their motivations to achievement of the goal (25,39%). This indicator more expresses influence of the new worker (young specialist) on personnel of the organization by means of the increased ambition, careerism and also initiative that is inherent in young specialist wishing to refract received professional knowledge, skills and to find their professional self-expression.

2) change of intra organizational communications (21,42%). Influence on intra organizational communications of the young specialist can be both positive, and negative owing to social, psychophysiological and other factors. The high school organizational culture exerting impact on the student (graduate), and in the future the young specialist is broadcast in the new environment (working collective), and as a result exerts impact on intra organizational communications;

3) the interconnected indicator with previous is change of corporate spirit and also relationship between workers.

The list of fundamental characteristics of influence of the new worker on development of the organization is closed:

- change of certain norms of the organization;
- change of certain values;
- change of certain traditions of the organization.

At the answer to the matter the tendency existing today in the sphere of business, and which is shown in fear of heads of the organizations of relative the fact that personal values of the employees who have again come to the organization can shake considerably the developed social and psychological atmosphere in the organization was distinctly shown. These fears have under themselves the real reasons. Values and standards of behavior of various organizations of the production and non-productive spheres (having different mission, the different purposes and tasks, and respectively, various sociocultural environment) significantly differ among themselves and, naturally, aren't identical to those norms and values which are formed by means of the organizational culture of higher education institutions which also have the specifics. Therefore, if values and standards of behavior of the young specialist seriously differ from values and standards of

behavior in the organization which has accepted him, then it, on the one hand, poses a threat of its integrity, and with another – creates considerable difficulties for the yesterday's university graduate, complicating process of adaptation to the new environment.

We will note that the complexity of the organization of similar partnership is, first of all, that higher education institutions and the enterprises of Belgorod have various purposes. If the educational institution carries out high-quality training of specialists for labor market, then the enterprises employing young specialists are aimed, first of all, at high-quality production. In this regard L.S. Grinkruga and V.S. Vasilenko's statement that "responsibility for "target functional training of specialists" is conferred on higher education institution therefore the principle of participation of higher education institution in all stages of training of specialists sounds a little tautological is lawful: considering that actually the higher education institution also realizes this task, and employers have to be involved with higher education institution to all stages of preparation" [20]. In these conditions, on the one hand, it is important to universities to keep the scientific focused nature, and with another – to conform to requirements of the modern enterprises which purpose is attraction to work of highly qualified personnel for the purpose of receiving profit.

Development of the joint strategy of higher education institutions and business community of Belgorod will be accurately described in which the priority directions and the end results of joint activity can become one of versions of the solution of this problem.

V. CONCLUSION

In our opinion, interaction of higher education institutions of Belgorod with external clients has to be carried out at three levels of the organization of educational process.

The first level of interaction of educational institution and external clients is necessary at the strategic planning of purposes and results of training of competent experts and includes:

- detection of the relevant list of common cultural competences of the university graduate which have to be created within a certain educational program on the basis of professional industry standards and the concept of the advancing education;
- design of the main educational programs on the basis of goal-setting in the form of the stated common cultural competences of the university graduate reflecting the main requirements of business community to a sociocultural component of training of specialists [22].

The second level of interaction assumes:

- creation of the innovative sociocultural environment of higher education institution taking into account requirements and the interests of education, science and business;
- development and deployment in educational process of effective ways and mechanisms of achievement of desirable results of formation of customer-oriented organizational culture, including obligatory participation in realization of this process of leading experts from science and production.

At the third level of partnership of higher education institutions with external clients for the purpose of preparation of competitive specialists it is necessary:

– active participation of external clients (first of all, representatives of business) in the control system of level of formation of the stated common cultural competences of the university graduate;

– development of new assessment procedures of quality of training of future experts within competence-based approach, including development and deployment of innovative control systems of level of formation of common cultural competences of experts by check of their ability to find the solution of the complex problems connected with values, standards of behavior in specific situations;

– creation of effective methods of the management of quality of educational process taking into account requirements of employers.

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