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Leadership, Labour Markets, and Youth Social Integration: Strategies for Engaging University Graduates in Urban Sociocultural Systems

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ABSTRACT

The modern development of social integration of student youth into the socio-cultural environment of a large city is characterised by the following: growing contradictions between the demand for and supply of youth labour; deformed regional, industry and sectoral employment structures; complicating the process of engaging students in productive labour activity; imperfection of the mechanism of state regulation of youth employment. The sociological approach to analysing the integration of student youth into the socio-cultural environment of a large city is to study the labour market as a social organism consisting of many social groups, each of which, in addition to common ones, has its own specific needs, interests, and value orientations that determine its behaviour at both the micro and macro levels in the market environment. It was concluded that employment occupies a specific place in the system of students' life priorities: on the one hand, it provides an opportunity to achieve financial independence through a successful career and brings pleasure if it is associated with a job they love, and on the other hand, work itself does not guarantee social integration in a big city. The data analysis allowed us to conclude that the appreciation of work by senior students is associated with certain peculiarities: for girls, work, despite its importance, is not the main thing in life, and for boys, it and (especially) its results are sometimes the dominant evidence of social integration.

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Young people as labour market participants are segmented by age, educational level, the structure of their needs and value orientations, and their motives for work. It is also worth noting that gender factors will also determine the behaviour of the younger generation and their integration into the socio-cultural environment of a large city.

Young people are mainly students and those completing or having completed vocational training. Students are the most vulnerable young people, as there is often no demand for the profession they have acquired in the labour market. In this case, there is an acute need for professional retraining and, sometimes, professional rehabilitation.

Experts note that the earlier young people enter the labour market, the higher the instability of their employment and the higher the turnover, which leads to direct moral and material losses for both young people and society as a whole (Bandur et al., 2001; Pasovets, 2019; Rienties, 2021; Stage, 2019). Young workers starting working tend to have lower labour productivity than experienced workers. Therefore, measures are needed to accelerate and improve the social integration of student youth into the socio-cultural environment of a large city: assistance in acquiring work skills, optimal distribution and use of young personnel, and creation of conditions for training and professional development.

Young people's peculiarities, such as the structure of their value orientations, also determine labour market participants.

The aim of the study is to characterise the problems and strategies for the successful adaptation of migrants' social integration.

The theoretical and methodological basis of the study includes scientific research by domestic (Bandur et al., 2001; Borodin et al., 2024; Chernysh, 2024; Onikiienko, 2023; Pasovets, 2019) and foreign authors (Ahmetshina, 2021; Chapman & Pascarella, 2023; Derzhavina, 2021; Dwiastuti, 2024; Giovinnazzi & Cocchi, 2022; Guo, 2024; Jiang & Altinyelken, 2021; Li et al., 2024; Muydinjanov, 2024; Salyakhova & Valeeva, 2015; Trujillo & Paola, 2022; Wu et al., 2024; Wulandari & Jones, 2022; Zhou, 2024).

When building the conceptual framework of our study, its theoretical basis is the theory of human capital, which assumes that the higher the level of education and qualification of an individual in the labour market, the more successful their participation in the labour market will be, and, of course, the higher the payment for their "capital" by employers will be. It is based on the "methodological foundation" laid by the classical economists of the eighteenth and nineteenth centuries: W. Pettit, A. Smith, D. Ricardo, J. Mill, N. Senior.

Literature Review

For a more detailed understanding of the specifics of the youth labour market, it is necessary to clarify the basic meaning of the category "youth". According to N. Chernysh, youth is a socially differentiated socio-demographic community that has specific physiological, psychological, cognitive, cultural, educational, and other properties that characterise its biosocial maturation as the expression of its internal essential forces and social qualities (Chernysh, 2024, p. 234).

Modern concepts, particularly socialisation norms, help to understand and explain the process of socialising students.

A *socialisation norm* results from successful socialisation that allows individuals and society to reproduce social ties, social relations and cultural values and ensure their further development. Researchers identify three types of socialisation norms: ideal, normative, and natural (Junilia, 2023; Moss, 2015). The ideal type of socialisation norm is based on social ideals and the guidelines for personal development that are built on them. In other words, it is

a declarative version of the desired models of socialisation reflected in programmes and doctrines.

The normative type is defined by formalised theses about what a person should become and what the relevant socialisation institutions can and should do to ensure an individual's integration into society. It is generally focused on universal, mandatory life paths (education, employment, political participation) and personal identity.

The extraordinary diversity of practices in modern society expands the boundaries of real socialisation, strengthens its peripheral areas, and makes it difficult to record it (Pasovets, 2019) empirically. Thus, it can be assumed that "the ideal type forms the core of the socialisation norm. The normal type presents to others a space whose core is transparent, understandable, rational, and limited. However, the boundaries are soft and easily moved: the distance between the "proper" and the "possible" in real life can be large. The real type of socialisation norm, which spreads in an amorphous layer outside the normative space, has low transparency; it is heterogeneous, mobile, and without clearly defined boundaries. Its peripheral areas seem to "push through" new boundaries of normativity and deviation. The mobility of its boundaries allows virtually every socialisation trajectory of individuals to go beyond the norm to have some deviations from it.

In our case, the social emerges as a systemic characteristic, as an integral effect of direct or indirect human interaction - within the framework of pedagogical reality (Ahmetshina, 2021). Addressing the phenomenon of the social, on the one hand, expands the set of objects that influence the emergence and development of the pedagogical phenomenon and, on the other hand, allows for the broadest possible presentation of the developing process in the palette of the social environment and diverse interactions.

Method

The following methods are used in this paper:

1. Methods of collecting sociological information. We used two methods of collecting sociological information to achieve the research objectives. In particular, to study the attitudes of university graduates towards the employment process, we used the *method of a questionnaire survey*, and to study employers' opinions on the causes and manifestations of gender asymmetry in the employment of highly educated youth, we used *the method of individual, focused, formalised, open-ended interviews*.

In a formalised interview with open-ended questions, respondents' statements vary in volume, composition, completeness, level of information, and analytical insight into the essence of the question. At the stage of processing the respondents' answers, content analysis is used to classify and systematise the data obtained.

To find out employers' attitudes to hiring potential employees from among university graduates, we interviewed 38 respondents representing the Kyiv region in individual formal interviews with open questions. The questionnaires are presented in Appendix A.

Respondents were selected using the snowball method. Among the respondents, women accounted for 21% (8 people) and men for 79% (30 people respectively). Given the educational level of employers, the bulk of the survey comprised people with complete higher education (100%). The employers who participated in the survey represent privately owned

enterprises (66%) and state-owned enterprises and institutions (34%). The questionnaires are presented in Appendix B.

Among all respondents, 53% of employers were headed by small enterprises (up to 50 employees), 26% by medium-sized enterprises (51 to 1000 employees) and 21% by large enterprises (over 1000 employees). According to the age criterion, 21% of employers were young (25-35 years old), 71% were middle-aged (36-55 years old), and 8% were older (56 years old and older). For the interviews, we chose mainly those employers whose companies and institutions hire primarily young professionals with degrees in economics and humanities. The employers were interviewed in September-October 2024. The results of the survey are presented in Tables 1, 2, 3, and 4.

Table 1

Distribution of Respondents by Educational Institutions Where the Sociological Survey was Conducted

	National University of Life and Environmental Sciences of Ukraine	National Aviation University	State University of Trade and Economics	Kyiv National University of Technology and Design	Interregional Academy of Personnel Management	Together
1.	209	94	45	287	281	916
2.	22.8%	10.3%	4.9%	31.3%	30.7%	100 %

Table 2

Distribution of Graduate Students by Specialisation

	Economic study profile		Humanitarian profile training		In total in the array	
	Women	Men	Women	Men	Women	Men
1.	274	208	332	102	606	310
2.	45.2%	67.1%	54.8%	32.9%	66.1%	33.9%

Table 3

Distribution of Graduate Students by Educational Qualification Level

	Masters		Bachelors		In total in the array	
	Women	Men	Women	Men	Women	Men
1.	190	119	416	191	606	310
2.	31.4%	38.3%	68.6%	61.7%	66.1%	33.9%

Source: compiled by the authors

Table 4

Distribution of Student Graduates by Form of Study

	Budget form		Contract		Total	
	Women	Men	Women	Men	Women	Men
1.	362	141	244	169	606	310
2.	59.7%	45.4%	40.2%	54.5%	66.1%	33.9%

To determine employers' attitudes to hiring potential employees among university graduates, we interviewed 38 respondents representing the Kyiv region in individual formal interviews with open questions. The questionnaires are presented in Appendix A.

Respondents were selected using the snowball method. Among the respondents, women accounted for 21% (8 people) and men for 79% (30 people respectively). Given the educational level of employers, the bulk of the survey comprised people with complete higher education (100%). The employers who participated in the survey represent privately owned

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Table 5

Distribution of Respondents by Educational Institutions Where the Sociological Survey was Conducted

Higher education institution	Number of respondents. people	Share of educational institution in the sample. %
National University of Life and Environmental Sciences of Ukraine	209	22.8
National Aviation University	94	10.3
State University of Trade and Economics	45	4.9
Kyiv National University of Technology and Design	287	31.3
Interregional Academy of Personnel Management	281	30.7
Together	916	100

The largest number of respondents came from the Interregional Academy of Personnel Management and the National University of Life and Environmental Sciences of Ukraine.

Table 6

Distribution of Graduate Students by Specialisation

Study profile	Gender	Number of people	Share in the sample. %
Economic	Women	274	45.2
	Men	208	67.1
Humanitarian	Women	332	54.8
	Men	102	32.9
Total	Women	606	66.1
	Men	310	33.9

Source: compiled by the authors

As we can see, women in economics predominated in the field of study.

Table 7

Distribution of Graduate Students by Educational Qualification Level

	Gender	Number of people	Share in the sample. %
Masters	Women	190	31.4%
	Men	119	38.3%
Bachelors	Women	416	68.6%
	Men	191	61.7%
In total in the array	Women	606	66.1%
	Men	310	33.9%

Graduate students complete their studies at the bachelor's degree level much more often than master's degrees.

Table 8*Distribution of Student Graduates by Form of Study*

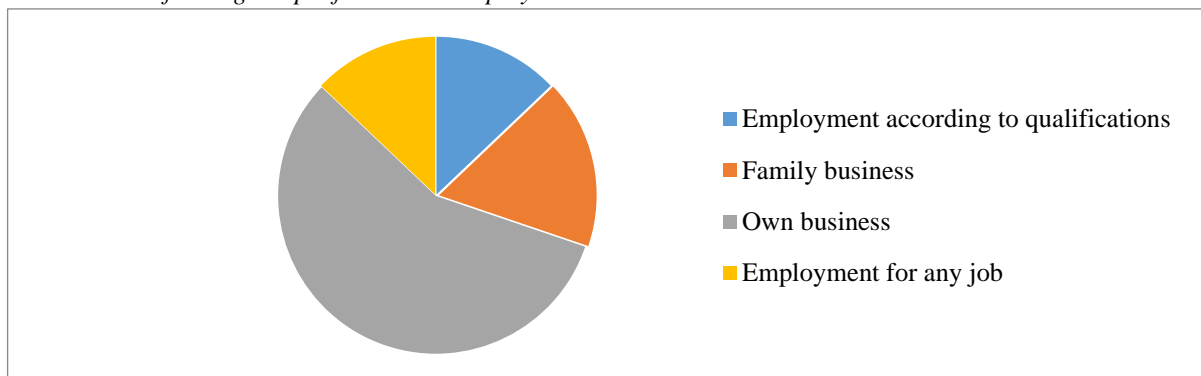
	Gender	Number of people	Share in the sample. %
Budget	Women	362	59.7%
	Men	141	45.4%
Contract	Women	244	40.2%
	Men	169	54.5%
Total	Women	606	66.1%
	Men	310	33.9%

As we can see, students are enrolled in both state-funded and contractual forms of education, with a higher percentage of women than men.

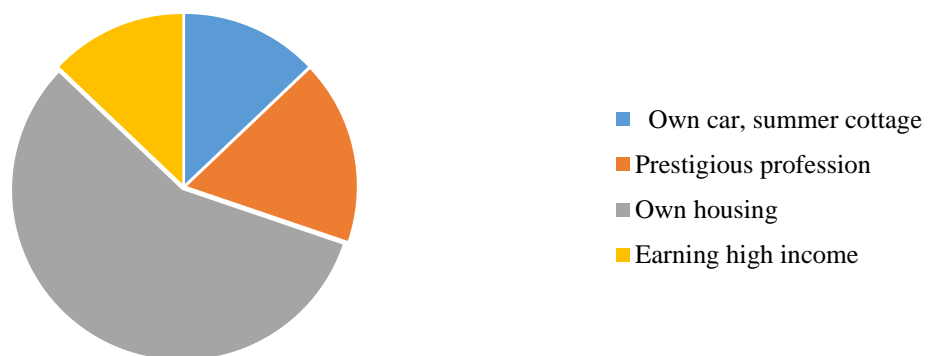
Results

A potential employee who wants to find a job and obtain the status of an employed person in the labour market is guided by a motivation system that distinguishes four levels, namely material interest in the results of work, the content of work, team relations (with the employer and colleagues) and the meaning of work (Appendix A).

Youth plans for future employment are shown in [Figure 1](#).

Figure 1*Future Plans of Young People for Future Employment*

The gradation of criteria for achieving life success by a young person is presented in [Figure 2](#).

Figure 2*Criteria for a Young Person to Achieve Success in Life*

As a segment of the national market, the youth labour market includes representatives of the younger generation with specific characteristics that define them as a particular subject of the labour market. It is important to emphasise that young people are the most receptive to various reforms and innovations, and they have a long working period ahead of them, during which they create spiritual and material wealth. Therefore, the more radically the problems of youth labour are addressed, the more influential the consequences for society as a whole will be.

Analysing the respondents' answers during the interviews, we can see the following trend: gender discrimination is mainly used by employers of small private enterprises. These enterprises are most vulnerable to unwanted staff turnover. In large and medium-sized private enterprises and state-owned enterprises, if a woman interrupts her career, there are more opportunities to replace her with other employees.

Seventy per cent of employers said that there are cases of gender discrimination in hiring employees in Ukraine. Respondents mentioned the prevalence of gender stereotypes in the public consciousness as one of the main reasons for this phenomenon.

The employment process is an essential element in the formation of labour employment not only for graduates of higher education institutions as potential employees but also for employers who directly ensure the labour process at an enterprise or institution. Therefore, one of the tasks we set for ourselves was to find through which channels employers usually hire employees, including young professionals. The distribution of answers to the question "How do you search for employees for your company?" showed that most employers prefer informal recruitment channels: they primarily employ people from their friends, relatives, and work colleagues in their companies or firms.

Researchers have recorded a steady upward trend in employment in the youth labour market in recent years. Thus, in 2024, compared to 2023, the employment rate increased by 0.8% to 54.9%, while the average Ukrainian value was 57.9%. In particular, the share of women aged 18 to 34 in the total number of employed persons was 34.8%, while the exact figure for men was 40.6%.

In 2024, 31% of the registered full-time employees at enterprises of all forms of ownership were young people aged 18-34. The most attractive employment sectors for young people are financial activities (53.1%) and trade (49.4%), and the least attractive are education (24%), agricultural activities (24.6%), fishing (25.8%), provision of utilities and individual services, culture and sports (27.2%), and healthcare and social assistance (28%). The priority of youth employment is determined primarily by the level of wages.

Thus, significant inter-industry differentiation and the lack of wage dependence on employees' professional qualification levels negatively impact youth employment and their choice of priority employment sectors.

Young people who do not have the opportunity to fulfil their needs, mainly economic ones, resort to labour emigration. According to experts, one factor that stimulates the search for work abroad is people's desire to work in their profession and fulfil themselves. According to the annual monitoring results conducted by the Institute of Sociology of the National Academy of Sciences of Ukraine "Youth of Ukraine on the Labour Market", in 2024, the share of young people among all external labour migrants was 28% (Borodin et al., 2024, pp. 21-22).

In 2024, researchers recorded a downward trend in youth unemployment, although young people had a higher unemployment rate than the adult population. The ILO methodology showed that the rate in the domestic labour market was 9.6% (in 2023, it was 9.0%), compared to the national average of 6.8%. Among the unemployed, the share of women aged 18-34 was 55.0%, which is only slightly higher than the unemployment rate for men of this age, which was 54.6%.

According to experts on youth unemployment (Borodin et al., 2024, 144), one of the leading causes of unemployment is the gap between the domestic education system and the needs of the national labour market. In 2024, the percentage of higher education and secondary school graduates who became unemployed was 17.0% of the total number of unemployed (ILO methodology), 0.7% more than in 2023.

Thus, today, the most adequate characteristic of youth economic activity is the level of general and vocational education (Onikienko, 2023, pp. 48-49). This level is used by researchers in the course of long-term programming of the development of the country's and region's economy and meeting its human resources needs; for the formation and use of youth labour potential; for assessing the distribution of youth labour resources by areas and industries; for determining the need for jobs for different gender and age groups and requirements for the content of work; improving methods and forms of training by the needs of innovative development.

Discussion

In modern Ukrainian society, two processes coexist: the upward integration of young people into the labour market and the downward integration of young people into the labour market, i.e., the inability to find a job in their field of study. Legal safeguards are mostly ineffective, making the problem of youth employment (including university graduates) one of the most painful social problems in the country.

We believe that systematic monitoring of the situation of graduates should, firstly, be constantly improved, including sets of questions based on the latest trends, and secondly, be more focused on the employment procedure, as the sociological information obtained on this should serve as a basis for updating curricula by the requirements of the times, better serve as a “feedback” between the market of educational services and the labour market, and help to overcome outdated or stereotyped ideas about the modern worker.

Conclusion

Senior students have little knowledge of the situation on the labour market and, being in their final year of study, do not yet have a clear idea of their future employment; however, the lion's share of them intend to work in their speciality or qualification or to do any work. This does not prevent them from prioritising high salaries as a requirement for future employment, followed by the possibility of professional growth. The specificity of students in this regard is manifested in their high appreciation of the opportunities to combine professional and family responsibilities, and female students, in particular, in their willingness to be on business trips. In contrast, employers are well aware of who they are looking for for a particular position and, secondly, how much they are willing to pay for it.

The largest share of students hopes to take up middle management positions, and about the same share is convinced of the possibility of becoming a senior manager. This is likely to be at odds with the intentions of employers, most of whom do not intend to immediately offer such positions to newly qualified specialists and will pass them through probationary periods, low salaries, irregular working hours, etc. In other words, in this respect, the expectations of university graduates and the intentions of employers differ significantly.

The same is true for the gap between the business and personal qualities that university graduates can offer and those that employers prioritise, albeit on a much larger scale. For example, graduates significantly overestimate the importance for employers of such qualities as practical work experience, knowledge of foreign languages, attractive/groomed appearance, and health while underestimating the qualities that are mainly attractive to employers. These include computer skills and several personal qualities, including decency, honesty, good manners, punctuality, good faith, punctuality, tolerance, and a high level of culture, as well as the university's reputation and the potential employee's marital status. This situation reduces university graduates' chances of getting the desired job (which they should be informed about). Also, it serves as a breeding ground for the clash of incompatible expectations and many stereotypes that do not coincide, thus again creating dissent and tension between the potential workforce and its consumers.

Declarations

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Appendix A

Dear student!

The Public Centre for Sociological Research is pleased to invite you to take part in a survey conducted to study students' opinions on the problems of social integration in a large city.

The results of the survey will be used only in aggregate form, so you do not need to provide your last name.

When filling out the questionnaire, please read the questions and their answers carefully. Circle the options that coincide with your point of view, tick the boxes in the tables, or write your opinion in a separate line where indicated.

1. You are about to graduate from university and will probably be looking for a job. What are your plans for future employment?
(Please tick one answer)

1. I plan to look for a job in accordance with my speciality
2. I am open to the possibility of employment outside my speciality, but in accordance with my qualifications
3. I assume the possibility of employment for any job
4. I plan to work in the family business
5. I plan to start my own business
6. I plan to go to work abroad
7. I will not look for a job, as I plan to continue my studies
8. I don't plan to work
9. Other _____

2. If you plan to look for a job, how are you going to do it?

1. I will look for a suitable job on my own
2. Use the services of a recruitment agency
3. I will use the help of my parents and friends
4. I will register at the labour exchange and wait for offers
5. I already have a job and intend to continue working there
6. Other _____

3. What requirements should your future job meet? (Check no more than 3 answers)

1. To be well paid
2. To provide opportunities for professional growth
3. To have a flexible schedule
4. To be creative in nature
5. To provide an opportunity to combine professional and family responsibilities
6. To create conditions for self-realisation
7. To give a sense of significance to the environment and society
8. To be associated with business trips, meeting new people, other countries
9. To ensure a non-discriminatory environment (in terms of gender, religious beliefs, etc.)
10. Other _____
11. I have not thought about it

4. Do you think you will be able to find a job that meets your requirements after graduation?

1. I think so
2. Most likely, yes
3. Hard to answer
4. Most likely, no
5. I think not

5. What type of enterprise (institution) would you like to work at after receiving your higher education diploma?

1. At a state-owned enterprise (institution).
2. At a private enterprise (institution).
3. At another company (write to) _____
4. It's not important to me
5. I didn't think about it.

6. What position would be most acceptable to you?

1. Senior executive
2. Middle manager
3. Performer.
4. It doesn't matter

7. What salary do you expect to receive if you are employed after graduation?

8. In your opinion, what criteria do employers use to evaluate university graduates? (Please tick no more than 5 answers)

1. By educational and qualification level;
2. Based on practical experience
3. Personal qualities, ability to make a positive impression on people
4. By the reputation of the university from which the graduate graduated
5. By marital status of the graduate
6. By knowledge of computer technology
7. By knowledge of foreign languages
8. In appearance
9. By gender
10. For health reasons
11. By another criterion _____

9. Please rate, on a 5-point scale, how necessary, in your opinion, the following knowledge and skills are for successful employment of a university graduate (where "5" is very necessary, "1" is not necessary):

	Knowledge and skills	Points
1.	General knowledge	
2.	Specialised knowledge	
3.	Knowledge of doing business	
4.	Ability to work in a team	
5.	Knowledge of business records management	
6.	Ability to think strategically	
7.	Negotiation skills	
8.	Ability to transfer knowledge	
9.	Ability to solve problems	
10.	Ability to apply theory in practice	
11.	Knowledge of psychology and sociology	
12.	Knowledge of foreign languages	
13.	Knowledge of new trends in organisation and management	
14.	Ability to use computer programmes	

10. And now, please rate the extent to which you think you have mastered the above knowledge and developed your skills and abilities during your studies at the university (where "5" - fully mastered, "1" - practically not mastered)

	Knowledge and abilities	Points
1.	General knowledge	
2.	Specialised knowledge	
3.	Knowledge of doing business	
4.	Ability to work in a team	
5.	Knowledge of business records management	
6.	Ability to think strategically	
7.	Negotiation skills	
8.	Ability to transfer knowledge	
9.	Ability to solve problems	
10.	Ability to apply theory in practice	
11.	Knowledge of psychology and sociology	
12.	Knowledge of foreign languages	
13.	Knowledge of new trends in organisation and management	
14.	Ability to use computer programmes	

11. Please rate, on a 5-point scale, how necessary, in your opinion, are the personal qualities and abilities of a university graduate for successful employment (where "1" is not necessary, "5" is very necessary):

	Qualities and abilities	Points
1.	Activity	
2.	Striving for learning, self-education	
3.	Creativity	
4.	Communication skills	
5.	Responsibility	
6.	Self-control in a stressful situation	
7.	Self-confidence	
8.	Entrepreneurial initiative	

9.	Independence	
10.	Systematic approach to work	
11.	Honesty	
12.	Analytical skills	
13.	Leadership skills	
14.	Determination, perseverance	

12. To what extent, in your opinion, are the following qualities developed in you personally? (Please rate on a 5-point scale, where 1 is not developed at all, 5 is very well developed)

	Qualities and abilities	Points
1.	Activity	
2.	Striving for self-education	
3.	Creativity	
4.	Communication skills	
5.	Responsibility	
6.	Self-control in a stressful situation	
7.	Self-confidence	
8.	Entrepreneurial initiative	
9.	Independence	
10.	Systematic approach to work	
11.	Honesty	
12.	Analytical skills	
13.	Leadership skills	
14.	Determination, perseverance	

13. Did you have any professional internships during your studies?

1. Yes; 2. No

14. Did you work before or during your university studies?

1. Yes 2. No (p. to question 16)

15. If so, was your work related to your future profession?

1. Yes; 2. No; 3. Partially

16. If we consider the life prospects of a person in a broader context, what, in your opinion, is the key to achieving success in life? (Please mark no more than 3 answers)

1. Higher education
2. Social background
3. Attractive appearance
4. Influential friends or acquaintances
5. High professionalism
6. Support from a loved one
7. Mental capacity
8. A prestigious speciality
9. Material wealth
10. Morality and spirituality
11. Other _____

17. What, in your opinion, are the signs of a person's achievement of success in life? (Please mark no more than 5 answers)

1.	Having your own family	9.	Owning your own home
2.	Financial independence	10.	A successful career
3.	Generating high income	11.	Availability of a car, a summer residence
4.	Presence of children	12.	Understanding with your loved one
5.	Holding a managerial position	13.	Attractive appearance
6.	Good health	14.	A prestigious speciality
7.	Owning your own business	15.	Other _____
8.	The opportunity to do what you love		

18. Today, the issue of gender equality is widely discussed in Ukrainian society. Do you think that Ukraine provides equal conditions for men and women to achieve success in life?

1. 1.
2. No, they are not provided
3. Such conditions are not provided to men or women
4. It is difficult to answer whether or not

19. Certain stereotypes are quite widespread among Ukrainians. Please indicate on a 5-point scale the extent to which you personally agree or disagree with the following statements ("5" - completely agree, "1" - completely disagree): Please mark your answer for each statement.

1.	A man's task is to earn money, a woman's task is to take care of the home and family	1__2__3__4__5
2.	Women should help their husbands' career growth, not make their own career	1__2__3__4__5
3.	A woman's success depends on her appearance, a man's success depends on his strength and intelligence	1__2__3__4__5
4.	Work is important, but above all, a woman needs her family and children	1__2__3__4__5
5.	A man can do any job, but not look after children and run a household	1__2__3__4__5

20. In general, how do you assess the status of women and men in modern Ukrainian society?

1. The status of men is higher than that of women
2. The status of a woman and the status of a man are the same
3. The status of women is higher than that of men
4. Hard to answer

21. In your opinion, is there a significant difference between the business skills of women and men?

1. Yes, there is
2. No, it does not exist (*skip to question 23*)
3. It's hard to answer.

22. If you believe that such a difference exists, which gender do you think has better business skills?

1. Women
2. Men
3. Business qualities of a person do not depend on his or her gender
4. Hard to answer

23. What qualities, in your opinion, are inherent in a woman employee and a man employee (mark no more than 5 qualities in each column)?

	Qualities inherent in	For women workers	To a male employee
1.	Education		
2.	The ability to make money		
3.	Ability to stand up for yourself and defend your interests		
4.	Ability to perform monotonous work		
5.	Kindness, compassion		
6.	Energy, activity		
7.	Erudition, intelligence		
8.	Ability to take responsibility for the fate of loved ones		
9.	External attractiveness		
10.	Communication skills		
11.	Leadership skills		
12.	Perseverance		
13.	Independence and autonomy		
14.	Compliance		
15.	Discipline		
16.	Creativity		
17.	Integrity		
18.	Tactfulness		
19.	Dedication		
20.	Diligence		
21.	Risk appetite		
22.	Інші (допишіть) _____		

24. Do you think there are any manifestations of gender discrimination in employment in Ukraine? (Gender discrimination is the restriction or deprivation of citizens' rights and freedoms on the basis of gender) (Please mark the answer for each column).

		In relation to women	For men
1.	Very common		
2.	It happens		

3.	Rarely occur		
4.	Practically absent		
5.	Hard to answer		

25. Speaking about the employment prospects of university graduates, do you think that women or men have better chances of finding a job in their field of study?

1. Equal chances
2. Women have more chances
3. Men have more chances
4. It's hard to answer.

26. Why do you think so few women hold leadership positions in Ukraine? (Please select up to 3 answers)

1. Women are less capable of leading a team than men, so they are less likely to be promoted to leadership positions
2. Women cannot compete with men
3. Men in power do their best to ensure that there are as few women in leadership positions as possible
4. There are few women who want to hold leadership positions
5. I think there are enough women in leadership positions
6. Hard to answer
7. Інше (допишіть) _____

27. Which leader would you personally prefer?

1. A woman as a manager
2. For a male manager
3. For me, there is no difference
4. Hard to answer

28. Do you have any work experience?

1. Yes
2. No (skip to question 30)

29. If yes, have you experienced gender discrimination when you were hired?

1. Yes
2. No.
3. Hard to answer

30. Do you know of any cases of gender discrimination in the employment of your relatives or friends?

1. Yes
2. No (skip to question 32)
3. Hard to answer

31. If so, who was the main target of such discrimination?

1. Men
2. Women

32. Please indicate the extent to which you are familiar with the following legal acts that ensure the rights of young professionals?

More details familiarised	I know there is one	Not familiar at all

33. Do you know, in particular, your rights in relation to getting a first job as a young specialist?

1. Yes
2. Partially
3. No (skip to question 35)

34. Please recall the main ones:

35. Your gender: 1. Female 2. Male

36. What higher education institution do you study at _____

37. What faculty do you study at _____

38. Your educational qualifications

1. Master
2. Bachelor's degree.

39. What form of study are you pursuing?

1. Budget.
2. Contractual.

40. In which settlement did you live before starting your studies at the university?

1. Regional centre.
2. District centre.
3. City of regional subordination.
4. Urban-type settlement.
5. Village.

41. Your marital status

1. Married (a)
2. Single

42. What is the average monthly income per member of your family?

1. Up to 15000 UAH.
2. 15000 - 50000 UAH.
3. 50000-80000 UAH.
4. 80000 - 100000 UAH.
5. More than 100000 UAH.

Thank you for your cooperation!

Appendix B

Form for an individual, formalised, open-ended interview with the employer

I. Ways of searching and main criteria for selecting potential employees

1. How do you search for employees for your company?
2. When hiring a person, what age do you prefer?
3. When hiring, what level of education do you prefer to hire an applicant with?
4. What knowledge and skills should a potential employee have? (If the employers' answers did not include foreign language and computer skills, ask them to express their attitude to these knowledge and skills separately)
5. Is professional experience an important factor in getting a job?
6. What personal qualities should a potential employee have?
7. What business characteristics should a potential employee have?
8. Which gender would you prefer to employ? Why?

II. Key characteristics and functional responsibilities of employees

9. What, in your opinion, are the positive characteristics of a female employee in the labour process?
10. What, in your opinion, are the positive characteristics of a male employee in the labour process?
11. What, in your opinion, are the negative characteristics inherent in the labour process of a female employee?
12. In your opinion, what are the negative characteristics inherent in the labour process of a male employee?
13. What functional duties will you primarily assign to a female employee?
14. Which functional duties would you primarily assign to a male employee?

III. Reasons for hiring/not hiring a potential employee

15. Imagine the following situation: two potential employees have come to you to be hired - both graduates of a higher education institution, with good grades in their diplomas, no work experience, and almost identical characteristics. One is a young man, the other a young woman. Which of them will you offer a job to and what kind of job?
 16. What influences your decision to hire a young graduate?
 17. What influences your decision not to hire a young graduate?
 18. What influences your decision to hire a young graduate?
 19. What influences your decision not to hire a young graduate?
- (If the employers' responses did not raise issues related to maternity and childcare leave, which women occasionally take off work, ask them to express their attitude to these issues as an employer)

IV. The amount of salary

20. What salary would you be willing to pay to a university graduate who is employed by you at the beginning?
- (If the respondent did not differentiate the amount of salary by gender, then it is necessary to ask about his/her attitude to different remuneration of male and female employees)

V. Youth legislation and subsidies to employers for organising the first job

21. What legal acts do you know that regulate the situation of young people in the labour market?
22. Do you observe the rights of young graduates enshrined in law when hiring them?
23. Have you personally received any subsidies from the state to create additional jobs?
24. How do you assess the effectiveness of the state's incentive mechanism for employers who create additional jobs, in particular for young people with relevant qualifications?

VI. Gender discrimination

25. What legal acts on legislative regulation of equal rights and opportunities for women and men do you know?
26. Do you personally comply with the requirements of the legislation on equal rights and opportunities for women and men when hiring?
- 26a. If not, why not?
27. In your opinion, are there any facts of gender discrimination in employment in Ukraine, i.e. violation of human rights and freedoms by certain actions or omissions that express any distinction, exclusion or privilege based on gender?
28. Have you personally resorted to this practice?
- 28a. If so, why?

Data about the respondent:

Gender:

Age:

Education:

The form of ownership of the company headed by him/her:

Company profile:

Number of employees at the enterprise:

Marital status: