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## PROSPECTS FOR INNOVATIONS IN MARKETING OF ECONOMIC EDUCATIONAL SERVICES IN UKRAINE

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**Abstract** The article is devoted to the prospects for innovations in marketing of economic educational services in Ukraine. The research of expectations and requirements of employers for competencies of graduates of institutions of higher economic education has been conducted. «Career growth» has been chosen as the main criterion for determining the totality of competencies of graduates significant for employers. The clustering of employers was carried out on the results of the survey of employers and their assessments of the requirements for competencies of graduates of institutions of higher economic education, necessary for «career growth». The following clusters have been identified: «perfectionists», «maximalists» and «minimalists», who have different requirements for competencies of graduates of institutions of higher economic education. The obtained results became the basis for determining the prospects for innovations in marketing of economic educational services, orienting graduates at certain behavioral models in the process of study. This will be the key to their success in the field of professional activity.

**Keywords:** innovations, marketing, economic educational services, employers, competences, institutions of higher economic education

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**Additional disciplines:** sociology; educology.

### 1. Introduction

Innovations, which, in the first place, are understood as new developments, are designed to ensure the development of an individual, an organization, a society as a whole. With the high rates of change in the requirements for specialists in the labor market, the trend towards lifelong learning is becoming increasingly important. Since the employers are the customers in the labor market, then the knowledge of their tastes, preferences, expectations, needs will allow us to determine the prospects for innovations in the field of economic

educational services. Innovation is a dynamic concept, subjected to constant change. Innovations in marketing of educational services in general and economic educational services, in particular, will help the scientists to identify the ways of improving the quality of higher economic education.

Innovations in marketing of educational services are focused on creating the conditions for interaction of those participants who strive not only to increase the amount of knowledge, but also to improve the quality of knowledge. Interaction of graduates of universities and employers will provide sustainable understanding how to organize the process of forming the competences of graduates to lay the foundation for a successful professional activity of employers. The arguments which foreign scientists propose should be taken into consideration. «People most of the time are rational actors who aspire to minimize the costs and maximize the benefits of their behavior. This is of course the basis of rational choice theory which underlies modern economics and is gaining ground in the other social sciences. In any case, to the extent that people behave to maximize their benefits, they will select, or rediscover, or invent more efficient systems of interaction» (Bejan, Merckx, 2007).

To invent more efficient systems of interaction in marketing of educational services scientists and practitioners should share their experience in professional activity. They should take into account the results of monitoring the opinions of employers about the quality of competences of graduates, results of monitoring of employment of graduates. Especially important is to have the information whether graduates work in accordance with the received specialty.

The information about the reasons why graduates do not work in accordance with the received specialty is also very useful. As the results of the survey show, the possible reasons are: 1) competences received at universities do not meet the requirements of employers; 2) graduates get a job to have high salary, work in accordance with the received specialty does not matter; 3) results of education do not meet the expectations of graduates; 4) conditions of professional activity do not satisfy graduates as future employees (bad equipment, social package, inconvenient work schedule etc.); 5) initially graduates were interested in obtaining any diploma of higher education; 6) graduates find themselves in a situation where they can't find a job in accordance with the received specialty. All these reasons may be interpreted as risks. To minimize these risks, it is necessary to conduct marketing research of the problems in the sphere of educational services and propose innovations in it.

Today, Ukraine ranks 88th among 189 countries of the world on the human development index (HDI) (United Nations Development Program, 2018). Moreover, this position is largely due to the level of education of citizens of Ukraine. The number of people with higher education among Ukrainians (Table 1) is high by world standards.

**Table 1.** UN and the State Statistics Service of Ukraine data on the HDI on education in Ukraine

Years	HDI	Gross enrollment ratio of the population in higher education (% of the population with higher education among the total population who have reached the age of higher education), %	Graduated from school (11 classes), thous. of people	Number of persons admitted to institutions of higher education, thous. of people	Number of persons graduated from institutions of higher education, thous. of people
2014	0,748	79	247	361,1	484,5
2015	0,743	82	229	323,1	447,4
2016	0,746	79	211	313,8	386,7
2017	0,751	83	203	323,5	421,1

*Source:* composed by the authors according to the data of the United Nations Development Programme, the State Statistics Service of Ukraine

According to the World Economic Forum, Ukraine ranks 10-12 in the world in terms of the degree of enrollment in higher education. At the same time, according to the World Bank's «Skills for Modern Ukraine» study, the level of education has little effect on the wages received. There is a gap between the competencies acquired by students and those that employers need (Ximena et al., 2017).

## **2. Theoretical background**

Issues of innovation in marketing of educational services in general and economic educational services, in particular, the interaction of employers and educational institutions have been researched by Ukrainian and foreign scientists. Among them Illiashenko (2016), who studied management and marketing of innovations, knowledge marketing in a virtual environment in the market of scientific and educational services. The scientist noted that in economics, innovations are considered as a way to improve the efficiency of the use of available resources. «From the point of view of subjects of economic activity, innovations are considered as means of their adaptation to changes in the external environment, which are capable of ensuring their long-term survival and development relative to the chosen mission. An important role in ensuring the success of innovation activity is played by the marketing of innovations, which is defined as an activity aimed at finding new areas and ways to use the potential of an organization, creating on this basis new products and technologies to promote them in the market in order to satisfy consumer needs more effectively than competitors by means of this, making profit at the expense of it and ensuring conditions of long survival and development in the market» (Illiashenko, 2016). Illiashenko suggested using innovations and directly marketing innovations, including relative knowledge and educational services, as a driving force for the development of the Ukrainian economy and ensuring the independence of the country based on the principle of «ahead of not catching up» (Illiashenko, 2016). Fedulova (2015) considered marketing innovations: systematization of their types and practice of application by Ukrainian enterprises. Prokopenko, Bozhkova and others (2016) studied the formation of the concept of marketing of educational services, marketing approaches to the promotion of educational services. Martynenko, Lysytsia, Prytychenko (2018) justified the list of innovative technologies and types of marketing of economic educational services. Semchuk (2017) conducted a study of diagnosing educational projects, programs, academic disciplines with regard to risks in the system of «enterprise – educational institution».

Dudzevičiūtė and Tvaronavičienė (2011) considered innovative activity from the point of view of its conceptual bases, as well as its assessment. Laužikas and Dailydaitė (2013) studied social capital and its innovative opportunities for enterprises. First of all, the concept of social capital and its role are defined referring to a set of scientists' interpretations on social capital and economic/social development. The main patterns of innovation capabilities are revealed, followed by the methodology and research results presented. Kotler and Fox (1995) studied strategic marketing for educational institutions. Etzkowitz and Leydesdorff (2000) analyzed the triple helix model, the possibilities of interaction between the university, enterprises and the state. Lavrinenko, Ohotina, Tumulavičius, Pidlisna (Lavrinenko et al., 2016) studied the cooperation between the participants of innovation systems: universities, enterprises and the state. Porter (Porter et al., 2010) studied the educational cluster in the state of Massachusetts, its role in the US education sector. Rai, Raguraman, Veerappan (Rai et al., 2013) considered a strategy for meeting customer needs. Immaisi analyzed the marketing of educational services for export (Immaisi, 2014), Al-Dulaimi (2016) considered an attempt to solve the issue of the quality of educational services at institutions of higher education. Išoratė, Steiblienė, Mečėjienė (Išoratė et al., 2014) studied the theoretical aspect of professional competences, and also conducted a study of the professional competencies of graduates among employers to improve the quality of higher education. They express the opinion that college graduates perceive their professional qualities and competencies obtained during studies. Respondents of this research identified that they make hiring decisions based on individual interviews, recommendations and selection testing results. They are satisfied with all graduates, who eagerly improve their professional skills in various areas of expertise. Graduates have adequate theoretical knowledge base, decent organizational skills and have enough

knowledge of foreign languages. General qualities of graduates were highly evaluated. This paper has showed that personal qualities have an impact on professional activities; these qualities are responsibility, activity in workplace and efficiency. Dzemyda, Zacharevič, Nedelko addressed the issues of improving the education of international trade professionals (Dzemyda et al., 2015). Ananishnev, Beryozka, Krasilnikova (Ananishnev, 2015; Beryozka, Krasilnikova, 2016) analyzed the possibility of competitive functioning and development of an educational organization through the use of marketing tools. Abramova (2016) studied the integration of interests of employers and institutions of higher education, joint work to develop the necessary list of competencies of graduates. The integration of educational institutions and employers with the creation of educational clusters as centers for such integration was studied in the works of Igolkin (2015), Kuzmenko (2015), Shatalova, Kravtsova, Mihelkevich (2015). Igolkin, Kuzmenko and Shatalov (2015) devoted their research to the mechanism of formation and functioning of educational clusters. Kravtsov, Mikhelkevich (2015) reviewed the organizational and methodological foundations of function-oriented training of specialists in the framework of educational cluster. Higher education has faced issues of economic transformation, workforce development, massification, and reduced funding in previous years, but the urgency with which education is expected to respond to these changes by both government and the private sector is rather extraordinary. Innovative solutions will be necessary for universities to maintain their compact with government, align their programs with public objectives, and find solutions to societal problems (Tierney, Lanford, 2016; Senan, 2018).

### **3. Reseach objective and methodology**

The objective of the article is to determine the prospects for innovations in marketing of economic educational services based on clustering of employers, depending on the importance of requirements for the competencies of graduates for career growth.

To achieve the objective it is suggested to solve the following tasks: 1) analyze the works of scientists on marketing of educational services; 2) carry out factor and cluster analyses for the purpose of segmentation of employers-respondents; 3) identify the prospects for innovations in marketing of economic educational services in Ukraine.

As part of the research, the authors developed a questionnaire for employers and conducted a survey of managers of enterprises of various forms of ownership and activities for the importance of the requirements for the competencies of graduates of economic specialties for «career growth». The sample size was 80 respondents-employers. The employers represent such spheres as machine-building industry, chemical industry, food industry, light industry, service industry and banks. Among the mentioned industries there are 16 big companies (mainly machine building industry, chemical industry, food industry and banks), 26 middle companies (mainly light industry, food industry), 38 small companies (service industry and banks). Top management is presented by employers of big companies and middle companies, small companies. Average level management – these are employers of middle companies and small companies. The lowest level of management is presented by employers of middle and small companies. In the list of employers' requirements for the competencies of graduates, the following were proposed:

- 1) constantly improve qualification;
- 2) know new software products;
- 3) speak 1-2 foreign languages;
- 4) be able to conduct business negotiations;
- 5) be emotionally restrained;
- 6) propose new real ideas;
- 7) have communication skills in professional environment;
- 8) be able to prepare successful presentations;
- 9) be able to work in a team.

**4. Results and discussion**

The justification of the directions of innovative development of institutions of higher education is impossible without taking into account the requirements of employers for graduates. It should be noted that employers focus on various competency requirements for graduates when giving them employment and when in the future providing them the opportunity of «career growth». The clustering of employers allows us to divide them into groups (clusters) according to the degree of similarity. In future, it contributes to the adaptation of graduates to the requirements of employers.

During the survey, the employers-respondents assessed the importance of these requirements for the competencies of graduates of institutions of higher economic education for the «career growth» on a five-point scale.

According to the results of the employers' assessment of the requirements for the competencies of graduates, a factor analysis was carried out, which made it possible to identify the most important variables for the respondents (competencies) and perform their compression. Statistical data processing was carried out using the STATISTICA software. The results of the factor analysis are presented in table. 2

**Table 2.** The results of factor analysis

Factors	Eigenvalues	Percentage of total variance attributed to factors	Cumulative own values	Cumulative percentage of variance explained by factors
1	3,170184	35,22427	3,170184	36,22427
2	1,360787	15,11985	4,530970	50,34412
3	1,085848	12,06498	5,616819	62,40910

*Source:* created on the basis of the survey, conducted by the authors

The cumulative percentage of variation, explained by selected factors, is 62.41%. This allows us to conclude that the result of the analysis is sufficient to determine the main macro-attributes regarding the importance of employers' requirements for the competencies of graduates of economic specialties.

To process the original data, the Principal components method was used. In the framework of this method, the selection of variables is based on the study of the loads of individual factors, which takes into account the proximity of the values of loads to unit. A load value of at least 0.7 is considered sufficient (Grechkov, 2006).

Based on the results of the factor analysis, six out of nine requirements for the competencies of graduates are identified, which are combined into three factors (Table 3).

**Table 3.** The matrix of factor loads

Variables	Factor 1	Factor 2	Factor 3
Var1	0,026706	0,031864	0,960811
Var2	0,031274	0,739667	0,329066
Var3	-0,067732	0,787713	-0,049574
Var4	0,423320	0,737349	-0,045641
Var5	0,566648	0,408735	0,021594
Var6	0,565548	0,220243	0,152218
Var7	0,518847	0,236347	0,396750

Var8	0,787351	0,064714	0,025243
Var9	0,832734	0,007829	0,019220
Total dispersion	2,410806	1,987977	1,218036
Proportion of total dispersion, due to factors	0,267867	0,220886	0,135337

Source: created on the basis of the survey, conducted by the authors

The results of factor analysis allow us to state the following. The first factor is the most influential. It explains 36.22% of the total variation of indicators. The most significant influence on this factor is exerted by such requirements of employers for the competencies of graduates as the following: «be able to prepare successful presentations» (0.79); «be able to work in a team» (0.83). The first factor is recommended to interpret as «partner-oriented».

The second factor explains 15.12% of the total variation of indicators and is characterized by such variables as: «know new software products» (0.74); «speak 1-2 foreign languages» (0.79); «be able to conduct business negotiations» (0.74). Based on the content and nature of this factor, it is advisable to interpret it as «advanced».

The third factor characterizes such a variable as «constantly improve qualification» (0.96) and explains 12.1% of the accumulated variation. The third factor is recommended to interpret as «pragmatic».

The results of the factor analysis show that the least important for employers-respondents are such requirements for the competencies of graduates as the following: «be emotionally restrained»; «propose new real ideas»; «have communication skills in a professional environment». This can be explained by the fact that «being emotionally restrained»; «be able to propose new real ideas»; «have communication skills in a professional environment» are the results of professional experience. Employers understand that graduates lack experience because it is acquired over time.

The clustering of employers according to their assessments of requirements for the competencies of graduates of economic specialties was carried out on the basis of cluster analysis using the K-medium method (Punj, Stewart, 1983). The quality of cluster analysis is confirmed by the results presented in Table. 4.

**Table 4.** Cluster analysis results

Factors	Distances between clusters	Number of degrees of freedom	Distances inside clusters	Number of degrees of freedom	F-criterion	p-level
1	22,96750	2	56,03250	77	15,7810	0,000002
2	21,67611	2	57,32389	77	14,5582	0,000004
3	66,18191	2	12,81809	77	198,7818	0,000000

Source: created on the basis of the survey, conducted by the authors

The results of the cluster analysis are reliable, since the error rate (p-level) does not exceed 5% (0.05).

Thus, 3 clusters were identified as a result of cluster analysis. (Table 5).

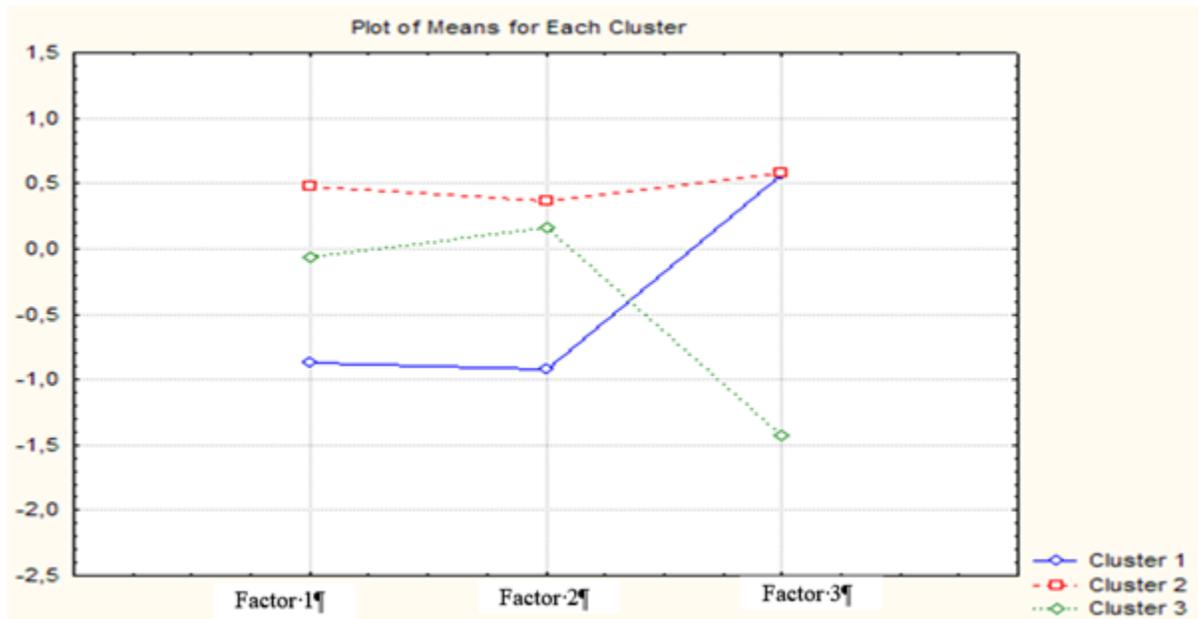
**Table 5.** Distances between the selected clusters

Cluster number	Euclidean distances between clusters		
	No. 1	No. 2	No. 3
1	0,000000	1,148538	1,944831
2	1,071698	0,000000	1,460196
3	1,394572	1,208386	0,000000

Source: created on the basis of the survey, conducted by the authors

The data in Table 5 indicate that there has been achieved the convergence by the criterion of small size or no change in the position of cluster centers. The maximum absolute change in the coordinates of any cluster is zero, which indicates the reliability of the calculations.

The factorized profile of the centers of the selected clusters, compiled on the basis of average values of factors in each of the selected clusters, is presented in Fig. 1.



**Fig. 1.** Factorized profile of the centers of the designated clusters

Source: created on the basis of the survey, conducted by the authors

The visualization of the clusters indicates their differences. According to the results of cluster analysis, 19 employers-respondents were included in the first cluster. It is characterized by high requirements of employers to the third factor («constantly improve qualification»), low assessment of the first factor («be able to prepare successful presentations») and «be able to work in a team») and a low assessment of the second factor («know new software products»; «speak 1-2 foreign languages»; «be able to conduct business negotiations»). The first cluster is recommended to interpret as «perfectionists».

The second cluster is the largest one, comprising 38 employers-respondents. The employers who represent this cluster focus on all three factors (requirements for graduates grouped into three factors): «partner-oriented», «advanced» and «pragmatic», namely, such requirements as: «be able to prepare successful presentations»; «be

able to work in a team»; «know new software products»; «speak 1-2 foreign languages»; «be able to conduct business negotiations»; «constantly improve qualification». The recommended name for this cluster – «maximalists».

The third cluster is represented by 23 employers-respondents. The most important requirements for the competencies of graduates according to the employers in this cluster are as follows: «know new software products»; «speak 1-2 foreign languages»; «be able to conduct business negotiations». These requirements are combined in the second factor. Not so important are such requirements for the competencies as the following: «be able to prepare successful presentations» and «be able to work in a team» (the first factor). There are low requirements of representatives of this cluster to the third factor - «constantly improve qualification». The recommended name for this cluster is «minimalists».

Descriptive characteristics of the clusters are presented in Table 6.

**Table 6.** Descriptive characteristics of the selected clusters

Characteristics	1 cluster of «perfectionists»	2. cluster of «maximalists»	3. cluster of «minimalists»
1. Percentage of respondents	23,75 %	47,5%	28,75%
2. Sphere of activity of enterprise	Production – 26%; trade – 16%; services – 58%	Production – 37%; trade – 8%; services – 55%	Production – 30%; trade – 22%; services – 48%
3. Organizational and legal form of enterprise	Private enterprise – 79%; business entity – 10,5%; state enterprise – 10,5%	Private enterprise – 68,4%; business entity – 13,2%; state enterprise – 18,4%	Private enterprise – 66%; business entity– 17%; state enterprise – 13%; entepreneur – 4%
4. The most important requirements for the competencies of graduates	1. Analytical and forecasting skills on the basis of carried out research; 2. Focus on lifelong learning; 3. Combination of theoretical and practical skills that meet the specialty; 4. Ability to quickly adapt to professional environment	1. Analytical and forecasting skills on the basis of carried out research; 2. Ability to quickly adapt to professional environment; 3. Focus on lifelong learning; 4. Combination of theoretical and practical skills that meet the specialty	1. Ability to quickly adapt to professional environment; 2. Analytical and forecasting skills on the basis of carried out research; 3. Focus on lifelong learning; 4. Flexibility and psychological resistance to external influences.
5. The most important requirements for the personal qualities of graduates	1. Working efficiency 2. Creativity 3. Ability to learn in a workplace; 4. Discipline	1. Ability to learn in a workplace; 2. Ability to work in a team; 3. Communicative skills; 4. Working efficiency 5. Discipline and non-standard thinking	1. Communicative skills; 2. Ability to learn in a workplace; 3. Ability to work in a team; 4 Working efficiency 5.Emotional control
6. Internship abroad	Yes – 16%; No – 84%	Yes – 26,3%; No – 73,7%	Yes – 4%; No – 96%
7. Level of management	1. The lowest level – 21%; 2. Average level – 42%; 3. Top management – 37%	1. The lowest level – 5,2%; 2. Average level – 47,4%; 3. Top management – 47,4%	1. The lowest level – 8,7%; 2. Average level – 56,6%; 3. Top management – 34,7%
8. Gender	84,2% –women; 15,8% –men	52,6% –women; 47,4% –men	69,6% –women; 30,4% –men

Source: created on the basis of the survey, conducted by the authors

As can be seen from Table 6, the employers «maximalists» prevail in percentage. This can be explained by the fact that employers «maximalists» do not want to spend time and money on training, they want to get an energetic, hardworking employee who is ready to perform any task in the framework of his professional activities.

As the descriptive characteristics of clusters show, the set of the most important requirements for the competencies of graduates is almost the same in content, only their rating differs. However, the significance of the rating indicates the priorities of employers, which can be useful information for students of institutions of higher economic education even in the process of studying. Such information will allow graduates to orient themselves regarding the sphere of professional activity and will help to determine the choice of variable disciplines that form specific competencies. As a result, employers will be satisfied with the training of graduates; less time will be required to adapt graduates to professional environment. Employers will be able to set challenging tasks for graduates, the successful solution of which will enable graduates to ensure career growth and wage increase, will form dedication to the enterprise.

The «perfectionists» occupy almost equal shares among middle-level employers and top management. This group of employers is working on themselves, realizing that it is necessary for ensuring competitiveness in the market economy. They require «constant improvement of qualification» from others, as if «allowing» people of their own kind to remain in their professional environment. A rather large proportion of employers of the lowest level in the cluster are «perfectionists», not possessing high-level competencies themselves, since they work for a short period of time at the enterprise, they demand this from employees beginners, using the «power» of managers.

It is noteworthy that middle-level employers and top management are mostly «maximalists». They have different requirements for the competencies of graduates, probably taking into account the need to quickly adapt to changes in the labor market. Such employees, as the «maximalists» want to see, are easier to teach professions, since they have a complete set of competences, each of which can be used to the maximum, depending on the situation in business. Lower-level employers often realize their lack of professional experience, and therefore do not require much from graduates.

Middle-level employers dominate among the «minimalists». This, it can be assumed, is explained by the fact that they themselves are focused on «career growth». Any graduate with a wide range of competencies is perceived by them as a competitor, so they require a minimum of competencies from them. Top-management employers expect graduates to fulfill the role of a «performer», therefore such a list of competencies is sufficient for them. Lower-level employers «minimalists» did not adapt themselves sufficiently to the professional environment; therefore, they do not yet have professional ambitions towards graduates. All listed competencies are inherent in them.

Representatives of all three clusters singled out the ability «to learn in the workplace» among the most important requirements for the personal qualities of graduates. At the same time, the place in the rating of this personal quality is different. The «maximalists» consider «ability to learn in the workplace», «ability to work in a team» to be the most important personal qualities. This can be explained by global tendencies of lifelong learning, the fairly frequent use of the «brainstorming» method when making management decisions in situations of risk and unpredictability. In addition, the experience of internships abroad of employers-respondents belonging to the «maximalists» has become an incentive for such requirements for graduates.

The «perfectionists», representatives of the first cluster, among the most important requirements for the personal qualities of graduates placed emphasis on «working efficiency», «creativity» and «discipline». The presence of these qualities among graduates contributes to continuous self-study, improvement of qualification and performance.

The cluster of employers – «minimalists» consider «communication skills», «ability to work in a team», «working efficiency» and «emotional control» to be the most important requirements for personal qualities of graduates, which corresponds to the role of a «performer» assigned by them to graduates.

Every year, the Global Innovation Index ranks the innovation performance of nearly 130 economies around the world. The Global Innovation Index characterizes the innovative development of countries at different levels of economic development. The authors of the study (Global Innovation Index) believe that the success of the economy is connected both with the availability of the innovation potential and the conditions for its implementation. The index is calculated on the basis of 80 different variables, among which a significant proportion is occupied by such indicators as Human capital & research; Knowledge & technology outputs and Business sophistication.

Participants of World Economic Forum in Davos (Jahanian, 2018) expressed their point of view about the possible ways of transformation of higher education and mentioned that as the pace of discovery accelerates and global competition intensifies, universities must change, too. Universities must meet the challenges of the digital revolution head on and play an increasingly important role in our innovation ecosystems and economies in four key ways. 1. Fostering entrepreneurship. 2. Encouraging collaboration with the private sector. Universities must develop new partnerships with leading companies, foundations, and other research-intensive institutions. 3. Promoting diversity and inclusion. 4. Exploring the nexus of technology and society.

## **Conclusions**

The article further developed the definition of the prospects for innovations in marketing of economic educational services in Ukraine, which were identified on the basis of clustering of employers with regard to their requirements for the competencies of graduates of economic specialties that are important for «career growth». This will allow graduates to make the right choice of variable professional disciplines that form the competencies demanded by employers. Employers are encouraged to cooperate with institutions of higher education to obtain the expected qualified specialists. Together, meeting the needs of both parties will ensure the sustainability and improvement of the sphere of higher economic education and eliminate possible risks.

As a result of the conducted research, the authors offer the following prospects for innovations in marketing of economic educational services in Ukraine.

1. The possibility of restructuring the system of competencies in accordance with the expectations of employers in various areas of professional activity.
2. Expanding the choice of graduates of specialties in a particular field of activity due to the awareness of the real requirements of employers.
3. Formation of graduate «career growth» strategy for graduates when they are still at institutions of higher education. For example, in accordance with their own abilities, graduates choose the socially communicative professions of an advertiser, a PR manager, or an IT field etc.
4. Preparation of curricula taking into account the views of employers, which will ensure satisfaction of their expectations and the ability to meet the professional standards of each specific sphere of professional activity.
5. Formation of tactics of behavior among graduates based on the knowledge of customers in the labor market and their professional ambitions. An example, of such tactics can be «learn, while working» and «work, while learning». Depending on the scope of professional activity, preference is given to one of the tactics.
6. Expansion of labor markets for «graduates» who are oriented at employers «maximalists», with the possibility of entering the international market, which will allow them to be in demand and realize competences.
7. Obtaining the possibility of rapid «career growth» when contacting graduates with employers «perfectionists», since «constant improvement of qualification» will bear fruit and will allow them to achieve a higher status in the profession.

8. The increase of the segment of graduates who are focused on lifelong learning, because of the fear of being forced out from the labor market.
9. Encouraging students to consciously increase their knowledge and receive qualitative education, which will allow them to ensure their demand in the labor market, as the employers «maximalists» have excessive demands to the range of their competencies.

Further study of the dissonance and consonance of supply and demand, on the one hand, the competencies of graduates of economic specialties, and, on the other hand, the requirements of employers can be the basis for the development of new entrepreneurship areas. This will focus on the conformity of higher education with European standards, contribute to the formation of sustainable behaviors of the main participants in the interaction, which, as a result, will allow minimizing the existing problems both in the field of higher economic education and in entrepreneurship activities.

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