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СЕТЕВОЕ ВЗАИМОДЕЙСТВИЕ МЕДИЦИНСКИХ УНИВЕРСИТЕТОВ И ПРЕДПРИЯТИЙ ЧЕРЕЗ КОРПОРАТИВНЫЕ УНИВЕРСИТЕТЫ ДЛЯ ОБЕСПЕЧЕНИЯ ТРУДОУСТРОЙСТВА МОЛОДЫХ СПЕЦИАЛИСТОВ

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В статье исследуется роль корпоративных университетов как посреднического звена между высшей школой и бизнесом в обеспечении трудоустройства молодых специалистов. Цель исследования состоит в обосновании модели сетевого взаимодействия вузов и предприятий через корпоративные университеты, повышающей вероятность трудоустройства выпускников по профилю подготовки и сокращающей период их адаптации на рабочем месте. Показано, что сетевое взаимодействие в формате «вуз — предприятие — корпоративный университет» способствует не только трудоустройству молодых специалистов, но и повышению качества человеческого капитала в регионе.

Ключевые слова: сетевое взаимодействие; высшее образование; корпоративный университет; трудоустройство выпускников; молодые специалисты; вуз; предприятие; образовательные программы; рынок труда; компетенции; карьерные траектории; кадровое партнерство.

Для цитирования: Жуковский В. П., Терехова-Пушная Д. В., Тонконог В. В., Кузнецов М. Ю. Сетевое взаимодействие медицинских университетов и предприятий через корпоративные университеты для обеспечения трудоустройства молодых специалистов. Проблемы социальной гигиены, здравоохранения и истории медицины. 2026;34(4):929—933. DOI: <http://dx.doi.org/10.32687/0869-866X-2026-34-4-929-933>

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THE NETWORK INTERACTION OF MEDICAL UNIVERSITIES AND ENTERPRISES THROUGH CORPORATION UNIVERSITIES TO FACILITATE JOB PLACEMENT OF YOUNG SPECIALISTS

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The article considers role of corporate universities as mediator between higher education institutions and businesses in ensuring employment of young specialists. The purpose of the study is to justify model of network interaction between universities and enterprises through corporate universities to increase possibility of employment of graduates according profile of education and to reduce period of their adaptation at workplace. It is demonstrated that network interaction in format of “university-enterprise-corporate university” contributes not only to employment of young specialists, but also to improvement of quality of human capital in the region.

Key words: networking; higher education; corporate university; graduate employment; young specialists; university; enterprise; educational programs; labor market; competencies; career paths; personnel partnership.

For citation: Zhukovsky V. P., Terekhova-Pushnaya D. V., Tonkonog V. V., Kuznetsov M. Yu. The network interaction of medical universities and enterprises through corporation universities to facilitate job placement of young specialists. *Problemy socialnoi gigieny, zdravookhraneniya i istorii meditsiny*. 2026;34(4):929—933 (In Russ.). DOI: <http://dx.doi.org/10.32687/0869-866X-2026-34-4-929-933>

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Conflict of interests. The authors declare absence of conflict of interests.

Acknowledgment. The study had no sponsor support.

Received 10.03.2026

Accepted 14.05.2026

Introduction

The problem of employment of young specialists remains highly relevant in the context of structural transformation of the economy, changes in the technological paradigm, and the growing importance of knowledge as a key production resource. For the modern higher education system, the issue is not only about imparting theoretical knowledge, but also about ensuring a level of

professional training that allows graduates to quickly integrate into real production processes. In this regard, the forms of network interaction between universities and enterprises that focus on aligning educational outcomes with the requirements of employers become particularly important.

In domestic and foreign scientific literature, the relationship between education and employment is widely discussed. Researchers emphasize that the gap between

graduates' competencies and employers' expectations remains one of the most persistent problems in the labor market [1–3].

At the same time, the issue of the institutional role of corporate universities in ensuring this connection has not been sufficiently developed. It is the corporate university that can act not just as an internal educational unit of the company, but as a full-fledged platform for networking, where the interests of business, education, and the future employee intersect [4–6].

Methodology

The research methodology is based on a combination of systemic, institutional, and comparative approaches. The systemic approach allows us to view the network interaction between a university and an enterprise as a holistic multi-component structure that includes educational, organizational, personnel, and digital elements. The institutional approach enables us to identify the stable rules and norms that govern the behavior of network participants, including universities, enterprises, corporate universities, and students. The comparative approach is used to compare Russian practices with foreign models of dual and corporate education.

The study uses open statistical materials, regulatory documents, reports of international organizations, and scientific publications by Russian and foreign authors that are publicly available. The study is analytical and generalizing in nature and aims to identify patterns that determine the impact of corporate universities on the employment of young professionals.

To reveal the problem under study, methods of analysis and synthesis, content analysis of scientific sources, structural and functional modeling, and logical interpretation of data were used. This set of methods allows not only to describe existing practices, but also to substantiate a possible architecture for interaction between educational and production institutions.

Results

Networking in the higher education system. Networking in the higher education system is a way of organizing relations between subjects, in which each participant retains their institutional autonomy, but at the same time is included in a common cooperative chain aimed at achieving a common result. In the context of employment of young specialists, such a result is not only the issuance of a diploma, but also the provision of a real transition of a graduate to the sphere of professional employment.

According to Russian authors, network forms of organizing the educational process allow for the combination of resources from various organizations in order to achieve an effect that is not possible within the framework of a single institution [7, 8]. In practical terms, this means that a university should not be solely responsible for a graduate's career path, and an enterprise should not limit itself to passively waiting for ready-made personnel. Instead, there should be an intermediate institu-

tion that can facilitate the alignment of expectations and competencies.

A corporate university is becoming such an institution in a number of industries. Its difference from a classic training center lies in its higher degree of integration into business strategy and its ability to form competencies not only for current, but also for future needs of the organization. At the same time, a corporate university can function as an external educational platform if it works in conjunction with universities, taking part in the development of programs, organizing internships, and evaluating graduates.

A corporate university should be viewed as a specialized organizational form that combines the functions of training, adaptation, evaluation, selection, and personnel development. However, in a networked environment, its significance goes beyond being an internal HR tool. It becomes an institutional intermediary between the academic system and the labor market. This role is particularly important in fields where not only general competencies but also specialized training related to industry-specific requirements are needed.

Foreign researchers emphasize that corporate universities help to bridge the gap between formal education and business needs by jointly designing educational tracks and providing practice-oriented training [9, 10].

For example, according to D. Meister's observation, a corporate university "creates a space where learning becomes part of the organization's strategic development" [9]. In Russian literature, a similar position can be found in works dedicated to the development of dual education and partner training programs [11–13].

There are several reasons why a corporate university is important for the employment of young professionals. Firstly, it allows for the early identification of students with high potential and the creation of a talent pool. Secondly, it provides an opportunity for future employees to familiarize themselves with the company's culture and production standards during their training. Thirdly, it reduces the company's costs associated with staff adaptation after hiring. Fourthly, it makes the employment process more predictable, as graduates enter the company with partially developed skills.

The employment of young specialists depends on a complex of factors: the quality of the educational program, the availability of practical experience, the level of social connections, professional mobility, and the state of the regional labor market. However, in the context of growing competition among graduates, it is not just the possession of a diploma that becomes increasingly important, but the availability of proven competencies and experience in working with specific employers.

OECD research shows that employer involvement in the educational process has a positive correlation with the employment rate of graduates, especially in the first two years after graduation [14]. Programs that combine theory and practice reduce the risk of long-term unemployment among young people after graduation. This is because employers evaluate not only the level of knowledge, but also the ability of graduates to integrate into

production processes without a long period of adaptation.

Networking through corporate universities creates conditions for early professionalization of students. Unlike the traditional model, where contact with the enterprise is limited to the production practice in senior years, here the interaction begins much earlier. A student can participate in project assignments, receive mentoring, take internal courses, visit enterprises and be included in solving applied cases. As a result, it is not an abstract idea of a future profession that is formed, but the experience of entering the professional environment.

Thus, the analysis allows us to identify several stable results of the network model's functioning.

Firstly, the corporate university increases the likelihood of young professionals being employed in their field of study. This is because the training process is based on the actual needs of the company, rather than an average educational program. Essentially, the employer participates in the development of competencies even before the hiring process.

Secondly, the adaptation period for a graduate is reduced. If a young specialist is already familiar with corporate standards, internal culture, digital tools, and the specifics of the production process, they can achieve the required productivity more quickly. This is especially important for industries with high technological complexity.

Thirdly, the risks of inconsistency between the parties' expectations are reduced. The university receives a clearer picture of the learning outcomes, the enterprise receives a more prepared employee, and the student receives a more understandable trajectory for professional development. Thus, the corporate university acts as a mediator of interests.

Fourth, the regional human resources ecosystem is strengthened. In regions where businesses and universities establish stable network connections, the level of youth employment is usually higher, and the migration outflow of graduates is lower. This is because young professionals have the opportunity to build their careers in their own region without losing access to high-quality jobs.

The effects of networking for the main participants are presented in Table 2.

Table 2

Effects of networking on key participants	
Participant	Effect
Student	Gains practical skills, career guidance, and a chance for employment
Higher education institution	Increases the application value and reputation of programs
Company	Reduces hiring and adaptation costs, and provides the right profile of employees
Region	Strengthens human capital and youth employment

The results confirm the working hypothesis that a corporate university can significantly strengthen the connection between higher education and the labor market. However, the effectiveness of this model depends on several conditions. The key condition is the company's genuine interest in long-term staff development rather than just short-term recruitment. The second condition is the university's flexibility in updating its educational programs. The third condition involves a digital infrastructure that facilitates collaborative learning and the monitoring of graduates' trajectories.

The role of corporate universities in the formation of highly specialized clinical competencies. The medical field is characterized by an extremely high degree of labor specialization. The competencies of an oncologist, a cardiac surgeon, an anesthesiologist-resuscitator, a neurologist, or an ultrasound specialist have fundamentally different content, require different sets of practical skills, and involve different trajectories of professional development. A classical medical university that provides basic specialized education programs is not able to provide in-depth specialized training in each of the dozens of clinical specialties. This task is largely taken on by the corporate universities of large medical organizations, which become platforms for the purposeful development of highly specialized clinical competencies tailored to the needs of specific departments, clinics, and hospital networks.

Unlike universal training centers, a corporate university of a medical organization works in close connection with the clinical base, which allows you to build educational tracks around real production tasks. According to a study on algorithms and methodology for creating corporate competency models in medical organizations, the competence of a doctor is now viewed not only as a sum of qualification skills, but also as a complex of social behavior, clinical thinking, and the ability to act in conditions of high uncertainty inherent in medical practice [15]. It is the corporate university that allows this complex to be formed by immersing the student in an authentic professional environment at the stage preceding official employment.

One of the most notable examples of such cooperation is the Corporate University of the Medscan Group, which operates on the basis of the Hadassah Medical Moscow clinic in Skolkovo. Its educational division, the Hadassah Academy, holds a license for educational activities in the field of additional professional education No. 3020 dated May 25, 2022, and offers training programs based on both Russian and Israeli standards. The

Table 1

Functions of network interaction participants		
Participant	Main functions	Contribution to employment
Higher education institution	Theoretical training, fundamental knowledge, and academic assessment	Forms the competence base
Company	Providing practical cases, internships, and jobs	Creates a request for specific skills
Corporate University	Coordination of training, development of competencies, selection and adaptation	Provides a combination of education and employment
Student/Graduate	Acquiring knowledge, participating in practice, and developing professional motivation	Builds job readiness

Corporate University's portfolio includes more than 50 educational programs and over 300 online training events covering areas such as developing the leadership and management competencies of chief physicians, enhancing the communication skills of doctors and medical staff, implementing international standards for the quality and safety of medical care, principles of personalized and evidence-based medicine, as well as internship programs for residents and doctors [16]. A key feature of the model is that internships and practical classes are held directly at the clinical base of Hadassah Medical Moscow and clinics of the Medscan Group of Companies, which ensures an inseparable connection of training with the real medical process. Among specific specialized programs are the "School of Anaphylaxis", focused on practicing skills of action in life-threatening allergic reactions; the advanced training program "Healthcare Organization and Public Health" for specialist doctors; international programs on pain management, nursing activities in intensive care units, care and communication in geriatrics [17].

It is crucial that the Corporate University of the Medscan Group of Companies implements programs in cooperation with leading Russian medical universities, such as the Pirogov Russian National Research Medical University, Sechenov University, the Peoples' Friendship University of Russia named after Patrice Lumumba, as well as the Moscow Department of Health and the Moscow International Medical Cluster [16]. As a result, students and residents gain access to specialized modules that are not included in the basic university curriculum but are crucial for their future employers. This creates a situation in which a graduate arrives at a medical organization with partially formed specialized skills, which significantly reduces the costs of further training and adaptation.

Another example is the cooperation between Sechenov University and pharmaceutical companies, which can also be considered a form of corporate-university cooperation aimed at developing specific competencies. For example, Sechenov University collaborates with "R-Pharm", "Binnopharm Group", and "GABI" to conduct coordinated research in the field of cancer therapy and biosimilar development, where students and young professionals acquire the competencies required in a specific segment of the pharmaceutical industry. The legal mechanisms for such collaboration include joint intellectual property agreements, licensing agreements, and venture co-financing [13]. In 2026, Sechenov University also signed a cooperation agreement with the international pharmaceutical company AstraZeneca, aimed at building a competence ecosystem to achieve technological leadership in medicine and pharmaceuticals.

The network interaction between medical universities and corporate universities is particularly important in the context of the ongoing shortage of medical personnel. Corporate universities that are integrated into the network model allow for the targeted training of specialists in the areas where a particular medical organization is experiencing the most acute shortage, such as anesthesiologists and resuscitation specialists for in-

tensive care units, oncologists for chemotherapy units, or general practitioners for primary care.

The scientific literature emphasizes that corporate training and continuous professional development in a medical network partnership are important areas of interaction between medical universities and business. Modern healthcare requires constant updating of knowledge, digital skills, and clinical competencies, and it is the cooperation of universities with commercial and clinical organizations that allows for the creation of flexible educational trajectories that meet these requirements.

Conclusion

The conducted research allows us to conclude that networking between universities and enterprises through corporate universities is a promising mechanism for ensuring the employment of young specialists. Its significance lies in the fact that it creates a stable institutional link between education and the labor market, ensures early professionalization of students, and reduces the barriers to transition from education to employment.

A corporate university in the medical field functions as a specialized add-on to basic university education. It does not duplicate academic training, but rather complements it with specialized competencies that are tailored to the specific needs of the employer and their clinical base. Existing examples, such as the Corporate University of the Medscan Group of Companies, the partnership between Sechenov University and pharmaceutical companies, and the Department of Internal Medicine and Family Health at the Pirogov Russian National Research Medical University, demonstrate that this model is not just a theoretical concept but is actually functioning in Russian healthcare, ensuring a more accurate alignment of educational outcomes with clinical needs.

The most important results of the study were the identification of the functions of a corporate university as an intermediary between a university and an enterprise, the justification of a network interaction model, and the identification of key effects for all participants in the process. The working hypothesis that the inclusion of a corporate university in an educational network increases the likelihood of graduates being employed in their field of study was theoretically confirmed.

The practical significance of the results lies in their potential use in developing joint educational programs, building a mentoring system, creating digital career platforms, and formulating regional human resources strategies.

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