

Perspective Model for Small Innovative Business Staff Training and Employment of Rural Population

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Abstract: The article considers the principles of formation and development of businessman's and entrepreneur's personal attitude which will facilitate organization of small innovative enterprises. The economic situation in Russian Federation and the budget's income items are analyzed. Degradation processes are considered which result in decrease of thinking abilities of the young generation and deterioration of the education system. The scheme for selection and training of specialists for SIEs (small innovative enterprises) and SB (small business) is presented to show the whole process of formation of young scientists. The tasks which must be solved by specialists on agricultural development in conditions of Russia are shown.

Key words: SIEs • Innovation business • Agricultural territories • Employment of population

INTRODUCTION

There are objective conditions in Russia for development of small innovative businesses. These are material resources, raw materials stocks of the country (we have them yet), but the most important thing is intellectual potential of the people having 1000-year experience of creative work in severe conditions of our country. Realization of these key factors of successful development of our economy will be possible only after formation of the network of innovative enterprises (SIEs) directed by creative altruists [1]. Such directors must have not only creative talent for finding new ideas but entrepreneurial abilities to realize these ideas. They, of course will not be able to do their work without innovative activity. "It is no doubt that entrepreneurship and innovations are interrelated and it is clear that number of innovations will be sufficiently less without active participation of entrepreneurs" [2]. Russian agriculture is at a new stage of its development when market relations exist not only with separate agricultural enterprises but with municipal structures as well and with foreign partners. In these conditions we need new ways of deeper

and multi-sided integration of science and production, improvement of internal and external relationship of market agents, development of organizational structures connecting all elements of innovative system into single whole entity [3]. But for the last decades these issues were paid little attention and this influenced the situation negatively. First of all, there is very little inflow of specialists into science: this fact makes succession of scientific schools and orientation to innovative technologies impossible [4].

Main Part: Socionomic management refers creative altruist to logic-intuitive extravert (LIE) - entrepreneur. There are 2 sub-types of it. The first is logical, this is a reformer, the other type is a strategist (policymaker) [1]. The second sub-type suits characteristics of creative altruist more. Further we shall call SIEs directors strategists for short. People which have innovative mind and entrepreneurial abilities are very rare in any country, they are probably 4-5% of all businessmen, but they can be considered as "gold reserves" of a nation. The system for scouting and training of young people which are able to perform such activity must be founded.

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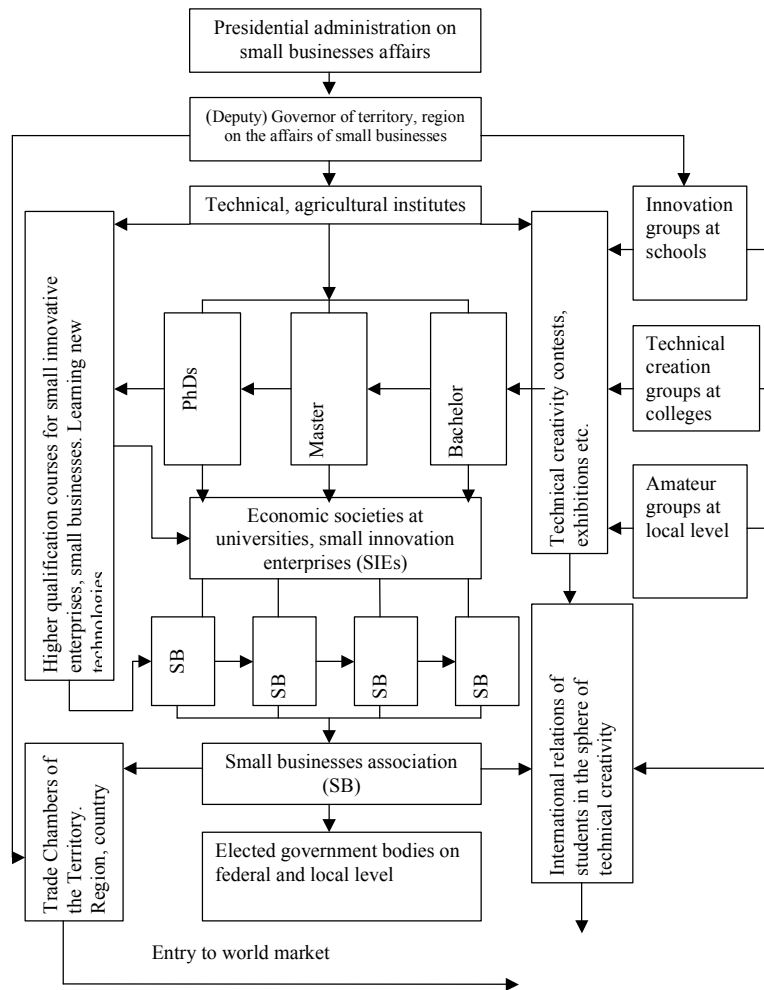


Fig. 1: The diagram showing selection and training of specialists for SIEs and SBs

Using the system of school and elementary vocational training, the contests and Olympiads we have to select creative students for further training at universities. Figure 1 demonstrates the scheme of organization of SIEs and SBs. Organizational work must be initiated at Presidential level, then at the Governor's level. After getting university education the candidates must get additional retraining for SIEs and SBs. Through regional Chambers of Commerce the products of SIEs and SBs must enter world markets. Today we observe distinct contradiction between active part of our society wishing to realize its abilities in small business and the state which continues intensive export of raw materials (oil, gas, timber, etc.). Big Russian cities almost for 70% depend on import of food products; the budget is filled up with money obtained after realization of natural resources which will be exhausted some day. This contradiction can be solved through the system of training of future

directors of SIEs and SBs with the aim to increase the number of SBs and MBs employees from 3-5 million to 40-50 million. "We have greatly moved forward for the last 20 years in regard to understanding of the connection between innovations, training and regional development" [5]. Though we know that theoretical models of such interrelation are still vague and undeveloped. All this is insufficient "for authorized bodies striving for improvement of state policy" [5]. Figure 1 describes the model to establish stronger relationship between regional development and innovations. Today the quality of higher education is reducing because of transition to Bachelor studies. Bachelor is not a specialist, he has no future if he will not continue his education at Master's studies or will not obtain a specialty. In some years bachelors will be issued in big quantities but only a small proportion of them will be demanded by business. Therefore we need a special system to teach Bachelors

the skills of production activity at university SIEs and then at SBs with further returning to the university to improve the qualification. Today the state must give money directly to universities (bypassing bureaucratic structures) to form scientific and material base. This will enable the students to acquire the skills of practical activity during their practices at university. In these conditions period of their adaptation when they start working at the production will be reduced to minimum and most of them will find work after graduation from university. Today organizations do not want to invite students for production practices because they have sufficient number of workers at the factory. In accordance with conditions of transition to Bachelor university and production practices must be performed at the university at the workshops and facilities having modern equipment. However universities have no money for organization of such base. So at the first stage state support for formation of SIEs is needed. Then they will start to earn their own money for development of their material base. This will improve financial state of the university, students and teachers very quickly. They will not have to look for work everywhere if they know that they will get interesting, well-paid work by their specialty.

Advantages of SBs are well-known - they can quickly react to market momentary demand, consumers' tastes. However, without new technologies developed and launched into serial production at SIEs the SBs will not be able to implement new ideas. This is especially true for agriculture. "In modern conditions the use of innovative development models can stand for 2/3 of increment in agricultural production" [6]. Our agriculture without new technologies in the sphere of plant-growing, storage and processing of agricultural products will suffer big difficulties. Analogous system is observed in Slovakia. "If we consider the effect from implementation of innovations we shall see that 2/3 of Slovakia enterprises has increased their sales turnover. Almost half of respondents pointed out to reduction of costs for their business thanks to innovations" [7].

CONCLUSION

This is especially important at Russia's accession to WTO. SIEs of agricultural universities are able to give such technologies for farms and other forms of SBs at village. Besides that it is necessary to create inter-regional centers at rural territories for training of foremen which will supervise implementation of initiatives into development of rural territories. "The aim is development

of territories through the development of people, formation of institution which on municipal level will help to establish direct interaction with people, to involve the most active farmers into the process of development of villages. In the framework of this project initiative groups of villages together with district and rural administrations have been trained at special courses. They have learned to implement rural territory development projects, to find resources involving population and participating in targeted programs of different levels" [8]. Such specialists have been trained in Volgograd region and the Republic of Mordovia. In Europe such specialists are called specialists on agricultural development. The tasks of such specialists in our conditions are as follows:

- To stimulate initiative of local people or groups of people.
- Projects and orders for re-construction, building of objects at villages not giving them to external companies, in order to perform this work by themselves. It will be cheaper and guarantee better quality because the works are performed for themselves.
- To implement small projects for inhabitants first (children playground, repair of school, sports grounds). This will bring quick results and inspire people for fulfillment of new projects.
- To attract external investors drawing business-plans with due regard of export of produced goods.
- To develop grant programs.

In the USA there are rural joint grants for development which allow to establish non-commercial links with higher education institutes. These grants facilitate launching of new kinds of products, expansion of production using economic technologies etc. [9].

Inference: In such conditions greater effect will be brought by those strategic specialists who can organize implementation of new technologies. In our universities business is taught separately from practical activity. Many professors who teach business at universality think like American professor Orville Bly: "Business is good for studying but not for doing it" [10]. Such teachers can give only theory of business which "is dead without practice". Therefore business as a discipline must be taught by a businessman. The aid can be provided (side by side with SIEs) by chair's branches of city universities organized at villages. At universities (especially in agricultural ones) administering sub-departments must be organized which

will train specialists able to improve life conditions in agriculture and solve the problems of rural population employment.

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