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SOCIAL SCIENCES, BUSINESS AND ADMINISTRATION

# INNOVATIVE CAREER GUIDANCE AS A SOLUTION TO RUSSIAN UN- EMPLOYMENT

From Potential to Employment: Revolutionizing Career Guidance in Russia

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<p><b>Abstract</b></p> <p>The aim of this thesis was to investigate unemployment in Russia, focusing on the transformative potential of digital career guidance, especially among young people. The work analyzed the socio-economic consequences of unemployment and the impact of improved career counseling on these challenges. The research methodology combines quantitative surveys of schoolchildren on perceptions of career guidance with qualitative analysis of individual unemployment experiences, providing a comprehensive look at the impact of current career counseling interventions on the labor market.</p> <p>The main contribution of the thesis is the development of a digital career counseling model, adapted to the Russian context, aimed at effectively connecting individuals with employment opportunities. The study highlights the need to address the mismatch between workforce skills and labor market demands. The findings suggest strategies for reducing unemployment and for supporting economic progress.</p> <p>The thesis examined the development of psychological tests that provide individualized career development advice and an integrated approach to professional development. The platform developed in the thesis offers job search, long-term career planning, and professional growth, emphasizing the importance of a personalized approach in the context of the Russian labor market.</p>	
<p><b>Keywords</b> Unemployment, Career Guidance, Russia.</p>	

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## 1. INTRODUCTION

Unemployment in Russia presents a multifaceted socio-economic challenge, deeply intertwined with labor market dynamics, educational systems, and economic policies. These factors collectively impact societal stability and personal well-being. In light of technological advancements, sanctions, and evolving corporate landscapes, there is an urgent need for innovative approaches in career guidance (Take-profit 2023). This thesis explores the potential of digital innovation in career counselling as a strategic approach to address unemployment and stimulate economic growth.

The research investigates the interplay between unemployment, career guidance, and digital technologies in Russia. Drawing inspiration from Finland's proactive career counselling model, this study adapts these strategies to the Russian context. It assesses the efficacy of existing career guidance systems in Russia and their influence on unemployment rates, using a mix of quantitative and qualitative methods, including surveys and personal experiences, underpinned by a review of high-citation academic literature.

The core problem identified is Russia's struggle with unemployment, exacerbated by inadequate career guidance that contributes to poor career choices and a mismatch with labor market demands. Traditional educational technology, slow in embracing digital innovation, has led to underused digital platforms for career guidance. The rigidity in educational curricula and the absence of interdisciplinary learning further compound this issue. Innovative solutions, like online platforms, are thus proposed to more effectively match workers with suitable jobs, reducing unemployment and fostering economic growth. (Klimov, Zhigalik & Titov 2020)

This research aims to assess the career guidance needs of Russian adolescents and evaluate the market demand for new career counseling ventures. It seeks to understand how these factors affect unemployment levels and proposes solutions for aligning education with labor market demands. The research questions are: "What are the primary challenges faced by Russian graduates in job searching and career development, and how can a business plan address these challenges?", and "To what extent can modern technologies in career guidance assist young people, influencing the unemployment rate among graduates?"

The significance of this study lies in its potential to address youth unemployment in Russia through enhanced career guidance systems. By integrating digital technologies in career counseling, the research offers valuable insights for policymakers and educational leaders. The findings on the role of digital platforms in career guidance have broader implications for addressing global unemployment challenges.

## 2. THEORETICAL FRAMEWORK

The theoretical framework in this research provides a lens to examine the problem of unemployment in Russia, drawing on existing theories, concepts, and propositions to shape methodology and analysis. It helps in understanding research findings in relation to the broader academic context, establishing the research's unique position (Sreekumar 2023). This framework also outlines the researcher's theoretical and methodological views, underpinning research questions and hypotheses with established knowledge (Vinz 2022).

The thesis explores various aspects of unemployment in Russia, including its definition, classification, trends, and causes. It assesses the impact of government policies and interventions on unemployment and examines the role of psychological well-being in employment. The importance of career guidance in job placement is discussed, alongside a review of current career guidance trends in Russia. Additionally, innovative business models and the Social Business Lean Canvas Model are explored as tools for addressing unemployment. A SWOT analysis will be conducted to understand strengths, weaknesses, opportunities, and threats related to employment projects.

By intricately analysing these elements, the study aims to provide a comprehensive understanding of unemployment in Russia. This will lay the groundwork for proposing innovative solutions and policy recommendations to improve the employment landscape through effective career guidance and innovative business models. The framework aims to contribute significantly to discussions on employment and unemployment in Russia, offering valuable insights for stakeholders and policymakers.

### 2.1 Definition and Classification of Unemployment

Unemployment is a critical economic indicator reflecting the health of a nation's labor market. It is defined as the state where individuals who are willing and able to work are unable to find employment. This condition is not just a singular issue but encompasses various types and causes, each affecting the economy and individuals differently. (Borjas 2015, 494.)

In "Labor Economics", Borjas (2015, 494) defines unemployment as the scenario where capable individuals actively seeking employment remain jobless. This definition emphasizes the willingness and ability to work as key factors. The unemployment rate, a vital economic indicator, is calculated as the percentage of these individuals in the total labor force. (Borjas 2015, 494.)

Borjas (2015, 503) categorizes unemployment into several types based on its underlying causes:

- **Frictional Unemployment:** Described as a temporary state occurring when individuals are in between jobs or entering the labor force for the first time. This type of unemployment is often short-lived and considered a normal aspect of a dynamic labor market. (Borjas 2015, 503.)
- **Seasonal Unemployment:** It occurs when workers in certain industries are temporarily laid off due to predictable changes in the business cycle, such as seasonal variations or retooling for new models. This type of unemployment is expected and temporary, with workers usually returning to their jobs once the peak season or production resumes. (Borjas 2015, 503.)

- Structural Unemployment: Arises from a mismatch between workers' skills and job requirements. This mismatch can be due to technological changes, globalization, or shifts in consumer demand. Structural unemployment is more persistent and requires adaptation in skills and industries. (Borjas 2015, 503.)
- Cyclical Unemployment: Directly linked to the economic cycle, this type of unemployment increases during recessions and decreases during economic expansions. Cyclical unemployment reflects the overall health of the economy and is sensitive to business cycle fluctuations. (Borjas 2015, 503.)

The unemployment rate is calculated by dividing the number of unemployed persons by the labor force. Borjas (2015, 22-23) emphasizes the importance of accurate measurement in understanding labor market dynamics and formulating economic policies (Borjas 2015, 22-23.)

Borjas' comprehensive analysis in "Labor Economics" offers a nuanced understanding of the complexities of unemployment. It underscores the need for tailored policy interventions and highlights the diverse nature of unemployment. This understanding is crucial for policymakers, economists, and the public in addressing unemployment effectively (Borjas 2015).

### 2.1.1 Unemployment Trends in Russia

The post-Soviet transition in Russia marked a dramatic shift in the nation's economic structure, profoundly impacting its labor market. This period saw Russia grappling with the complexities of transitioning from a socialist to a market economy, a process meticulously analyzed by Ichimura, Sato, and James in "Transition from Socialist to Market Economies" (2009). They note that the shift led to significant economic upheavals, which are reflected in the unemployment rates. Official statistics from this era, as discussed by Steven Rosefielde in "The Russian Economy: From Lenin to Putin" (2007), indicate an unemployment rate of 1.5% between 1993-94. However, Rosefielde (2007) argues that these figures likely understate the true extent of unemployment, as many individuals were ended in underemployment or hidden forms of joblessness not captured in official statistics. (Rosefielde 2007)

Moreover, Rosefielde (2007) points out the significant decline in the civilian labor force, from 152.2 million to 144.1 million between the collapse of the Soviet Union and 1998, suggesting a potential increase in hidden unemployment. (Rosefielde 2007)

More recently, the Russian unemployment landscape has demonstrated surprising resilience. Todd Prince, in his 2022 analysis, notes a decline in unemployment to a post-Soviet low of 3.9%, despite economic sanctions over Ukraine (Prince 2022). This downward trend continued, reaching a historic low of 3.00% in July 2023 (Trading Economics 2023). These figures suggest a labor market that is adapting robustly to both internal and external economic challenges.

Global economic events, such as the 2008 financial crisis and the COVID-19 pandemic, have had a substantial impact on Russian unemployment trends. They caused short-term spikes in unemployment but were followed by relatively quick recoveries, showcasing the resilience of the Russian labor market. (Melkadze 2021)

The structural transformation of Russia's economy, moving from traditional industries like manufacturing to services and technology-driven sectors, is a critical factor in understanding unemployment trends. Rosefielde (2007) in his book discusses how these sectoral shifts necessitate a change in workforce skill sets and how they have influenced unemployment rates as the labor market adapts to new demands. (Rosefielde 2007)

Geopolitical tensions, especially the invasion of Ukraine in 2022, have also impacted Russian unemployment trends. The subsequent departure of international companies, as chronicled by Statista (2023), has introduced new challenges, potentially leading to increased unemployment rates. (Statista 2023)

Government policies have been instrumental in shaping the unemployment trends in Russia. Rosefielde (2007) discusses various government initiatives aimed at reducing unemployment, which include job creation programs, vocational training, and social protection schemes. These measures have been pivotal in cushioning the impact of unemployment on vulnerable populations. (Rosefielde 2007)

An in-depth understanding of unemployment trends in Russia, drawn from a combination of domestic and global factors, is essential for stakeholders. This analysis, rooted in the authoritative works of Rosefielde (2007) provides a nuanced perspective on the historical and contemporary influences shaping Russian unemployment. It serves as a vital tool for forecasting future employment scenarios and formulating strategies to foster job creation and economic stability.

### 2.1.2 Causes of Unemployment in Russia

A thorough analysis of unemployment in Russia necessitates an exploration of various socio-economic and policy-related factors. This detailed examination is based on insights from key scholarly works, particularly "Unemployment in Russia: structure and dynamics in recent years" (Karabchuk 2010) and "Studies of Russian Labor Market and Economic Policy." (Gurvich & Vakulenko 2018, 203-212)

Gurvich and Vakulenko (2018, 203-212) in their study underscore the high flexibility of the Russian labor market. They analyze how the labor market responds to economic shocks, such as global financial crises or domestic economic downturns, and the resulting fluctuations in unemployment rates. This response is characterized by rapid adjustments in wages and employment levels, demonstrating a unique aspect of the Russian labor market's dynamics. (Gurvich & Vakulenko 2018, 203-212)

Karabchuk's (2010) analysis highlights the labor shortages that follow major economic crises, such as the 2008 financial crisis. These shortages, often resulting from the outflow of workers or changes in industrial demands, directly contribute to increased unemployment rates. The study provides a detailed look at how these shortages evolve and their prolonged effects on the labor market. (Karabchuk 2010)

The COVID-19 pandemic brought unprecedented challenges, causing a surge in unemployment due to lockdowns and reduced economic activity. Melkadze's (2021) work delves into sector-specific impacts, particularly in the travel and service industries, showcasing how the pandemic-induced downturn affected employment across different sectors. (Melkadze 2021)

Gimpelson, Kapeliushnikov, and Lukyanova (2009) discuss the impact of Employment Protection Legislation (EPL) on the Russian labor market. Their study explores how the enforcement of these laws, or lack thereof, shapes employer behavior and job security, subsequently influencing unemployment rates. The nuanced analysis of EPL provides insight into the legal and regulatory framework's role in labor market dynamics. (Gimpelson, Kapeliushnikov & Lukyanova 2009)

The phenomenon of temporary employment and its gender dynamics in Russia are analyzed by Karabchuk. Unlike in many European countries where women are more likely to hold temporary positions, in Russia, this trend is seen predominantly among men. The study examines the implications of this pattern for the broader unemployment landscape, considering socio-cultural and economic factors. (Karabchuk 2010)

Gimpelson, Kapeliushnikov and Lukyanova investigate the setting of reservation wages in Russia. Their research highlights how personal characteristics, household income, and local labor market conditions influence individuals' wage expectations and decisions to accept or reject job offers. This aspect plays a critical role in understanding unemployment, especially in the context of job search and labor market entry. (Gimpelson, Kapeliushnikov & Lukyanova 2009)

The labor supply's relationship with demographic factors like age and education is covered extensively by Gimpelson and Kapeliushnikov and Lukyanova (2009). Their work examines trends and future projections, revealing how these factors influence the labor market and unemployment rates over time. (Gimpelson, Kapeliushnikov & Lukyanova 2009)

This detailed analysis, drawing from key scholarly works, presents a nuanced understanding of the diverse causes of unemployment in Russia. The studies provide a comprehensive view of how economic, policy, demographic, and social factors intertwine to shape the Russian labor market.

## 2.2 Psychological Aspects and Career Guidance

In today's rapidly changing professional world, new technologies lead to novel professions and job expansion. For instance, nanotechnology in Russia spurred new job creation (Vazhenina 2021, 398-400). The digital era introduces roles like web and virtual lawyers, and digital curators (Kiseleva & Semenova, 2018, 157-166). Young people face challenges in choosing careers, where self-knowledge and assessing personal abilities are crucial. Career guidance aids schoolchildren and graduates in selecting suitable careers, proving vital for professional self-determination (Bahvalova, Kiseleva & Saveljeva 2021, 96-99). Modern career guidance focuses on potential realization and social maturity, facilitating successful professional adaptation (Andrianov 2022, 69-75).

Tracing back, career guidance originated in the 19th century. Early works include "Guide to Choosing a Profession" (Tulou 1894) and "Social Types" (Goltz 1864). The industrial boom in the late 19th and early 20th centuries drove psychology research, linking effective job assignment to economic

benefits and prompting industrialist-funded studies on worker characteristics (Röhrs 1992, 209-221). The first career guidance office opened in 1903 in Strasbourg, followed by Boston's Bureau of Occupational Choice in 1908. Frank Parsons, a pioneer in this field, advocated for aligning personal qualities with job-related factors for optimal career success, laying a scientific foundation for career guidance (Testbook 2023).

### 2.2.1 Functions and Definition of Career Guidance

Career guidance serves multiple functions: diagnostic, organizational, informational, and preventive. The diagnostic function identifies individual aptitudes and interests, organizational function introduces a variety of occupations and fosters adaptability to organizational changes, informational function disseminates knowledge about educational options and labor market trends, and the preventive function aims to minimize errors in career selection (Khattab, Madeeha, Modood, Samara & Barhame 2022, 45-59).

The essence of career guidance lies in finding personal meaning in work, self-designing professional life, and making responsible career decisions. This involves career self-management, emphasizing the importance of being self-managed, value-oriented, and flexible (Hirschi & Koen 2021, 1-18). The role of vocational counseling and guidance in education's history underlines its ongoing relevance (Röhrs 1992, 209-221).

Notable theories in professional development include Maslow's concept of self-actualization, which emphasizes the desire for personal improvement and fulfillment in meaningful activities (Vinney 2018). Similarly, P. G. Shchedrovitsky's theory focuses on self-determination, the capacity to shape one's life and professional trajectory through introspection. (Rozin 2021, 15-28) E. A. Klimov's work underlines the importance of proactive engagement in professional communities, using tools like the Differential Diagnostic Questionnaire for self-determination (Klimov 2004).

The term "career guidance" combines the Latin "profession" and the French "orientation." Its etymology reflects the field's focus on assessing individual career interests and skills (Khattab, Madeeha, Modood, Samara & Barhame 2022, 45-59).

Career guidance is grounded in multiple disciplines, including psychology, sociology, and economics. It considers various factors influencing career choice, ranging from personal interests to societal perceptions of different professions (Al-Bahrani, Allawati, Abu Shindi & Bakkar 2020, 703-711).

Values play a vital role in career orientation, guiding choices and lifelong career management. This perspective aligns with concepts like protean and boundaryless career orientations and career anchors (Arieli, Sagiv & Roccas 2018, 230-275).

### 2.2.2 Importance of Career Guidance and its Role in Job Placement

Career counseling is vital in helping students recognize their skills and potential career paths, influencing their career readiness and future employment. Studies like the Gatsby Benchmarks indicate its positive impact on career readiness (Dodd, Hanson & Hooley 2021, 260-272). Additionally, it

boosts self-confidence, aiding in job searches (Robertson 2013, 254-266), and offers economic benefits by reducing job search time and improving career decisions (Borkala 2022). It is essential for understanding abilities and interests, making informed choices, and integrating into the labor market, contributing to job seekers' psychological well-being.

The psychological well-being of employees (PWB) is crucial in organizations, affecting long-term performance (Mishra & Venkatesan 2022, 7-41). It encompasses employees' responses to stress, productivity, and potential realization. Given the significant time spent at work, the workplace environment significantly impacts overall health (Adams 2019, 583-586) and performance (Kundi, Aboramadan, Elhamalawi & Shahid 2020, 736-754). Career satisfaction is linked to commitment, productivity, and PWB (Ha & Lee 2022, 11528). The transition from university to work, career preparation, and positive career orientation influence graduates' psychological well-being and confidence in career prospects (Santisi, Magnano, Platania & Ramaci 2018, 187-195). Additionally, postgraduate students' career maturity, psychological detachment, and professional confidence impact their well-being (Ni, Zhang & Wang 2023, 246). Thus, PWB in employment, with career orientation and maturity, significantly influences job satisfaction and individual well-being.

### 2.2.3 Career Guidance Trends in Russia and Abroad

The issue of Russians with higher education working outside their specialty is significant, leading to potential wage decreases of 7-14%. (Manuzina 2022) This mismatch between education and job roles is a notable trend, with approximately 26% of Russians experiencing it (Yerknepeshyan 2022).

Globally, career guidance has evolved, adapting to technological and societal changes. In the U.S., career counseling emphasizes individual career paths, fostering self-awareness and a comprehensive understanding of the work environment (Pordelan & Hosseinian 2021, 531-549). Canada's approach focuses on supporting career transitions, reflecting a shift from lifelong single career paths to managing multiple transitions (Bezanson, Hopkins & Neault 2016, 219-239). In Europe, particularly in Scandinavian countries, career guidance strategies aim at equal opportunities and sustainable job options, integrating digital tools for better career navigation (Seierstad & Healy 2012, 296-313). In the U.K., there is an emphasis on offering an individualized approach, encouraging a variety of career pathways, and fostering key soft skills like critical thinking and teamwork (Helyer & Lee 2012, 225-239).

Japan's approach to career guidance, involving career counseling teachers, differs significantly from Western practices (Bakshi & Yuen 2022, 813-817). In China, career guidance is closely tied to the state's educational and employment priorities, with a focus on sectors deemed crucial for economic development (Han 2022, 9).

In Russia, career guidance has historically been influenced by political and economic shifts. The first vocational guidance institution was established in 1897 and received state status during World War I. (Ulesikova, Postnova & Sroslova 2016, 68-73) In Soviet Russia, the issues of vocational guidance began to be actively developed in the 20s of the XX century, with the active participation of health care, public education, and the People's Commissariat of Labor in creating these problems. From the mid-1960s to the mid-1980s, vocational guidance was not prohibited, but the level of development

in this area declined significantly. This was a time when, at the official level, conscription to farms, factories, and construction sites was made, and the interests of the individual gave way to the interests of the national economy and the country's defense capability. As a result, with the infringement of many freedoms during this period, vocational guidance began to degrade. (Udovichenko 2021)

The restoration of vocational guidance in the country was facilitated by the works of the famous psychologist E.A. Klimov in the 1970s, who seriously engaged in the theoretical and methodological foundations of professionography and choice of profession. (Yugova 2021)

Throughout the Soviet era and after the transition to a market economy, the focus of career guidance in Russia shifted, with varying degrees of emphasis and development (Mazurenko s.a.).

Modern Russia faces challenges in aligning educational outcomes with labor market demands. There is a disconnect between the skills of graduates and the requirements of employers, with many employers expressing dissatisfaction with graduates' competencies (Kapustina & Popova 2014, 31-35). Graduates of secondary and postsecondary specialized schools face various difficulties when finding work, while 91% of employers express dissatisfaction with their skills and quality of knowledge. Educational institutions are faced with the problem of outdated equipment; teachers cannot fully concentrate on their work due to low salaries, and students, during their studies, work not to gain skills but to earn money. The Higher School of Economics (HSE) claims that between 2005 and 2015, employers' interest in graduates decreased. (Bazjina & Lobatiuk 2014, 67-73) The Russian career guidance system, although developing, still lacks a comprehensive and practical approach (Ivakina 2022, 78-85). Russian students predominantly rely on school psychologists, career guidance centers, and the internet for career advice, but the system often overlooks the importance of aligning individual characteristics with career choices (Afanasiev, Kunitsina, Nechaev & Frolova 2019, 6-16).

The Russian career guidance framework involves a combination of state educational institutions, family units, and labor organizations. However, it still requires further refinement to effectively bridge the gap between the skills of graduates and the needs of the labor market (Skachok, Bucy & Petrovskaya 2018, 449-452).

### 2.3 Business Models

In today's rapidly evolving business landscape, robust business models are essential for organizations to remain competitive. These models provide a structural framework, guiding companies in creating, delivering, and capturing value in the market, which is vital for sustainable success (Peric, Durkin & Vitezic 2017). Understanding market dynamics, customer needs, and the company's value proposition is key to informed decision-making and achieving goals. Business models also play a crucial role in sustainability and implementing a firm's strategy (Peric, Durkin & Vitezic 2017).

Business models serve as vital communication tools, simplifying the business essence for stakeholders and promoting a unified vision and strategy. Tools designed for business model exploration contribute to stakeholder understanding (Athanasopoulou & De Reuver 2020). In volatile markets, a sound business model is crucial for adaptability and resilience. Innovation in business models is linked to firm survival, performance, and competitive advantage (Ramdani, Binsaif & Boukrami

2019, 89-108). The robustness of business models is essential to cope with environmental changes (Taeuscher & Abdelkafi 2015).

A clear business model is also attractive to investors, as it demonstrates how a business plans to generate revenue and grow. A strong business model supports resilience and is appealing to investors (Eriksson2022). The Social Business Model Canvas and SWOT Analysis are notable frameworks aiding in understanding customer needs and creating value propositions. These models help in analyzing market dynamics and organizational strategies, fostering innovation, strategic alignment, and growth.

In summary, robust business models are critical for organizations to align strategies, respond to market changes, and create compelling value propositions for sustainable growth and competitive advantage.

### 2.3.1 Social Business Lean Canvas Model

The Social Business Model Canvas (SBMC) is a specialized tool for social enterprises, enhancing both financial viability and social impact. Originally based on the Business Model Canvas, the SBMC has been modified for social impact by the Social Innovation Lab (Team Pitchspot 2020). It is part of a broader trend of evolving business model canvases for social ventures, as discussed by Virginie Vial of Kedge Business School (Vial 2016) and Sergio Sparviero, who in 2019 introduced a socially-oriented version (Sparviero 2019). Stanford University's Impact Business Model Canvas (IBMC) further reflects this trend, focusing on achieving both social and financial value (Board of Trustees of the Leland Stanford Junior University 2019).

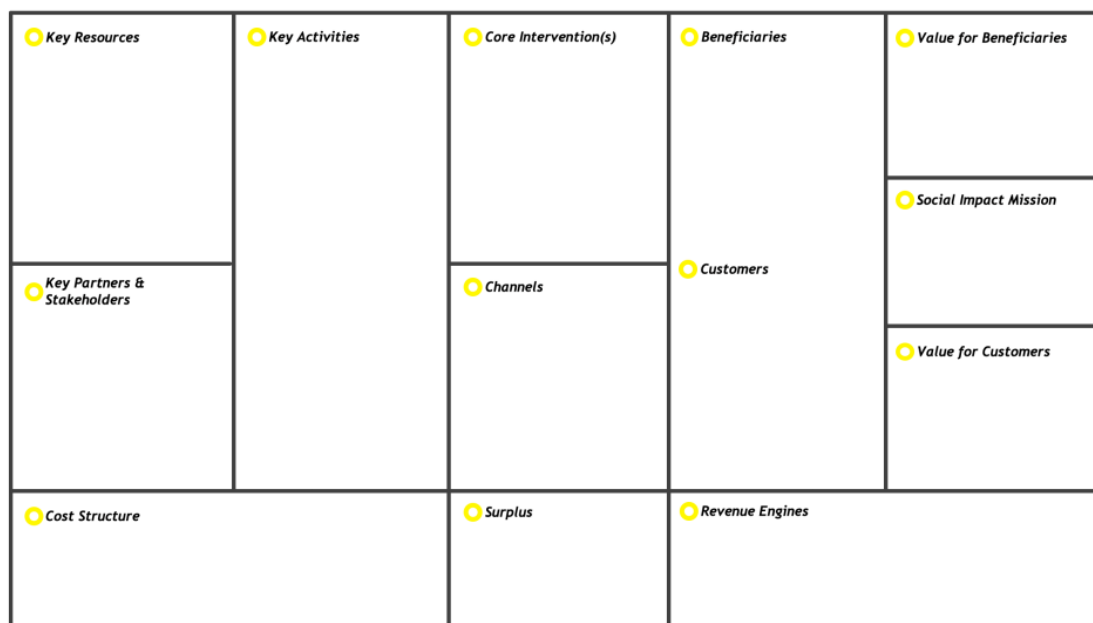
The SBMC is particularly relevant for business models addressing unemployment in Russia. It provides a structured method to align business operations with social missions and articulate this to stakeholders and investors. The proposed online platform for employment support in Russia is aligned with the SBMC in several ways:

- Social Impact Orientation: The platform aims to address Russian unemployment, combining social impact with financial sustainability (Business Model Toolbox 2023).
- Structured Approach: SBMC offers a framework to clearly define how the platform will operate and generate value (Vial 2016).
- Customer Centricity: The platform's individualized approach aligns with SBMC's focus on understanding and serving target audiences' needs.
- Collaborative Partnerships: Partnerships with charities and universities, as envisioned in the business model, resonate with the collaborative essence of the SBMC (Business Model Toolbox 2023).
- Measurement of Social Impact: SBMC encourages measuring social impact, which is vital for assessing the platform's effectiveness (Business Model Toolbox 2023).
- Financial Sustainability: The model's focus on economic sustainability is crucial for the long-term viability of the platform.

- Innovation and Adaptability: The SBMC supports innovation, a key aspect of the platform, with its use of modern techniques and job vacancy databases (Business Model Toolbox 2023).

In summary, using the SBMC will ensure a balanced, clear, and effective approach for the platform, aligning it with both social and financial objectives and enabling effective communication with stakeholders.

Social Business Model Canvas



© Social Business Design

FIGURE 1. What is a Social Business Model Canvas? (Social Business Design 2021)

Here's a detailed explanation of each component typically found in business model canvases, with the understanding that the SBMC may have unique specifications to cater to social entrepreneurship:

#### 1. Value Creation Section:

- Social Impact Mission: Social enterprises are fundamentally anchored on a mission to instigate positive societal change. This canvas segment serves as a platform to articulate the broader social ambition the organization aspires to achieve. It is a statement of purpose that underlines the social change the enterprise aims to drive, setting a clear direction for its interventions and strategies. (Nyabaige 2023)
- Beneficiaries: Central to this block is identifying individuals or communities adversely affected by the social issue being addressed. Target groups must be clearly defined using various segmentation criteria to customize interventions to these beneficiaries' unique needs and circumstances. This clarity helps in designing solutions that are contextually relevant and impactful. (Nyabaige 2023)
- Core Intervention(s): This block delves into the primary offerings of the social enterprise, setting the stage for how the enterprise intends to alleviate the identified social problem. It outlines the products, services, or solutions that are designed to address the social issues at

hand. Whether it is a single intervention or a suite of offerings, detailing them is crucial for understanding the enterprise's approach to social change. (Nyabaige 2023)

- Value for Beneficiaries: Highlighting the benefits that accrue to the beneficiaries from the core interventions is the essence of this block. It sheds light on the tangible and intangible gains that beneficiaries experience, whether in terms of improved quality of life, enhanced access to resources, or alleviating pressing challenges. (Nyabaige 2023)
- Customers: Identifying who bears the cost of the offerings is a pivotal step toward understanding the financial flow and sustainability of the social enterprise. This block distinguishes between beneficiaries and customers and elucidates the dynamics of value exchange that underpins the enterprise's economic model. (Nyabaige 2023)
- Value for Customers: This section delves into the value proposition for the paying customers, who might differ from the beneficiaries. It underscores the benefits, both direct and indirect, that customers derive from their association with the social enterprise, fostering a clear understanding of the value exchange that motivates customers to engage with the enterprise. (Nyabaige 2023)
- Channels: Outlining the communication and distribution channels in this block is crucial for engagement and value delivery. It enumerates the various platforms, both physical and digital, through which the enterprise interacts with its stakeholders, delivers its offerings, and builds relationships that are central to its social mission. (Nyabaige 2023)

## 2. Value Delivery Section

- Key Activities: Enumerating the critical activities is pivotal as it provides a roadmap for operationalizing the value creation. It is about detailing the essential operations and processes that enable the social enterprise to deliver its core interventions effectively. From production to marketing, community engagement, and monitoring and evaluation, this block helps in structuring the operational blueprint that drives the social mission forward. (Nyabaige 2023)
- Key Resources: Resources, being the lifeblood of any enterprise, are central to its operational success. Identifying them is fundamental as it underpins the capability of the social enterprise to execute its key activities. This block encompasses a broad spectrum of resources, including financial, human, intellectual, and physical assets. It is about assembling the necessary ingredients that fuel the engine of social value creation. (Nyabaige 2023)
- Key Partners and Stakeholders: External collaborations and support are often indispensable in achieving the social mission. This block underscores building synergistic relationships with key partners and stakeholders. It is about forging alliances that can provide essential resources, expertise, and support, enhancing the enterprise's capacity to drive social impact. Identifying and nurturing these relationships can significantly augment the enterprise's resource base and operational efficacy. (Nyabaige 2023)

## 3. Value Capture Section

- Cost Structure: A thorough understanding of the cost structure is pivotal for financial planning and sustainability. It involves breaking down the several cost components—fixed and variable costs, for example—that are expended in providing the social benefit, including di-

rect and indirect charges. This block aids in financial prudence and ensures that the enterprise has a clear grasp of its economic dynamics, which is fundamental for sustainability and scaling. (Burkett s.a.)

- Revenue Engines: Diversifying revenue streams is often crucial for the financial sustainability of social enterprises. This block delves into the different avenues through which the enterprise generates revenue. Whether through sales, grants, donations, or other innovative financing mechanisms, having a mix of revenue streams enhances the financial resilience of the social enterprise. It is about crafting a revenue model that aligns with the social mission while ensuring financial viability. (Burkett s.a.)
- Surplus: The allocation of surplus is a distinctive characteristic of social enterprises, reflecting their social mission. This block elucidates how the surplus generated is reinvested to further the social impact or distributed to stakeholders. It is about ensuring that the financial gains are channeled towards amplifying the social value, thereby staying true to the social mission of the enterprise (Burkett s.a.).

These components form a visual representation of the business model, aiding in understanding how the enterprise creates, delivers, and captures value. (Socialbusinessdesign 2020) The SBMC, a variant of the Business Model Canvas, is oriented towards social enterprises and aims at resolving the mission measurement paradox, meeting strategy, legitimacy, and governance challenges peculiar to social enterprises. (Sparviero 2019, 232-251) Through visual language, the Canvas makes it easier to comprehend the pillars and key components of a particular business model, promoting a clear depiction and communication of the business model to stakeholders and team members. (Social-businessdesign 2020) This model has found widespread adaptation beyond startups and is also popular in the corporate world for business innovation. (Team Pitchspot 2020)

### 2.3.2 SWOT

SWOT analysis, developed in the mid-20th century and attributed to Albert Humphrey at Stanford University, is a fundamental strategic management tool (Friesner 2011, 2000-2010). It examines an organization's internal strengths and weaknesses, alongside external opportunities and threats, aiding in strategic decision-making (Peterdy 2023). Integral to strategic management, it assists in aligning strategies with internal capabilities and market dynamics (Majekodunmi 2021, 196-208). Its simplicity and effectiveness have maintained its relevance across various sectors, adapting to evolving business landscapes while retaining its core objective (Sah 2022). Understanding the SWOT components—Strengths, Weaknesses, Opportunities, and Threats—is crucial for startups to analyze their internal and external environments for informed strategic assessment and decision-making.

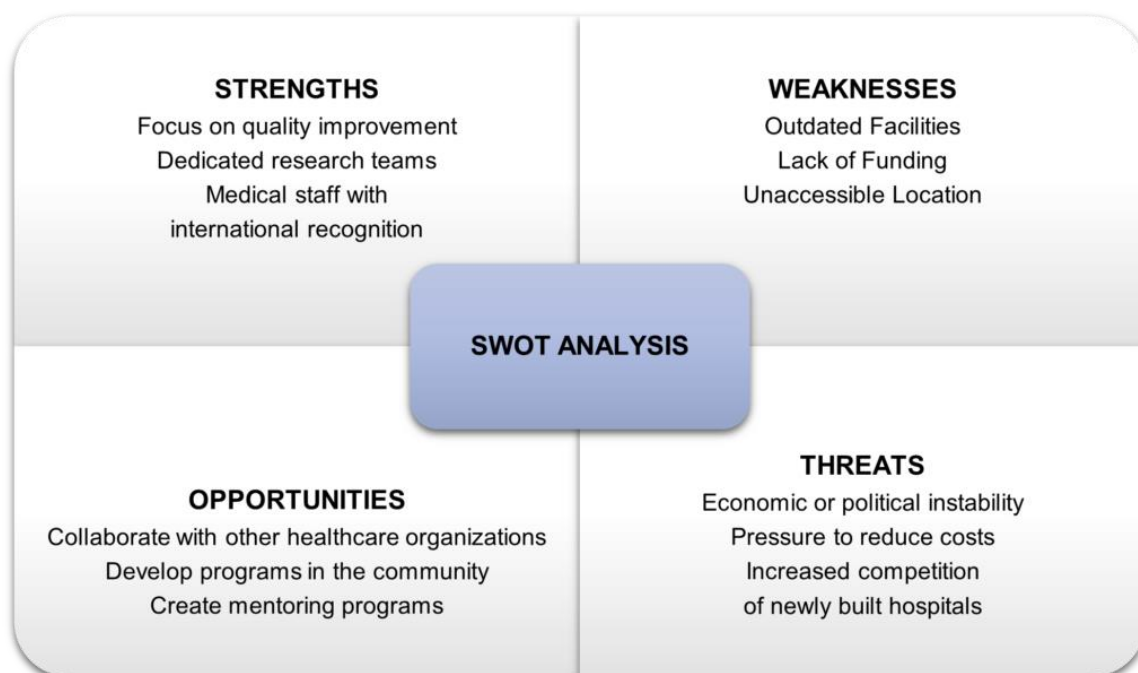


FIGURE 2 SWOT Analysis: A Practical Guide (Somengil 2023)

#### Components of SWOT Analysis:

##### ➤ Strengths:

In a SWOT analysis, understanding strengths involves recognizing an organization's unique qualities and resources that have been nurtured over time, going beyond mere competitive advantage. These strengths include intellectual property, which provides legal exclusivity through patents and copyrights, safeguarding innovations. Additionally, human capital is a critical strength, where employee skills, experience, and expertise collectively enhance performance. Operational efficiency, characterized by streamlined processes and high productivity, reduces costs and improves quality. Furthermore, strategic alliances, through partnerships and networks, provide leverage in the industry by pooling resources and capabilities. It is important not just to identify these strengths but also to understand how they can be strategically utilized to create value for the organization. (Mastering Strategic Management 2016, chapter 4.6)

##### ➤ Weaknesses:

When assessing an organization's weaknesses, it is essential to reflect critically on areas requiring improvement. A key weakness might be the organizational structure, especially if bureaucratic and rigid frameworks hinder quick decision-making and adaptability. Additionally, the organization's market presence could be limited, with less geographical coverage or market penetration than its competitors. Customer perception also plays a significant role; negative public opinion or unfavorable reviews can seriously damage the brand's reputation. Furthermore, resource constraints, whether financial, human, or technological, can significantly limit operational capabilities. Acknowledging and understanding these weaknesses is a crucial step in improving risk management and formulating effective strategies to address them. (Mastering Strategic Management 2016, chapter 4.6)

➤ Opportunities:

In business, opportunities represent external factors or trends that provide a favorable setting for organizations to improve their position or performance. These opportunities take various forms. For instance, market gaps offer a chance to tap into unexplored niches that competitors might have missed. Technological advances allow companies to innovate products or services, enhancing their offerings. Strategic ventures, including mergers, acquisitions, or joint partnerships, help businesses enter new markets or launch unique products and services. Policy changes, such as new government regulations or trade agreements, can open up new markets or lead to financial incentives. However, it is essential to recognize that merely identifying opportunities is insufficient. Realizing their full potential requires proactive actions. Strategic planning and execution are necessary to convert these possibilities into tangible benefits and impact. (Schooley 2023)

➤ Threats:

The external environment poses several potential threats that require effective management or mitigation. These include supply chain disruptions, which arise from a dependence on critical suppliers or logistics channels. Disruptions in these areas can significantly impact operations. Technological disruption is another threat, where new innovations might render current products or services obsolete. Additionally, social changes, such as shifts in societal attitudes or behaviors, can affect market demand. Lastly, environmental factors like natural disasters or changes in environmental regulations can also adversely affect operations. (Schooley 2023)

Having elucidated the components of SWOT Analysis – Strengths, Weaknesses, Opportunities, and Threats, it is pivotal to understand their pragmatic application, especially in the nascent stages of a startup. These components are not merely theoretical constructs but are the linchpins that can significantly influence the trajectory of a startup. SWOT analysis is a vital tool for startups, offering a structured approach to comprehend the market and the unique value proposition of a startup, enabling it to stand out. (Phadermrod, Crowder & Wills 2019, 194-203) This analysis provides a profound understanding of market trends, consumer behavior, and the competitive landscape, all of which are crucial for devising market entry strategies and positioning (Benzaghta, Elwalda & Mousa 2021, 4).

SWOT analysis helps in anticipating risks by considering external threats and internal weaknesses, which is particularly critical for startups with untested business models. It empowers them to develop contingency plans. Moreover, it guides startups in making efficient resource allocation decisions, whether in technology, talent acquisition, or product development. (Business Plan Writing 2021)

Furthermore, SWOT analysis can foster innovation by identifying market gaps, enabling startups to offer new solutions and products to meet unmet needs (Gürel 2017, 994-1006). It also identifies a startup's strengths relative to competitors, which can be leveraged to enhance competitive advantage through marketing and branding (Helms & Nixon 2010, 215-251).

For attracting investment, SWOT demonstrates a startup's commitment to overcoming challenges and seizing opportunities, thus bolstering investor confidence (Puyt, Lie & Wilderom 2023, 102304). It also plays a pivotal role in aligning the internal team with a shared understanding of strategy and objectives, fostering collaborative efforts. (Hughes, Kornberger, MacKay, O'Brien & Reddy 2023, 427-450)

Additionally, SWOT analysis contributes to the adaptability and resilience of startups by highlighting the need for diversification and maintaining a financial safety net. It serves as a long-term planning tool for anticipating shifts in the business environment and adapting development strategies. (Gürel 2017, 994-1006)

In summary, SWOT analysis is a fundamental pillar of strategic management, offering a structured approach to evaluate internal capabilities and external market dynamics. Originating from pioneering research in the mid-20th century, it has evolved into an indispensable tool for understanding the strategic positioning of corporations. By identifying internal strengths and weaknesses and recognizing external opportunities and threats, SWOT analysis provides a balanced perspective crucial for informed decision-making. This analysis provides a deeper understanding of the factors that underpin successful business strategies, enabling organizations to navigate their path towards sustainable growth and competitiveness.

### 3. RESEARCH METHODOLOGY

To determine the research method for this thesis, the authors conducted an analysis of the career guidance market in Russia. For instance, an article in RBK Trends discussed the state of career guidance in Russian schools, highlighting inefficiencies and unfulfilled potential. It revealed a significant gap between education, career guidance, and subsequent employment, with just over half of Russians finding employment in their study fields. This discrepancy can be attributed, in part, to outdated career guidance approaches that have failed to adapt to the evolving world, leaving students and the labor market out of sync. This inefficiency not only misguides individuals but also represents a substantial investment of resources by families and the state in potentially fruitless education. Despite recent state-backed career guidance initiatives, this sector lags behind others like fintech or gaming. The root of the problem lies in the need to expand these projects to a broader audience, as they have received inadequate support and resources. The antiquated career guidance methods, based on outdated principles from the industrial era, struggle to align with the dynamic demands of society and individuals (Altukhov 2022).

Shatyr's academic work sheds light on the inadequacy of career guidance in Russian educational institutions. The study aimed to assess the effectiveness of the current career guidance framework and explore possibilities for improvement. The findings were concerning only a quarter of tenth-grade students had a clear idea of their future professional aspirations at the start of the academic year, often influenced by the prestige of a profession or parental guidance. This lack of clarity among students underscores the urgent need for a more effective career guidance mechanism (Shatyr, Sroslova, Ulesikova & Postnova 2017, 44-53).

In their research, the authors employed a mixed-methods approach, combining quantitative and qualitative research methodologies to delve deeper into the causes of unemployment and issues related to career guidance in the Russian context. For the quantitative aspect, they conducted surveys to gather a wide range of data for statistical analysis. Meanwhile, the qualitative dimension involved unstructured interviews, allowing for a nuanced exploration of individual experiences and perceptions. This comprehensive methodological framework enriches the depth and breadth of the analysis, providing a robust understanding of the unemployment situation and the state of career guidance in Russia. The subsequent sections of this document will provide a detailed explanation of the chosen methods and the reasoning behind their selection.

#### 3.1 Quantitative Research

Quantitative research is a structured approach to collecting and analyzing numerical data to elucidate various phenomena. This method is particularly useful in testing or validating theories and assumptions, as well as generalizing results across broader populations. The backbone of quantitative research lies in its reliance on measurable data to scrutinize questions about a specified group of individuals, known as the sample population. Moreover, various methods, including surveys, experiments, and statistical modeling, are employed to garner data, which is then expressed in numbers

and graphs. Furthermore, quantitative research facilitates the identification of patterns and averages, aids in making predictions, and tests causal relationships, thereby offering a solid foundation for making informed decisions and crafting evidence-based policies. (Bhandari 2023)

The authors saw a necessity to gauge the awareness level of the first segment (school pupils aged 15–17). The quest was to discern their familiarity with career guidance, its influence on their career trajectory choices, and, broadly, the factors shaping their future career direction. The authors employed quantitative research as one of the tools for analyzing the impact of career guidance within Russia's labor market. Through a well-structured survey among high school students, the authors could delve into this issue. The deployment of a questionnaire via Google Forms to 200 participants aged 15–17 ensured reliable data, which, when analyzed quantitatively, provided insightful findings on the matter, thereby substantiating the significance of career guidance in the labor market.

Moreover, the choice of this target group of schoolchildren aged 15–17 years is justified by the fact that adolescents are moving into a critical phase of their professional self-determination. This is when primary professional interests and stable ideas about a future career are formed. As a result, researching career counseling concerns in this age group gives us essential information about the variables affecting the early development of professional choices.

While conducting a survey encompassing 200 school-aged individuals, the researchers posed two inquiries: initially, "What or who has been influential in shaping your professional direction choice?" followed by, "Have you ever engaged with the services provided by career guidance centers?"

During the development of the research methodology, the authors concluded that it was advisable to formulate two key questions that were aimed at identifying the main factors influencing the process of career guidance among schoolchildren. The determination of the number of questions was dictated by the desire to maintain a high level of attention and response from respondents, as well as to optimize the time required to conduct the survey.

The first question, "Who or what influenced your choice of professional direction?" was aimed at determining the external and internal factors that could affect the professional preferences of schoolchildren. Analyzing responses to this question allows researchers to choose how strongly friends, parents, or personal beliefs can influence the professional ambitions of respondents and what resources can be mobilized to support students in the process of career guidance.

The second question, "Have you used the services of career guidance centers?" aims to assess the availability and effectiveness of existing career guidance services. Analyzing the answers to this question will help researchers understand how widely students use available career guidance resources and what barriers may prevent them from using these services.

Moving on to the survey results, a diagram for the first question was constructed on which the letters represent:

- A) Your own interests and motives
- B) Opinions of parents or relatives

C) Opinions and interests of friends

D) Various career guidance activities organized by the school (psychological classes, excursions to universities, talks with a psychologist, class hours, etc.).

E) Results of visits to career guidance centers

F) Prestige of the profession and its financial component

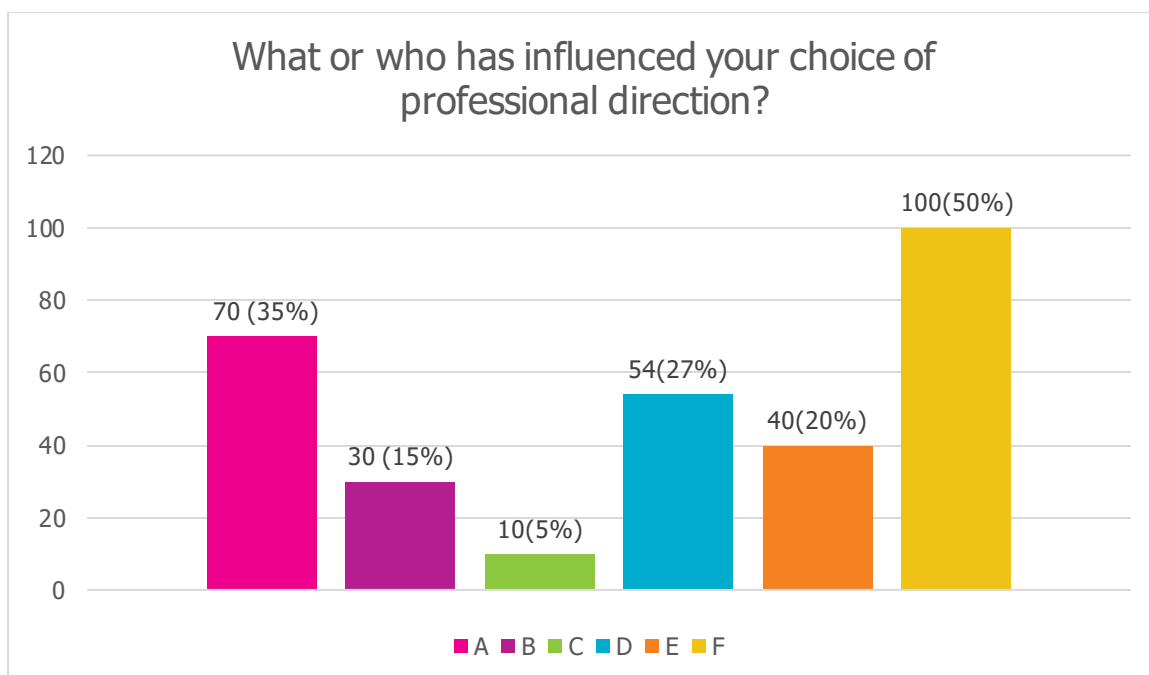


FIGURE 3. What or who has influenced your choice of professional direction? (Smirnova & Lukianchuk 2023)

As can be seen from the diagram, the most significant factor influencing the choice of professional direction by students turned out to be the prestige of the profession and its financial component, taking 50% of the total number of respondents (100 out of 200). The second most crucial factor is students' interests and motives, gathering 35% of the responses (70 out of 200). This emphasizes that many students follow their beliefs and interests when choosing a career path. Career guidance activities organized by the school influenced 27% of students (54 out of 200), indicating the importance of such activities and noting the potential to improve their effectiveness. 20% of students (40 out of 200) emphasized the influence of the results of attending career guidance centers on their chosen profession. Opinions of parents and relatives influenced the choice of 15% of pupils (30 out of 200), which emphasizes the less significant but still present external social factor in the decision-making process of pupils. The least important factor was the opinions and interests of friends, affecting only 5% of students (10 out of 200).

Moreover, a study by the All-Russian Public Opinion Research Center (WCIOM 2022) in 2021 showed that about 27% of Russians were influenced by personal interests when choosing a profession. However, the perception of prestige associated with certain professions also plays a significant role in career choice.

As seen from both sources, the data indicate that students are primarily guided by personal interests and prospects of financial well-being when choosing a professional direction. They also emphasize the importance of school career guidance activities, although their influence is inferior to students' interests and the prestige of the chosen profession.

Subsequently, within the survey framework conducted among 200 respondents, the second question about the interaction of students with career guidance centers contained four answer options: "Have you ever utilized the services of career guidance centers?" Four response alternatives were provided: "No, but I have heard of them," "No, I have not heard of them," "Yes, I have been to career guidance centers," and "I have done some tests by myself".

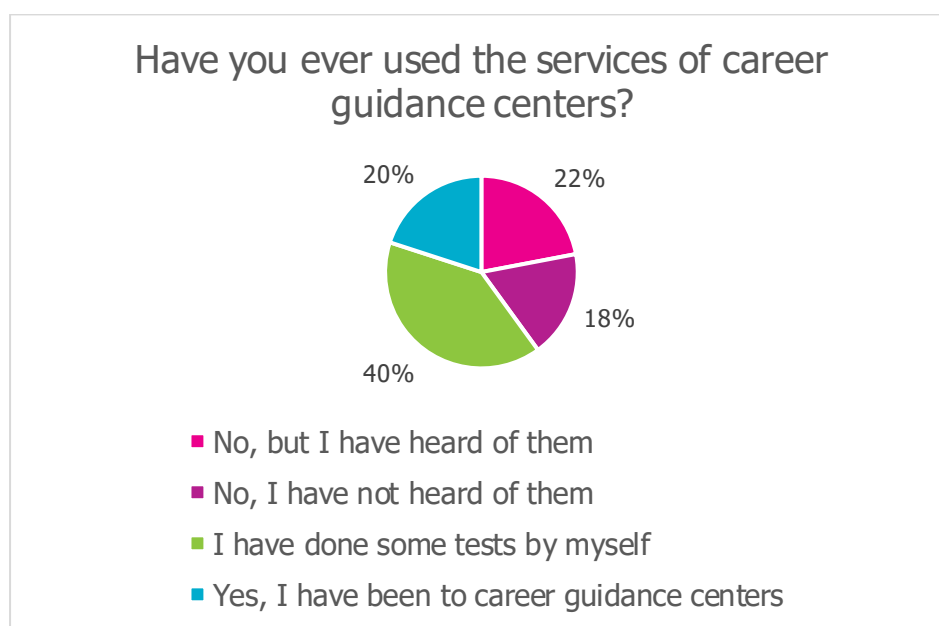


FIGURE 4. Have you ever used the services of career guidance centers? (Smirnova & Lukianchuk 2023)

The survey results reflect insufficient awareness among pupils about career guidance centers and opportunities provided by them. Specifically, 18% of respondents have no information about these centers, while 22% have heard about them but have yet to apply to them. A significant proportion of students (40%) take online tests on their own, relying on information found on the Internet. However, in some cases, more than self-testing may be required for an objective choice of professional direction, as students may need help correctly analyzing and comparing the results of these tests. Only 20% of respondents used the services of career guidance centers, which indicates the need for more demand for these centers among students.

Thus, the analysis of the presented data emphasizes the importance of further development and promotion of career guidance activities among students in Russia, as well as the need to improve students' awareness of the opportunities provided by career guidance centers.

### 3.1.1 Results of Quantitative Research

In this section, an analysis of a comprehensive quantitative survey targeting Russian students aged 15–17 is presented. This demographic is critical in making significant decisions that will shape their

professional lives. The survey was conducted to uncover the factors that influence these crucial career decisions, providing valuable insights into how societal norms, economic goals, and personal interests converge in the career selection process. The findings highlight the various influences on the career choices of these young individuals. They reveal the significance of professional prestige and financial benefits, as well as the importance of aligning with one's passions.

Additionally, the effectiveness of current career guidance provided by schools and career centers is assessed. By evaluating how external and internal factors influence career decisions, the analysis aims to inform educators, policymakers, and career guidance professionals. It seeks to pinpoint opportunities for improving the support offered to students as they explore the vast array of career opportunities and define their professional journeys. The conclusions from this survey reflect upon the existing state of career guidance in Russia and propose recommendations for its enhancement. The intention is to foster a broader discussion on optimizing the resources and guidance necessary for young adults to succeed in a dynamic labor market.

- The prestige of the profession and its financial prospects are among the most significant factors in career choice for young people. This underscores the importance of societal values and economic considerations in the career decision-making process of adolescents.
- Personal interests and motivations also play an essential role in career choices, although they are secondary to economic and prestige factors. This points to the need for career guidance programs that can effectively reconcile personal passions with realistic career opportunities.
- The effectiveness of career guidance activities organized by schools is acknowledged but has yet to be fully realized. There is potential to enhance the impact of these activities by making them more relevant and engaging to the student's individual needs and aspirations.
- There needs to be more awareness and underutilization of career guidance centers among the students surveyed. This suggests a gap between the resources offered and the student's engagement with these services.
- Many students are turning to online resources and self-administered tests for career guidance. This demonstrates initiative and independence, but it also begs questions about how accurate and comprehensive the advice they receive is.
- The influence of parents and peers is less significant but still present, indicating that family and social circles are part of the broader network affecting adolescents' career trajectories. Yet, they are not the primary source of guidance.

The findings highlight an urgent need for the development and promotion of more effective career guidance initiatives. This entails making career guidance centers more visible and approachable as well as making sure that activities offered to students in schools for career guidance are more closely in line with their interests and the labor market's needs.

### 3.2 Qualitative Research

In this thesis, qualitative research was conducted using the interviewing method. This choice was based on several factors that make it effective for the study's goals. Interviews allow for in-depth

engagement, which is crucial for gathering nuanced insights and experiential knowledge. Additionally, the interactive nature of interviews enables researchers to probe further into participants' responses and uncover complex layers of their experiences and perceptions.

The study aimed to collect diverse perspectives on unemployment and career guidance in Russia, requiring a varied participant pool. Nine individuals residing in Russia were interviewed and categorized into three groups based on their educational and occupational status. The first group included 10th and 11th-grade students, representing those on the verge of making important decisions about their education and careers. The second group comprised university students working toward their first or second degrees, representing those actively navigating the academic and professional landscape. The third group consisted of individuals who had already completed their career journeys, offering a retrospective analysis of their experiences and the employment landscape.

The decision to use an unstructured interview format was deliberate, fostering open-ended discussions that allowed for a comprehensive exploration of the topics. This format provided participants with the freedom to express their views, resulting in a rich and authentic data corpus. Unstructured interviews were instrumental in eliciting expansive narratives from participants, offering a panoramic understanding of the complex interplay between individual career paths, the broader employment ecosystem, and available career guidance resources.

The primary focus of the discussions revolved around two key topics: unemployment in Russia and the provision and effectiveness of career guidance. These topics were explored to derive actionable insights that could contribute to addressing unemployment issues and improving career guidance mechanisms. Appendices provide detailed documentation of the research process, including a list of prepared questions tailored to each participant group in Appendix 1, and verbatim transcripts of all interviews conducted in Appendices 2 through 10, presented in both English and Russian.

The qualitative analysis plan outlined in this thesis involves initially analyzing each interview separately, followed by a comparative analysis to identify patterns, discrepancies, and emerging themes across different narratives. This structured analytical approach aims to synthesize the data into a coherent and insightful narrative that can inform policies and practices related to employment and career development in Russia.

### 3.2.2 Data Analysis Technics

In conducting the analytical component of this thesis, the authors adopted a structured methodology to ensure a robust examination of the gathered data. Initially, a meticulous analysis was performed on each interview independently to derive individual insights and understand the distinct perspectives en-capsulated within. Following the individual analysis, a comparative examination was conducted to juxtapose the findings from each interview, allowing for identifying commonalities, discrepancies, and emergent themes across the dataset. In the final phase, the consolidated findings were articulated, forming the results section of the thesis. The results encapsulate the synthesized insights from individual and comparative analyses, providing a coherent and comprehensive understanding of the studied phenomenon. Additionally, the results were contextualized within the

broader academic and socio-economic discourse, contributing to the existing knowledge on the subject. Throughout this analytical journey, the authors adhered to a rigorous standard of data integrity and validity to ensure the reliability of the findings. This approach exemplifies a systematic and robust approach to qualitative data analysis, enriching the depth and breadth of the findings and augmenting the overall rigor and credibility of the thesis.

## SEGMENT №1

### ANALYSIS OF THE INTERVIEW № 1 (INFORMATION IS IN APPENDIX 2)

This interview with a 17-year-old student focuses on their university degree choice in technical sciences, influenced by their involvement in academic competitions and events. The student's proactive nature and technical inclination are evident from the start. The interests, decision-making process, and emotional experiences were discussed with an emphasis on career guidance.

The student's enthusiasm for technical sciences is shaped by family influence and the realities of the job market. They adopt a methodical and emotionally balanced approach to career decisions, considering the challenge of potentially disappointing mentors while focusing on their own career goals. The interview offers insights into career guidance, combining personal passion, practicality, and mentor influence. It underscores the complexity of career choices for young people, advocating a strategy that balances intrinsic interest with market considerations. The student's career direction, shaped by a parent's technical background, illustrates the role of family in career orientation and protection against unemployment. The importance of effective school career guidance is highlighted, stressing the need for programs that match student strengths with career opportunities.

In conclusion, the student acknowledges the value of career guidance tests in choosing subjects like mathematics, science, and programming from grades 8-9 but critiques their accuracy. They call for more robust, specialist-driven career guidance in schools. The findings emphasize the need for early and improved career guidance in Russian schools, focusing on individual interests and market demands to reduce youth unemployment.

### ANALYSIS OF THE INTERVIEW № 2 (INFORMATION IS IN APPENDIX 5)

In an interview, an 11th-grade student from a rural secondary school discusses his career guidance experiences. He is uncertain about his future, leaning towards becoming an English teacher, but lacks confidence in this choice. The school's career guidance activities, which he finds dissatisfying and impersonal, fail to engage him fully. He criticizes their reliance on standardized tests, arguing for an earlier start to career guidance, around grades 8 or 9, to facilitate better-informed decisions.

The student prefers direct interaction with a career counselor, as he feels standardized tests do not capture his true interests, often suggesting unsuitable career paths. Economic factors heavily influence his career choices, reflecting regional economic conditions and labor market perceptions. His experience in the service industry has shaped his view of school career guidance as ineffective and not serious enough.

The interview underscores the need for improved career guidance in high schools, advocating for a personalized approach, early initiation, and direct counselor interactions. This approach could lead to better career decisions and reduce future unemployment risks. The student's critique highlights a broader issue in career guidance services, emphasizing the need for reforms tailored to individual student needs.

#### ANALYSIS OF THE INTERVIEW № 3 (INFORMATION IS IN APPENDIX 9)

The interview with an 11th-grade Russian student highlights the challenges of career choice amid Russia's economic struggles and uncertain job market. He faces a typical dilemma, balancing interests in sports and academics, and pragmatically considers sociology if his sports aspirations fall through. His awareness of the risks in a sports career, like injuries and limited duration, leads him to contemplate a backup in social sciences. This reflects a realistic approach among Russian youth.

He combines athletic dedication with intellectual curiosity, a trait increasingly valued in the modern job market. His interest in reading and academics, along with physical skills, positions him well in a labor market that values diverse talents. The economic context in Russia highlights the need for comprehensive career guidance programs, focusing on long-term adaptability. This is essential as education evolves to provide students with varied skills and flexibility for changing economic conditions. His story represents many Russian youths navigating economic uncertainty with optimism, practicality, and innovation. It underscores the importance of adaptability and foresight in career planning in an unpredictable employment environment.

In summary, the interview delves into career orientation and unemployment concerns among Russian students. It stresses the need for early career planning and higher education as a defense against unemployment. The student's mix of sports and intellectual pursuits is a common strategy among Russian youth to improve employability. The growing interest in social sciences, addressing societal issues, indicates a shift toward careers focused on solving social challenges. The interview reflects the broader narrative of Russian youth, strategically planning and balancing practical and personal factors to navigate Russia's complex employment landscape.

#### SEGMENT № 2

#### ANALYSIS OF THE INTERVIEW № 4 (INFORMATION IS IN APPENDIX 4)

An interview with a 20-year-old university student highlighted significant shortcomings in the current school career guidance system. The student criticized it as outdated and not aligned with the modern labor market, leading to uninformed career choices and increased unemployment risk among youth. The student had to rely on self-research and family advice due to ineffective support from educational institutions, risking unsuitable career paths.

The student also noted a gap in practical training at universities, with limited real-world experience offered, often through inadequate internships. This leaves graduates unprepared for the labor market, resulting in unemployment or underemployment. The interview stressed the need for better career resources like sophisticated job search applications to help graduates showcase their skills to employers.

The thesis authors concluded that these issues reflect broader systemic problems in Russian educational and social institutions. They identified a disconnection between school career guidance and labor market demands, along with insufficient practical training in universities. These gaps result in a lack of essential real-world skills among graduates, hampering their employment opportunities. Despite some reforms, a significant gap remains between educational offerings and labor market needs. The authors emphasized the importance of independent information seeking, modern digital job search tools, and effective communication skills for young professionals' success.

#### ANALYSIS OF THE INTERVIEW № 5 (INFORMATION IS IN APPENDIX 8)

The interview with a female linguistics student highlights the deficiencies of Russia's career guidance system. Her experience, shaped by limited educational options, family pressure, and societal norms, mirrors the struggles of many Russian students. She initially pursued a career not out of personal choice but due to exam results and limited opportunities, a common situation in Russia where career guidance is inadequate.

Family discouraged her interest in psychology, fearing its lack of prestige and financial insecurity, reflecting the strong influence of societal and familial expectations on career choices in Russia. This underlines the importance of career guidance that values personal interests over societal stereotypes. The career guidance she received was ineffective, with a high school session having little impact on her decision, indicating a disconnect between Russian career guidance and student needs. Her willingness to explore different career paths highlights the need for adaptability among Russian youth in a changing job market. The interview underscores the challenge of balancing personal fulfillment and financial stability in Russian careers. Her story of compromise, resilience, and adaptability stresses the importance of improved career guidance that aligns personal happiness with professional success and market demands.

In conclusion, career guidance in Russia requires significant enhancement. Current guidance, often introduced too late, lacks effectiveness and individualization. A more personalized approach, starting earlier in education, could better align students' interests with market needs and address unemployment more effectively.

#### ANALYSIS OF THE INTERVIEW № 6 (INFORMATION IS IN APPENDIX 10)

The interview with a 21-year-old Russian reveals the challenges in transitioning from school to work and the difficulty in choosing a career path. Pressure from the Unified State Exam and the decision on a specialization contribute to this confusion. Despite these challenges, the respondent's interest in mathematics and physics led them to engineering. However, adapting to university life was tough, highlighting the need for better career guidance in schools and support systems for informed decision-making.

The experiences discussed reflect broader issues in Russian education and employment, emphasizing the importance of self-awareness and guidance in career choices. The interview suggests that students often make early decisions based on interests, which may lead to changes in educational direction, underlining the need for enhanced career counseling. Moreover, universities should promote personal development and practical experience, possibly through collaboration with businesses

to ease graduates' transition into the workforce. For students facing career decisions, broad interests in humanities or technical fields, guidance tests by professionals, and support from parents and teachers are recommended.

The interview indicates a disconnect between education and the job market, with systemic issues potentially contributing to student dropout and unemployment. In conclusion, better career guidance, educational-industry collaboration, and support from key figures could help mitigate challenges related to career uncertainty and unemployment among young Russian adults.

### SEGMENT № 3

#### ANALYSIS OF THE INTERVIEW № 7 (INFORMATION IS IN APPENDIX 3)

The respondent, a senior finance executive in a spherical trade company, offers insights on the labor market and career self-determination. He describes his career choice as deliberate and successful, underscoring the benefits of early career orientation and planning. His immediate post-university employment contrasts with his peers' struggles, highlighting the critical role of career guidance.

He notes an imbalance between specialists with higher and secondary technical education in Russia, pointing to an oversupply in certain sectors and a shortage in others. The presence of Western companies impacts the labor market, potentially diminishing local technical skills demand and affecting unemployment structure. Some occupational groups face higher unemployment due to skill-market mismatches.

The respondent's early decision for a career path, based on his passion for mathematics, underscores the importance of aligning career choices with personal interests. He stresses the prestige-driven preference for higher education in Russia, leading to imbalances in the labor market. The influence of foreign companies acquiring local businesses further affects skill demand. His experience, contrasting with his friends', reflects the challenges in transitioning from education to work.

#### ANALYSIS OF THE INTERVIEW № 8 (INFORMATION IS IN APPENDIX 6)

The interview with a 29-year-old professional delves into the difficulties of choosing a career, especially during adolescence. Their initial career choice, influenced by school interests, did not match their true passion, highlighting a prevalent issue among youth: career decisions made with inadequate self-knowledge and job market understanding. The shift to psychology and coaching, through further education and research, demonstrates the significance of continuous learning and self-realization in overcoming unemployment and career stagnation. Coaching is particularly beneficial in countries with limited career options, providing personalized support and helping unlock individual potential.

The discussion also identifies a mismatch between education systems and labor market requirements, implying that universities may not fully prepare students with essential skills. It criticizes the limited effectiveness of school career aptitude tests and advocates for more tailored career guidance. The respondent supports coaching in modern psychology as a superior tool for professional development, focusing on self-awareness and informed career choices. This is especially relevant in Russia, given its high youth unemployment and unstable economy. However, there is skepticism

regarding the dependability of psychological tests for career guidance, with a preference for methods that accommodate individual and market differences.

In summary, the interview emphasizes that career self-determination is a complex process that requires personal insight and flexibility. It underscores the importance of psychological support and coaching in identifying and confirming one's career path, stressing the necessity for more precise and individualized approaches to help young people navigate their careers.

#### ANALYSIS OF THE INTERVIEW № 9 (INFORMATION IS IN APPENDIX 7)

A 24-year-old individual discusses transitioning between jobs, highlighting the impact of parental expectations and market conditions on career choices. They note the dual role of parents in shaping career paths: providing guidance and imposing their aspirations, which can influence a child's independent decisions. The interviewee's own career reflects a shift from parental influence to self-determined choices.

Educational institutions play a key role in offering opportunities, yet personal choice is crucial. The interviewee points out that peers often change majors or institutions, emphasizing personal interest in shaping education and career paths. Regarding unemployment, the respondent suggests it is less prevalent among highly skilled individuals, though this view may be limited and not fully represent broader employment challenges. The conversation also touches on migration trends among specialists due to sanctions, highlighting concerns about the Russian labor market's attractiveness and stability amidst political and economic uncertainties.

The interview concludes with the notion that professional success often involves non-linear paths and continuous adaptation. Support from family and educational systems is essential. The interviewee remains optimistic about employment prospects for competent individuals but recognizes the challenges of specialist migration and limited career options in Russia, advocating for continuous skill enhancement and adaptability in the labor market.

#### 3.2.3 Results of Qualitative Research

This report examines the career guidance needs from the perspectives of high school and university students, alongside career professionals. Key findings highlight a unanimous call for early, personalized career guidance, a blend of theoretical and practical skills, the necessity for adaptability and lifelong learning, the importance of psychological support in career decisions, and an understanding of economic and market trends. These insights reveal a common need for a holistic approach in career guidance, aligning personal goals with market realities and supporting individuals throughout their educational and career trajectories.

In the comparative analysis, distinct differences and commonalities emerge between the three stages of high school students, university students, and career professionals:

**Early and Tailored Career Guidance:** High school students call for earlier and more individualized career guidance, a sentiment echoed retrospectively by university students and professionals. They

collectively suggest that earlier, personalized guidance could better align with individual interests and market needs.

**Balancing Theoretical Knowledge and Practical Skills:** University students point to a disconnect between academic learning and practical job market demands, a gap also recognized by professionals. This suggests a need for educational systems to better integrate practical skills relevant to the job market.

**Continuous Adaptability and Learning:** All groups underline the importance of adaptability and life-long learning. University students and professionals both recognize the non-linear nature of career progression and the necessity of continuously updating skills in response to changing market conditions.

**Psychological Support and Self-Determination:** University students highlight the role of psychological support in career decision-making, a view that professionals might reflect upon in hindsight. This indicates the need for career guidance tools that incorporate psychological aspects for better career self-determination.

**Navigating Economic and Market Dynamics:** Career professionals provide insights into economic conditions and global market trends affecting job availability and skill demand. This perspective underscores the importance of understanding broader economic trends in career planning and guidance.

Overall, the comparison reveals that while each group faces unique challenges, there are overlapping needs across all stages, such as the demand for early, personalized guidance, a balance between theory and practice, continuous learning, psychological support, and an understanding of market dynamics. These findings suggest that a holistic approach to career guidance and planning, addressing these common themes, could be more effective in supporting individuals throughout their educational and career journeys.

### 3.3 The Effectiveness of Exiting Career Guidance in Russia:

This analysis aims to assess the system's alignment with individual needs and labor market trends. By exploring perspectives across educational and professional stages, the study seeks to identify the strengths and weaknesses of career guidance in Russia, and its effectiveness in shaping successful career paths.

**Secondary School Students:** This segment focuses on students in grades 10 and 11, who are at a crucial point in deciding their educational and vocational paths. The interviews reveal that career guidance tests are implemented at this stage, often confirming interests in fields like mathematics and science. The general consensus is that career guidance should start around grades 8 or 9, coinciding with the formation of core interests and future career outlooks. However, there are critiques about the tests' accuracy in reflecting a student's true interests and potentials, suggesting a need for more personalized and professional career guidance.

University Students: University students, working towards their first or second degrees, face the challenge of aligning their education with a volatile job market. This group continues to receive career guidance, but its effectiveness varies. The feedback indicates a disconnect between their academic education and the practical requirements of the job market, pointing to a misalignment of career guidance services at universities with industry needs. This highlights the necessity for career guidance that closely ties with current employment trends and opportunities.

Established Professionals: Comprising individuals with extensive career experience, their insights provide a long-term perspective on the impact of career guidance. These professionals reflect on their early career choices, shaped by the guidance they received, and how these choices played out in the evolving job market. Their experiences underline the need for career guidance that adapts to market changes, emphasizing ongoing career development support to help individuals adapt to new opportunities throughout their careers.

In conclusion, while career guidance exists in various forms across educational stages in Russia, its effectiveness is inconsistent. The study suggests that enhancing these services by integrating personalized methods that reflect individual skills and market demands, and providing continuous support throughout one's career, could significantly improve their impact, helping Russian youth and professionals navigate the job market more effectively.

### 3.4 Analysis of Unemployment in Russia

The employment landscape in Russia faces significant challenges due to the misalignment between university education and labor market needs, economic globalization, technological advancements, and the migration of skilled workers. This complex scenario demands a coordinated response encompassing education reform, economic policy adaptation, and workforce development to build a resilient and dynamic job market.

University students are particularly vocal about the incongruence between the skills they acquire during their education and the needs of the labor market. This misalignment often leads to an oversupply of graduates in certain fields and a shortage in others, exacerbating the unemployment situation. The educational system's focus on traditionally prestigious fields has not been sufficiently agile to adjust to the fast-changing demands of the modern economy, particularly in technology-driven sectors.

Career professionals shed light on the economic shifts and globalization effects impacting the Russian job market. The entry of foreign companies and the resultant restructuring of local businesses often lead to changes in job availability and the types of skills in demand. These professionals suggest that the Russian economy has not fully adapted to these global shifts, leaving certain groups of workers at a disadvantage and contributing to unemployment.

Both university students and career professionals acknowledge the impact of technological advancements on employment. As automation and digitization change the nature of work, some jobs become obsolete, while new categories of jobs emerge. There is a sense that the Russian workforce is

not keeping pace with these changes, leading to a skills gap where the demand for new, technologically savvy professionals outstrips the supply.

Another recurring theme is the migration of skilled workers from Russia to other countries in search of better job opportunities. This 'brain drain' suggests a dual issue: not only does the Russian economy lose potential contributors, but it also indicates a lack of desirable job prospects within the country that can retain this talent.

Unemployment in Russia is a multifaceted issue with roots in educational policy, economic structure, technological change, and migration trends. Addressing it requires a nuanced understanding of these factors and a coordinated approach that involves education reform, economic policy, and workforce development strategies. By tackling these core areas, Russia can create a more dynamic and resilient job market capable of withstanding the pressures of a rapidly evolving global economy.

#### 4. DEVELOPMENT MODEL/PROPOSAL MODEL

In this section of the dissertation, the scholars meticulously craft a well-defined proposal for an innovative business initiative aimed at mitigating unemployment in Russia. The exposition will be methodically divided into a series of detailed subsections:

Introduction to the business idea begins with an in-depth presentation of the business idea. The authors will elucidate the underlying motivation, strategic objectives, and the distinct value proposition that addresses the unemployment challenge in Russia. An overview of the intended market and the rationale for the choice of services or products will set the foundation for subsequent analysis.

This part of the analysis will include a thorough SWOT evaluation, scrutinizing the internal and external factors that may influence the proposed business. This includes an examination of the business idea's internal strengths and weaknesses, as well as external opportunities and threats, particularly focusing on the Russian market's specificities.

The authors will then articulate the business idea using the Social Business Canvas Model. This visual tool will demonstrate the business's approach to social impact, detailing the mechanisms through which it will create, deliver, and capture both social and economic value. This model will provide a clear representation of the business's operational plan, including customer segments, channels, cost structure, and revenue streams.

The platform's proposed features and functions will be outlined in detail. This will involve a description of the specific functionalities that the platform will offer to its users, how these functions will be accessed and used, and how they will contribute to combating unemployment in Russia. The focus will be on the user experience and the practicality of the platform in facilitating job searches, skill development, and employer-employee matching.

The analysis in each subsection will be supported by a critical review of current literature and relevant statistics to construct a comprehensive and well-founded business plan that prioritizes social entrepreneurship as a vehicle for addressing unemployment.

##### 4.1 Introduction to authors' business idea

The envisioned business concept unfolds as a cutting-edge online platform meticulously crafted to facilitate personalized career orientation and job search. This startup aims to redefine the career journey by harnessing the power of psychological assessments to offer tailored career advice and job matching.

At the heart of this initiative is a strategic collaboration with charitable organizations, creating a dual opportunity for users to engage in internships that not only offer invaluable work experience but also contribute to societal welfare. These partnerships are designed to enrich the platform's internship database, providing a spectrum of opportunities for practical experience across various sectors.

Moreover, the platform is committed to organizing events that foster meaningful interactions among students, schoolchildren, and industry leaders. These events are envisioned as a nexus for compa-

nies not just to recruit emerging talent but also to explore potential investments in promising individuals. Through workshops, career fairs, and seminars, the platform will become a conduit for educational enrichment and professional exposure.

Companies are encouraged to participate actively on the platform, contributing not only to the recruitment process but also to the content and integrity of the career guidance provided. This engagement ensures that the opportunities and advice align with the evolving industry standards and demands.

Technologically, the platform is set to be a repository of diverse assessments that help users in identifying their vocational strengths and areas for improvement. The platform will feature a dynamic job listing board, tailored to the preferences and skills of the user, alongside a suite of educational courses aimed at skill enhancement.

This startup is not merely a job search platform but an ecosystem for comprehensive career development, supporting users from the discovery of their potential to the enhancement of their employability. The ultimate ambition is to craft a solution that actively combats unemployment by seamlessly matching adept individuals with suitable career opportunities, thereby fostering economic growth and vitality within the Russian job market. This platform promises to be a significant stride in mitigating unemployment and propelling socio-economic advancement.

#### 4.2 Business models (Social Business Canvas model, SWOT)

##### **Social Business Canvas Model**



FIGURE 5. Social Business Canvas Model. (Smirnova &amp; Lukianchuk 2023)

## Key Resources:

- Financial resources consist of government subsidies and grants that are particularly allocated for employment initiatives, as well as investment from stakeholders interested in social innovation and the tech sector. These are bolstered by company sponsorships, which can provide a mutual benefit through access to a skilled workforce.
- On the technological front, the enterprise requires advanced software development for a user-friendly, secure platform experience. Data analytics and machine learning are essential for providing personalized career guidance, while licensed career assessment tools will ensure that the guidance provided is both accurate and beneficial.
- Human resources include a broad spectrum of professionals: tech specialists to build and maintain the digital infrastructure, career counselors to guide users, and industry experts who ensure the platform's offerings stay relevant and valuable.

- Operational needs call for physical office space equipped with the necessary utilities and infrastructure to support an efficient work environment, serving as a central point for collaboration and innovation.
- Intellectual resources are critical. Developing engaging educational content and keeping it updated to reflect current market demands requires continuous investment in content creation and market research.
- Strategic partnerships expand the platform's reach and efficacy. Collaborations with educational institutions can lead to a steady user base and content contributions, while connections with company HR departments may provide a direct link to a variety of job placements. Technology partners are also essential to maintain the platform's technological edge.

#### Partners and Key stakeholders:

- **Students:** Central to the platform's user base, students from high schools, universities, and other educational institutions. They are the primary beneficiaries of the career guidance and job placement services.
- **Universities and Educational Institutions:** Collaborators for integrating career services into their curricula, providing a direct channel to students in need of job placement and career guidance. Potential for co-hosting events, workshops, and promoting the platform's services on campus.
- **Charities and Nonprofits:** Allies in extending the platform's reach to disadvantaged communities. They can serve as conduits for volunteer and internship opportunities, as well as being beneficiaries of the free workforce supplied through the platform.
- **Company HR Departments:** Essential for listing job vacancies, internships, and serving as a bridge between the job market and the user base. Companies can benefit from access to a curated pool of candidates and potentially reduce recruitment costs.
- **Government Agencies:** Potential for partnerships in employment initiatives, securing subsidies and grants, and aligning the platform's objectives with national employment strategies. They can also offer regulatory guidance and support.
- **Schools:** Outreach partners for early career guidance, helping to shape career trajectories and promoting the importance of early engagement with the job market. They act as points of contact for parents and guardians.
- **Parents and Guardians:** Stakeholders in their children's education and career development. They can be advocates for the platform, reinforcing its use and supporting its integration into their children's career planning activities.
- **Investors and Philanthropists:** Sources of capital, both for initial setup and ongoing operations. They are key to scaling the platform's reach and impact, potentially interested in the social return on investment.
- **Local Businesses and Enterprises:** Sources of employment opportunities, they can provide insights into market needs, participate in events and workshops, and offer real-world perspectives on job market trends.

- **Mentors and Career Coaches:** Professionals who contribute expertise in career development, provide personalized guidance to users, and enrich the platform's content with actionable advice and mentorship.

#### Key activities:

- **Personalized Career Guidance:** Conducting one-on-one career counseling sessions using advanced psychological and aptitude assessments to provide individualized advice.
- **Career Assessment Tests:** Developing and maintaining a suite of online assessment tools that evaluate a range of skills, from cognitive abilities to personality traits. Partnering with psychological experts and career advisors to ensure the tests are scientifically valid and relevant to the current job market.
- **Educational Courses:** Curating a comprehensive catalog of online courses ranging from vocational training to soft skills development, ensuring there is something that caters to the needs of all users. Collaborating with educational institutions and online course providers to offer a diverse learning portfolio.
- **Refresher Courses:** Offering courses specifically designed for professionals looking to update their skills in line with the latest industry trends. These courses would be short, intensive, and targeted at the most in-demand skills required in the job market.
- **Internship Coordination:** Building relationships with companies to source internship opportunities for users, providing practical experience in their field of interest. Creating a support system that helps users apply for, secure, and successfully complete internships.
- **Events and Workshops:** Organizing career fairs, networking events, and workshops aimed at enhancing job readiness and connecting job seekers with potential employers. Hosting virtual events to ensure accessibility for all users, regardless of their location.
- **Job Placement Services:** Establishing a job placement wing within the platform that actively works to match users with job openings that fit their profiles. Maintaining a dynamic job board updated in real-time with new opportunities, including entry-level positions, internships, and more experienced roles.
- **Platform Development and Maintenance:** Continuously updating the platform with new features and tools to improve user experience and outcomes. Ensuring robust data security and privacy measures are in place to protect user information.
- **Community Engagement:** Creating forums and discussion boards for users to share experiences, seek advice, and support one another. Engaging with users through regular feedback surveys to improve services and address any issues proactively.
- **Monitoring and Evaluation:** Implementing analytics to monitor the effectiveness of the platform's services and interventions. Using data to refine strategies and activities to meet the evolving needs of the job market and user base.

#### Types of Intervention:

- **Job Placement Support:** Hosting tailored events and career fairs specifically designed for the target age group (15-28), fostering direct connections between companies and potential

employees. This includes virtual job fairs and on-campus events in collaboration with educational institutions.

- Career Guidance Services: Offering a suite of complimentary free career guidance services, such as personalized counseling sessions, to aid individuals in understanding their skills and aligning their career paths accordingly.
- Educational Enhancement: Providing a spectrum of free learning opportunities, from foundational courses for job seekers to advanced skill development modules. This would also involve partnership with educational platforms to offer free or subsidized courses for students, ensuring they remain competitive in the job market.
- Professional Development Workshops: Organizing workshops and seminars that focus on skill enhancement, resume building, interview preparation, and networking strategies. These workshops will be tailored to different industries and designed to bridge the gap between academic knowledge and practical skills.
- Internship Coordination: Collaborating with companies to structure internships that provide real-world experience, facilitating a smoother transition into the workforce for students and recent graduates.
- Charity Workforce Development: Assisting charities by providing them with access to a motivated and skilled volunteer base. This will include matching interested job seekers with charity organizations that can benefit from their specific skill sets, fostering community development and social responsibility.

#### Channels:

- Digital Marketing: Utilizing SEO, content marketing, and targeted advertising on platforms like Google and Yandex to increase visibility and attract users actively searching for career and educational resources.
- Social Media Campaigns: Engaging potential users through platforms like VKontakte, Instagram, Facebook, and LinkedIn with compelling content, success stories, and interactive tools to raise awareness and encourage sign-ups.
- Educational Partnerships: Collaborating with universities, vocational schools, and educational platforms to integrate your services into their career centers and provide co-branded workshops, webinars, and career fairs.
- Government & NGO Alliances: Working with government labor agencies and non-profits focused on employment to become a recommended resource for job seekers, which may also include participation in state-funded employment initiatives.
- School Programs: Establishing connections with high schools to deliver early career guidance, workshops, and career exploration tools, aiding in the cultivation of a forward-thinking career mindset among students.
- Community Outreach: Participating in local job fairs, community events, and public speaking opportunities to build community trust and brand recognition.
- Referral Programs: Encouraging current users to refer peers by offering them benefits such as extended subscription access or discounts on future services, thus leveraging word-of-mouth.

- **Mobile App:** Creating an app to provide a more accessible and user-friendly interface, enabling notifications and easier interaction with the platform's features.
- **Parental Engagement:** Designing informative sessions and materials for parents to help them understand the platform's benefits for their children, potentially facilitating their support and endorsement.

### **Segments:**

#### Customer Segments:

- **Parents of Adolescents:** Seek support in guiding their children towards viable career paths. Require assurance of a structured and secure platform for their children's job search.
- **Students (15-28 years old):** In need of personalized career guidance to identify suitable academic and career trajectories. Desire access to internships and job opportunities that align with their education and interests. Look for interactive and engaging tools for self-assessment and skill development.
- **Companies (Startups to Multinationals):** Seek a streamlined process to find suitable candidates for internships and entry-level positions. Require a cost-effective solution to HR and recruitment, especially for entry-level roles. Aim to build relationships with educational institutions for early talent acquisition.

#### Beneficiary Segments:

- **Students (15-28 years old):** Directly benefit from personalized career assessments and guidance. Receive tailored job recommendations based on their skills and preferences. Gain access to educational courses, refresher courses, and learning materials to enhance their employability.
- **Universities and Schools:** Benefit from a platform that supports their students' transitions into the workforce. Enhance their service offerings with additional career guidance and job placement services. Collaborate with the platform for workshops and events that prepare students for the job market.
- **Charities Focused on Employment and Education:** Gain a partner in providing free educational resources and workforce support. Can use the platform to place beneficiaries into internships and job positions. Leverage the platform's resources to upskill their constituents.

### **Value Proposition:**

#### Value Proposition for Beneficiaries:

- **Combating Unemployment:** Providing a cutting-edge platform designed to significantly reduce unemployment rates among young adults in Russia by matching them with suitable job opportunities.
- **Career Satisfaction:** Enabling individuals to find job positions that align with their personal and professional aspirations, leading to higher job satisfaction and career fulfillment.

- Career Path Discovery for Students: Offering comprehensive career guidance tools and assessments to help students understand their strengths, interests, and potential career paths.
- Support to Charities: Facilitating charities with access to a motivated and skilled volunteer workforce, enhancing their capacity to serve the community.
- HR Efficiency for Companies: Assisting companies in streamlining their hiring processes by reducing the time and costs associated with finding suitable candidates, thus lowering overall HR expenditures.

#### Value Proposition for Customers:

- In-depth Career Consulting: Delivering personalized career guidance consulting services that delve deep into each individual's profile to recommend the best career paths and job opportunities.
- Job-Employer Matchmaking: Utilizing sophisticated algorithms to ensure a perfect match between job positions and potential employees, considering both the employer's needs and the job seekers' profiles.
- HR Cost Reduction: Providing companies with a service that reduces the resources typically required for recruitment, thereby diminishing HR costs through a more effective placement process.

#### Social Impact Mission:

- Quality Career Guidance: Committing to the highest standards of career guidance, with a focus on personal development and market relevance to ensure the guidance provided translates into tangible career opportunities.
- Service Integration: Combining several essential services within a single platform - offering career guidance, job vacancy listings, and educational courses, supplemented by workshops in educational institutions.
- Educational Partnerships: Building strong partnerships with schools and universities to integrate career workshops and seminars, enhancing the educational journey of students, and preparing them for the workforce.

#### Cost Structure Expenses:

- Personnel Costs: Salaries for full-time and part-time employees, including career counselors, software developers, marketing staff, and administrative personnel. Benefits and training for employees to ensure high-quality service delivery and job satisfaction.
- Development and Operational Costs: Ongoing software development costs for platform maintenance, updates, and new feature rollout. Website hosting fees, including servers and data security measures to protect user data. Costs associated with obtaining and renewing licenses for proprietary software used in career assessments and courses.
- Office and Utilities: Rent for office space, if not operating remotely. Utilities such as electricity, water, and internet service. Equipment costs for office operations, including computers, printers, and office supplies.

- **Marketing and User Acquisition:** Advertising expenses across various channels such as social media, online ads, and traditional media. Promotional materials and campaigns to engage with schools, universities, and charities. Costs of organizing and hosting workshops, events, and webinars for job placement and career guidance.
- **Legal and Administrative Expenses:** Legal fees for business registration, compliance, and contractual agreements with partners. Insurance costs for business liability and employee coverage. Accounting and bookkeeping services to manage finances.
- **Taxes and Government Fees:** Applicable business taxes and government fees. Compliance costs related to maintaining eligibility for government subsidies and grants.

#### Surplus:

- **Profit Distribution:** A designated portion, approximately 10%, of the net profit will be allocated to the business owners as a return on investment.
- **Social Reinvestment:** A substantial share of the surplus will be earmarked for reinvestment into the business to fuel expansion, enhance platform features, and improve user experience. This could include technological upgrades, scaling operations, or extending the range of services offered.
- **Philanthropic Activities:** A part of the surplus may be allocated to support social initiatives, such as scholarships for disadvantaged students or funding for nonprofit organizations that align with the company's mission to combat unemployment and foster professional development.
- **Emergency Reserve:** A prudent reserve will be established to safeguard the business against unforeseen expenses or economic downturns, ensuring long-term sustainability.
- **Innovation Fund:** Investment in research and development to innovate the assessment tools and matchmaking algorithms, keeping the platform at the forefront of employment technology.
- **Employee Incentives:** Creation of a bonus or profit-sharing system to reward employees for their contributions to the company's success, aligning their interests with those of the business and its social mission.

#### Revenue Engines:

- **Paid Subscription Model:** Implement tiered subscription levels offering varying degrees of access to advanced platform features. Basic accounts could be free, encouraging user engagement, while premium accounts provide enhanced services such as personalized career coaching, access to exclusive job listings, and advanced AI-driven job matching.
- **Company Partnerships:** Establish strategic alliances with companies seeking qualified candidates. Offer services such as access to a vetted talent pool, featured job postings, and employer branding opportunities on the platform. Develop a B2B pricing model for bulk services, like employee training programs and company-wide career assessments.
- **Government Grants and Subsidies:** Pursue funding opportunities available for initiatives that address unemployment and support workforce development. This can include grants for

technology innovation, social entrepreneurship, and educational programs that align with the platform's objectives.

- **Investor Funding:** Secure capital from angel investors, venture capitalists, or social impact investors interested in technology-driven solutions to social issues. Present a clear value proposition that outlines potential returns and the social impact of reducing unemployment.
- **Personal Savings:** Allocate personal savings as seed funding to cover initial operational costs. This demonstrates commitment to the project and can be leveraged to attract further investment by showing skin in the game.
- **Advertising Revenue:** Monetize the platform through targeted job-related advertising, ensuring that ads are relevant and add value to the user experience. This could include job fairs, educational tools, or professional attire brands.
- **Certification Fees:** Charge for some certification exams or official endorsements of skills and qualifications obtained through the platform's educational resources.

### SWOT Analysis

# S

strengths

1. **Innovation:** The platform uses psychological tests to provide personalized career recommendations, turning the job search process into personalized career planning)
2. **Integrated Platform:** This is not only a job search service, but also a comprehensive career development tool that includes skills assessment and coursework.
3. **User friendliness:** The platform provides easy access and ease of use, with an intuitive interface.
4. **Versatility of tests:** Provides a wide range of testing for a detailed assessment of professional and personal qualities.
5. **Partnerships:** Collaborations with educational institutions and businesses enhance employment opportunities and professional development.
6. **Personalized Approach:** Tailored career suggestions based on user data, ensuring relevance and effectiveness.

# W

weaknesses

1. **Technology Challenges:** High IT investments and the need for expert developers are critical for a competitive platform.
2. **Startup Costs:** Significant funds are required for development, marketing, and infrastructure to support growth.
3. **Competition:** Distinguishing the platform from established competitors is essential to attract users.
4. **Limited Recognition:** Building brand trust without a track record requires strategic marketing efforts.

# O

opportunities

1. **Online Education Market:** The platform stands to benefit from integrating educational offerings, which can provide added value and user engagement.
2. **Employment Improvement:** A personalized approach could enhance employment rates and skill levels, aligning with economic development goals.
3. **Government Support:** The platform's alignment with job creation and quality improvement may lead to governmental incentives and support.
4. **Market Trends:** A focus on individualized and remote job opportunities allows the platform to differentiate itself in the job market.
5. **Globalization:** Access to international job markets through the platform can attract highly qualified users seeking global opportunities.

# T

threats

1. **Changes in Legislation** Legislative changes could force the platform to modify data policies and IT systems. Proactive legal monitoring and adaptable strategies are necessary to address this challenge.
2. **Competition** The platform faces stiff competition from established market leaders with extensive databases and marketing resources. It must differentiate itself to gain a foothold.
3. **Economic Fluctuations** Russia's economic shifts can affect job market dynamics and platform demand, requiring a flexible and strategic response from the platform.
4. **Cultural Barriers** Cultural variations impact the platform's relevance and approach to career advice and education, necessitating customized regional strategies.

miro

FIGURE 6. SWOT (Smirnova & Lukianchuk)

### 1. Strengths (S):

#### ➤ Innovation

A key innovative element of the platform is the development and implementation of psychological tests that not only help users determine their professional interests and skills, but also provide career development recommendations based on their personal qualities and characteristics. This allows you to not only connect employers with candidates, but also provide users with directions for professional and personal growth. Developing such tests requires a deep understanding of psychology and professional counseling, as well as the use of advanced data processing technologies to accurately analyze the results. This creates a unique offering in the market that sets the platform apart from competitors who may only offer general recommendations or standard jobs. Such personalization and depth of analysis make the platform not just a job search tool, but also a tool for career development and self-realization.

#### ➤ Comprehensive Platform

One of the key advantages of the proposed platform is its comprehensive approach, which represents the integration of several critical aspects of professional and career development. The platform is not limited to just finding a job or providing career advice. It expands the boundaries of traditional interaction between employers and job seekers, offering users a holistic development path, from tests that help determine the strengths and aptitudes of each individual, to the selection of educational courses to improve and develop professional skills. In addition, the platform provides relevant and personalized job openings, making the job search process more targeted and efficient. Thus, the platform becomes not just a tool for finding a job, but also a reliable partner in long-term career planning and professional growth.

#### ➤ User friendliness

The ease of use of the platform plays a crucial role in the strategy of attracting and retaining users. The key is to develop an intuitive interface that is easy to navigate and ensures accessibility on a variety of devices. We also take great care to ensure that users can easily navigate between the various functions of the platform - from testing and getting personalized recommendations to searching for specific courses and jobs. All of these elements are integrated into a single flow, allowing users to easily switch between tasks without having to search for additional tools or go through unnecessary steps. All this contributes to creating a stable and active user base.

#### ➤ Versatility of tests

The variety of tests available on the platform represents a significant advantage, distinguishing it from other job search and career development services. The capability to deliver in-depth and all-encompassing analysis of individuals' professional and personal attributes transcends the traditional resume-to-job matching process. Sophisticated algorithms and psychometric evaluations are utilized to ascertain the career trajectories most compatible with the users' distinctive talents and predilections. A broad spectrum of assessments is provided, encompassing both professional competencies and qualifications as well as personality evaluations that delve into traits such as leadership, creativ-

ity, and emotional intelligence. These evaluations form the groundwork for devising tailored development strategies, offering more than just job placement. They serve to guide users throughout their professional journey, furnishing support that extends beyond the initial employment phase.

- Partnerships

Collaborations with universities, schools and businesses can greatly enrich the platform, providing users with access to a wide range of jobs and courses, helping to improve their professional skills and increase their employment. In addition, such collaborations can improve the quality of job offers, as universities and schools are often the link to cutting-edge industries and businesses, which in turn attracts quality employers to the platform. Such partnerships not only enhance the user experience, but also increase the credibility of the platform, making it more attractive to new users and reducing it.

- Personalized approach

The personalized approach represents a new era in career counseling, where job offers and career recommendations are based not on general data, but on the unique characteristics of each user. The collection and analysis of personal data, preferences and psychological profiles allow the platform to offer vacancies and educational courses that best suit the user's individual characteristics and desires. In the context of the Russian labor market, where the problem of unemployment requires a comprehensive and sophisticated solution, such a platform offers a deeper and more meaningful approach to the issue of employment, moving away from standard job search methods to a more holistic and interconnected process of professional self-determination.

## 2. Weaknesses (W):

- Technology Challenges

Creating a platform inevitably requires investment in advanced IT solutions, from infrastructure to user interface. This entails not only financial costs for creating and testing the platform, but also for attracting talented developers who can implement complex tasks related to security and big data processing. Equally important is keeping your software up to date and up to date with rapidly changing technology standards and user expectations. Thus, ensuring technological superiority and managing the risks associated with dependence on IT infrastructure are central tasks to creating a truly competitive and attractive product in the employment market.

- Start-up Costs

Launching an innovative career matching and job search platform requires significant investment in development, marketing, and legal support. It is also necessary to take into account the costs of hiring qualified specialists and their subsequent training to ensure high quality services. An important aspect is the desire to quickly scale the service, which increases the initial costs of creating a reliable and powerful infrastructure that can withstand high user loads and ensure stability as the customer base grows. Additionally, during the early stages of a startup's life cycle, it is important to establish strategic partnerships and find ways to reduce costs without compromising the quality and reliability of the platform.

- Competition

The market is characterized by the presence of large players with strengthened positions, a wide range of services and deep integration into professional communities. In order to differentiate yourself and gain attention on the new platform, you will need to think beyond the traditional approach to employment and career development. The key is to identify what is most valuable to users and offer it in a more attractive way than existing competitors. You will also need to think about how to present your advantages over competitors. This could be due to lower cost of services, better customer service, or providing unique content that is not available on other platforms. The ability to quickly adapt to changes in the labor market and make adjustments to your platform accordingly will also be an important competitive advantage.

- Limited Fame

Limited visibility poses a significant challenge for any new platform looking to make a name for itself in a market saturated with established brands. Creating a recognizable and respected brand requires not only time, but also significant financial investments in marketing and advertising campaigns. Without a history of success or reviews from real users, a new platform may face distrust from potential customers who may prefer more familiar and proven services.

### 3. Opportunities (O):

- Growing online education market

In the context of growing interest in online education, the presented platform has every chance of becoming a significant player in this market. Thus, the integration of online education into the structure of the platform not only follows global educational trends, but also actively influences the professional development of users, which makes it not just an intermediary in job search, but also a valuable resource for training and advanced training.

- Improving employment

A personalized approach allows you to take into account professional skills and personal preferences, offering not only current job offers, but also recommendations for additional training and advanced training. This strategy not only promotes the professional growth of individuals, but also serves the long-term goal of strengthening the Russian economy by reducing unemployment and improving the skills of the workforce.

- Governmental support

Projects that promote economic progress and social stability often attract government attention because they are consistent with national priorities to improve working conditions and reduce unemployment. In the Russian context, where an emphasis on creating new jobs and improving the quality of the labor force is part of economic policy, such a platform can expect to receive tax incentives, business development grants and other forms of support. These measures can help accelerate the platform's growth, increase its sustainability and expand its influence in the labor market.

- Market Trends

In the modern world, the trend towards individualization of employment is gaining momentum, especially against the background of the growing demand for remote work. A platform that focuses on a personalized approach to job searches can provide a unique offering to users. This positioning allows the platform to stand out from traditional employment services by providing deeper value and engagement for users.

- Globalization

The globalization of the labor market represents a dynamic and promising direction for expanding the capabilities of the platform focused on career development and employment. As the labor market blurs borders, Russian professionals are gaining access to international job opportunities, which is especially important for those who are highly qualified and looking for career opportunities outside of their home country. Integrating international job offers into the platform's functionality will not only increase its attractiveness for users but will also allow them to take advantage of the global labor market.

4. Threats (T):

- Changes in legislation

Changes in legislation may have a significant impact on the functioning of the online platform. Moreover, this applies not only to direct labor relations, but also to the sphere of Internet security and personal data protection. For example, the introduction of new requirements for the storage and processing of personal data may require a major overhaul of the IT infrastructure and privacy policies. In order to minimize threats associated with legislative changes, the platform can develop mechanisms for flexible response to changes in laws. This may include creating a legal monitoring and analytics department that will monitor potential changes and quickly develop adaptation strategies.

- Competition

Competition in the online recruiting and career development market poses a significant threat to new entrants, especially given the dominance of large platforms with an established presence in the market. Companies like LinkedIn and HeadHunter lead the way with years of experience and reliability recognized by both users and employers. These services have accumulated huge databases of active resumes and available jobs, making them the preferred choice for many companies and job seekers. In addition, established platforms have sophisticated algorithms for searching and matching candidates, which gives them a competitive advantage in providing high-quality and targeted recommendations. They also invest heavily in marketing and advertising, strengthening their visibility and brand perception. Thus, to compete successfully, the new platform will need to develop a strategy that offers unique or significantly improved services compared to existing solutions.

- Economic fluctuations

Economic fluctuations in Russia pose a significant threat to the launch of a new employment and career development platform. Cyclical changes in the economy will certainly affect the labor market, which may affect the demand for recruiting services. During an economic downturn, which can be

caused by various factors, including global crises, sanctions, falling oil prices or internal economic problems, companies face declining profits, which forces them to cut costs, including hiring new employees. This reduces the number of available jobs and reduces the need for the platform's services, which in turn can reduce its revenue and hamper its further development. The platform will need flexibility to adapt to changing economic conditions and strategic planning to minimize the risks associated with possible economic shocks.

➤ Cultural barriers

Different regions and countries have their own unique traditions and views on employment and careers. For example, the close connection between family values and work in some cultures may mean that career advice that does not take into account the family context will be perceived as inappropriate. Elsewhere, the emphasis on autonomy and individualism may be misunderstood in societies where decisions are made in the context of a group or collective. It is also important to take into account differences in approaches to education and self-development. Some cultures place a high value on formal educational institutions and diplomas, while others place a premium on practical experience and lifelong learning. This means that a platform offering courses and training programs may encounter varying levels of demand and feedback.

#### 4.3 Proposal for an Online Platform (Features and Functionalities)

The current climate of the Russian job market presents significant challenges, particularly in the realm of unemployment and underemployment. These issues are exacerbated by a disconnect between the skills job seekers possess and what employers require. The introduction of a sophisticated online platform is poised to revolutionize the way individuals engage with the job market in Russia. By focusing on enhancing worker satisfaction within their chosen professions, this innovative platform offers more than just employment opportunities; it promises a comprehensive, personalized approach to career development.

The platform is designed as a multifunctional ecosystem that supports users at every stage of their professional development. It acts not just as a job search engine, but as a comprehensive career development tool. The platform's core features include psychological assessments, personalized career advice, a dynamic job board, educational courses and event management.

This platform will contain a variety of functions and capabilities:

- Personalized psychological assessments: These assessments are designed to understand a user's personality, strengths, weaknesses, and work preferences. By utilizing established psychological frameworks, such as the Big Five (Komarraju, Karau, Schmeck & Avdic 2011, 472-477) or Myers-Briggs Type Indicator (Randall, Isaacson & Ciro 2017, 1-27), the platform can help users gain insights into careers that suit their personality traits, potentially increasing job satisfaction and longevity.
- Individual career advice: Tailored career advice takes into account the individual's education, experience, skills, and the results of their psychological assessments. This personalized guidance is aimed at helping users chart a career path that aligns with their personal and professional goals.

- Possibility of individual career counseling sessions with industry experts: These sessions provide users with the opportunity to discuss their career aspirations and challenges with experienced professionals. This direct interaction with industry experts can offer practical advice, insider knowledge, and mentorship.
- Database of internships with charitable organizations: A list of internships from non-profits and charitable organizations enables users to gain valuable work experience while contributing to socially beneficial projects. Such opportunities are particularly important for building a resume and gaining practical experience in a field of interest.
- Implement a matching system that connects users with internships that match their skills and career aspirations: The platform can use algorithmic matching to connect users with internships that align with their skills, career goals, and personal values. This system would consider various factors to ensure the best fit between the intern and the organization.
- Create a real-time job board that adapts to user preferences and skills: An adaptive job board would dynamically update, and present job opportunities based on the evolving preferences, skills, and experience of the user, thereby increasing the relevance of job recommendations.
- Educational courses and advanced training: The platform could offer various online courses aimed at upskilling users. These courses would be designed to meet current industry demands, thus enhancing the employability of users.
- Providing certificates upon completion of courses that can be demonstrated to potential employers: Upon finishing courses, users would receive certificates which they can showcase to potential employers as evidence of their skills and commitment to professional development.
- Organizing workshops, job fairs, seminars, and recruitment events: Regular events such as job fairs, seminars, and networking meetups connect job seekers with industry professionals, providing valuable opportunities for networking, mentorship, and employment.
- An opportunity for companies to search for young talent and participate in potential investment opportunities: The platform would also serve as a resource for companies to discover and engage with emerging talent, offering them a chance to invest in the future workforce and potentially identify candidates for internships or entry-level positions.

These features collectively aim to create a user-centric, efficient, and effective ecosystem for job seekers, poised to improve the employment landscape in Russia significantly.

#### 4.4 The effectiveness of the author's business idea

The business idea presented in this Thesis showcases a robust plan to mitigate unemployment through an innovative platform, skillfully integrating cutting-edge technology with essential career support services. This venture taps into a societal need, suggesting a significant demand for the proposed services. The envisioned platform aims to leverage a mix of advanced software, data analytics, and machine learning to provide personalized career guidance, aided by a suite of assessment tools that promise to enhance the user experience and improve job matching accuracy.

At the financial core, the business idea is underpinned by a comprehensive revenue model. This model is well-conceived, combining government grants, stakeholder investments, company sponsorships, advertising, and user subscriptions. This blend of funding avenues is indicative of a financially resilient operation, capable of sustaining the business through various economic cycles. The strategic use of government subsidies earmarked for employment initiatives provides a solid foundation, allowing the platform to potentially launch and scale without the immediate pressure of profitability that solely investor-driven projects might face.

The operational strategy set forth in the plan reflects a thoughtful balance between a traditional office setup and the flexibility of digital operations. The commitment to reinvest profits signals a forward-thinking approach, prioritizing long-term growth and constant refinement of the platform's offerings. This is particularly relevant in the fast-evolving tech landscape, where staying current is not just beneficial but necessary for survival and success.

The social mission of the platform, emphasized through plans for reinvestment in charitable endeavors, aligns with a growing global focus on corporate social responsibility. By addressing social issues directly through its core business operations, the platform not only stands to impact individual lives but also benefits from the goodwill such actions often engender in the public eye. This could enhance the platform's appeal to a user base that increasingly values ethical and socially conscious business practices.

The plan's approach to scalability suggests a readiness to expand and adapt to the growing demands of the market. Reinforcing the operational framework with a strategy for scaling ensures that the business can handle growth without compromising service quality.

From the perspective of legal and regulatory compliance, the plan indicates a cognizance of the importance of adhering to the necessary standards and regulations. This is particularly important given the platform's interface with government contracts and the sensitive nature of personal employment data.

Overall, the business idea demonstrates a comprehensive strategy that is poised for success in the employment services market. The plan is well-crafted, with a clear vision for growth, a solid financial strategy, and an operational model that supports both immediate needs and future expansion. The emphasis on technology and personalized service, combined with a commitment to social impact, positions the platform uniquely in the marketplace, potentially offering a valuable service to job seekers and employers alike.

## 5. CONCLUSION

In conclusion, the research has identified several critical challenges faced by graduates in Russia concerning job search and career development. The findings indicate that the prestige and financial prospects of professions are the most significant factors influencing career choices among young people, reflecting the dominant role of societal values and economic considerations. Despite the importance of personal interests, they often take a backseat to these more pragmatic concerns, highlighting the need for career guidance programs that bridge personal desires with feasible career paths.

The analysis of school-based career guidance activities reveals their recognized value but also their shortfall in meeting the students' needs. This calls for a more tailored approach that aligns with individual aspirations and the current job market. The underutilization of career guidance centers points to a lack of awareness and engagement, suggesting that these resources need to be made more visible and accessible.

The substantial reliance on online resources for career guidance underscores the pivotal role of modern technologies in shaping the career decisions of young people. This reliance also opens a dialogue about the credibility of the guidance received and the potential for technology to be harnessed more effectively. The influence of parents and peers, while less significant, remains a factor and should be integrated into a comprehensive career guidance framework.

In response to the second research question, the extent to which modern technologies can provide career guidance and influence unemployment rates among graduates is apparent. The current trend of online resource usage could be optimized within a well-crafted business plan that offers reliable, comprehensive, and accessible career guidance. Such a plan should leverage modern technologies to deliver personalized guidance that resonates with the individual needs and market demands, potentially reducing the unemployment rate among graduates by better preparing them for the job market.

Therefore, the business plan proposed in this thesis aims to harness technology to fill the existing gaps in career guidance. By providing a platform that offers accurate, detailed, and personalized career advice, the plan addresses the need for effective career guidance as indicated by the research findings. The envisioned application would not only facilitate informed career decisions among graduates but also serve as a tool to mitigate unemployment by aligning educational outcomes with labor market needs.

The research concludes that there is a significant opportunity to impact the career development of graduates in Russia positively. By embracing technology within a well-structured business plan, it is possible to enhance career guidance, improve job search outcomes, and consequently reduce the unemployment rate among young professionals.

## 6. DISCUSSION

The thesis writing process, focused on unemployment, business models, and career orientation in Russia, was an enlightening experience, significantly contributing to academic and personal development. The topic's relevance to the authors' future aspirations and interests made the research engaging.

The authors used a collaborative approach during the writing process. Working as a duo, they divided tasks based on their strengths, which improved efficiency and enriched our thesis with diverse perspectives. The research methodology involved surveying acquaintances, a strategic choice that provided direct and relevant data from networks. Though this method had a smaller scope than more extensive surveys, it offered valuable insights and shaped our understanding of the subject matter.

Speaking about challenges, the major one was the broad scope of topics. It was only possible to cover some aspects of unemployment, business models, and career orientation in one thesis. This limitation influenced the data collection and analysis, as the authors could only include a limited number of respondents, affecting the breadth of our findings. Acknowledging this limitation helped the authors focus on specific, manageable aspects.

One important factor to evaluate is the thesis results' reliability. Because of the poll's small sample size and scope, the findings—while providing insights into Russia's unemployment and career orientation—are not generally relevant. Nonetheless, they provide a meaningful snapshot of the current situation and a basis for further research.

In conclusion, this thesis was not just an academic exercise but a journey of discovery, learning, and self-improvement. The challenges authors faced were vital in developing research skills and critical thinking. The study's limitations, particularly regarding scope and result reliability, are typical in academic research. They represent a learning opportunity and a foundation for future in-depth investigations, making this thesis a steppingstone toward a deeper understanding of unemployment, business models, and career orientation in Russia.

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## APPENDIX 1: QUESTIONNAIRE FOR INTERVIEWS

### **Before the university**

Tell me about your career choice path. Was it difficult? Who helped you with this?

Is it difficult for you to choose a career path now?

Would you like to have a career guidance consultant who would help you choose the direction of your professional activity or university?

Have you personally or someone you know experienced difficulty finding a job? If so, please provide specific examples and why they were not successful?

What factors do you consider when choosing a profession?

Does Russian school prepare you for choosing a career?

Are you familiar with the concept of "career guidance"?

Have you ever used tests or career guidance resources?

What challenges or benefits do you associate with using such tests to find a job or set career goals?

Do you think that psychological tests and techniques can have a positive impact on career choice and employment decisions?

How important is individual career guidance for you when searching for a suitable job?

### **During the university**

Tell me about your career choice path. Was it difficult? Who helped you with this?

What factors do you consider when choosing a profession?

Have you ever considered changing your profession? If so, what led to this decision?

Are you familiar with the concept of "career guidance"?

Have you ever used career guidance tests or resources?

Do you think that psychological tests and techniques can have a positive impact on career choice and employment decisions? Why?

How important is career guidance for you when searching for a suitable job?

How do you assess the overall unemployment rate in Russia and what are the main problems of the Russian labor market?

Have you personally or someone you know experienced difficulties finding a job in your specialty and in general? If so, give specific examples of why they were not successful or vice versa? What improvements do you think could be made?

Is the demand for work higher than the supply now? Is there currently enough supply of jobs for the number of specialists graduating from higher education institutions?

To what extent do you think educational institutions in Russia prepare students for the realities of the labor market in their respective fields? Based on your personal experience, do you think your education has adequately prepared you for your current job?

What resources or support would you like to receive to ease the transition from education to professional work?

### **After graduation**

Tell me about your career choice path. Was it difficult? Who helped you with this?

Have you personally or someone you know experienced difficulties finding a job in your specialty and in general? If so, give specific examples of why they were not successful or vice versa? What improvements do you think could be made?

Did you ever change careers in your early years? Have you received a second education? Were you able to immediately find a profession that suited you?

Have you met people in your practice who changed their field of activity even after receiving higher education?

To what extent do you think educational institutions in Russia prepare students for the realities of the labor market in their respective fields? Based on your personal experience, do you think your education has adequately prepared you for your current job?

How do you assess the overall unemployment rate in Russia? What, in your opinion, are the main problems of the Russian labor market?

Do you think it is easier now to find a job in your specialty or was it easier before?

Is the demand for work higher than the supply now? Is there currently enough supply of jobs for the number of specialists graduating from higher education institutions?

Are you familiar with the concept of "career guidance"?

Have you ever used career guidance tests or resources?

What challenges or advantages do you find in using such tests to find a job or set career goals?

Do you think that psychological tests and techniques can have a positive impact on career choice and employment decisions?

What resources or support would you like to receive to ease the transition from education to professional work?

The concept of interdisciplinary. Should it be entered into universities?

Your advice for young professionals

## APPENDIX 2: TRANSCRIPTS OF INTERVIEWS №1

Interview №1 English version (Russian version bellow)

Interviewer: Hello. Today I will interview you on the topic of career guidance. Could you tell us a little about yourself without mentioning your name and gender?

Respondent: Hello. I am a student at one of the secondary schools, I am 17 years old, and I plan to go to university next year. I am considering several areas, but my mentality is closer to technical sciences. I am one of the active students, I participate in various Olympiads and class events related to my field. I plan to enter one of the three best technical universities in my country.

Interviewer: Great, you are a great candidate for this interview. Tell us, was it difficult to choose your career path, given that you are only 17 years old? Do you feel any anxiety about this?

Respondent: No, I do not feel any anxiety. Since childhood, it was clear to me in which direction I would go. One of my parents also graduated from a technical university, so I was familiar with a lot in this area since childhood. My love for natural sciences began very early.

Interviewer: Can you give an example of what sciences you are passionate about?

Respondent: My soul lies very close to physics, and this applies to absolutely all its areas - be it kinematics, dynamics or optics. I am also interested in programming and working with various technologies.

Interviewer: And how easy is it for you now to choose between physics and IT?

Respondent: Actually, this is not an easy question. But for me the answer comes naturally, because physics is very close to my soul. However, most likely, this will turn into a hobby at some point. I am now applying this as a more promising direction. As it turned out, there are a lot of knowledgeable people in this field, and it will be easier for me to become in demand than in physics.

Interviewer: Yeah, tell me about the feelings you felt when you were faced with a choice. How long did it take you to choose?

Respondent: The choice was gradual. I thought about these questions some time ago and have had time to think about them. On the one hand, I had an excellent physics mentor, and I did not want to upset him. My results in physics were good, and I like this field. But on the other hand, I was faced with the harsh reality that it is difficult to realize oneself on a large scale in this field.

Interviewer: What did you decide?

Respondent: I can follow this path in physics, but I decided that it would be easier to realize myself in another field.

Interviewer: Have you had any lessons or tests related to career guidance?

Respondent: Yes, they were. My parents really wanted to know where it was best to send me. Since childhood, I have had a penchant for mathematics, science, and programming. As a child, I also

showed a penchant for learning languages. Later I took more serious career guidance tests, which confirmed my choice.

Interviewer: If I understand you correctly, did you take career guidance tests at the beginning of your career, in the middle and at the end?

Respondent: Yes, I am quite familiar with this, because in our education system it is customary to conduct such tests for all students.

Interviewer: You are the first person to say that. I am very glad that your school gave you such an opportunity for career guidance tests, because, for example, I did not have such an opportunity. So you have career guidance at school as a separate profession?

Respondent: No, in our school there is no such separate profession. And in my personal opinion, these tests are not a serious indicator, mainly because of the scoring formula they use.

Interviewer: Who creates these tests? Are your school psychologists, the director, or is it an outsourcing company?

Respondent: This is an external company. She is not directly related to our school.

Interviewer: Great. Now let's talk a little about work. Have you or someone you know experienced difficulty finding a job at this stage? If so, can you give any specific examples and explain why they were successful or unsuccessful?

Respondent: There are many people around me who study with me and have similar interests. But the choice of profession is not always obvious for them due to differences in potential opportunities. Everything was more or less clear to me, but they often have difficulty making a choice. One of my friends, for example, for a long time could not decide between engineering and medicine. This creates certain difficulties in finding a job.

Interviewer: Okay, I would like to clarify the moment with part-time work. Do you have friends who work part-time while studying and who do not have rich parents?

Respondent: Yes, I have such friends. They have been working part-time jobs not related to school for a year and a half. One of them, for example, helps coaches in training, the other works in the service sector.

Interviewer: Can you give an example of what field they work in and whether they like it?

Respondent: One helps coaches in sports training, the other works in the service sector. They seem to like it.

Interviewer: What factors do you take into account when choosing a profession?

Respondent: One of the main factors is the potential for development. The second is personal interest, because if the work is boring, then you will not last long in this field. The third factor is the mentality and relationships between colleagues in a particular profession.

Interviewer: Do you think that career guidance tests given at school are an effective method for choosing a profession?

Respondent: In my opinion, these tests can only be the initial stage. They do not always accurately reflect a person's interests and potential.

Interviewer: In general, do you think vocational guidance is an effective method? Does it help people at different stages of life? How, for example, to students or people who have already tried to build a career and failed?

Respondent: I think that a clear line needs to be drawn between career guidance, which is carried out at a basic level, and a more serious approach from specialists. If this work is done well, it can really help a person decide on a direction. In my case, I have many different interests, but was able to choose what suits me best. However, there are examples of people who fail to do this.

Interviewer: At what age do you think is the best time to start career guidance?

Respondent: I think the best age for this is 8th or 9th grade. It is at this age, around 16-17 years old, that a person begins to develop his own interests. Until this moment, most children live according to the behests of their parents, but at this age they begin to form their own personal opinion about the future. Therefore, it is important to have a good basis for choosing a direction so as not to waste time.

Interviewer: Can you express your personal opinion about career guidance in a Russian school? How did she help not only you, but also other students in choosing a career path and university?

Respondent: Unfortunately, my opinion here cannot be absolutely objective, because I graduated from school quite a long time ago. However, judging by the level of testing and other results, I would say that the current career guidance system in Russian schools is extremely ineffective. It does not give a clear answer to the question of which direction to move in. Tests often seem irrelevant and confusing and lack clarity.

Interviewer: So you think that Russian schools should improve their work in this area?

Respondent: Yes, exactly. Nowadays, many children may misunderstand their capabilities due to shortcomings in the education system. This is one of the necessary measures to improve the current situation.

Interviewer: And if we consider individual career guidance, such as working with a personal psychologist or consultant, how important is this when looking for a job?

Respondent: In fact, the importance of this area in most cases depends on how much a person has already decided on himself. Generally speaking, having one or two in-depth sessions with a career counselor would be extremely beneficial for a large number of children.

Interviewer: I know you are already confident in your career, but if you had the opportunity, would you have liked to have had a personal meeting with a career counselor, say, two years ago?

Respondent: Two years ago I already had a similar meeting, and I did not take it seriously enough. This meeting was organized as a gift from one of the online private schools. With this consultant I discussed many interesting things that I had not thought about before, but he could not change my opinion.

Interviewer: Now would you like to talk to a professional consultant if you had the opportunity?

Respondent: I would take this much more seriously. Conversations with such people are extremely interesting, first of all, because I am interested in how others see me. Finding out what another person thinks about you is always useful: you begin to look at yourself differently. Now I would certainly listen carefully to this man.

Interviewer: How do you think, if we consider your social sector specifically, how high is the demand for career guidance? Do people know what it is and what interest do they have in it?

Respondent: Many people know about career guidance, but not everyone understands the difference in quality. For example, it is common for schools to undergo global testing, which often does not provide useful results. The system is generally ineffective.

Interviewer: How many parents make sure that their children undergo career guidance?

Respondent: A certain number of parents really care about the career guidance of their children, but this does not always lead to positive results. Especially if parents are not very involved with their children at an early age.

Interviewer: What can professional consultants say about a person's career choice?

Respondent: This is important to know because experts can give valuable advice on your career path.

Interviewer: Is there more demand for career guidance in your social group than there is supply?

Respondent: Actually, no. At least, our school does not offer anything special in this area.

Interviewer: What about private companies? Can students contact them?

Respondent: Absolutely. This is mainly done by those who are not sure about their career choice.

Interviewer: Do students have the opportunity to pay for such services?

Respondent: Career testing does cost money, and this can be a problem for students from less affluent families.

Interviewer: What offerings are there in the market for students who do not come from wealthy or highly educated families?

Respondent: Most often, such students are offered simple 20-question tests, which are not always effective.

Interviewer: How big is the offer if you contact third-party companies?

Respondent: Unfortunately, I cannot say on this matter, since we ourselves rarely turn to such companies.

Interviewer: Let's imagine a situation in which there is no interference from outside companies and consider the student's options. How adequate do you think the educational requirements are now?

Respondent: It seems to me that if a student cannot meet the current requirements, then this indicates that the requirements are insufficient or incorrect. The situation could be improved.

Interviewer: Great, that is an important question. Now I would like to touch on the topic of unemployment. What is your view on the unemployment rate in Russia and how difficult is it to find a job in your specialty?

Respondent: Unemployment is a very serious issue. I have not studied this topic deeply, but I can say that the unemployment situation in Russia is quite complicated. Many people cannot find work in their field, which creates a big problem.

Interviewer: Why do you think this happens?

Respondent: This may be due to the fact that our country is relatively young and has not yet created an effective employment system. However, I can say that now the quality of personnel is gradually improving, because we have many good universities that train qualified specialists.

Interviewer: What is your opinion about the current state of education in Russia?

Respondent: It cannot be said that education in Russia is ideal, but I believe that the quality of personnel will improve as the educational system develops.

Interviewer: Okay, how can you easily find a job now, especially if you are a student?

Respondent: This is a difficult question, because I have never personally encountered this before. However, this will most likely await me in the future. I think that students need to be active during their studies in order to have a certain base of work experience. Experience is often a key requirement in many jobs.

Interviewer: Why might students face problems finding employment?

Respondent: The main problem is the lack of work experience, which most employers require. If a student does not strive to gain this experience during the learning process, then employment may become a problem. Some universities guarantee employment upon graduation, but unfortunately I have not studied this system thoroughly.

Interviewer: What about targeted education?

Respondent: Targeted education is another issue. This is suitable for those who have already decided on their future profession. But if the student has not taken steps towards future employment, this could be a problem.

Interviewer: Your thoughts are very valuable. Thanks for the detailed answers.

Respondent: Please, I was glad to share my opinion.

## Interview №1 Russian version

Интервьюер: Здравствуйте. Сегодня я проведу у вас интервью на тему профориентации. Не могли бы вы немного рассказать о себе, не упоминая имя и пол?

Респондент: Здравствуйте. Я ученик одной из средних общеобразовательных школ, мне 17 лет, и я планирую поступать в университет в следующем году. Я рассматриваю несколько направлений, но по складу ума мне ближе технические науки. Я один из активных учеников, участвую в различных олимпиадах и классных мероприятиях, связанных с моим направлением. Планирую поступать в один из трёх лучших технических вузов в моей стране.

Интервьюер: Прекрасно, вы отличный кандидат для этого интервью. Расскажите, было ли трудно выбирать свой карьерный путь, учитывая что вам всего 17 лет? Чувствуете ли вы какую-то тревожность по этому поводу?

Респондент: Нет, я не чувствую никакой тревожности. С детства мне было понятно, в каком направлении я пойду. Один из моих родителей также окончил технический университет, поэтому мне с детства было многое знакомо в этой сфере. Моя любовь к естественным наукам проявилась очень рано.

Интервьюер: Можете ли вы привести пример, к каким наукам у вас лежит душа?

Респондент: Моя душа очень близко лежит к физике, и это касается абсолютно всех её направлений — будь то кинематика, динамика или оптика. Я также интересуюсь программированием и работой с различными технологиями.

Интервьюер: И как вам сейчас легко выбирать между физикой и ИТ?

Респондент: На самом деле, вопрос не из лёгких. Но для меня ответ приходит сам собой, потому что физика лежит мне очень близко к душе. Однако, скорее всего, это в какой-то момент перейдёт в хобби. Я сейчас применяю это как более перспективное направление. Как оказалось, в этой сфере много знающих людей, и стать востребованным для меня будет проще, чем в физике.

Интервьюер: Угу, а расскажи про ощущения, которые ты испытывал, когда стоял перед выбором. Как долго ты выбирал?

Респондент: Выбор шёл постепенно. На эти вопросы я задумался некоторое время назад и у меня было время подумать. С одной стороны, у меня был прекрасный наставник по физике, и не хотелось его расстраивать. Результаты по физике у меня были хорошие, и мне эта сфера нравится. Но с другой стороны, я стоял перед суровой реальностью, что трудно реализовать себя в крупном масштабе в этой сфере.

Интервьюер: Что же ты решил?

Респондент: Я могу пойти по этому пути в физике, но решил, что проще реализоваться в другой сфере.

Интервьюер: Были ли у вас какие-либо уроки или тесты, касающиеся профориентации?

Респондент: Да, были. Мои родители очень хотели узнать, куда лучше меня направить. С детства у меня были склонности к математике, естественным наукам и программированию. В детстве у меня также была выявлена склонность к изучению языков. Позже я проходил более серьезные тесты на профориентацию, которые подтвердили мой выбор.

Интервьюер: Если я вас правильно поняла, вы проходили профориентационные тесты в начале своего пути, в середине и в конце?

Респондент: Да, я достаточно хорошо знаком с этим, потому что в нашей системе образования принято проводить такие тесты для всех студентов.

Интервьюер: Вы первый человек, кто так сказал. Я очень рада, что ваша школа дала вам такую возможность профориентационных тестов, потому что у меня, например, такой возможности не было. То есть у вас есть профориентация в школе как отдельная профессия?

Респондент: Нет, в нашей школе такой отдельной профессии нет. И на мой личный взгляд, эти тесты не являются серьёзным показателем, в основном из-за формулы оценки, которую они используют.

Интервьюер: Кто создает эти тесты? Психологи вашей школы, директор или это аутсорсинговая компания?

Респондент: Это внешняя компания. Она не имеет прямого отношения к нашей школе.

Интервьюер: Отлично. Теперь поговорим немножко про работу. Испытывал ли ты или твои знакомые трудности с поиском работы на данном этапе? Если да, можешь привести какие-то конкретные примеры и объяснить, почему они были успешными или неуспешными?

Респондент: В моём окружении много людей, которые учатся со мной и имеют схожие интересы. Но выбор профессии для них не всегда очевиден из-за различий в потенциальных возможностях. У меня всё было более-менее понятно, но у них часто возникают трудности с выбором. Один из моих друзей, например, долго не мог определиться между инженерией и медициной. Это создаёт определённые сложности в поиске работы.

Интервьюер: Хорошо, я хотела бы уточнить момент с подработкой. Есть ли у тебя друзья, которые подрабатывают параллельно с учёбой и у которых нет богатых родителей?

Респондент: Да, такие друзья у меня есть. Они работают на подработках, не связанных со школой, уже полтора года. Один из них, например, помогает тренерам на тренировках, другой работает в сервисной сфере.

Интервьюер: Можешь привести пример, в какой сфере они работают и нравится ли им это?

Респондент: Один помогает тренерам на спортивных тренировках, другой работает в сфере обслуживания. Вроде бы им нравится.

Интервьюер: А какие факторы ты учиываешь при выборе профессии?

Респондент: Один из основных факторов — это потенциал для развития. Второй — личная заинтересованность, потому что если работа скучна, то долго в этой сфере не продержишься. Третий фактор — это менталитет и отношения между коллегами в конкретной профессии.

Интервьюер: Считаешь ли ты, что профориентационные тесты, которые дают в школе, являются эффективным методом для выбора профессии?

Респондент: На мой взгляд, эти тесты могут быть только начальным этапом. Они не всегда точно отражают интересы и потенциал человека.

Интервьюер: В целом, считаешь ли ты профессиональную профориентацию эффективным методом? Помогает ли это людям на разных этапах жизни? Как, например, студентам или людям, которые уже пытались построить карьеру и не смогли?

Респондент: Я думаю, что нужно провести четкую границу между профориентацией, которая проводится на базовом уровне, и более серьезным подходом со стороны специалистов. Если эту работу выполнить качественно, это действительно может помочь человеку определиться с направлением. В моем случае, я имею много различных интересов, но смог выбрать то, что мне больше подходит. Однако, есть примеры людей, которым это не удается.

Интервьюер: В каком возрасте, по-твоему, лучше всего начать профориентацию?

Респондент: Я считаю, что лучший возраст для этого — 8 или 9 класс. Именно в этом возрасте, около 16-17 лет, у человека начинают формироваться собственные интересы. До этого момента большинство детей живут по заветам родителей, но в этом возрасте у них начинает формироваться свое личное мнение о будущем. Поэтому важно иметь хорошую основу для выбора направления, чтобы не терять время впустую.

Интервьюер: Можешь ли ты выразить своё личное мнение по поводу профориентации в русской школе? Как она помогла не только тебе, но и другим ученикам в выборе карьерного пути и университета?

Респондент: К сожалению, моё мнение здесь не может быть абсолютно объективно, потому что я закончил школу достаточно давно. Однако, судя по уровню тестирования и другим результатам, я бы сказал, что текущая система профориентации в русских школах крайне неэффективна. Она не дает четкого ответа на вопрос о том, в каком направлении стоит двигаться. Тесты часто кажутся нерелевантными и вводят в ступор, не давая ясности.

Интервьюер: То есть ты считаешь, что русской школе стоит улучшить свою работу в этой сфере?

Респондент: Да, именно так. Сейчас многие дети могут неправильно понять свои возможности из-за недостатков в системе образования. Это одна из необходимых мер для улучшения текущей ситуации.

Интервьюер: А если рассматривать индивидуальную профориентацию, как, например, работу с личным психологом или консультантом, насколько это важно при поиске работы?

Респондент: На самом деле, важность этой сферы в большинстве случаев зависит от того, насколько человек уже определился с собой. Говоря в общем, проведение одной или двух глубоких сессий с профориентационным консультантом было бы крайне полезно для большого количества детей.

Интервьюер: Я знаю, что ты уже уверен в своей карьере, но хотел бы ты, если бы была такая возможность, провести личную встречу с профориентационным консультантом, например, два года назад?

Респондент: Два года назад у меня уже была подобная встреча, и я не отнёсся к ней достаточно серьёзно. Эта встреча была организована как подарок от одной из онлайн частных школ. С этим консультантом я обсудил много интересных вещей, о которых раньше не задумывался, но мое мнение он изменить не смог.

Интервьюер: А сейчас бы ты хотел поговорить с профессиональным консультантом, если бы у тебя была такая возможность?

Респондент: Я бы отнёсся к этому гораздо серьезнее. Разговор с такими людьми крайне интересен, в первую очередь, потому что мне интересно, как меня видят окружающие. Узнать, что о тебе думает другой человек, всегда полезно: ты начинаешь по-другому смотреть на себя. Сейчас я бы, безусловно, внимательно послушал бы этого человека.

Интервьюер: Как ты думаешь, если рассматривать именно твой социальный сектор, насколько высок спрос на профориентацию? Знают ли люди, что это такое и каков у них интерес к этому?

Респондент: Многие знают о профориентации, но не все понимают разницу в качестве. Например, в школах принято проходить глобальное тестирование, которое часто не дает полезных результатов. Система, в общем, неэффективна.

Интервьюер: Сколько родителей заботятся о том, чтобы их дети прошли профориентацию?

Респондент: Некоторое количество родителей действительно заботится о профориентации своих детей, но это не всегда приводит к положительным результатам. Особенно если родители не очень занимаются своими детьми в раннем возрасте.

Интервьюер: Что профессиональные консультанты могут сказать по поводу карьерного выбора человека?

Респондент: Это важно знать, потому что специалисты могут дать ценные советы по карьерному пути.

Интервьюер: Спрос на профориентацию в вашей социальной группе больше, чем предложение?

Респондент: На самом деле, нет. По крайней мере, наша школа ничего особенного не предлагает в этой сфере.

Интервьюер: А что насчет частных компаний? Могут ли студенты обратиться к ним?

Респондент: Безусловно. В основном, это делают те, кто не уверен в своем выборе карьеры.

Интервьюер: Есть ли у студентов возможность оплатить такие услуги?

Респондент: Профорориентационное тестирование действительно стоит денег, и это может быть проблемой для студентов из не самых обеспеченных семей.

Интервьюер: Какие предложения есть на рынке для студентов, которые не из богатых или особо образованных семей?

Респондент: Чаще всего, таким студентам предлагают простые 20-вопросные тесты, которые не всегда эффективны.

Интервьюер: Насколько велико предложение, если обращаться в сторонние компании?

Респондент: К сожалению, я не могу утверждать на этот счет, так как мы сами редко обращаемся к таким компаниям.

Интервьюер: Давайте представим ситуацию, в которой нет вмешательства сторонних компаний, и рассмотрим возможности студента. Как вы считаете, насколько сейчас учебные требования адекватны?

Респондент: Мне кажется, если студент не может соответствовать текущим требованиям, то это говорит о том, что требования недостаточны или не корректны. Ситуацию можно было бы улучшить.

Интервьюер: Отлично, это важный вопрос. Теперь я бы хотела затронуть тему безработицы. Каков ваш взгляд на уровень безработицы в России и насколько сложно найти работу по специальности?

Респондент: Безработица — это очень серьезный вопрос. Я изучал эту тему не глубоко, но могу сказать, что в России ситуация с безработицей довольно сложная. Многие люди не могут найти работу по специальности, что создаёт большую проблему.

Интервьюер: Почему, по-вашему, так происходит?

Респондент: Это может быть связано с тем, что наша страна относительно молодая и ещё не создала эффективную систему трудоустройства. Однако, я могу сказать, что сейчас качество кадров постепенно улучшается, потому что у нас много хороших университетов, которые готовят квалифицированных специалистов.

Интервьюер: Ваше мнение о текущем состоянии образования в России?

Респондент: Нельзя сказать, что образование в России идеальное, но я верю, что качество кадров будет улучшаться по мере развития образовательной системы.

Интервьюер: Хорошо, а как сейчас просто найти работу, особенно если ты студент?

Респондент: Это сложный вопрос, потому что я лично с таким ещё не сталкивался. Однако, в будущем меня это, скорее всего, ждёт. Я думаю, что студентам нужно активно действовать уже во время учёбы, чтобы иметь определённую базу рабочего опыта. Опыт часто является ключевым требованием на многих рабочих местах.

Интервьюер: Почему студенты могут сталкиваться с проблемами при трудоустройстве?

Респондент: Главная проблема — это отсутствие рабочего опыта, который большинство работодателей требует. Если в процессе обучения студент не стремится получить этот опыт, то трудоустройство может стать проблемой. Некоторые университеты гарантируют трудоустройство после окончания, но я, к сожалению, не изучал эту систему досконально.

Интервьюер: А как насчет целевого образования?

Респондент: Целевое образование — это уже другой вопрос. Это подходит для тех, кто уже точно определился с будущей профессией. Но если студент не предпринимал шагов для своего будущего трудоустройства, это может стать проблемой.

Интервьюер: Ваши мысли очень ценны. Спасибо за развернутые ответы.

Респондент: Пожалуйста, рад был поделиться своим мнением.

## APPENDIX 3: TRANSCRIPTS OF INTERVIEWS №2

### Interview №2 English version (Russian version bellow)

Interviewer: Hello, today I will interview you on the topic of career guidance and unemployment in Russia. Could you introduce yourself?

Respondent: Let's do it. I am the head of the financial department in one of the companies that deals with algo trading.

Interviewer: Have you or anyone you know experienced difficulty finding a job in your field after graduating from university?

Respondent: As for me, no. I knew from the very beginning what I wanted to be. After graduating from university, I went to work first as an accountant, then as an auditor. However, my friends had such difficulties.

Interviewer: At what age did you decide that this would be your direction?

Respondent: I made this choice in 11th grade. During the preparatory courses, I already knew exactly which university and what specialty I would enter.

Interviewer: What factors did you consider when choosing a profession?

Respondent: The main factor for me was mathematics. This is my passion and I believe that mathematics is a science of precision that cannot be faked.

Interviewer: How would you assess the unemployment rate in Russia? What are the main problems of the Russian labor market?

Respondent: In Russia there is an imbalance between people with higher and technical education. Most people strive to obtain higher education, while technical specialties remain unclaimed. This creates problems with labor shortages in the industrial sector. In addition, there are political factors. Many Western companies enter the Russian market, sometimes even buying existing factories, and start working on ready-made production facilities. This reduces the demand for technical skills locally.

Interviewer: Sorry, I will interrupt you. Can you answer the question more specifically about the current unemployment rate in Russia?

Respondent: Of course. Now the unemployment rate in Russia is falling, and this is happening, in part, due to the departure of foreign companies from our market. This creates new opportunities for local specialists.

Interviewer: Do you think that with the departure of Western companies, it has become easier for university graduates to find work?

Respondent: Not really. We are not talking about startups or entrepreneurship. If we are talking about finding a job in the specialty for a graduate or an experienced specialist, then the situation depends on many factors. If you do not have big ambitions or a desire to earn a high salary immediately after graduating from university, then finding a job is not that difficult.

Interviewer: Do you mean that we can start with simpler positions?

Respondent: Yes, exactly. If you do not have big ambitions for a high salary, you can start, for example, as an assistant or a simple cashier. In the financial sector, this could be an assistant in a bank.

Interviewer: Is it true that due to the increase in the number of specialists in the market, some people can go to work as waiters even with an economic education?

Respondent: I do not think this is the right choice for those who have received specialized education. If you have a financial or legal background, I would not recommend looking for a job as a waiter. It does not match your specialty and will not help you in the future.

Interviewer: So what is your advice for young professionals?

Respondent: I think it is better to start low in your field and work your way up. In this case, you will have the opportunity not only to earn money, but also to gain experience that will be useful in the future.

Interviewer: Are you saying that the demand for work is now much higher than the supply? Is there currently enough supply of jobs for the number of specialists graduating from higher education institutions?

Respondent: I think that now there is enough supply, because many people now go not to universities, but to colleges and technical schools. There are not so many people who have received higher education now, unlike the situation 15-20 years ago. Many go to technical schools and colleges, and then receive higher education with a basic specialty.

Interviewer: Based on your personal experience, do you think your education has adequately prepared you for your current job?

Respondent: My education prepared me to be able to find and use information. As for the basic skills in the subjects that were taught to me, they all came in handy. I have a general understanding of financial analysis and accounting. The main thing I learned at university was the ability to search for information. When you start working, you delve into your specialization and begin to study it in more detail.

Interviewer: Considering your current situation, have you thought about changing your profession?

Respondent: No.

Interviewer: Okay. Could you tell us a little about your experience? Did you ever change careers in your early years? Have you received a second education? Were you able to immediately find a profession that suited you? Not only in accounting, but also in various industries that are associated with it. Have you managed to find your specificity in the profession?

Respondent: Of course, not the first time. I did not have such a goal right after college, but I wanted to start small and maybe grow. I went to work for a large company in a small position, and after six months I became an accountant, and then a chief accountant.

Interviewer: When you say "small position," do you mean working as a cashier in a store?

Respondent: Yes, exactly.

Interviewer: How did you manage to move from cashier to accountant so quickly?

Respondent: It is difficult to say. Maybe I was noticed because of my attentiveness and accuracy with numbers, or maybe because of my desire not only to get the job done, but also to enjoy it.

Interviewer: And how did your career continue after that?

Respondent: I got a job at a large French company and worked there for almost 12 years. Ultimately, I became the chief accountant of the holding, and all the work of the holding, including export, import and management of beauty salons, was under my leadership.

Interviewer: Do you think it is easier now to find a job in your specialty or was it easier before?

Respondent: I think it is easier now.

Interviewer: Do you have any personal experience that you could share? And to what extent are educational institutions in Russia currently preparing students for the realities of the labor market?

Respondent: I can say that every university prepares you well for the realities of the labor market. But a lot depends on the student. For example, if you have a talent for physics or mathematics, it is

logical to become a programmer. Temperament and psychological readiness also play a big role. It all depends on the individual and his choice of specialty.

Interviewer: My question was to what extent does an educational institution in Russia prepare students for the realities of the labor market in their respective fields?

Respondent: Each university prepares well in its field, but it all depends on the student. If a student wants to study and work in his specialty, and he has chosen the right university, then he can become a good specialist. It depends not only on salary or popularity of the profession, but also on temperament, character and desire.

Interviewer: Your words smoothly brought us to a new topic. If a person is sociable and loves to communicate, are other professions suitable for him?

Respondent: Yes, if a person is a good communicator, he has more opportunities in areas where communication and social skills are important, such as sales.

Interviewer: Are you familiar with the concept of career guidance?

Respondent: Yes.

Interviewer: Have you ever used tests or career guidance resources?

Respondent: Personally, no, because I was always confident in my choice of profession. However, I know people who work in my department and have retrained. They initially thought that their strengths were in another area, and therefore decided to change their career guidance.

Interviewer: Could you give such an example without naming names?

Respondent: I have a woman who works for me who first wanted to be an English teacher. She entered a pedagogical university, but after working at school for some time, she realized that this was not for her. She re-enrolled and began studying accounting. Now her knowledge of English helps her a lot in her current job in finance.

Interviewer: Continue, please.

Respondent: There is another interesting example. The woman, who completed her education in graphic design, first worked in this field, but then decided to return to accounting. This is also an interesting case of retraining.

Interviewer: Do you think that choosing a profession is quite easy for students nowadays? If we are talking not about university students, but about students in grades 10-11, is it easy for them to determine their future profession?

Respondent: Well, it is certainly not easy. To say that it is easy - no, I will not say it.

Interviewer: Do you consider career guidance an important step that should be implemented in different areas of life and at different stages? That is, is it worth introducing this already in schools, or when a person has already more or less decided on his choice?

Respondent: Definitely, career guidance is important. This should be done in elementary school, middle school, high school, and even at university. After all, a child's interests and desires can change.

Interviewer: How do you assess the level of career guidance in schools in grades 10-11 at the moment? According to our statistics, career guidance tests exist, but not everyone takes them seriously.

Respondent: I do not think that the level of career guidance in schools is high enough. Much depends on parents, and there are paid career guidance programs in large universities. For example, a friend took her son to such a program. They even drew some kind of schedule according to which he eventually entered.

Interviewer: Do you think that career guidance is a fairly reliable way to find out what a person should become in life?

Respondent: No, I do not think so. This is one factor that should influence your career choice, but there are many other factors to consider.

Interviewer: Do you mean that career guidance is not only psychological tests, but also personal conversations with a career guidance specialist?

Respondent: Yes, exactly. Conversations with a psychologist can take only a couple of hours, and during this time it is very difficult to get to the bottom of the truth, especially if the child is worried.

Interviewer: Do you think it would be better to introduce a career guidance system in schools where teachers and school psychologists already know the children well?

Respondent: Yes, absolutely. If implemented at the proper level, it will be very useful. Teachers and school psychologists have a better understanding of children's interests and tendencies, which can be more effective.

Interviewer: So, you think that career guidance should develop more and more?

Respondent: Yes, definitely..

Interviewer: Could you open up about your experience with workers? How often do you hire people who have changed their education?

Respondent: When I hire people, I do not look only at education, it is one of the main factors, but not the only one.

Interviewer: For statistics, how often do you meet people who came to you after a long and difficult path to choosing a profession?

Respondent: Of the 12 people on my team, there are two of them.

Interviewer: Out of 12, two changed their profession. Have there been cases when someone left because they realized that this was not their path?

Respondent: Yes, there was a girl who left because she decided to organize weddings.

Interviewer: So, in your practice, have you met more than once people who changed their field of activity even after receiving higher education?

Respondent: Of course, this happens. But it is worth noting that finance or accounting are professions for a certain type of person. If a person is sociable by nature and does not like to sit behind numbers, sooner or later this will manifest itself.

Interviewer: I understand you. Thank you very much for your time and sharing your experience.

## Interview №2 Russian version

Интервьюер: Здравствуйте, сегодня я проведу у вас интервью на тему профориентации и безработицы в России. Могли бы вы представиться?

Респондент: Давайте. Я руководитель финансового департамента в одной из компаний, которая занимается algo-трейдингом.

Интервьюер: Испытывали ли вы или ваши знакомые трудности с поиском работы по специальности после окончания университета?

Респондент: Что касается меня, то нет. Я с самого начала знала, кем хочу быть. После окончания университета я шла работать сначала бухгалтером, потом аудитором. Однако, у моих знакомых такие трудности были.

Интервьюер: В каком возрасте вы решили, что это будет ваше направление?

Респондент: Я приняла этот выбор в 11 классе. На подготовительных курсах я уже точно знала, в какой университет и на какую специальность поступлю.

Интервьюер: Какие факторы вы учитывали при выборе профессии?

Респондент: Главный фактор для меня была математика. Это моя страсть, и я считаю, что математика — это наука точности, которую невозможно подделать.

Интервьюер: Как вы оцените уровень безработицы в России? Каковы основные проблемы российского рынка труда?

Респондент: В России существует дисбаланс между людьми с высшим и техническим образованием. Большинство людей стремятся получить высшее образование, в то время как технические специальности остаются незатребованными. Это создает проблемы с недостатком рабочей силы в промышленном секторе. Кроме того, есть и политические факторы. Многие западные компании приходят на российский рынок, порой даже покупая существующие заводы, и начинают работу на готовых производственных мощностях. Это снижает спрос на технические специальности на местном уровне.

Интервьюер: Извините, я вас перебыю. Можете ли вы более конкретно ответить на вопрос о текущем уровне безработицы в России?

Респондент: Конечно. Сейчас уровень безработицы в России падает, и это происходит, частично, из-за ухода иностранных компаний с нашего рынка. Это создает новые возможности для местных специалистов.

Интервьюер: Вы считаете, что с уходом западных компаний стало проще найти работу для выпускников университетов?

Респондент: Не совсем. Мы не говорим о стартапах или предпринимательстве. Если речь идет о поиске работы по специальности для выпускника или опытного специалиста, то ситуация зависит от множества факторов. Если у вас нет больших амбиций или желания получать высокую зарплату сразу после окончания университета, то найти работу не так сложно.

Интервьюер: Вы имеете в виду, что можно начать с более простых позиций?

Респондент: Да, точно. Если у вас нет больших амбиций на высокую зарплату, вы можете начать, например, с позиции помощника или простого кассира. В финансовой сфере это может быть помощник в банке.

Интервьюер: Верно ли, что из-за увеличения числа специалистов на рынке, некоторые люди могут идти работать официантами даже с экономическим образованием?

Респондент: Я не считаю, что это правильный выбор для тех, кто получил специализированное образование. Если у вас есть финансовое или юридическое образование, я бы не рекомендовала искать работу официантом. Это не соответствует вашей специализации и не поможет в будущем.

Интервьюер: Так что ваш совет для молодых специалистов?

Респондент: Я считаю, что лучше начать с низкой позиции в своей сфере и постепенно двигаться вверх. В этом случае, у вас будет возможность не только зарабатывать деньги, но и получать опыт, который пригодится в будущем.

Интервьюер: Вы утверждаете, что спрос на работу сейчас намного выше, чем предложение? Достаточно ли сейчас предложения рабочих мест для количества специалистов, выпускающихся из высших учебных заведений?

Респондент: Я считаю, что сейчас предложения достаточно, потому что многие люди теперь идут не в университеты, а в колледжи и техникумы. Получивших высшее образование сейчас не так много, в отличие от ситуации 15-20 лет назад. Многие идут в техникумы и колледжи, а потом уже получают высшее образование, имея базовую специальность.

Интервьюер: Если оценивать ваш личный опыт, как вы считаете, достаточно ли ваше образование подготовило вас к нынешней работе?

Респондент: Моё образование подготовило меня к тому, чтобы уметь искать и использовать информацию. Что касается базовых навыков по предметам, которые мне преподавали, они всегодились. У меня есть общее понимание финансового анализа и бухгалтерского учёта.

Основное, что я получила в университете, это умение искать информацию. Когда начинаешь работать, ты углубляешься в свою специализацию и начинаешь изучать её подробнее.

Интервьюер: Если рассматривать вашу текущую ситуацию, задумывались ли вы о смене профессии?

Респондент: Нет.

Интервьюер: Хорошо. Могли бы вы рассказать немного о своем опыте? В ранние годы меняли ли вы когда-нибудь профессию? Получали ли вы второе образование? Смогли ли вы сразу найти подходящую для себя профессию? Не только в бухгалтерии, но и в разных отраслях, которые с ней связаны. Удалось ли вам найти свою специфику в профессии?

Респондент: Конечно, не с первого раза. У меня не было такой цели сразу после института, но я хотела начать с малого и, возможно, расти. Я пошла работать в большую компанию на маленькую должность, и через полгода стала бухгалтером, а потом главным бухгалтером.

Интервьюер: Когда вы говорите про "маленькую должность", имеете в виду работу кассира в магазине?

Респондент: Да, именно.

Интервьюер: Как вам удалось так быстро перейти от кассира к бухгалтеру?

Респондент: Сложно сказать. Может быть, меня заметили из-за моей внимательности и аккуратности к цифрам, или может быть, из-за моего желания не просто выполнить работу, но и получить от неё удовольствие.

Интервьюер: И как продолжилась ваша карьера после этого?

Респондент: Я устроилась в большую французскую компанию и работала там почти 12 лет. В конечном итоге, я стала главным бухгалтером холдинга, и вся работа холдинга, включая экспорт, импорт и управление салонами красоты, была под моим руководством.

Интервьюер: Как вы считаете, сейчас проще находить работу по специальности или раньше было проще?

Респондент: Думаю, что сейчас проще.

Интервьюер: Может быть, у вас есть какой-то личный опыт, которым бы вы могли поделиться? И в какой степени учебные заведения в России на данный момент готовят студентов к реалиям рынка труда?

Респондент: Я могу сказать, что каждый вуз готовит хорошо к реалиям рынка труда. Но многое зависит от студента. Например, если у вас есть способности к физике или математике, логично становиться программистом. Темперамент и психологическая готовность тоже играют большую роль. Всё зависит от конкретного человека и его выбора специальности.

Интервьюер: Мой вопрос был в том, в какой степени учебное заведение в России готовит студентов к реалиям рынка труда в соответствующих областях?

Респондент: Каждый вуз в своей области готовит хорошо, но всё зависит от студента. Если студент хочет учиться и работать по специальности, и он выбрал правильный вуз, тогда он сможет стать хорошим специалистом. Зависит не только от зарплаты или популярности профессии, но и от темперамента, характера и желания.

Интервьюер: Ваши слова плавно подвели нас к новой теме. Если человек коммуникабелен и любит общаться, для него подходят другие профессии?

Респондент: Да, если человек коммуникабелен, у него больше возможностей в областях, где важны общение и социальные навыки, например, в продажах.

Интервьюер: Знаком ли вам понятие профориентации?

Респондент: Да.

Интервьюер: Использовали ли вы когда-нибудь тесты или ресурсы по профориентации?

Респондент: Лично я нет, потому что всегда был уверен в своём выборе профессии. Однако, я знаю людей, которые работают у меня в отделе и переквалифицировались. Они сначала думали, что их сильные стороны в другой области, и поэтому решили изменить профориентацию.

Интервьюер: Могли бы вы привести такой пример, не называя имен?

Респондент: У меня работает женщина, которая сначала хотела быть учителем английского языка. Она поступила в педагогический вуз, но после некоторого времени работы в школе поняла, что это не для неё. Она перепоступила и стала изучать бухгалтерию. Теперь её знание английского языка очень помогает ей на текущей работе в области финансов.

Интервьюер: Продолжайте, пожалуйста.

Респондент: Есть ещё один интересный пример. Женщина, закончившая образование по направлению "графический дизайн", сначала работала в этой сфере, но затем решила вернуться к бухгалтерии. Это также интересный случай переквалификации.

Интервьюер: Как вы считаете, для студентов в наше время выбор профессии достаточно легкий? Если говорить не про студентов в вузе, а про учащихся 10-11 классов, легко ли им определить свою будущую профессию?

Респондент: Ну, это конечно нелегко. Сказать, что это легко — нет, не скажу.

Интервьюер: Считаете ли вы профориентацию важным этапом, который стоит внедрить в разные сферы жизни и на разных стадиях? То есть, стоит ли внедрять это уже в школах, или когда человек уже более-менее определился с выбором?

Респондент: Однозначно, профориентация важна. Это надо делать и в начальной школе, и в средней, и в старших классах, и даже в университете. Ведь интересы и желания ребенка могут меняться.

Интервьюер: Как вы оцениваете уровень профориентации в школах 10-11 классов на данный момент? По нашей статистике, профориентационные тесты существуют, но не все воспринимают их серьезно.

Респондент: Я не считаю, что уровень профориентации в школах достаточно высок. Многое зависит от родителей, и есть платные программы профориентации в больших вузах. Например, подруга водила своего сына на такую программу. Они даже нарисовали какой-то график, по которому он в итоге и поступил.

Интервьюер: Считаете ли вы, что профориентация является достаточно надежным способом узнать, кем человек должен стать в жизни?

Респондент: Нет, не считаю. Это один из факторов, который должен влиять на выбор профессии, но есть и множество других факторов, которые нужно учесть.

Интервьюер: Вы имеете в виду, что профориентация — это не только психологические тесты, но и личные беседы с профориентационным специалистом?

Респондент: Да, именно. Беседы с психологом могут занять всего пару часов, и за это время очень сложно докопаться до истины, особенно если ребенок волнуется.

Интервьюер: Вы полагаете, что лучше было бы внедрить систему профориентации в школах, где учителя и школьные психологи уже хорошо знают детей?

Респондент: Да, абсолютно. Если внедрить это на должном уровне, это будет очень полезно. Учителя и школьные психологи лучше разбираются в интересах и склонностях детей, и это может быть более эффективным.

Интервьюер: Таким образом, вы считаете, что профориентация должна развиваться все больше и больше?

Респондент: Да, однозначно..

Интервьюер: Не могли бы вы открыть тему по поводу вашего опыта в отношении работников? Как часто вы принимаете на работу людей, которые сменили образование?

Респондент: Когда я принимаю людей на работу, я не смотрю только на образование, это один из основных факторов, но не единственный.

Интервьюер: Для статистики, как часто у вас встречаются люди, которые пришли к вам после долгого и тяжелого пути выбора профессии?

Респондент: Из 12 человек в моей команде, таких двое.

Интервьюер: Из 12, двое поменяли профессию. Были ли случаи, когда кто-то уходил, потому что понял, что это не его путь?

Респондент: Да, была девочка, которая ушла, потому что решила заниматься организацией свадеб.

Интервьюер: Таким образом, в вашей практике не раз встречались люди, которые меняли свою сферу деятельности даже после получения высшего образования?

Респондент: Конечно, это случается. Но стоит отметить, что финансы или бухгалтерия — это профессии для определенного типа людей. Если человек по натуре общителен и не любит сидеть за цифрами, рано или поздно это проявится.

Интервьюер: Я вас поняла. Спасибо большое за то, что уделили время и поделились своим опытом.

#### APPENDIX 4: TRANSCRIPTS OF INTERVIEWS №3

Interview №3 English version (Russian version bellow)

Interviewer: Hello. Today I will interview you on the topic of career guidance. Could you tell us about your career path?

Respondent: Until 9th grade, I did not even think about who I would be in the future. I lived, as one might say, as a child, and I didn't care what happened next. I did not even know what an institute was, why go there

Interviewer: Please tell us about your career choice path. Did you encounter any difficulties when choosing a profession? Who did you turn to for help?

Respondent: In the 10th grade, I began to think that I needed to go to college and choose a direction. It was difficult because at school I was not interested in any subjects. As a result, I decided that the humanitarian field, especially social science, would suit me.

Interviewer: How did you come to this decision?

Respondent: I did not think much about it, my relatives advised me to go into management. I enjoy managing, and I knew I could work in both government and private business.

Interviewer: Did anyone help you in this choice, maybe did you take some courses?

Respondent: Nobody specifically helped at school. At most, I went to preparation courses for final exams, where they talked about this direction. It also helped me make a choice.

Interviewer: You said that school did not really help you. Can you explain in more detail what exactly did or did not happen at school, and why it was not useful?

Respondent: To be honest, in 11 years there was almost nothing useful at school. Regarding career guidance, there was only one subject and that was in the 9th grade. The information given there was irrelevant. They talked about professions as if we were living in the 19th century.

Interviewer: So, you had an outdated career guidance system at school?

Respondent: Yes, the system is very outdated. In general, everything at school is old and nothing is developing.

Interviewer: Have you ever encountered the concept of career guidance outside of school in your life?

Respondent: Yes, of course, I have. For example, in online exam preparation courses or from friends who suggested taking some career guidance tests.

Interviewer: And these tests were useful?

Respondent: By about 10th grade I already knew where I wanted to go. But they gave me confidence that I would choose this direction.

Interviewer: At the moment, do you still want to remain in your chosen profession?

Respondent: Yes, I am satisfied with my current profession, but the salary does not suit me. I hope it will increase in the future.

Interviewer: Perhaps it has to do with the region, but you do not want to change your professional field, right?

Respondent: Yes, I definitely do not want to change my field of activity. I can work in slightly different areas within this field, and it will not bother me.

Interviewer: What factors, besides salary, do you consider when choosing a profession?

Respondent: To be honest, I am primarily interested in salary. But the team is also important to me. I also like variety in my work; I do not want to sit in one place.

Interviewer: So, you chose your profession based on your interests and personal qualities?

Respondent: Yes, I chose precisely according to these criteria. I want to work in this area.

Interviewer: Let's return to the topic of career guidance. How important is it when looking for a suitable job?

Respondent: For most people, career guidance is really important to understand where to go. For example, at my institute more than half of the students do not want to work in their specialty. They chose an interesting direction, study for a year, and then realize that it is not for them. However, they will not leave because they have already invested money. As a result, most likely, they will not work in this specialty.

Are you familiar with the future plans of these people? How do they plan to develop in their lives? Have they encountered career guidance issues that influenced their choice?

They just saw information on the Internet about some "cool" direction and decided to go there, not knowing where and how they could apply their knowledge in the future

If there were modern psychological tests, could this have a positive effect on future choices?

I think modern psychological tests could be useful, especially for schoolchildren and graduates. This would be most relevant in high school. For students who have already entered and then realized that they chose the wrong direction, the situation is more complicated. Changing direction is no

longer so easy. Yes, there are, of course, those who decide to change their specialization, but this is associated with great difficulties. You need to move to another department, take new exams and adapt to a new field. Many people do not want to do this because it requires extra effort.

Got you. It turns out that choosing a profession is a complex and responsible process, and people do not always have all the necessary resources and information to make it consciously. I have a question about the overall unemployment rate in Russia. Do you think he is tall or not? Is it easy for students to find a job in their specialty on the Russian labor market?

Respondent: Let's take it in order, let's start with the unemployment rate in Russia. I believe that in Russia the unemployment rate is generally low. There are a lot of vacancies, and employers sometimes cannot even find willing workers.

Interviewer: Okay, what about salaries?

Respondent: Salaries are very varied. For example, I often see advertisements that offer a salary of 150,000 rubles per month. This is not bad for my region, and for Russia as a whole too.

Interviewer: What about professional work for students?

Respondent: Finding a job in your specialty may be more difficult, but it is quite possible. The main problem is that salaries for such vacancies are often low. That is why many students do not want to go there.

Interviewer: You said that in your profession it can be difficult to find a well-paid job. Why?

Respondent: It is difficult to find a high-paying job, because without experience they usually do not hire for such a position.

Interviewer: Got it. Another question: to what extent, in your opinion, do educational institutions in Russia prepare students for the realities of the labor market?

Respondent: Very few universities actually prepare for the realities of the market. Most universities simply offer theoretical training. Practice is rare and lasts a maximum of up to 2 months for the entire 4-5 years of study, which, in my opinion, is very little.

Interviewer: What do you think is the essence of practice? How is it organized at universities?

Respondent: At our university, internships are organized by a special department that negotiates with organizations where students will do internships. We are simply told where exactly we will do our internship, and that is all. Unfortunately, students often do not gain real experience during these internships. Some organizations actually employ students, but this is rare. Even if the practice lasts only 2 weeks, it is too short to gain any real experience.

Interviewer: After graduating from university, what support or resources would you like to have to make it easier to find a job in your field? Perhaps not only for yourself, but also for other students. Do you have any ideas that could help in your job search?

Respondent: I would recommend downloading an application through which you can post your vacancy or view available vacancies. It is also important to create a high-quality resume and prepare a story about yourself. Many people now do not even know how to speak competently and talk about themselves, which makes understanding difficult.

Interviewer: Do you think the topic of career guidance is popular in Russia? Are there enough resources to prepare and choose your career path?

Respondent: When I was working on this issue, there were very few resources. Career guidance was discussed only in certain organizations, but there was no widespread access to information. Now the situation is starting to change. As far as I know, career guidance programs have begun to be introduced in schools. There is also a Russian movement of schoolchildren, which organizes various events for professional self-determination. So things may be getting better now.

### Interview №3 Russian version

Интервьюер: Здравствуйте. Сегодня я проведу у вас интервью на тему профориентации. Могли бы вы рассказать о своем пути выбора профессии?

Респондент: До 9 класса я даже не думал о том, кем буду в будущем. Жил, как можно сказать, в детстве, и мне было все равно, что будет дальше. Не знал даже, что такое институт, зачем туда идти

Интервьюер: Расскажите, пожалуйста, о своем пути выбора профессии. Сталкивались ли вы с какими-то трудностями, когда выбирали профессию? К кому обращались за помощью?

Респондент: В 10 классе начал задумываться, что нужно идти в институт и выбирать направление. Это было сложно, потому что в школе я не увлекался никакими предметами. В итоге, решил, что мне подойдет гуманитарное направление, особенно обществознание.

Интервьюер: Как вы пришли к этому решению?

Респондент: Особо не думал над этим, родственники посоветовали пойти в сферу управления. Мне нравится управлять, и я понимал, что смогу работать как в государственной сфере, так и в частном бизнесе.

Интервьюер: Помог ли вам кто-то в этом выборе, может быть, проходили какие-то курсы?

Респондент: В школе никто конкретно не помог. Максимум, ходил на курсы подготовки к итоговым экзаменам, где рассказывали про это направление. Это также помогло мне сделать выбор.

Интервьюер: Вы сказали, что школа вам особо не помогла. Можете подробнее объяснить, что именно в школе проходило или не проходило, и почему это было не полезно?

Респондент: В школе, честно говоря, за 11 лет почти ничего полезного не было. Касательно профориентации, там был всего один предмет и то в 9 классе. Информация, которую там давали, была неактуальной. Рассказывали о профессиях, как будто мы живём в 19 веке.

Интервьюер: То есть, у вас была устаревшая система профориентации в школе?

Респондент: Да, система очень устаревшая. Вообще, в школе всё старое и ничего не развивается.

Интервьюер: Сталкивались ли вы в жизни с понятием профориентации вне школы?

Респондент: Да, конечно, сталкивался. Например, на интернет-курсах по подготовке к экзаменам или от друзей, которые предлагали пройти какие-то тесты на профориентацию.

Интервьюер: И эти тесты были полезными?

Респондент: Я уже примерно в 10 классе понимал, куда хочу пойти. Но они мне дали уверенность в том, что я выберу именно это направление.

Интервьюер: На данный момент вы всё также хотите оставаться в выбранной профессии?

Респондент: Да, меня устраивает моя текущая профессия, но зарплата мне не подходит. Надеюсь, что в будущем она увеличится.

Интервьюер: Возможно, это связано с регионом, но вы не хотите менять свою профессиональную сферу, верно?

Респондент: Да, я точно не хочу менять свою сферу деятельности. Я могу работать в немного разных областях внутри этой сферы, и это мне не мешает.

Интервьюер: Какие факторы, кроме зарплаты, вы учитываете при выборе профессии?

Респондент: Честно говоря, меня в первую очередь интересует зарплата. Но также мне важен коллектив. Также мне нравится разнообразие в работе, не хочу сидеть на одном месте.

Интервьюер: Таким образом, вы выбирали профессию, исходя из своих интересов и личных качеств?

Респондент: Да, я выбирал именно по этим критериям. Я хочу работать именно в этой сфере.

Интервьюер: Вернемся к теме профориентации. Насколько она важна при поиске подходящей работы?

Респондент: Для большинства людей профориентация действительно важна, чтобы понимать, куда двигаться. Например, у меня в институте больше половины студентов не хотят работать по специальности. Они выбрали интересное направление, учатся год, а потом понимают, что это не для них. Однако уходить они не будут, потому что уже вложили деньги. В итоге, скорее всего, они не будут работать по этой специальности.

Знакомы ли вы с дальнейшими планами этих людей? Как они планируют развиваться в своей жизни? Сталкивались ли они с вопросами профориентации, которые повлияли на их выбор?

Они просто увидели в интернете информацию о каком-то "прикольном" направлении и решили туда пойти, не зная, где и каким образом они смогут применить свои знания в будущем

Если бы были современные психологические тесты, могло бы это положительно повлиять на и выбор в будущем?

Я думаю, современные психологические тесты могли бы быть полезными, особенно для школьников и выпускников. В старших классах это было бы наиболее актуально. Для студентов, которые уже поступили и потом осознали, что выбрали не то направление, ситуация сложнее. Поменять направление уже не так просто. Да, есть, конечно, те, кто решается на смену специализации, но это связано с большими трудностями. Нужно переходить на другой факультет, сдавать новые экзамены и адаптироваться к новой области. Многие этого не хотят делать, потому что это требует дополнительных усилий.

Понял вас. Оказывается, выбор профессии — сложный и ответственный процесс, и не всегда у людей есть все необходимые ресурсы и информация для того, чтобы сделать его осознанно. У меня есть вопрос по поводу общего уровня безработицы в России. Как вы считаете, он высокий или нет? Легко ли студентам найти работу по специальности на российском рынке труда?

Респондент: Давайте по порядку, начнем с уровня безработицы в России. Я считаю, что в России уровень безработицы в целом низкий. Вакансий очень много, и работодатели иногда даже не могут найти желающих.

Интервьюер: Хорошо, а как насчет зарплат?

Респондент: Зарплаты весьма разнообразны. Например, я часто вижу рекламу, где предлагается зарплата в 150,000 рублей в месяц. Для моего региона это неплохо, и для России в целом тоже.

Интервьюер: А что насчет работы по специальности для студентов?

Респондент: Найти работу по специальности может быть сложнее, но это вполне возможно. Основная проблема заключается в том, что зарплаты на таких вакансиях часто низкие. Именно поэтому многие студенты не хотят туда идти.

Интервьюер: Вы сказали, что по профессии может быть сложно найти высокооплачиваемую работу. Почему?

Респондент: Сложно найти высокооплачиваемую работу, потому что без опыта на такую позицию обычно не берут.

Интервьюер: Поняла. Ещё такой вопрос: насколько, по вашему мнению, учебные заведения в России готовят студентов к реалиям рынка труда?

Респондент: Очень небольшое количество университетов реально готовят к реалиям рынка. Большинство университетов предлагают просто теоретическое обучение. Практика проходит редко и максимум длится до 2 месяцев за все 4-5 лет обучения, что, на мой взгляд, очень мало.

Интервьюер: В чём, по вашему мнению, заключается суть практики? Как она организуется в университетах?

Респондент: В нашем университете практика организуется специальным отделом, который договаривается с организациями, где студенты будут проходить практику. Нам просто говорят, где именно мы будем проходить практику, и всё. К сожалению, на этих практиках студенты часто не получают реального опыта. В некоторых организациях студенты действительно работают, но это редкость. Даже если практика длится всего 2 недели, это слишком мало для того, чтобы получить какой-либо реальный опыт.

Интервьюер: По окончании университета, какую поддержку или ресурсы бы вы хотели иметь для облегчения поиска работы по специальности? Возможно, не только для себя, но и для других студентов. Есть ли у вас идеи, которые могли бы помочь в поиске работы?

Респондент: Я бы посоветовал скачать приложение, через которое можно разместить свою вакансию или просмотреть доступные вакансии. Важно также составить качественное резюме и подготовить рассказ о себе. Многие сейчас даже грамотно разговаривать и рассказывать о себе не умеют, что затрудняет понимание.

Интервьюер: Как вы считаете, в России популярна ли тема профориентации? Есть ли достаточно ресурсов для того, чтобы подготовиться и выбрать свой карьерный путь?

Респондент: Когда я занимался этим вопросом, ресурсов было очень мало. Профориентация обсуждалась только в отдельных организациях, но не было широкого доступа к информации. Сейчас ситуация начинает меняться. Насколько я знаю, в школах начали внедрять программы профориентации. Также существует российское движение школьников, которое организует различные мероприятия для профессионального самоопределения. Так что сейчас ситуация, возможно, становится лучше.

## APPENDIX 5: TRANSCRIPTS OF INTERVIEWS №4

### Interview №4 English version (Russian version bellow)

Interviewer : Hello , today I will interview you on the topic of unemployment and career guidance. Could you introduce yourself?

Respondent: I am an 11th grade student in a rural state secondary school and, in general, lead a passive lifestyle. I try not to participate in competitions and extracurricular activities.

Interviewer : Okay , if you are now in 11th grade, then you have to choose your career path. Are you currently finding it difficult to choose your career path?

Respondent : Very difficult. The question is very difficult and still remains open. For now I'm planning to go for teacher education, but I am very unsure.

Interviewer: Please tell us what this direction is?

Respondent : This is a teacher education, I plan to become an English teacher.

Interviewer : Do career guidance events at your school help you in choosing a profession?

Respondent : Yes , we had career guidance events, sometimes at school, sometimes at various institutes.

Interviewer : Can you rate their quality?

Respondent : I was not there for half of them, but overall I do not really like the way they were conducted.

Interviewer : How exactly were these career guidance tests conducted? Were these just tests with 20 questions or was it a dialogue with a career guidance consultant?

Respondent : These were tests administered by teachers. They asked questions, and we wrote answers accordingly, then we checked them against the table and came out with some result.

Interviewer : Would you like to improve any part of career guidance at school?

Respondent : Yes , because this is very important, and you need to start these career guidance moments not from 10th grade, but from 9th grade, at least, and preferably from 8th.

Interviewer : Would you like to have a career guidance consultant who could help you choose a career path?

Respondent : Yes , definitely.

Interviewer : Can you tell me what advantages, in your opinion, career guidance tests have? And, in general, how do you evaluate career guidance as an activity?

Respondent : Well , tests, it seems to me, are not the most objective way. Table information does not always coincide with life. Working with a specialist is much better, because he can choose a profession more individually.

Interviewer : Did the results of the career guidance tests you took match your desires and preferences?

Respondent : No , and partially. I want to make money, but the tests gave me options related to agronomy or biology, which is not super interesting to me.

Interviewer: What factors do you consider when choosing a profession now?

Respondent: Difficulties and, of course, money. While there are personal preferences, money is the priority.

Interviewer : Let's talk a little about unemployment in Russia. Have you or your peers experienced difficulty finding a job? If yes, please provide specific examples.

Respondent : Personally, I have not encountered unemployment. My peers easily find work, despite their age.

Interviewer: Is this job right for them mentally, or is it just a way to make money?

Respondent: In the case of peers, it is just work to earn a penny.

Interviewer : How important is the career guidance industry to you? Do you think that these tests could help people who, after 6 years of education, decide to completely change their field of activity?

Respondent: I think not. Choosing a profession is a complex process, and one test is not enough to decide on the direction the first time.

Interviewer: Tell us more about your personal experience with career guidance and work.

Respondent: Regarding career guidance, in the 10th grade we were given tests, it was fun, but nothing more. I don't think this has anything to do with reality. I worked in food service and although the work was tiring and some of the clients were unpleasant, it was an interesting experience.

Interviewer : Do you think good career guidance services are available to students now?

Respondent: Career guidance services are often expensive, and I have not seen any free options. Those conducted in schools seem ineffective to me.

Interviewer : Do you have any friends who have taken high-quality career guidance tests?

Respondent : No , only school ones

#### Interview №4 Russian version

Интервьюер: Здравствуйте, сегодня я проведу у вас интервью на тему безработицы и профориентации. Могли бы вы представиться?

Респондент: Я ученица 11 класса в сельской государственной среднеобразовательной школе и, в общем, веду пассивный образ жизни. Стараюсь не участвовать в олимпиадах и внеклассной активности.

Интервьюер: Хорошо, если вы сейчас в 11 классе, значит, вам предстоит выбрать свой карьерный путь. В данный момент трудно ли вам выбрать свой карьерный путь?

Респондент: Очень трудно. Вопрос очень тяжёлый и до сих пор остаётся открытым. Пока что планирую идти на педагогическое образование, но я очень не уверена.

Интервьюер: Расскажите, пожалуйста, что это за направление?

Респондент: Это педагогическое образование, я планирую стать учителем английского языка.

Интервьюер: Помогают ли вам профориентационные мероприятия в вашей школе в выборе профессии?

Респондент: Да, у нас проводились профориентационные мероприятия, иногда в школе, иногда в различных институтах.

Интервьюер: Можете ли вы оценить их качество?

Респондент: На половине из них меня не было, но в целом мне не очень нравится, как они проводились.

Интервьюер: Как именно проводились эти профориентационные тесты? Это были просто тесты с 20 вопросами или это был диалог с профориентационным консультантом?

Респондент: Это были тесты, которые проводили учителя. Задавали вопросы, и мы писали ответы, соответственно, потом сверялись по таблице и выходил какой-то результат.

Интервьюер: Хотели бы вы улучшить какую-то часть профориентационной работы в школе?

Респондент: Да, потому что это очень важно, и начинать эти профориентационные моменты нужно не с 10 класса, а с 9, как минимум, а лучше с 8.

Интервьюер: Хотели бы вы иметь консультанта по профориентации, который бы мог помочь вам в выборе направления профессиональной деятельности?

Респондент: Да, однозначно.

Интервьюер: Можешь ли рассказать, какие преимущества, на твой взгляд, имеют профориентационные тесты? И, вообще, как ты оцениваешь профориентацию как деятельность?

Респондент: Ну, тесты, мне кажется, не самый объективный способ. Табличная информация не всегда совпадает с жизнью. Работа со специалистом гораздо лучше, потому что он может более индивидуально подобрать профессию.

Интервьюер: Совпадали ли результаты профориентационных тестов, которые ты проходила, с твоими желаниями и предпочтениями?

Респондент: Нет и частично. Я хочу зарабатывать деньги, а тесты мне выдавали варианты, связанные с агрономией или биологией, что мне не супер интересно.

Интервьюер: Какие факторы ты учиываешь при выборе профессии сейчас?

Респондент: Сложности и, конечно, деньги. Хотя есть и личные предпочтения, деньги являются приоритетом.

Интервьюер: Давай поговорим немножко про безработицу в России. Испытывали ли ты или твои сверстники трудности с поиском работы? Если да, приведи, пожалуйста, конкретные примеры.

Респондент: Лично я с безработицей не сталкивалась. Мои сверстники спокойно находят работу, несмотря на возраст.

Интервьюер: Эта работа подходит им ментально, или это просто способ заработать деньги?

Респондент: В случае со сверстниками, это просто работа для того, чтобы заработать копейку.

Интервьюер: Насколько важна для тебя индустрия профориентации? Думаешь ли ты, что эти тесты могли бы помочь людям, которые после 6 лет образования решают полностью сменить сферу деятельности?

Респондент: Мне кажется, что нет. Выбор профессии – это сложный процесс, и одного теста недостаточно для того, чтобы с первого раза определиться с направлением.

Интервьюер: Расскажи побольше о своем личном опыте с профориентацией и работой.

Респондент: По поводу профориентации – в 10 классе нам проводили тесты, это было весело, но не более того. Не считаю, что это имеет отношение к реальности. Я работала в общепите и, хотя работа была утомительна и некоторые клиенты были неприятными, это был интересный опыт.

Интервьюер: Как ты считаешь, доступны ли сейчас хорошие профориентационные услуги для студентов?

Респондент: Профориентационные услуги часто стоят дорого, и бесплатных вариантов я не видела. Те, что проводятся в школах, мне кажутся неэффективными.

Интервьюер: Есть ли у тебя знакомые, которые проходили качественные профориентационные тесты?

Респондент: Нет, только школьные

## APPENDIX 6: TRANSCRIPTS OF INTERVIEWS №5

### Interview №5 English version (Russian version bellow)

Interviewer: Hello. Today I will interview you on the topic of career guidance and unemployment in Russia. How did you choose your profession? Was it difficult? Who helped you in choosing a profession?

Respondent: This is a rather long story, but I will try to tell it briefly. As a teenager, I thought for a long time and thought about the choice of where to go to study. Then this problem was almost 100% not solved for me. I knew that I was not confident in my choice. I chose my first education based on what interested me most at school. But I did not particularly plan to work in this area. After completing my first education, I did not stop there and moved on. I have been interested in psychology all my life, so I went in this direction out of pure curiosity and hobby. I studied different schools, different approaches, and found an interesting way of working with people through coaching. This is an approach based on partnerships, where both parties talk as equals and help each other develop. When I was studying in the coaching program, it was then that I realized that this direction ignites me. I decided to develop more professionally in it, so I received a second higher education in psychology and am engaged in scientific research. Now my professional activity is closely related to coaching, although this is not my main direction. And I do not think that this will be the last stage in my professional development. In my opinion, a profession is something dynamic that changes taking into account external and internal transformations.

Interviewer: If you remember your school years, were there any career guidance tests then? And if so, did they help you in any way?

Respondent: Yes, during my school years we actually had several career guidance tests. These tests tried to determine my inclination towards one of, relatively speaking, eight sectors of employment. However, these results were quite contradictory. In particular, I received about five results, which were approximately the same. And I did not understand at all what to do with this information.

Interviewer: It looks like these tests did not give you any concrete answers. Did you want to answer certain questions with their help, such as where should you go to study?

Respondent: Yes, exactly. I wanted to find answers to questions like "Where should I go to study?" or "What direction should I work in?" But with these tests I only got results that were very difficult to interpret.

Interviewer: Are there any modern methods or tests that you are familiar with that can help people with similar questions?

Respondent: If we talk about modern methods, I would single out coaching as one of the most effective tools. This method allows you to look at yourself "in the mirror" with great accuracy and in the most comfortable conditions, to see your strengths and weaknesses. This can provide specific answers to pressing questions. Sometimes, even if you think you have it all figured out, coaching can open new doors for you and increase your level of reflection. This leads to new discoveries, which, in turn, motivate and inspire further action to achieve your goals.

Interviewer: "I understand you. If there are modern, improved psychological tests and techniques, do you think they can have a positive impact on the choice of profession and, in general, on making such a decision?"

Respondent: "I think that these tests should be adapted to specific conditions and needs. As a matter of fact, I do not consider tests a very reliable tool for this purpose, although at the moment psychology does not offer many alternatives."

Interviewer: "You mean psychometric tests?"

Respondent: "Yes, exactly. If these tests are adapted to reveal, for example, a person's values and motivation, rather than simply measuring his level of knowledge or intelligence, they could be useful."

Interviewer: "So these tests will try to understand what a person is inclined to do and what motivates him?"

Respondent: "Yes, that is right. Tests should strive to understand what motivates a person, in what direction he wants to develop, what fascinates and interests him on a deeper, let's say, 'higher' level. Based on this information, a person will be able to draw conclusions about how he can use his inclinations and interests in the professional field."

Interviewer: What resources or forms of support would you recommend for young professionals? What do you wish you had for yourself when you were their age?

Respondent: Yes, I have had experience working with schoolchildren and I have seen how important it is for them to ask themselves the right questions. This helps in further reflection and making important decisions. Now there are a lot of requests for career guidance on the market. Often these requests come from parents who want to hear specific recommendations: "Where can my child work?"

Interviewer: And what do you answer to this?

Respondent: I believe that it is important for adults, and especially young professionals, to consciously approach the choice of their career. They must understand why they are choosing this and what consequences it will entail. To take a movie example like *Mission: Impossible*, everyone must realize that if they take on a "mission," they are responsible for it.

Interviewer: Do you think mindfulness is key?

Respondent: Yes, any practices or techniques that help develop awareness and make conscious decisions would be a great option. There are now many tests and sessions available to discuss this topic and they can be very helpful for young professionals.

Interviewer: How about the practical part? Do you think that the younger generation needs activities with practical implications so that they can try their hand at work?

Respondent: Yes, I think it is important. The only question is how effective current activities are. According to my observations, for example, career guidance is now appearing even in schools.

Interviewer: How much do you think this helps?

Respondent: To be honest, I have not yet heard any feedback that would completely clarify this issue. Some children respond positively, but it is still unclear how much it will help them in the future.

Interviewer: How do you see a solution to this problem?

Respondent: It seems to me that we need the right approach to organizing and implementing these events. There is definitely a need for this.

Interviewer: Why do you think this is so important?

Respondent: Because it will allow young people to get acquainted with the professions of the future and prepare for them. Everyone used to want to become an economist because it was popular. But trends are changing.

Interviewer: To what extent do you think educational institutions in Russia prepare students for the realities of the labor market? Based on your personal experience, was your education sufficient for your future job?

Respondent: I believe that educational programs in Russia generally do not prepare for a specific profession. They develop basic skills and provide theoretical awareness of a particular industry. This is useful from a theoretical point of view and perhaps partly from a practical point of view. It was

useful for me to navigate in different areas. For example, I studied information technology and psychology, and these degrees gave me a broad perspective on these industries. I learned about various directions, scientific approaches and methodologies in these areas.

Interviewer: And what is your opinion about the current realities in these industries?

Respondent: Well, education does not always follow current trends, but it provides a good foundation for understanding common problems and challenges that can be addressed. With this base, you can logically develop further in theory. If we are talking about the theoretical part, then higher education prepares well for continuing scientific activity, for example, in master's, postgraduate or doctoral studies.

Interviewer: What about practical activities?

Respondent: As for practical activities, at least for me, neither of the two higher educations practically prepared me. It is more a matter of self-study, various courses and direct experience in the workplace.

Interviewer: "As for the theoretical part, what is the best way for students to get practical experience? You mentioned internships, are there other options?"

Respondent: "This largely depends on the specialty and the specific type of activity. However, the general approach is the same - you need to start looking for practical experience as early as possible. Once you have decided on the direction in which you want to develop, start practicing in all available ways."

Interviewer: "This could be unpaid internships or even volunteer work?"

Respondent: "Yes, quite. Experience is not always measured in money. Sometimes it is paid for with valuable access to practical problems, the opportunity to work on real cases and learn something new. The goal is to face the reality of the professional sphere as early as possible, because theory is, in the end, is still a kind of illusion."

Interviewer: How do you generally assess the level of unemployment in Russia at the moment and what, in your opinion, are the main problems of the Russian labor market?

Respondent: In fact, I do not really follow this, but according to my subjective feelings, unemployment really exists. It is not only due to the lack of opportunities in the labor market, but also due to the limiting beliefs of people who find themselves in such a situation. For example, someone may think that they only want a certain high-paying job, or that they will not find a job due to the current political or economic situation. Job openings may also not match a person's personal preferences, and he may overestimate his requirements, not wanting to come to terms with reality. As soon as a person accepts what is at the moment and begins to do everything possible for employment and professional development, the situation can change for the better. It is important to work not only with external factors, but also with internal limitations. The sooner this is done, the better.

Interviewer: One more question: in your opinion, is it easier now to find a job in your specialty compared to previous years? Maybe ten years ago or earlier?

Respondent: Previously, there was a kind of standard development trajectory, and a person simply followed it. Now, due to unlimited opportunities, in my opinion, it has become easier to find a job.

Interviewer: By specialty or not necessarily?

Respondent: That is a different question. For some people, it is important to develop in one area, for example, to remain in one organization. They limit themselves to this, although this is not always bad. For example, for doctors it is better to go deeper into their industry.

Interviewer: What about young people?

Respondent: Young people, as a rule, develop in different directions. They receive different higher education, they strive to work in different places and, in my opinion, they are more competitive now. It is also easier for them to find work because they are not limited to one specialty.

Interviewer: We just talked about the breadth of knowledge. Nowadays, such a concept as "interdisciplinarity" has appeared, and students have the opportunity to choose different courses, independently deciding the trajectories of their development. In Russia, this trend is still difficult to implement. Do you think it is worth introducing it?

Respondent: I think it is worth it, but it needs to be done with caution and well controlled. Because if you give complete freedom of action, the problem of lack of consistency in education may arise.

Interviewer: Why do you think so?

Respondent: A person, even if he studies something on his own, and if he has a systematic approach, will find a certain individual training program and follow it. But curricula and standards are created by people who spend their entire lives engaged in educational methodology and planning. This is not just like that: they provided for studying the profession from different angles. Consequently, even just by familiarizing yourself with such a program, the student will already know from which angles to consider the subject.

Interviewer: Are you saying that too much choice can be harmful?

Respondent: Yes, exactly. For example, if today you study physics, tomorrow physical education, and the day after tomorrow you play a musical instrument, then most likely you will not acquire systematic professional skills. This is not bad for all-round development, but from a professional point of view, it is ineffective.

Interviewer: So, you think that interdisciplinarity has a place, but it should be within some framework?

Respondent: Yes, exactly. For example, an interdisciplinary direction such as neural interfaces can combine psychology and technical sciences. This is an effective approach because you still focus on specific disciplines and develop in them.

Question: Can you give advice to young professionals who have just graduated from university and do not know what to do next? They have a diploma in a specialty that they chose themselves, but

are not sure whether they want to work in it. They are at a crossroads, what advice would you give them?

Answer: I would advise you to start practicing self-knowledge and self-awareness as soon as possible. If you can do it yourself, that is great. You can practice daily, as you wish. If you have the opportunity to contact specialists, that will be even better. The sooner a person begins this process, the faster he will connect with himself. Many people graduate from university having lost themselves and pursuing someone else's goals or social beliefs. The sooner a person connects with himself and defines his own goals and mission, the better. He must be willing to accept responsibility for his decisions. It is also important to be prepared for change. A person must be willing to reconsider his decisions in accordance with new circumstances. If some beliefs or obstacles get in the way, you need to be prepared to overcome them. So, a person will know that he has a goal, he will know what he wants to do and who he wants to become in the future.

#### Interview №5 Russian version

Интервьюер: Здравствуйте. Сегодня я проведу у вас интервью на тему профориентации и безработицы в России. Как вы выбрали свою профессию? Было ли это трудно? Кто вам помогал в выборе профессии?

Респондент: Это довольно долгая история, но я постараюсь рассказать кратко. В подростковом возрасте я долго размышляла и задумывалась над выбором, куда идти учиться. Тогда эта проблема для меня практически на 100% не была решена. Я знала, что я не уверена в своём выборе. Мое первое образование я выбрала исходя из того, что меня больше всего интересовало в школе. Но работать в этой сфере я особо не планировала. После завершения первого образования, я не остановилась на достигнутом и пошла дальше. Я всю жизнь интересовалась психологией, поэтому пошла в этом направлении из чистого любопытства и хобби. Изучала разные школы, разные подходы, и нашла интересный способ работы с людьми через коучинг. Это подход, основанный на партнёрских отношениях, где обе стороны разговаривают на равных и помогают друг другу развиваться. Когда я обучалась на программе по коучингу, именно тогда я поняла, что это направление меня зажигает. Я решила развиваться в нём более профессионально, поэтому получила второе высшее образование в психологии и занимаюсь научными исследованиями. Сейчас моя профессиональная деятельность тесно связана с коучингом, хотя это не мое основное направление. И я не думаю, что это будет последний этап в моем профессиональном развитии. На мой взгляд, профессия — это нечто динамическое, что изменяется с учетом внешних и внутренних трансформаций.

Интервьюер: Если вспомнить ваши школьные годы, были ли тогда какие-либо тесты на профориентацию? И если были, помогли ли они вам как-то?

Респондент: Да, в школьные годы у нас действительно было несколько тестов на профориентацию. Эти тесты пытались выявить мою склонность к одному из, условно говоря, восьми секторов занятости. Однако эти результаты были довольно противоречивыми. В частности, я получала примерно пять результатов, которые были примерно одинаковыми. И я совершенно не понимала, что мне делать с этой информацией.

Интервьюер: Похоже, что эти тесты не дали вам конкретных ответов. Хотели ли вы ответить на определенные вопросы с их помощью, например, куда вам пойти учиться?

Респондент: Да, именно так. Я хотела найти ответы на вопросы типа "Куда мне пойти учиться?" или "В каком направлении мне стоит работать?". Но с помощью этих тестов я получила лишь результаты, которые было очень сложно интерпретировать.

Интервьюер: А существуют ли современные методы или тесты, с которыми вы знакомы и которые могут помочь людям с подобными вопросами?

Респондент: Если говорить о современных методах, то я бы выделила коучинг как один из самых эффективных инструментов. Этот метод позволяет с большой точностью и в максимально комфортных условиях взглянуть на себя "в зеркало", увидеть свои сильные и слабые стороны. Это может дать конкретные ответы на актуальные вопросы. Иногда, даже если вы думаете, что уже все обдумали, коучинг может открыть перед вами новые двери и повысить уровень вашей рефлексии. Это приводит к новым открытиям, которые, в свою очередь, мотивируют и вдохновляют на дальнейшие действия для достижения поставленных целей.

Интервьюер: "Я поняла вас. Если будут современные, доработанные психологические тесты и методики, как вы считаете, могут ли они положительно повлиять на выбор профессии и вообще на принятие такого решения?"

Респондент: "Я думаю, что эти тесты должны быть адаптированы к конкретным условиям и запросам. Собственно говоря, я не считаю тесты очень надежным инструментом для этой цели, хотя в данный момент психология не предлагает много альтернатив."

Интервьюер: "Вы имеете в виду психометрические тесты?"

Респондент: "Да, именно. Если эти тесты будут адаптированы для выявления, например, ценностей и мотивации человека, а не просто измерения его уровня знаний или интеллекта, они могут быть полезными."

Интервьюер: "То есть эти тесты будут пытаться понять, к чему человек склонен и что его мотивирует?"

Респондент: "Да, именно так. Тесты должны стремиться понять, что движет человеком, в каком направлении он хочет развиваться, что его увлекает и интересует на более глубоком, скажем так, 'высшем' уровне. Исходя из этой информации, человек сможет сделать выводы о том, как он может использовать свои склонности и интересы в профессиональной сфере."

Интервьюер: Какие ресурсы или формы поддержки вы бы посоветовали для молодых специалистов? Что бы вы хотели получить для себя, когда были в их возрасте?

Респондент: Да, у меня был опыт работы со школьниками и я видел, как важно для них задавать себе правильные вопросы. Это помогает в дальнейшей рефлексии и принятии важных решений. Сейчас на рынке очень много запросов по профориентации. Зачастую эти запросы идут от родителей, которые хотят услышать конкретные рекомендации: "Где может работать мой ребенок?".

Интервьюер: И что вы на это отвечаете?

Респондент: Я считаю, что взрослым, и особенно молодым специалистам, важно осознанно подходить к выбору своей карьеры. Они должны понимать, почему именно это они выбирают, и какие последствия это повлечет. Если взять пример из кино, как в "Миссия невыполнима", каждый должен осознать, что если он берется за какую-то "миссию", он несет ответственность за нее.

Интервьюер: Вы считаете, что осознанность — ключевой момент?

Респондент: Да, любые практики или методики, которые помогают развивать осознанность и осознанно принимать решения, будут отличным вариантом. Сейчас есть много тестов и сессий для обсуждения этой темы, и они могут быть очень полезными для молодых специалистов.

Интервьюер: Как насчет практической части? Считаете ли вы, что молодому поколению нужны мероприятия с практическим значением, чтобы они могли попробовать себя в работе?

Респондент: Да, я считаю это важным. Вопрос только в том, насколько эффективны текущие мероприятия. По моим наблюдениям, например, даже в школах сейчас появляется профориентация.

Интервьюер: Насколько это, по вашему мнению, помогает?

Респондент: Честно говоря, пока не слышал отзывов, которые бы полностью прояснили этот вопрос. Некоторые дети положительно отзываются, но все равно неясно, насколько это помогает им в будущем.

Интервьюер: Как вы видите решение этой проблемы?

Респондент: Мне кажется, что нужен правильный подход к организации и реализации этих мероприятий. Потребность в этом точно есть.

Интервьюер: Почему вы считаете, что это так важно?

Респондент: Потому что это позволит молодежи познакомиться с профессиями будущего и подготовиться к ним. Раньше все хотели стать экономистами, потому что это было популярно. Но тренды меняются.

Интервьюер: Как вы считаете, в какой степени учебные заведения в России готовят студентов к реалиям рынка труда? Оценивая ваш личный опыт, достаточно ли вам было вашего образования для будущей работы?

Респондент: Я считаю, что учебные программы в России в основном не готовят к конкретной профессии. Они развивают базовые навыки и предоставляют теоретическую осведомленность о той или иной отрасли. Это полезно с точки зрения теории и, возможно, частично с точки зрения практики. Для меня это было полезно, чтобы ориентироваться в разных сферах. Например, я изучала информационные технологии и психологию, и эти образования дали мне широкий взгляд на эти отрасли. Я узнала о различных направлениях, научных подходах и методологиях в этих сферах.

Интервьюер: И какое у вас мнение о текущих реалиях в этих отраслях?

Респондент: Ну, образование не всегда следует за текущими трендами, но оно предоставляет хороший фундамент для понимания общих проблем и задач, которые можно решать. С этой базой можно логично развиваться дальше в теории. Если мы говорим о теоретической части, то высшее образование неплохо готовит к продолжению научной деятельности, например, в магистратуре, аспирантуре или докторантуре.

Интервьюер: А что насчет практической деятельности?

Респондент: Что касается практической деятельности, то, по крайней мере для меня, ни одно из двух высших образований практически не подготовило. Это больше вопрос самообучения, различных курсов и непосредственного опыта на рабочем месте.

Интервьюер: "Что касается теоретической части, как студентам лучше получать практический опыт? Вы упоминали о стажировках, есть ли другие варианты?"

Респондент: "Это во многом зависит от специальности и конкретного вида деятельности. Однако общий подход один — нужно как можно раньше начинать искать практический опыт. Как только вы определились с направлением, в котором хотите развиваться, начинайте практиковаться всеми доступными способами."

Интервьюер: "Это могут быть и неоплачиваемые стажировки или даже волонтерская деятельность?"

Респондент: "Да, вполне. Не всегда опыт измеряется деньгами. Иногда он оплачивается ценным доступом к практическим задачам, возможностью работать над реальными кейсами и узнать что-то новое. Цель — как можно раньше столкнуться с реальностью профессиональной сферы, потому что теория — это, в конечном итоге, всё-таки некая иллюзия."

Интервьюер: Как вы в целом оцениваете уровень безработицы в России на данный момент и какие, на ваш взгляд, основные проблемы российского рынка труда?

Респондент: На самом деле, я за этим не очень слежу, но по моим субъективным ощущениям, безработица действительно существует. Она не только из-за отсутствия возможностей на рынке труда, но и по причине ограничивающих убеждений у людей, которые оказались в такой ситуации. Например, кто-то может думать, что ему нужна только определенная высокооплачиваемая работа, или что он не найдет работу из-за текущей политической или экономической ситуации. Вакансии также могут не соответствовать личным предпочтениям человека, и он может завышать свои требования, не желая мириться с реальностью. Как только человек согласится с тем, что есть на данный момент, и начнет делать все возможное для трудоустройства и профессионального развития, ситуация может измениться в лучшую сторону. Важно работать не только с внешними факторами, но и с внутренними ограничениями. Чем раньше это будет сделано, тем лучше.

Интервьюер: Ещё один вопрос: как, на ваш взгляд, сейчас проще найти работу по специальности по сравнению с прошлыми годами? Может быть, десять лет назад или раньше?

Респондент: Раньше была как бы стандартная траектория развития, и человек просто шёл по ней. Сейчас из-за неограниченных возможностей, на мой взгляд, стало проще найти работу.

Интервьюер: По специальности или не обязательно?

Респондент: Это уже другой вопрос. Некоторым людям важно развиваться в одной сфере, например, оставаться в одной организации. Они себя этим ограничивают, хотя не всегда это плохо. Например, для медиков лучше углубляться в свою отрасль.

Интервьюер: А что насчёт молодёжи?

Респондент: Молодёжь, как правило, развивается в разных направлениях. Они получают разное высшее образование, стремятся поработать в разных местах и, на мой взгляд, они более конкурентоспособны сейчас. Также им проще найти работу, потому что они не ограничены одной специальностью.

Интервьюер: Мы сейчас говорили про широту знаний. В наше время появилось такое понятие как "междисциплинарность", и студенты имеют возможность выбирать различные курсы, самостоятельно решая траектории своего развития. В России пока что этот тренд сложно ввести в действие. Как вы считаете, стоит ли его вводить?

Респондент: Я думаю, что стоит, но нужно это делать с осторожностью и хорошо контролировать. Потому что если предоставить полную свободу действий, может возникнуть проблема отсутствия системности в образовании.

Интервьюер: Почему вы так считаете?

Респондент: Человек, даже если он самостоятельно изучает что-то, и если у него есть системный подход, найдет определенную индивидуальную программу обучения и будет следовать ей. Но учебные планы и стандарты создаются людьми, которые всю жизнь занимаются методологией и планированием образования. Это не просто так: они предусмотрели изучение профессии с разных сторон. Следовательно, даже просто ознакомившись с такой программой, студент уже будет знать, с каких сторон рассматривать предмет.

Интервьюер: Вы хотите сказать, что слишком широкий выбор может быть вредным?

Респондент: Да, именно так. Например, если сегодня ты изучаешь физику, завтра физкультуру, а послезавтра играешь на музыкальном инструменте, то, скорее всего, не приобретешь системных профессиональных навыков. Это неплохо для разностороннего развития, но с точки зрения профессионализма, это неэффективно.

Интервьюер: То есть, вы считаете, что междисциплинарность имеет место быть, но она должна быть в каких-то рамках?

Респондент: Да, именно. Например, междисциплинарное направление как нейроинтерфейсы может сочетать психологию и технические науки. Это — эффективный подход, потому что ты все равно фокусируешься на конкретных дисциплинах и развиваешься в них.

Вопрос: Можете ли вы дать совет для молодых специалистов, которые только что выпустились из университета и не знают, что делать дальше? Они имеют диплом по специальности, которую выбрали сами, но не уверены, хотят ли работать по ней. Они на перепутье, что бы вы им посоветовали?

Ответ: Я бы посоветовала как можно быстрее начать практиковать самопознание и самосознание. Если можно делать это самостоятельно, это замечательно. Практиковаться можно ежедневно, по своему желанию. Если есть возможность обратиться к специалистам, это будет даже лучше. Чем раньше человек начнет этот процесс, тем быстрее он соединится с собой. Многие люди выпускаются из университета, потеряв себя и преследуя чужие цели или социальные убеждения. Чем раньше человек соединится с собой и определит свои собственные цели и миссию, тем лучше. Он должен быть готов принять ответственность за свои решения. Важно также быть готовым к переменам. Человек должен быть готов пересмотреть свои решения в соответствии с новыми обстоятельствами. Если какие-то убеждения или препятствия мешают, нужно быть готовым к тому, чтобы их преодолеть. Так, человек будет знать, что у него есть цель, будет знать, чем он хочет заниматься и кем хочет стать в будущем.

## APPENDIX 7: TRANSCRIPTS OF INTERVIEWS №6

### Interview №6 English version (Russian version bellow)

Interviewer: Tell us about your path to choosing a profession. Was this difficult for you? How did you cope with difficulties? Who helped you? How did you get to where you are now?

Respondent: Well, my path was somewhat thorny. I always had a certain inclination for certain things, but I did not know how to apply them, especially since our school did not have specialized subjects. When it was time to take the exams, I started looking for universities. My choice fell on a certain city, and I considered universities in this city, studying possible areas of study in each of them. My parents also somewhat guided me on the right path because I had doubts. I am sure that I could have proven myself in another field, for example, in teaching, but in the end I chose a different direction.

Interviewer: Have you ever felt like you had lost your way? How has this affected your career and life?

Respondent: Well, let's just say that my choice of profession was based more on my parents' understanding than on my own. I am currently learning new skills at another job. My choice may have changed my life.

Interviewer: Have you completed your education? Have you ever wanted to change it or get additional education?

Respondent: Yes, I completed my university education. At that moment I had no desire to change direction, because everything suited me. At the university there were many opportunities for development, various internal activities that motivated me to continue my studies in this direction. However, I know guys who clearly understood that their current direction did not meet their personal

aspirations, and they changed either the university or the direction. These are quite interesting cases. I would like to get a master's degree, but I have not yet found what I want to study at a deeper level, because the education I received at the bachelor's degree satisfied me, and I do not see the point in continuing it more professionally. Perhaps I will choose a completely different direction in the future.

Interviewer: You mentioned that you know people who have faced the desire to change their professional direction. In your opinion, why does this happen?

Respondent: Well, first of all, this is probably due to the fact that at first they made a not entirely conscious choice of profession. Perhaps they were pushed towards a certain direction, such as computer science at our university. In the initial stages, without a deep understanding of the subject, they might think that they will succeed. But when it comes to more serious knowledge, they realize that they are not as good at it as other students and are not as immersed in the topic.

Interviewer: Can you give an example?

Respondent: Of course. For example, someone initially went to study to become a programmer, but over time began to participate more actively in student life and realized that he liked working with people more. I know a girl who went to study to become a programmer, but then realized that she liked working in the HR department more, and switched to another direction. This is an interesting example of how you can realize at university that you like something different.

Interviewer: Do you think holding more career guidance events in schools would help avoid such situations?

Respondent: Yes, most likely, since there are various personality tests and surveys that can help students better understand their preferences. In some cases, students simply do not realize the variety of professions that exist. They may have a basic understanding of some professions based on their parents' professions, but they simply do not know about many other professions. If schools provided more career guidance, education about different careers, and tests or discussions on the topic, students could make more informed career choices.

Interviewer: Got it, thank you for your answer.

Interviewer: And also a question, have you ever used tests or other resources for career guidance in general or when choosing a specialty?

Respondent: Well, when I started, it seems to me that we had something similar, but in a primitive format, probably because such tests are usually so primitive. For example, you like to count or draw, and you choose in the moment. You are shown a choice: that you are a man of numbers, a man of art, or a man of nature. From these general concepts at the moment you cannot understand what kind of person you are, but what if you immediately like several of these personality characteristics. And now, for example, my brother also has a difficult choice, he is in 11th grade, he needs to understand what is next. He and I tried to take tests that are free, not some kind of professional ones, and they also show such a very general understanding of you as a person. These are like personality tests.

Interviewer: Yeah, I understand. And the next question is: what difficulties or advantages do you think might arise when using such tests for job search and career determination?

Respondent: And, probably, when looking for a job... I would like the creation of such tests, in my opinion, because after all, the work is multifaceted. If tests can be created at the level of some cases, then perhaps you can predetermine and understand what you like or what is yours, but for now, for me, the concept is probably the experience when you try something, and not when you try tests, and then you think whether it will suit you or not. You need to try, and from this you will understand whether such a job is suitable for you or not. You can safely change your place of work to understand further.

Interviewer: Ah, I understand you. The question is, to what extent do you think educational institutions in Russia prepare students for the realities of the labor market?

Respondent: Yes, it probably depends, of course, on what university you study at and in what city, but in most cases, as I see, universities prepare students for the realities of the labor market. For example, at my university there are areas in which students, after completing their studies, immediately go to work in their specialty, since these are relevant professions. If you have a less popular specialty, then there is a chance that you will have to look for work in another field. I have colleagues who studied for one thing, but are working for something completely different. They re-trained because they realized that the chosen specialty was not suitable for them, and continued to study or look for new opportunities after university.

Interviewer: I see. How do you assess the unemployment rate in Russia?

Respondent: I cannot say with certainty, since I have not studied this issue in depth. But in my opinion, if you are a good specialist, they will find you. There are no people around me who do not work, so perhaps the problem of unemployment is not that big. Again, this is my personal opinion based on personal experience.

Interviewer: and the last question, what problems do you think exist in the Russian labor market? What difficulties may arise?

Respondent: at the moment, perhaps due to political events, many qualified specialists are leaving Russia, and companies are losing valuable personnel. But this can be solved by maintaining and training new personnel. The main problem, in my opinion, is that once a certain level is reached, the prospects for growth in the Russian labor market are limited, and many seek opportunities abroad.

Interviewer: I see, thank you. One last question, what advice would you give to young professionals who have just graduated from university and are unsure of their next steps?

Respondent: I would advise not to be afraid and try different things. Look for internships, understand yourself within the framework of real work, in a team. After university, it is important not to give up on finding a job and continue to look for your place. If you do not like your internship or first job, try something new and do not stop there. The main thing is to approach the interview process wisely and continue to learn, expanding your experience.

Interviewer : Got it , thank you .

#### Interview №6 Russian version

Интервьюер: Расскажите о своем пути выбора профессии. Было ли это для вас трудным? Как вы справлялись с трудностями? Кто вам помогал? Как вы пришли к тому, где вы сейчас?

Респондент: Ну, мой путь был в какой-то мере тернистым. У меня всегда была определенная склонность к некоторым вещам, но я не знала, как их применить, тем более что в нашей школе не было специализированных предметов. Когда пришло время сдавать экзамены, я начала искать университеты. Мой выбор пал на определенный город, и я рассматривала университеты именно в этом городе, изучая возможные направления обучения в каждом из них. Родители также в какой-то мере направили меня на верный путь, потому что у меня были сомнения. Я уверена, что могла бы себя проявить и в другой сфере, например, в преподавательской, но в конечном итоге выбрала другое направление.

Интервьюер: Переживали ли вы когда-либо, что потеряли свой путь? Как это отразилось на вашей карьере и жизни?

Респондент: Ну, скажем так, мой выбор профессии был больше основан на понимании моих родителей, чем на моем собственном. Сейчас я приобретаю новые навыки на другой работе. Мой выбор, возможно, изменил мою жизнь.

Интервьюер: Закончили ли вы образование? Было ли у вас желание когда-нибудь его поменять или получить дополнительное образование?

Респондент: Да, я закончила университетское образование. На тот момент у меня не было желания менять направление, потому что меня все устраивало. В университете было множество возможностей для развития, различные внутренние активности, которые мотивировали меня продолжать обучение в этом направлении. Однако я знаю ребят, которые четко понимали, что текущее направление не соответствует их личным устремлениям, и они меняли либо университет, либо направление. Это довольно интересные случаи. Я бы хотела получить магистерскую степень, но пока не нашла то, что хочу изучать на более глубоком уровне, потому что образование, полученное мной на бакалавриате, меня удовлетворило, и я не вижу смысла продолжать его более профессионально. Возможно, я выберу совершенно другое направление в будущем.

Интервьюер: Вы упомянули, что знаете людей, которые сталкивались с желанием сменить профессиональное направление. По вашему мнению, почему это происходит?

Респондент: Ну, прежде всего, вероятно, это связано с тем, что вначале они сделали не совсем осознанный выбор профессии. Возможно, их подталкивали к определенному направлению, как, например, информатика в нашем университете. На начальных этапах, без глубокого понимания предмета, они могли думать, что у них все получится. Но когда дело доходит до более серьезных знаний, они осознают, что не так сильны в этом, как другие студенты, и не так погружены в тему.

Интервьюер: Можете привести пример?

Респондент: Конечно. Например, кто-то изначально пошел учиться на программиста, но со временем начал активнее участвовать в студенческой жизни и понял, что ему больше нравится работа с людьми. Я знаю девушку, которая пошла учиться на программиста, но потом поняла, что ей больше нравится работать в отделе по работе с персоналом, и перешла на другое направление. Это интересный пример того, как в университете можно осознать, что тебе нравится что-то другое.

Интервьюер: Как вы думаете, помогло бы проведение больше профориентационных мероприятий в школах избежать таких ситуаций?

Респондент: Да, скорее всего, так как существуют различные тесты личности и опросы, которые могут помочь учащимся лучше понять свои предпочтения. В некоторых случаях учащиеся просто не осознают всего многообразия профессий, которые существуют. У них может быть базовое понимание некоторых профессий, основанное на профессиях их родителей, но о многих других профессиях они просто не знают. Если бы в школах проводили больше профориентационных мероприятий, рассказывали о различных профессиях и проводили тесты или дискуссии на эту тему, учащиеся могли бы сделать более осознанный выбор в плане своей будущей профессии.

Интервьюер: Поняла, спасибо за ваш ответ.

Интервьюер: А также есть вопрос, пользовались ли вы когда-нибудь тестами или другими ресурсами по профориентации в целом или при выборе специальности?

Респондент: Ну, когда я приступала, мне кажется, у нас подобное было, но в примитивном формате, наверное, потому что обычно такие тесты бывают столь примитивными. Например, тебе нравится считать или рисовать, и ты выбираешь в моменте. Тебе показывают выбор: что ты человек цифр, человек искусства, или человек природы. Из этих общих понятий в моменте ты не можешь понять, какой ты именно человек, а вдруг тебе сразу нравится несколько таких характеристик личности. И вот сейчас, например, у моего брата тоже сложный выбор, он ведь в 11 классе, ему нужно понимать, что дальше. Мы с ним пробовали проходить тесты, которые бесплатные, не какие-то профессиональные, и они тоже показывают такое очень общее понимание тебя как человека. Это как тесты на личность.

Интервьюер: Угу, поняла. А следующий вопрос: как вы думаете, какие трудности или какие преимущества могли бы возникнуть при использовании таких тестов для поиска работы и определения карьеры?

Респондент: А, наверное, при поиске работы... мне бы понравилось создание таких тестов, на мой взгляд, потому что всё-таки работа многогранна. Если тесты можно создавать на уровне каких-то кейсов, то возможно, ты можешь предопределить и понять, что тебе понравится или что твоё, но пока для меня больше, наверное, понятием является именно опыт, когда ты что-то пробуешь, а не когда пробуешь тесты, и потом думаешь, подойдёт ли это тебе или нет.

Тебе нужно попробовать, и из этого ты будешь понимать, подойдёт ли тебе такая работа или нет. Ты можешь спокойно менять место работы, чтобы понимать дальше.

Интервьюер: А, поняла вас. Такой вопрос, как вы считаете, в какой степени учебные заведения в России готовят студентов к реалиям рынка труда?

Респондент: Да, смотря, наверное, конечно, в каком университете ты учишься и в каком городе, но в большинстве случаев, как я вижу, университеты подготавливают студентов к реалиям рынка труда. Например, в моем университете есть направления, по которым студенты, закончив учебу, сразу идут работать по специальности, так как это актуальные профессии. Если же у тебя менее популярная специальность, то есть шанс, что придется искать работу в другой области. У меня есть коллеги, которые учились на одно, но работают на совершенно другое. Они переквалифицировались, потому что поняли, что выбранная специальность им не подходит, и продолжили учиться или искать новые возможности уже после университета.

Интервьюер: Понятно. А как вы оцениваете уровень безработицы в России?

Респондент: не могу с уверенностью сказать, так как не изучала этот вопрос глубоко. Но на мой взгляд, если ты хороший специалист, тебя найдут. В моем окружении нет людей, которые бы не работали, поэтому, возможно, проблема безработицы не так уж и велика. Опять же, это мое личное мнение, основанное на личном опыте.

Интервьюер: и последний вопрос, какие, по вашему мнению, проблемы существуют на российском рынке труда? Какие сложности могут возникнуть?

Респондент: на данный момент, возможно, из-за политических событий, многие квалифицированные специалисты покидают Россию, и компании теряют ценные кадры. Но это можно решить поддержанием и обучением новых кадров. Основная проблема, по-моему, в том, что когда достигнут определенный уровень, перспективы для роста на российском рынке труда ограничены, и многие стремятся найти возможности за рубежом.

Интервьюер: Понятно, спасибо. И последний вопрос, какие советы вы бы дали молодым специалистам, которые только что окончили университет и не уверены в своих следующих шагах?

Респондент: Я бы посоветовала не бояться и пробовать разные вещи. Искать стажировки, понимать себя в рамках реальной работы, в команде. После университета важно не забивать на поиски работы и продолжать искать своё место. Если стажировка или первая работа не нравятся, пробовать что-то новое, не останавливаться на достигнутом. Главное, грамотно подходить к процессу собеседования и продолжать учиться, расширяя свой опыт.

Интервьюер: Поняла, спасибо.

## APPENDIX 8: TRANSCRIPTS OF INTERVIEWS №7

Interview №7 English version (Russian version below)

Interviewer: Hello! Today I will be interviewing you on the topic of career guidance and unemployment in Russia. Could you tell us a little about yourself?

Respondent: Hello, I am a fourth-year student at the Faculty of Linguistics at Griboyedov Moscow University, specializing in translation and translation studies.

Interviewer: Please tell us about your path to choosing a profession. Was it difficult, and who helped you with your choice?

Respondent: Nobody really helped me because my parents gave me freedom of choice. I chose those Unified State Examinations that were suitable for this specialty, the same subjects that I took in the Unified State Examination.

Interviewer: At what age did you decide on your profession?

Respondent: I cannot say that I finally chose this profession. I just had to enroll in this department because I passed the relevant subjects. I wanted to be a psychologist, but I did not choose subjects for the Faculty of Psychology, plus my grandmother and mother discouraged me from this profession because of the low prestige and earnings.

Interviewer: So, if you had the opportunity to change your profession now, would you do it?

Respondent: Yes, absolutely.

Interviewer: Are you familiar with the concepts of career guidance at all?

Respondent: Yes, in 11th grade we had career guidance. And based on the results, management and communication with people suits me.

Interviewer: Do you think that career guidance in schools is effective and of high quality?

Respondent: The effectiveness of career guidance depends on the person. Testing is not always well structured, but it can help determine the appropriate direction. Not everyone sticks to the results, choosing another profession and ending up disappointed. I agree with the results of my testing, which pointed to management and personnel management.

Interviewer: Can you tell us more about the career guidance that you had? Was it a test or personal consultation?

Respondent: A separate organization came to us. They did some testing and gave us business cards. We also had to come to their organization and take a test on a computer. The test included about 50 questions, but I do not remember exactly because it was a long time ago. The questions were different, for example, do you prefer to communicate with people or try to avoid it, whether you are more comfortable working alone or in a team.

Interviewer: I see. But what is your personal opinion, what factors do you take into account when choosing a profession?

Respondent: Well, accordingly, so that I like it, that is, interest in this profession. It is also important to evaluate yourself, I think. For example, whether I am a sociable person or not, some personal qualities, yes, personal abilities. For me, the main thing is an interest in the profession, so that I really want to go deeper and study it.

Interviewer: Do you think that psychological tests at school or university can have a positive impact on career choice and employment decisions? I understand that you have been offered a job in HR, but you want to be a psychologist?

Respondent: Well, this is actually a difficult question. In fact, no one pays much attention to these tests. That is, in any case, each school graduate chooses what he likes best, and is not based on these tests. For some people, this test may be useful, especially if they do not know at all what subjects to take for the Unified State Exam and where to go, that is, they have not even thought about who they want to be.

Interviewer: Do you think it would be better if the topic of career guidance was more in-depth in schools? Maybe personal consultations would be more open and of better quality, and if so, in what grades - up to 9 or up to 11?

Respondent: I think yes, it is better to arrange career guidance before the 11th grade. Because until the 9th grade, children are not yet completely collected, they do not think about their future profession. Most likely, communication with friends predominates; they do not particularly care about their studies. Until the 11th grade, this is very useful, because many people come to the 11th grade and they are told: "Choose subjects, who you want to be," and the person simply does not know. He chooses some subjects at random, enrolls in some specialty, chooses a trendy specialty, and then eventually burns out and realizes that he does not like it at all.

Interviewer: You mentioned that you were considering a career change. Can you tell us what led you to this decision?

Respondent: I probably thought for a very long time and realized that I made a mistake by listening to my relatives. In any case, you need to rely on your desires, because it does not matter how promising the profession is or how much they earn. The main thing is that, for example, when going to work that corresponds to your education, you do not feel it like hard labor. My mother and I talked about my education in the field of natural history translation, and she believed that I should work in this specialty. I told her more than once that I did not see myself as a translator and would not want to work in any company in this position. This led to conflicts, because my mother believes that I should work in the specialty for which I studied.

Interviewer: So your family, your parents, as well as the parents of many Russian schoolchildren, influence the choice of profession?

Respondent: Look, they had no influence on the choice of profession. That is, my mother just wanted me to be a translator, but did not force me to do so. Then, when I was forced to enroll as a

translator, because the Unified State Exam subjects were only suitable for this department, she naturally wanted me to work in my specialization. If I were studying to become an economist and took

Interviewer: Let's smoothly move from the topic of unemployment to the topic of employment. Have you or someone you know encountered difficulties finding a job in your specialty? If yes, can you give specific examples? What improvements do you think could be made?

Respondent: Honestly, I do not have any friends or relatives who could not find a job in their specialty. For example, one of my friends did not go to university. He joined the army and now works in a store.

Interviewer: Have you personally managed to get a job in your specialty?

Respondent: Partly yes. I work as a tutor, which corresponds to my education. My training was aimed at enabling me to work as a translator or teacher.

Interviewer: How do you assess the unemployment rate in Russia and what are the main problems in the Russian labor market?

Respondent: This is a difficult question. I do not think Russia has a high unemployment rate. It all depends on the person, because we have a lot of vacancies that you can apply for even without education and achieve success. In my opinion, in order to find a job, the main thing is desire.

Interviewer: Is there a great demand for labor in Russia and how do you assess the ratio of supply and the number of good specialists?

Respondent: I think that there are not many good specialists, because the quality of education leaves much to be desired. For example, there are students at Moscow State University who are studying to become lawyers, but in reality they can just pay to take exams and not make much effort. It turns out that after graduating from university they have a diploma, but do not have enough knowledge in their specialty to be qualified lawyers.

Interviewer: To what extent do you think an educational institution in Russia prepares students for the realities of the labor market in their respective fields? And if you evaluate your personal experience, do you think your education sufficiently prepared you for your current job? In terms of lectures, that is, the knowledge that was given to you.

Respondent: Well, naturally, I was given good knowledge, but it all depends on the person - whether you accept this knowledge or not. That is, how you perceive information. As for practice, I cannot say anything because I have not had practice yet. In my first year I was supposed to have an introductory practice, but there was none, and now there is no practice either. Therefore, I am not yet particularly prepared for the realities of work, because I do not even know what I will have to face in this field of activity. I have some knowledge, but it is all just theory.

Interviewer: What resources or support, outside of practice, would you like to have to ease the transition from education to professional work? Does your university have a department that helps with job placement?

Respondent: Yes, they help us with employment. We are offered various vacancies, for example, translator in court from French to Russian. The vacancies are good, but, unfortunately, without practice there is no special understanding.

Interviewer: Okay. Is there anything else you would like to share in this interview?

Respondent: Well, basically, I said everything. I would like to give advice to all Russian schoolchildren, especially eleventh graders, that they need to decide on a profession in advance, 2-3 years before graduation. A person can make a mistake, because at first they may like one thing, but then they realize that it is not so interesting. Therefore, it is important to think carefully about this and take those subjects that your future profession really needs. And the main thing is not to listen to anyone, to go towards your goal on your own.

Interviewer: What advice would you give to students who do not yet know what they want to become?

Respondent: You need to use the Internet to study each specialty separately and take career guidance courses. This will help you understand which professions may be suitable, and better understand yourself, understand what kind of person you are and what qualities you have for a particular profession. If a person realizes that he is not a technician or a humanist, the list of potential specialties will be reduced.

Interviewer: Thank you very much for your personal experience and for taking the time to share it.

#### Interview №7 Russian version

Интервьюер: Здравствуйте! Сегодня я буду проводить у вас интервью на тему профориентации и безработицы в России. Не могли бы вы немного о себе рассказать?

Респондент: Здравствуйте, я студентка четвертого курса факультета лингвистики Московского университета имени Грибоедова, специализация - перевод и переводоведение.

Интервьюер: Расскажите, пожалуйста, про ваш путь выбора профессии. Было ли это сложно, и кто помогал вам с выбором?

Респондент: Мне никто особо не помогал, потому что родители дали мне свободу выбора. Я выбрала те экзамены ЕГЭ, которые подходили под эту специальность, те же предметы, что сдавала в ОГЭ.

Интервьюер: В каком возрасте вы определились с профессией?

Респондент: Не могу сказать, что я окончательно выбрала эту профессию. Мне просто пришлось поступить на этот факультет, потому что я сдавала соответствующие предметы. Я хотела быть психологом, но не стала выбирать предметы для факультета психологии, плюс бабушка и мама отговаривали меня от этой профессии из-за низкого престижа и заработка.

Интервьюер: То есть, если бы у вас сейчас была возможность сменить профессию, вы бы это сделали?

Респондент: Да, абсолютно.

Интервьюер: Знакомы ли вам вообще понятия профориентации?

Респондент: Да, в 11 классе у нас была профориентация. И по результатам мне подходит управление и коммуникация с людьми.

Интервьюер: Считаете ли вы, что профориентация в школах эффективна и качественна?

Респондент: Эффективность профориентации зависит от человека. Тестирование не всегда грамотно построено, но может помочь определить подходящее направление. Не все придерживаются результатов, выбирая другую профессию и в итоге разочаровываясь. Я согласна с результатами моего тестирования, которые указали на менеджмент и управление персоналом.

Интервьюер: Можете рассказать поподробнее о профориентации, которая у вас проводилась? Это был тест или личная консультация?

Респондент: К нам приходила отдельная организация. Они провели небольшое тестирование и дали нам визитки. Нам нужно было также приехать к ним в организацию и пройти тест на компьютере. Тест включал примерно 50 вопросов, но я не помню точно, так как это было давно. Вопросы были разные, например, предпочитаете ли вы общение с людьми или стараетесь его избегать, комфортнее ли вам работать в одиночку или в коллективе.

Интервьюер: Понятно. А вот лично ваше мнение, какие факторы вы учитываете при выборе профессии?

Респондент: Ну, соответственно, чтобы это нравилось мне, то есть интерес к этой профессии. Важно также оценивать себя, я считаю. Например, общительный я человек или нет, какие-то личные качества, да, личные способности. Для меня главное — это интерес к профессии, чтобы я действительно хотел углубляться и изучать её.

Интервьюер: Считаете ли вы, что психологические тесты в школе или в университете могут положительно повлиять на выбор профессии и принятие решения о трудоустройстве? Как я понимаю, вам предложили работу в сфере управления персоналом, но вы хотите быть психологом?

Респондент: Ну, тут на самом деле сложный вопрос. На эти тесты, на самом деле, никто не обращает особого внимания. То есть, в любом случае, каждый выпускник школы выбирает то, что ему больше нравится, и не основывается на этих тестах. Для некоторых людей этот тест может быть полезен, особенно если они вообще не знают, какие предметы сдавать на ЕГЭ и куда им идти, то есть они даже не думали о том, кем хотят быть.

Интервьюер: Как вы считаете, было бы лучше, если бы тема профориентации была более углублённой в школах? Может быть, личные консультации были бы более раскрыты и качественнее, и если да, то в каких классах — до 9 или до 11?

Респондент: Я думаю, что да, лучше устраивать профориентацию до 11 класса. Потому что до 9 класса дети ещё не совсем собраны, они не думают о будущей профессии. Скорее всего, больше преобладает общение с друзьями, они не особо заботятся об учёбе. До 11 класса это очень полезно, потому что многие приходят в 11 класс, и им говорят: «Выбирайте предметы, кем вы хотите быть», и человек просто не знает. Он выбирает наугад, какие-то предметы, поступает на какую-то специальность, выбирает трендовую специальность, а потом в итоге выгорает и понимает, что это ему вовсе не нравится.

Интервьюер: Вы упоминали, что рассматривали возможность смены профессии. Можете рассказать, что привело вас к такому решению?

Респондент: Я наверное очень долго думала и поняла, что сделала ошибку, послушав своих родственников. Нужно в любом случае опираться на свои желания, ведь неважно, насколько профессия перспективна или сколько там зарабатывают. Главное, чтобы, например, идя на работу, которая соответствует твоему образованию, ты не чувствовал это как каторгу. Мы с мамой говорили о моём образовании в сфере перевода природоведения, и она считала, что я должна работать по этой специальности. Я же не один раз говорила ей, что не вижу себя переводчиком и не хотела бы работать в какой-либо компании на этой позиции. Это приводило к конфликтам, потому что мама считает, что я должна работать по специальности, на которую училась.

Интервьюер: То есть ваша семья, ваши родители, так же как и родители многих русских школьников, оказывают влияние на выбор профессии?

Респондент: Смотрите, они не оказывали влияния на выбор профессии. То есть мама просто хотела, чтобы я была переводчиком, но не принуждала к этому. Потом, когда мне пришлось вынужденно поступить на переводчика, потому что предметы по ЕГЭ подходили только под этот факультет, она естественно хотела, чтобы я работала по специализации. Если бы я училась на экономиста и сдавала

Интервьюер: Давайте плавно перейдем с темы безработицы на тему трудоустройства. Вы или ваши знакомые сталкивались с трудностями при поиске работы по специальности? Если да, то можете привести конкретные примеры? Какие улучшения, по вашему мнению, можно было бы внести?

Респондент: Честно говоря, у меня нет знакомых или родственников, которые не смогли бы найти работу по специальности. Например, один мой друг не поступал в университет. Он пошел в армию и сейчас работает в магазине.

Интервьюер: А у вас лично получилось устроиться на работу по специальности?

Респондент: Отчасти да. Я работаю репетитором, что соответствует моему образованию. Моё обучение было направлено на то, чтобы я могла работать переводчиком или преподавателем.

Интервьюер: Как вы оцениваете уровень безработицы в России и какие основные проблемы на российском рынке труда существуют?

Респондент: Это сложный вопрос. Я не думаю, что в России высокий уровень безработицы. Всё зависит от человека, потому что у нас очень много вакансий, на которые можно устроиться даже без образования и добиться успеха. По моему мнению, для того чтобы найти работу, главное – это желание.

Интервьюер: Есть ли в России большой спрос на труд и как вы оцениваете соотношение предложений и количества хороших специалистов?

Респондент: Я думаю, что хороших специалистов не так много, потому что качество образования оставляет желать лучшего. Например, есть студенты в МГУ, которые учатся на юристов, но на самом деле они могут просто платить за сдачу экзаменов и не прилагать особых усилий. Получается, что после окончания вуза они имеют диплом, но недостаточно знаний по своей специальности, чтобы быть квалифицированными юристами.

Интервьюер: Как вы считаете, в какой степени учебное заведение в России готовит студентов к реалиям рынка труда в соответствующих областях? И если оценивать личный ваш опыт, как вы считаете, достаточно ли ваше образование подготовило вас к нынешней работе? В плане лекций, то есть знаний, которые вам давали.

Респондент: Ну, естественно, мне давали хорошие знания, но все зависит от человека - принимаешь ты эти знания или нет. То есть как ты воспринимаешь информацию. Что касается практики, я ничего не могу сказать, потому что у меня еще не было практики. На первом курсе у меня должна была быть ознакомительная практика, но её не было, и сейчас практики также нет. Поэтому к реалиям труда я ещё не особо готова, ведь я даже не знаю, с чем мне придется столкнуться в этой сфере деятельности. У меня есть определенные знания, но все они - просто теория.

Интервьюер: Какие ресурсы или поддержку, помимо практики, вы бы хотели получить для облегчения перехода от образования к работе по специальности? Есть ли в вашем университете отдел, который помогает со трудоустройством?

Респондент: Да, с трудоустройством нам помогают. Нам предлагают различные вакансии, например, переводчик в суде с французского на русский. Вакансии хорошие, но, к сожалению, без практики особого понимания нет.

Интервьюер: Хорошо. Есть ли что-то еще, чем бы вы хотели поделиться в рамках данного интервью?

Респондент: Ну, в принципе, я все сказала. Хочу дать совет всем русским школьникам, особенно одиннадцатиклассникам, что нужно заранее, за 2-3 года до выпуска, определиться с профессией. Человек может ошибиться, ведь сначала может нравиться одно, а потом понимают, что это не так интересно. Поэтому важно хорошо об этом подумать и сдавать те предметы, которые действительно нужны будущей профессии. И главное - не слушать никого, идти к своей цели самостоятельно.

Интервьюер: А какой совет вы бы дали студентам, которые еще не знают, кем хотят стать?

Респондент: Нужно использовать интернет для изучения каждой специальности отдельно и проходить профориентационные курсы. Это поможет понять, какие профессии могут подойти, и лучше разобраться в себе, понять, какой ты человек и какие качества у тебя есть для той или иной профессии. Если человек поймет, что он не технарь или не гуманитарий, список потенциальных специальностей сократится.

Интервьюер: Спасибо большое за ваш личный опыт и за то, что вы нашли время поделиться им.

## APPENDIX 9: TRANSCRIPTS OF INTERVIEWS №8

Interview №8 English version (Russian version bellow)

Interviewer: Hello, today I will be interviewing you on the topic of career guidance and unemployment in Russia. Could you tell us a little about yourself?

Respondent: Hello. I am an 11th grade student at a secondary school, I play sports, love hiking and read a lot.

Interviewer: Great, please tell me, is it difficult for you now to choose your career path for the rest of your life? You are in 11th grade, and now is the age when you need to choose who you want to become and in what direction to develop.

Respondent: Well, how can I say, I have a couple of plans, and I try to follow them. I always have a backup plan. If something goes wrong with sports or if there are any complex injuries, I will go to school. Sociology is my plan B. With a prepared plan it is much easier to exist and not worry.

Interviewer: What field have you already chosen?

Respondent: I chose the field of social sciences: philosophy, sociology, economics.

Interviewer: What factors guided you when choosing a profession?

Respondent: The first factor was the ease of employment, the second was a good salary, and the third was the ease of the work itself.

Interviewer: Are you familiar with the concept of career guidance at all?

Respondent: Yes, we took it at school in 9th, 10th grade and will take it in 11th grade.

Interviewer: Tell me, have you taken any career guidance tests and if so, what results did they give? Did this suit you?

Respondent: I had consultations with school psychologists and the class teacher. Based on my psychological portrait, they told me that I am a simple person, I do not like official activities, so management will suit me. They said that I know how to motivate people, so this direction is suitable for me. I agreed because the job is simple, prestigious and well paid.

Interviewer: Do you think the quality of career guidance at school is quite effective, or should it be improved?

Respondent: Well, I would say that the quality of career guidance depends on people's attitude towards it. Most people treat career guidance as a joke. But if you take the process seriously, then with a 75% chance it will turn out to be useful. Yes, it can be effective, but many people do not take it seriously.

Interviewer: Tell me a little more about your attitude towards career guidance.

Respondent: I took career guidance quite seriously. I asked myself questions about what I really needed and wanted from my future profession. This allowed me to gain a deeper understanding of my wants and needs.

Interviewer: How important is individual career guidance to you when searching for a job, rather than standardized tests?

Respondent: Individual career guidance is definitely more useful. When the consultation is one-on-one, the specialist can spend much more time on you and better understand where you can realize your potential as a specialist.

Interviewer: Would you like to have a career guidance consultant at school who would personally work with each student?

Respondent: Oh, we have such specialists. We have two school psychologists who provide career guidance, among other things.

Interviewer: Tell me a little more about your school. Was it a regular school or a gymnasium?

Respondent: In the past it was a gymnasium, but it was renamed. The level of education remained high, as in a grammar school, but formal requirements such as school uniforms decreased. So it is now a regular school with a high level of specialized education.

Interviewer: Would you say that you were just lucky?

Respondent: Well, you can say so, yes.

Interviewer: Do you think that psychological tests and techniques can have a positive impact on the choice of profession and the employment process?

Respondent: Yes, definitely. Because when you take psychological tests, you are already working out the answers within yourself, and you will not be so excited and scared to look for a job. You approach this issue with a cooler head and more judiciously.

Interviewer: Do you know people who, while studying at university, realized that their chosen specialty was not suitable for them and changed their profession?

Respondent: Yes, there are such examples. My brother went to university, realized that it was not for him, and went to Serbia to work as a farmer.

Interviewer: Have you personally or someone you know experienced difficulty finding a job? Can you give examples?

Respondent: Yes, it was like that. My friend and I wanted to get a job; we were 16 at the time, and my friend was 15. We were not hired anywhere, although according to the law, from the age of 14 you can work with the permission of your parents, and we had everything we needed. But, on the other hand, why does an employer need children who cannot be entrusted with a full-time job?

Interviewer: How would you rate the unemployment rate in Russia?

Respondent: I would say that this is latent unemployment. You can fight it, and it is not such a big problem. That is, Russia is not falling apart due to unemployment, but we certainly need to work with it.

Interviewer: Do you think that career guidance can help in finding a job?

Respondent: No, I do not think so, because career guidance is about indicating the path in which direction to move. During interviews with employers, I would prefer to demonstrate my skills rather than take career guidance tests that have already been taken before. In a personal dialogue, you will be asked about what you can do and what you like, and depending on your answers, they will select a job. But this is temporary; in the end, the choice is always yours whether you want to work in information management or not.

Interviewer: Can you tell me whether Russian school prepares you for choosing a career? If so, how good?

Respondent: Yes, he cooks. This is a rather difficult question, because for my future career I need specialized social science. Subjects included are law, political science, economics, and sociology. Here. But at the same time, I have twice as many hours in non-core mathematics as in core social studies, which is disproportionate. We work hard in social studies, but I think the core subjects could be more emphasized. That is, the school prepares, but not as well as it could.

Interviewer: If you had the opportunity to improve something, what would you improve in your school?

Respondent: Recent estimates show that we have only 4-5 career guidance specialists in two buildings. We have four buildings, these are secondary educational institutions. And for this entire building, for a thousand people in one building, there are only one or two career guidance psychologists. Therefore, I would increase their number to at least ten, because I believe that work on career guidance should be carried out with each class from the 8th grade, so that students can independently monitor the dynamics of their views on their future profession.

Interviewer: Could you please tell us more about your personal experience in choosing a profession? After all, it is unlikely that you chose sociology from the first grade.

Respondent: For me, mathematics and chemistry were absolutely uninteresting; I did not find anything attractive there. With physics, everything was a little different: we had a very good and interesting teacher, but then he was replaced by an old one who did not explain anything. With history, the situation was the opposite - at first the teacher was taught by a boring teacher, and then she was replaced by an excellent teacher who knew how to inspire and motivate.

Interviewer: Do you think that your choice of profession depended on the teachers at school?

Respondent: Definitely. I chose sociology because my father's company did not have enough specialists for senior social positions such as managers. And yes, teachers had a strong influence on my choice. I even have friends who are inspired by their teachers and now want to become math teachers too. Teachers can definitely have a significant impact on a student's future career choice.

Interviewer: How do parents influence this?

Respondent: Well, parents can influence both positively and negatively. If you look from one side, for example, a person wants to engage in veterinary services, and his family sends him to work at a factory where his father, grandfather, and great-grandfather worked, say, for many years. And so he must continue this, although he himself wants to do something else, for example, dog grounds. On the other hand, parents want the best for their child and can be guided by this by offering the child to follow a proven path to give advice and support in work, especially if the child is inexperienced in some way.

Interviewer: Please tell us about the disadvantages of career guidance.

Respondent: Probably the only negative I can name is when a person himself makes mistakes. He undergoes career counseling and is told that a certain job is suitable for him. He agrees, thinking it seems cool and wants to do it. But when he begins to study in depth the subjects necessary for this profession, for example, at the university, he realizes that it is not interesting and difficult for him, and he does not want to study economic charts all his life. And here he realizes that he lost part of his life while studying at school or university, and now he must start his career path all over again. This is the worst disadvantage of career guidance. But in this process, it is important to find a balance between what you want and what the work will actually look like.

Interviewer: What measures do you think could help solve these problems?

Respondent: I would suggest that schools hold meetings with professionals from different fields. For example, on Saturdays, organize lectures or webinars from managers, engineers, physicists, veterinarians, doctors - from those who may be of interest to students.

Interviewer: Do you have any advice that you would give to your peers when choosing a career path, especially for those who have no idea what they want to be?

Respondent: I advise you, while you are still a child and under 18 years old, to try at least the initial stage of the work you want to do, if possible. I understand that a high school student probably will not be hired by an engineering company, but if you want to become, for example, a developer, you can easily register on freelance platforms and start working. It is important to gain practical experience.

Interviewer: Great. Thank you very much for sharing your experience. If you have anything to add or think that you have not fully covered a topic, please share.

Respondent: No, I revealed everything I wanted.

Interviewer: Okay, thank you very much for your time and for the useful information.

#### Interview №8 Russian version

Интервьюер: Здравствуйте, сегодня я буду проводить у вас интервью на тему профориентации и безработицы в России. Не могли бы вы немножко рассказать о себе?

Респондент: Здравствуйте. Я ученик 11 класса общеобразовательной школы, занимаюсь спортом, люблю походы и много читаю.

Интервьюер: Отлично, расскажите, пожалуйста, трудно ли вам сейчас выбрать свой карьерный путь на оставшуюся жизнь? Вы находитесь в 11 классе, и сейчас тот самый возраст, когда нужно выбирать, кем хотите стать и в каком направлении развиваться.

Респондент: Ну как сказать, у меня есть пара заготовок, и я стараюсь следовать им. У меня всегда есть запасной план. Если что-то пойдет не так со спортом или если будут какие-то сложные травмы, я пойду в учебу. Социология — это мой план Б. С заготовленным планом гораздо проще существовать и не волноваться.

Интервьюер: А какую сферу вы уже выбрали?

Респондент: Я выбрал сферу общественных наук: философия, социология, экономика.

Интервьюер: Какими факторами вы руководствовались при выборе профессии?

Респондент: Первым фактором была лёгкость трудоустройства, вторым — неплохая зарплата, и третьим — лёгкость самой работы.

Интервьюер: Знакомо ли вам вообще понятие профориентации?

Респондент: Да, мы в школе проходили ее в 9, 10 и будем проходить в 11 классе.

Интервьюер: Расскажите, проходили ли вы какие-либо профориентационные тесты и если да, какие результаты они давали? Устраивало ли это вас?

Респондент: У меня были консультации с школьными психологами и классным руководителем. По моему психологическому портрету мне сказали, что я простой человек, не люблю официальный вид деятельности, поэтому менеджмент мне подойдет. Сказали, что я умею мотивировать людей, так что это направление для меня подходит. Я согласился, потому что работа простая, престижная и хорошо оплачиваемая.

Интервьюер: Как ты считаешь, качество профориентации в школе достаточно эффективно, или стоит его улучшить?

Респондент: Ну, я бы сказал, что качество профориентации зависит от отношения людей к ней. Большинство относится к профориентации как к шутке. Но если серьёзно подойти к процессу, то с 75%-ной вероятностью она окажется полезной. Да, она может быть эффективна, но многие к ней не настраиваются серьёзно.

Интервьюер: Расскажи немного больше о своём отношении к профориентации.

Респондент: Я отнёсся к профориентации достаточно серьёзно. Я задавал себе вопросы о том, что мне действительно нужно и что я хочу от будущей профессии. Это позволило мне более глубоко понять свои желания и нужды.

Интервьюер: Насколько для тебя важна индивидуальная профориентация при поиске работы, а не стандартные тесты?

Респондент: Индивидуальная профориентация определённо полезнее. Когда консультация проходит один на один, специалист может гораздо больше времени уделить тебе и лучше понять, где ты сможешь реализоваться как специалист.

Интервьюер: Хотелось ли тебе иметь консультанта по профориентации в школе, который бы лично работал с каждым учеником?

Респондент: О, у нас такие специалисты есть. У нас два школьных психолога, которые занимаются профориентацией среди прочего.

Интервьюер: Расскажи немного больше о своей школе. Это была обычная школа или гимназия?

Респондент: В прошлом это была гимназия, но её переименовали. Уровень образования остался высоким, как в гимназии, но уменьшились формальные требования, такие как школьная форма. Так что это теперь обычная школа с высоким уровнем специализированного образования.

Интервьюер: Можно ли сказать, что вам просто повезло?

Респондент: Ну, можно и так сказать, да.

Интервьюер: Считаете ли вы, что психологические тесты и методики могут положительно повлиять на выбор профессии и процесс трудоустройства?

Респондент: Да, однозначно. Потому что когда ты проходишь психологические тесты, ты уже внутри себя прорабатываешь ответы, и тебе будет не так волнительно и страшно искать работу. Ты подходишь к этому вопросу с более холодной головой и более рассудительно.

Интервьюер: Знакомы ли вы с людьми, которые, учась в университете, поняли, что выбранная специальность им не подходит, и меняли свою профессию?

Респондент: Да, есть такие примеры. Мой брат пошел в университет, понял, что это не его, и уехал в Сербию работать фермером.

Интервьюер: Испытывали ли лично вы или ваши знакомые трудности с поиском работы? Можете привести примеры?

Респондент: Да, было такое. Мы с другом хотели устроиться на работу, нам тогда было 16, а моему другу – 15. Нас нигде не брали, хотя по закону с 14 лет можно работать с разрешения

родителей, и у нас все необходимое было. Но, с другой стороны, зачем работодателю дети, которым нельзя поручить полноценный объем работы?

Интервьюер: Как бы вы оценили уровень безработицы в России?

Респондент: Я бы сказал, что это латентная безработица. С ней можно бороться, и это не такая уж большая проблема. То есть, Россия не разваливается из-за безработицы, но с ней, безусловно, нужно работать.

Интервьюер: Считаете ли вы, что профориентация может помочь в трудоустройстве?

Респондент: Нет, не думаю, потому что профориентация – это указание пути, по какому направлению двигаться. На собеседованиях с работодателями я предпочту демонстрировать свои навыки, а не проходить профориентационные тесты, которые уже были пройдены ранее. В личном диалоге вас спросят о том, что вы умеете и что вам нравится, и в зависимости от ответов будут подбирать работу. Но это временно; в конце концов, выбор всегда за вами, хотите вы работать в информационном менеджменте или нет.

Интервьюер: Можешь ли мне рассказать, готовит ли тебя русская школа к выбору карьеры? Если да, то насколько хорошо?

Респондент: Да, готовит. Это довольно сложный вопрос, потому что мне для будущей карьеры необходимо профильное общественное знание. Включены такие предметы, как право, политология, экономика, социология. Вот. Но у меня в тот же момент количество часов по непрофильной математике в два раза больше, чем по профильному общественному знанию, что непропорционально. Мы усердно работаем на уроке общественного знания, но мне кажется, что на профильных предметах можно было бы сделать больший акцент. То есть, школа готовит, но не так хорошо, как могла бы.

Интервьюер: А если бы у тебя была возможность улучшить что-то, что бы ты улучшил в своей школе?

Респондент: Последние подсчеты показывают, что у нас всего 4-5 профориентационных специалистов на два здания. А зданий у нас четыре, это среднеобразовательные учреждения. И на весь этот корпус, на тысячу человек в одном здании, приходится всего один или два психолога по профориентации. Поэтому я бы увеличил их количество хотя бы до десяти, потому что считаю, что работа по профориентации должна вестись с каждым классом с 8-го класса, чтобы ученики могли самостоятельно отслеживать динамику своих взглядов на свою будущую профессию.

Интервьюер: Мог бы ты, пожалуйста, рассказать поподробнее про свой личный опыт в выборе профессии? Ведь вряд ли ты выбрал социологию с первого класса.

Респондент: Для меня математика и химия были абсолютно неинтересны, я там не нашел ничего привлекательного. С физикой было всё немного иначе: у нас был очень хороший и интересный учитель, но потом его заменили на старого, который ничего не объяснял. С историей

была обратная ситуация – сначала преподавала скучная учительница, а потом ее сменил великолепный учитель, который умел вдохновлять и мотивировать.

Интервьюер: Считаешь ли ты, что твой выбор профессии зависел от учителей в школе?

Респондент: Определенно. Я выбрал социологию, потому что в компании моего отца недостаточно специалистов на руководящие социальные должности, такие как менеджеры. И да, учителя оказали сильное влияние на мой выбор. У меня даже есть знакомые, которые вдохновлены своими учителями и теперь тоже хотят стать учителями математики. Учителя определенно могут существенно повлиять на выбор будущей карьеры ученика.

Интервьюер: А как родители на это влияют?

Респондент: Ну, родители могут влиять как положительно, так и отрицательно. Если взглянуть с одной стороны, к примеру, человек хочет заниматься ветеринарными услугами, а его семья отдаёт его на работу на завод, где отец, дед, прадед проработали, скажем, много лет. И вот он должен это продолжить, хотя сам хочет заниматься чем-то другим, например собачьими угожьями. С другой стороны, родители желают своему ребёнку всего самого лучшего и могут руководствоваться этим, предлагая ребёнку следовать проверенному пути, чтобы давать советы и поддержку в работе, особенно если ребёнок в чём-то неопытен.

Интервьюер: Расскажите, пожалуйста, о минусах профориентации.

Респондент: Наверное, единственный минус, который я могу назвать, это когда человек сам ошибается. Он проходит профориентацию, и ему говорят, что ему подходит определённая работа. Он соглашается, думая, что это кажется классным, и хочет этим заниматься. Но когда он начинает углублённо изучать необходимые для этой профессии предметы, например, в университете, он понимает, что это ему не интересно и тяжело, и он не хочет всю жизнь заниматься экономическими графиками. И вот тут он осознает, что потерял часть жизни, учась в школе или университете, и теперь должен начинать карьерный путь сначала. Это и есть самый страшный минус профориентации. Но в этом процессе важно находить баланс между тем, что ты хочешь, и тем, как работа будет выглядеть на самом деле.

Интервьюер: Как вы считаете, какие меры могли бы помочь решить эти проблемы?

Респондент: Я бы предложил в школах проводить встречи с профессионалами из разных сфер. Например, по субботам устраивать лекции или вебинары от менеджеров, инженеров, физиков, ветеринаров, врачей – от тех, кто может быть интересен ученикам.

Интервьюер: Есть ли у вас какой-либо совет, который вы могли бы дать своим сверстникам при выборе карьерного пути, особенно для тех, кто совсем не знает, кем хочет быть?

Респондент: Советую, пока ты ещё ребёнок, и нет тебе 18 лет, попробовать хотя бы начальную стадию той работы, которой ты хочешь заняться, если это возможно. Я понимаю, что школьника в инженерную компанию, вероятно, не возьмут, но если ты хочешь стать, например, разработчиком, ты можешь спокойно зарегистрироваться на фриланс-площадках и начать работать. Важно получать практический опыт.

Интервьюер: Отлично. Спасибо большое за то, что поделились своим опытом. Если у вас есть что добавить или вы считаете, что не до конца раскрыли какую-то тему, пожалуйста, поделитесь.

Респондент: Да нет, всё, что хотел, я раскрыл.

Интервьюер: Хорошо, спасибо большое за ваше время и за полезную информацию.

## APPENDIX 10: TRANSCRIPTS OF INTERVIEWS №9

Interview №9 English version (Russian version bellow)

Interviewer: Hello, today I will be interviewing you on the topic of career guidance and unemployment in Russia. Could you please introduce yourself?

Respondent: Hello, I am 21 years old, I dropped out and am still working.

Interviewer: Tell us about your career choice path. Was it difficult and who helped you with it?

Respondent: In the early stages, when I was just studying at school, I was looking for a profession, but then I abandoned it closer to 10th grade. By the time I passed the exams, choosing a specialty, or rather a life path, had become even more difficult. I got confused, but then I found my bearings. I liked subjects such as mathematics, computer science, physics, and I decided that my path would be related to a specialty in engineering. I moved to a specialized class and began preparing for the Unified State Exam to enter a university. After passing the Unified State Exam, the results allowed me to enroll, but studying at the university turned out to be difficult. I tried, especially to pass the first session, but after that I started having problems. I wondered if I liked my specialty and if I wanted to spend my years on it. A period of stagnation began, after which I changed my specialty, but it did not suit me either, in the end I dropped out and simply found a job.

Interviewer: Can you tell us what factors you consider when choosing a profession? What led to such a change of profession several times?

Respondent: At the beginning of my journey, I probably did not have sufficient information about specialties, I had no idea what this or that profession would look like and what positions would be available. I did not do all the research, I just chose a direction that seemed interesting to me based on the subjects I liked.

Interviewer: Can you also tell me what path you took in grades 10-11? Based on what factors did you choose the engineering profession? Have you taken career guidance tests or relied on your preferences?

Respondent: Yes, first of all I relied on my mentality. I understood that mathematics and physics were closer to me, but I did not have a complete idea of where these disciplines could lead in the future. I also took career guidance tests, and it was confirmed that I was closer to majors related to physics.

Interviewer: Please tell us a little about the career guidance tests you took at school. Was this a separate company service or was it handled by the school psychologist?

Respondent: This did not happen at school; I went to courses on my own where they provided career guidance. It was a separate organization. There I took tests on a computer, and then a curator talked to me, who suggested which areas I should pay attention to.

Interviewer: So it was a paid event?

Respondent: No, initially it was free. They simply helped with choosing a profession.

Interviewer: How do you feel about career guidance and career guidance tests? Do you think this is important for schoolchildren?

Respondent: I think yes, it is important. Career guidance tests take place.

Interviewer: How would you rate the quality of career guidance in your school?

Respondent: Quite low, in my opinion. Teachers and school staff are unlikely to help with career guidance; they are focused on preparing for exams and further admission.

Interviewer: If you had the opportunity, would you like to take a quality career assessment now or during your schooling?

Respondent: Yes, I would like to. But only if this was done by a professional, for example, a psychologist specializing in career guidance.

Interviewer: Did you try to find a job in your field while studying at university?

Respondent: Yes, I considered various vacancies. We visited different enterprises and learned about prospects, but mainly considered senior students.

Interviewer: How well did your education prepare you for real work after college? Were there any useful practices or courses?

Respondent: It seems to me that education at a university does not really prepare you. I needed other disciplines and directions. The general courses were interesting, but the highly specialized subjects did not meet my expectations and needs.

Interviewer: Did you have any internships at the university?

Respondent: No, in the early stages we did not have any internships, but we went on excursions to various enterprises to observe how people in our specialty worked - process engineers and so on.

Interviewer: Can you tell me what specialty you see yourself in now?

Respondent: I probably see myself in the field of information technology. I enjoy developing software.

Interviewer: Tell us a little more about why you decided that this specialty is your calling?

Respondent: It just seems to me that the IT sector will continue to develop in the coming years, and this greatly influences the development of humanity. With the advent of the Internet, everything changed rapidly, and humanity began to move forward quickly.

Interviewer: What do you generally think about the unemployment rate in Russia? Does it exist at all?

Respondent: Of course, there is unemployment. It seems to me that it is due to the lack of necessary information for people. The educational system also plays a role.

Interviewer: What role do you think it plays?

Respondent: Well, when a person goes to school, it seems to me that he lacks career guidance. Either the direction that teachers should give or parents should think more about the future career path of their children. It is necessary to develop this topic in school from the very beginning so that the student has at least an approximate goal in life.

Interviewer: In what classes do you think it is appropriate to conduct career guidance?

Respondent: I think it is worth starting from grades 5-6.

Interviewer: What role do parents have in choosing a profession for their children?

Respondent: I think that the role of parents is quite significant, because many children are guided by their parents. If the mother is an accountant in a large company and earns good money, the child may like this, and he will consider this path as possible.

Interviewer: But don't you think that such a guideline may be wrong? For example, a child, following in his mother's footsteps, will study to become an accountant, and then realize that he wants to be an artist?

Respondent: Of course, here parents should not force the child to follow their path. If a parent has a successful life path, he chose his profession at school, received an education and developed professional skills, then he can show this to his child. This is not about choosing a specific profession, but about how the life path as a whole should be built.

Interviewer: I understand you. Please tell us, have you or someone you know experienced difficulties finding a job in your specialty or closer to your specialty after graduation or during your studies?

Respondent: Of my friends, one did not experience severe difficulties; he had options. He works as a coach, that is, in coaching activities. And another friend graduated from college and does not work in his specialty because there are no options, we are simply not looking for records.

Interviewer: Well, do you think it is easy to find a job in your field after college or university?

Respondent: I think not. You need to push yourself a little. There is no experience, and although there are options, it takes a lot of effort to find them. It seems so to me.

Interviewer: How difficult was it for you to find a job? You didn't receive an education in IT, did I understand you correctly?

Respondent: Yes, I do not work in IT yet. I work as a computer technician and repairman. This is not exactly what I wanted, it is rather a little to the side, but still closer to IT, yes.

Interviewer: How difficult was it for you to find this job, and did you have any other work experience that was not even close to your specialty?

Respondent: I managed to find a job quite quickly, the interview was successful. Before that, I had experience working as a waiter, which, although not related to my specialty, was very helpful in terms of earning money.

Interviewer: Why did you decide to go work as a waiter, being a beginner?

Respondent: Probably this was the only option. This is how my thinking was built. I did not look for other options. When you are studying, it seems that the only option is some kind of part-time job where you can earn a little money.

Interviewer: And if we consider part-time work, are there enough places for it in Russia to just earn money?

Respondent: There are enough places for part-time work just to earn money. But if you go by specialty, you already need to make an effort to search. If we consider applications and websites, then yes, they effectively help in finding a job.

Interviewer: You mentioned that some platforms offer a variety of jobs. Can you name examples of such platforms?

Respondent: Well, if you remember, one of the largest is, perhaps, HeadHunter. There are really a lot of vacancies there.

Interviewer: I understand. You also mentioned the possibility of independent work, for example, through Avito or tutoring. Is this a popular method among your friends?

Respondent: Yes, some work for themselves, posting advertisements or offering tutoring services.

Interviewer: How satisfied are you with the chosen direction of work?

Respondent: At this stage I really like it.

Interviewer: Have you considered pursuing higher education in this field or related fields such as cybersecurity?

Respondent: Not specifically in this area, but I am considering pursuing an education closer to development or cybersecurity.

Interviewer: Interesting. What about certified courses? Have you considered them as an alternative to long-term education?

Respondent: If I had such a proposal, I would consider it. But I believe that a full-fledged education is preferable.

Interviewer: Okay, let's move on to the next question. What support or resources would you like to receive to ease the transition from education to professional work?

Respondent: I guess I would like a large number of options and job offers to be provided.

Interviewer: And should the university be involved in this process?

Respondent: The university should give an initial start in the form of education, and then the person himself should strive for development.

Interviewer: Do you see value in universities collaborating with businesses to provide job opportunities to students?

Respondent: Of course, this is a good option. Businesses can offer vacancies to students, and thus students will have the opportunity to find a job.

Interviewer: You have come a long and thorny path in your education. Could you give any advice to tenth and eleventh graders who are just starting this journey? How can they choose the right profession so as not to change it several times?

Respondent: Oh, this is a really difficult question. I was thinking about it recently.

Interviewer: What advice would you give to a child to prevent them from following in your footsteps?

Respondent: Well, I would say... learn to learn and... Oh, I do not even know.

Interviewer: But still, if you think about it, what advice do you need?

Respondent: Yes, give me a minute... (pause) Let him think at least about which direction he should move in - in the humanitarian sphere or in the technical field. This will be a plus for determining the future path. If you like some specialty, then let him follow this path upward, without retreating.

Interviewer: Do you recommend taking various career guidance tests? And should we take them seriously?

Respondent: Yes, but only if they are carried out by qualified psychologists who can identify your skills at the initial stage.

Interviewer: Do you think that parents should be more attentive to career guidance and help their child?

Respondent: Undoubtedly, this is their responsibility, just like the teachers at school. They should help students find directions so they do not feel lost. Parents should regularly ask their children what they like and what they want to become so that their children develop goals.

Interviewer: Okay, thank you very much for sharing your experience.

Respondent: Thank you.

## Interview №9 Russian version

Интервьюер: Здравствуйте, сегодня я буду брать у вас интервью на тему профориентации и безработицы в России. Не могли бы вы представиться?

Респондент: Здравствуйте, мне 21 год, я отчислился и сейчас пока что работаю.

Интервьюер: Расскажите про свой путь выбора профессии. Было ли это трудно и кто вам с этим помогал?

Респондент: На ранних этапах, когда я только учился в школе, я искал себе профессию, но потом отказался от неё уже ближе к 10 классу. К моменту сдачи экзаменов, выбор специальности, а точнее жизненного пути, стал ещё более сложным. Я запутался, но потом нашёл ориентиры. Мне нравились предметы, такие как математика, информатика, физика, и я решил, что мой путь будет связан со специальностью в инженерии. Перешёл в профильный класс, начал готовиться к ЕГЭ для поступления в вуз. После сдачи ЕГЭ, результаты позволили мне поступить, но учёба в вузе оказалась тяжёлой. Я старался, особенно чтобы сдать первую сессию, но после неё у меня начались проблемы. Я задумался, нравится ли мне моя специальность и хочу ли я тратить на это свои годы. Начался период застоя, после которого я сменил специальность, но и она меня не устроила, в итоге я отчислился и просто нашёл работу.

Интервьюер: Можете ли рассказать, какие факторы вы учитываете при выборе профессии? Что привело к такой смене профессии несколько раз?

Респондент: В начале пути я, наверное, не обладал достаточной информацией о специальностях, не представлял, как будет выглядеть та или иная профессия и какие должности будут доступны. Я не полностью изучил этот вопрос, просто выбрал направление, которое казалось мне интересным, основываясь на предметах, которые мне нравились.

Интервьюер: Можете ли вы ещё сказать, какой путь вы проходили в 10-11 классах? На основе каких факторов вы выбирали профессию инженерии? Проходили ли вы профориентационные тесты или опирались на свои предпочтения?

Респондент: Да, прежде всего я опирался на свой склад ума. Понимал, что мне ближе математика и физика, но у меня не было полного представления о том, куда могут вести эти дисциплины в дальнейшем. На профориентационные тесты тоже ходил, и там подтвердилось, что мне ближе специальности, связанные с физикой.

Интервьюер: Расскажите, пожалуйста, немного о профориентационных тестах, которые у вас были в школе. Была ли это услуга отдельной компании или это занимался школьный психолог?

Респондент: В школе такого не было, я самостоятельно ходил на курсы, где проводили профориентацию. Это была отдельная организация. Там я проходил тестирование на компьютере, а затем со мной общался куратор, который подсказывал, на какие области мне стоит обратить внимание.

Интервьюер: То есть это было платное мероприятие?

Респондент: Нет, изначально это было бесплатно. Они помогали просто с выбором профессии.

Интервьюер: Как вы относитесь к профориентации и профориентационным тестам? Считаете ли вы, что это важно для школьников?

Респондент: Я думаю, да, это важно. Профориентационные тесты имеют место быть.

Интервьюер: Как бы вы оценили качество профориентационной подготовки в вашей школе?

Респондент: Довольно низкое, на мой взгляд. Учителя и школьный персонал вряд ли могут помочь с профориентацией, они сконцентрированы на подготовке к экзаменам и дальнейшему поступлению.

Интервьюер: Если бы у вас была возможность, хотели бы вы пройти качественную профориентационную проверку сейчас или во время вашего школьного обучения?

Респондент: Да, хотел бы. Но только если бы это было сделано профессионалом, например, психологом, специализирующимся на профориентации.

Интервьюер: Пытались ли вы найти работу по специальности во время учёбы в вузе?

Респондент: Да, я рассматривал различные вакансии. Мы посещали разные предприятия и узнавали о перспективах, но в основном рассматривали студентов старших курсов.

Интервьюер: Насколько ваше образование подготовило вас к реальной работе после вуза? Были ли какие-то полезные практики или курсы?

Респондент: Образование в вузе мне кажется не совсем готовит. Мне нужны были другие дисциплины и направления. Общие курсы были интересны, но узкоспециализированные предметы не соответствовали моим ожиданиям и потребностям.

Интервьюер: Проходили ли вы какие-либо практики в университете?

Респондент: Нет, на ранних этапах никаких практик у нас не было, но мы ездили на экскурсии в различные предприятия, чтобы наблюдать, как работают люди по нашей специальности - инженеры-технологи и так далее.

Интервьюер: А можете рассказать, в какой специальности вы себя сейчас видите?

Респондент: Наверное, я вижу себя в сфере информационных технологий. Мне нравится заниматься разработкой программ.

Интервьюер: Расскажите немножко подробнее, почему вы решили, что эта специальность - это ваше призвание?

Респондент: Просто, как мне кажется, сфера IT будет продолжать развиваться и в ближайшие годы, и это сильно влияет на развитие человечества. С появлением интернета всё стремительно изменилось, и человечество стало быстро двигаться вперёд.

Интервьюер: Что вы вообще думаете об уровне безработицы в России? Есть ли она вообще?

Респондент: Конечно, безработица есть. Мне кажется, она связана с отсутствием необходимой информации для людей. Также образовательная система играет свою роль.

Интервьюер: Какую роль, по вашему мнению?

Респондент: Ну, когда человек учится в школе, ему, как мне кажется, не хватает профориентации. Либо направления, которое должны давать учителя, либо родители должны больше задумываться о будущем профессиональном пути своих детей. Нужно развивать эту тему в школе с самого начала, чтобы у школьника была хотя бы примерная цель в жизни.

Интервьюер: В каких классах вы считаете уместно проводить профориентацию?

Респондент: Я думаю, что начинать стоит уже с 5-6 классов.

Интервьюер: Какую роль родители имеют в подборе профессии для своих детей?

Респондент: Я думаю, что роль родителей довольно весомая, потому что многие дети ориентируются на своих родителей. Если мама - бухгалтер в крупной компании и хорошо зарабатывает, это может понравиться ребёнку, и он рассмотрит этот путь как возможный.

Интервьюер: Но не считаете ли вы, что такой ориентир может быть ошибочным? Например, ребёнок, пойдя по стопам мамы, отучится на бухгалтера, а потом поймёт, что хочет быть художником?

Респондент: Конечно, здесь родители не должны принуждать ребёнка идти по их пути. Если у родителя есть успешный жизненный путь, он выбрал свою профессию ещё в школе, получил образование и наработал профессиональные навыки, то он может показать это своему ребёнку. Речь идёт не о выборе конкретной профессии, а о том, как должен строиться жизненный путь в целом.

Интервьюер: Я вас поняла. Расскажите, пожалуйста, испытывали ли вы или ваши знакомые трудности с поиском работы по специальности или ближе к специальности после окончания вуза или в течение учебы?

Респондент: Из моих знакомых один не испытывал сильных трудностей, у него были варианты. Он работает тренером, то есть по тренерской деятельности. А другой знакомый закончил колледж и не работает по специальности, потому что нет вариантов, рекордных просто не ищем.

Интервьюер: Ну, как вы считаете, легко ли найти работу по специальности после колледжа или после университета?

Респондент: Я думаю, что нет. Нужно немножко поднапрячься. Опыта нет, и хотя варианты есть, найти их требуется большое усилие. Мне так кажется.

Интервьюер: Насколько вам было трудно найти работу? Вы же не получали образование в IT, я правильно вас поняла?

Респондент: Да, пока что я в IT не работаю. Я работаю компьютерным мастером, мастером по ремонту. Это не совсем то, что я хотел, это скорее чуть в сторону, но все равно ближе к IT, да.

Интервьюер: Как трудно вам было найти данное место работы, и проходили ли вы какой-либо другой опыт работы, который не касался вашей специальности даже близко?

Респондент: Найти работу мне удалось довольно быстро, собеседование прошло успешно. До этого у меня был опыт работы официантом, который, хоть и не связан с моей специальностью, но очень помогал в плане зарабатывания денег.

Интервьюер: А почему вы решили пойти работать официантом, будучи начинающим специалистом?

Респондент: Наверное, это был единственный вариант. Так выстроилось мое мышление. Я не искал другие варианты. Когда учишься, кажется, что единственный вариант – это какая-то подработка, где можно немножко заработать.

Интервьюер: А если рассматривать подработку, достаточно ли мест для нее в России, чтобы просто заработать деньги?

Респондент: Для подработки мест достаточно, чтобы просто заработать деньги. Но если идти по специальности, тут уже нужно приложить усилия для поиска. Если рассматривать приложения и сайты, то да, они эффективно помогают в поиске работы.

Интервьюер: Вы упомянули, что некоторые платформы предлагают множество вакансий. Можете назвать примеры таких платформ?

Респондент: Ну, если вспомнить, то одна из самых масштабных – это, возможно, HeadHunter. Там действительно много вакансий.

Интервьюер: Понимаю. Вы также упомянули возможность самостоятельной работы, например, через Avito или репетиторство. Это популярный способ среди ваших знакомых?

Респондент: Да, некоторые работают на себя, размещая объявления или предлагая услуги репетиторства.

Интервьюер: Насколько вы удовлетворены выбранным направлением работы?

Респондент: На данном этапе мне очень нравится.

Интервьюер: Рассматривали ли вы получение высшего образования в этой сфере или смежных областях, например, в кибербезопасности?

Респондент: Не конкретно в этой сфере, но я рассматриваю возможность получения образования ближе к разработке или кибербезопасности.

Интервьюер: Интересно. А как насчет сертифицированных курсов? Рассматривали ли вы их как альтернативу длительному образованию?

Респондент: Если бы у меня было такое предложение, я бы его рассмотрел. Но я считаю, что полноценное образование предпочтительнее.

Интервьюер: Хорошо, перейдем к следующему вопросу. Какую поддержку или ресурсы вы бы хотели получить для облегчения перехода от образования к работе по специальности?

Респондент: Наверное, я бы хотел, чтобы было предоставлено большое количество вариантов и предложений работы.

Интервьюер: И должен ли в этом процессе участвовать университет?

Респондент: Университет должен давать начальный старт в виде образования, а дальше человек сам должен стремиться к развитию.

Интервьюер: Видите ли вы смысл в сотрудничестве университетов с предприятиями для предоставления вакансий студентам?

Респондент: Конечно, это хороший вариант. Предприятия могут предлагать студентам вакансии, и таким образом, у студентов будет возможность найти работу.

Интервьюер: Вы прошли долгий и тернистый путь в вашем образовании. Не могли бы вы дать совет десятиклассникам и одиннадцатиклассникам, которые только начинают этот путь? Как им выбрать профессию правильно, чтобы не менять её несколько раз?

Респондент: Ох, это действительно сложный вопрос. Над ним я размышлял недавно.

Интервьюер: Какой совет вы бы дали ребенку, чтобы он не пошёл по вашим стопам?

Респондент: Ну, я бы сказал... учиться учиться и... Ой, даже не знаю.

Интервьюер: Но всё же, если подумать, какой совет нужен?

Респондент: Да, дайте мне минутку... (пауза) Пусть он задумается хотя бы о том, в каком направлении ему двигаться — в гуманитарной сфере или в технической. Это будет плюсом для определения дальнейшего пути. Если какая-то специальность приглянется, то пусть идёт по этому пути вверх, не отступая.

Интервьюер: Советуете ли вы проходить различные профориентационные тесты? И стоит ли относиться к ним серьезно?

Респондент: Да, но только если они проводятся квалифицированными психологами, которые могут на начальном этапе выявить твои навыки.

Интервьюер: Считаете ли вы, что родители должны более внимательно подходить к профориентации и помогать ребенку?

Респондент: Несомненно, это их обязанность, так же как и учителей в школе. Они должны помогать ученикам найти ориентиры, чтобы те не чувствовали себя потерянными. Родители должны регулярно интересоваться у своих детей, что им нравится и кем они хотят стать, чтобы у детей появились цели.

Интервьюер: Хорошо, большое спасибо за то, что поделились своим опытом.

Респондент: Спасибо вам.