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UNIVERSITY REPORT

OF UNIVERSITY NARXOZ

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# Chapter 1:About Narxoz University

## 1.1 Common Information

Narxoz is a private university that offers education in the field of economics and business in accordance with international standards in three languages: Kazakh, Russian and English.

Founded in 1963 to provide the highest level of academic excellence in economics training prior to independence, Narxoz was one of the leading universities of the former Soviet Union with a distinguished national legacy. Narxoz today has the most famous and important alumni in Kazakhstan in business, government and entrepreneurship.

Narxoz University is one of the leading higher education institutions in Kazakhstan in the field of Economics, Finance, Business and Management. Founded in 1963, it has a rich experience in training professionals in the economic, financial and administrative sectors. Among more than 140,000 Narxoz University graduates there are many highly skilled professionals holding key positions in business, government, public and non-government sectors all over the region. The University pursues excellence in teaching and research, and is committed to produce highly competent professionals for the market. The University offers undergraduate and postgraduate programs including Master programs, MBA, DBA and Ph.D. degrees.

**Highlights**

* Leading university in economic and financial fields;
* 11 programs have been ranked in leading positions in the National University Ranking 2014: Finance, Accounting&Audit, Management, Marketing, Social-cultural Service, Assessment on the 1st place in Kazakhstan);
* Classes are taught in Kazakh, English and Russian languages;
* Modern infrastructure, scientific library, linguistic center, business incubator, stadium (3.000 seats), swimming pool, dormitories, etc.;
* International opportunities via student and faculty exchange programs, Erasmus program, Dual degree programs and other short term programs;
* University has rich student life - student theatre, debate and intellectual clubs, dance and art studios etc.

Today Narxoz University is positioned to become one of the leading innovative universities in Kazakhstan and the Central Asia region. Narxoz has embraced an unprecedented scale of reforms affecting all dimensions of the University’s curriculum, teaching methods, campus life and infrastructure in order to become a premier center of academic excellence and innovation, especially in times of economic crisis.

A Narxoz degree offers the best value, the best university experience and the best job placement prospects in Kazakhstan.

**Mission -** To educate future leaders through high-quality teaching and research to serve the community, the nation, and the world

**Core Values:**

* I am a leader
* We are a team
* All for the student

**Narxoz principles:**

* Narxoz offers a quality education in economics and business at a reasonable price.
* Narxoz serves all of the nation by offering economic and business courses and degrees in Kazakh, Russian and English languages.
* Narxoz is offering 105 full private scholarships in the coming academic year for entering students.
* Narxoz has reformed its entire academic curriculum to teach practical skills that employers seek in job applicants. There is no place for Soviet style education at Narxoz.
* There is zero tolerance for cheating and plagiarism at Narxoz.
* Narxoz job placement office is increasingly effective in ensuring that students get good jobs when they graduate.
* Narxoz has integrated Internet learning into its curriculum and into its teaching methods. Narxoz is wired.
* Narxoz encourages its students to study in foreign universities with which it has many ongoing connections.
* Narxoz student life is dynamic, fun and safe. Students come first at Narxoz.
* Narxoz has close relationships with Kazakhstan’s businesses, which provide internships and jobs for students.
* Narxoz alumni are the most famous and influential in Kazakhstan.
* Notable alumni of Narxoz include: Prime Minister Karim Massimov, former Minister of Education and Science AslanSarinzhipov, a founder of Group of Companies Verny Capital BulatUtemuratov, Chairman of the National Bank of Kazakhstan DaniyarAkishev, successful entrepreneur KenesRakishev

**Narxoz University Vision Statement:** Narxoz University aims to become the best and most innovative economic university in Central Asia by 2018.

**1.2 UNIVERSITY MANAGEMENT**

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| --- | --- | --- |
| **Krzysztof Rybinski, PhD** | Rector | Krzysztof Rybinski holds an MA in computer science and a PhD in economics. Dr. Rybinski worked as a director of the Soros Foundation programs in Central and Eastern Europe, as a consultant of the World Bank, and occupied high-level positions in commercial banks. The National Bank of Poland changed its investment strategy with additional profit at the rate of one billion US dollars for Poland under his supervision as a Vice-President. Previously, Dr. Rybinski held the position of an Alternate Governor of the World Bank in Poland and was a member of EU Economic and Financial Committee, Polish Financial Supervision Committee, supervisory councils of several financial companies and a partner at EY. Before becoming a Rector of Narxoz University, Dr. Rybinski was a Professor and a Rector at Vistula University in Warsaw. |
| **Elmira Idrissova, Candidate of Sciences** | Vice-Rector for Academic Affairs and Research | Dr. Idrissova is a professor, an MBA and DBA business coach, an author of educational programs for business and professional development. She occupied senior positions at the Institute for Continuing Education, International Business School, and Kazakh-Japanese Center for Human Resources Development at Narxoz University. Dr. Idrissova was awarded a Certificate of Appreciation from the Ministry of Education and Science of the Republic of Kazakhstan and was named “The Best University Lecturer of the Year” in the MBA Program. |
| **ViktoriyaTsay** | Vice-Rector for Strategic Development and International Affairs | She graduated from Harvard University with an MA in Public Administration and Maastricht School of Management with an MA in Business Administration. She has a broad experience of managerial work and strategic development in international and local companies. |
| **KamilyaAmenova, PhD** | Vice-Rector for Administrative Affairs | She graduated with an MA in Business Administration from the Moscow State University named after M.V. Lomonosov and later she received a PhD from Narxoz University. Dr. Amenova is a member of the Chamber of Professional Accountants. She occupied managerial positions for financial affairs at Narxoz University. |

**Academic structure**

* Graduate School
* International Business School
* School of Economics and Management
* School of Finance and Accounting
* Faculty of International Educational Programs
* School of Applied Sciences
* School of Basic Training
* Economic colleges (Almaty, Talgar)
* Master Program of the National Bank of the Republic of Kazakhstan
* Programs of Peoples’ Friendship University of Russia

**Advisory bodies**

* International Academic Advisory Council
* Academic Council for Educational Programs
* Board of advisors-mentors

**Key facts and figures**

* 18 undergraduate, 16 master, 3 MBA , 3 DBA and 6 PhD programs
* 6.828 students
* More than 500 highly skilled professors
* National and an international (ECBE) accreditations
* More than 20 international partner-universities
* Total campus area is 42.448 square meters
* 820 student dormitory capacity

**Main campus facilities**

* Consists of 2 campuses, administrative offices, laboratories, lecture rooms, student dorms, social and sport facilities, parking lots
* Library of Narxoz University is one of the biggest libraries in Kazakhstan, located on the total area of 2.190 square meters, and has more than 1.101.000 editions
* Indoor sports facilities include an 8-lane 25 meters swimming pool, a wide variety of sport sections, fitness gyms, yoga and aerobics studio, wrestling and boxing halls;
* Outdoor sport facilities include stadium for 3.000 seats and soccer field
* Kazakh-Japan Center for Human Development which offers professional courses of business administration, Japanese language learning courses, and cultural programs
* Publishing house
* Medical center

## 1.3.SCHOOLS

### 1.3.1 SCHOOL OF FINANCE AND ACCOUNTING

This school has a leading position in the majors of “Finance” and “Accounting and Audit” in the ratings of the Ministry of Education and Science of the Republic of Kazakhstan. The school has developed the curriculum of the above-mentioned majors for all the universities of Kazakhstan. The School of Finance and Accounting offers three programs:

* Finance
* Accounting and Audit
* Assessment

The school consists of three parts. The Center of Professional Certification in Accounting, the Training Center of the Chamber of Tax Consultants of the Republic of Kazakhstan, the KPMG Laboratory at the school.

### 1.3.2 SCHOOL OF ECONOMICS AND MANAGEMENT

School of “Economics and Management” has a leading position in the preparation of economists and managers and makes a significant contribution to the development of economics in Kazakhstan. The school offers the programs in:

* Economics
* Management
* Public Administration
* Marketing
* International relations
* World Economics
* Human Resources Management
* Social work
* Statistics

### 1.3.3 SCHOOL OF APPLIED SCIENCES

This school includes a wide range of programs which are currently in high demand. The school provides internationally recognized certificate programs such as the “Academus” and “Abacus” in Tourism. The school offers programs in:

* Tourism
* Social and Cultural Services
* Restaurant and Hotel Business
* Ecology
* Standardization, Certification and Metrology
* Information Systems
* Computer Science and Software Engineering
* Customs Business
* Law

Also, students receive certificates provided by first class hotels in the program “Restaurant and Hotel Business”

## 1.4 INTERNATIONAL AFFAIRS

Narxoz University is a member of various international associations. These include the European Foundation for Management Development (EFMD), the Central and East European Management Development Association (CEEMAN), the Russian Association of Business Education (RABE), the Principles for Responsible Management Education (PRME), the European Council of Business Education (ЕСВЕ).

Bachelor programs in Economics and Finance are accredited and entirely taught in Russian, Kazakh and English. Master degrees in Economics and Finance are accredited by the European Council for Business Education.

The University has partnership and exchange agreements with 24 international universities at the bachelor, master and PhD levels and carries out joint research projects and training programs with many foreign universities. The University has set up and implemented double degree programs, exchange programs, research internships and on site modules in collaboration with foreign universities in Italy, Spain, China, Japan, Poland, Slovenia, Hungary, Germany, Great Britain, France and the U.S.A. among other countries.

### 1.3.1 International Exchange and Joint Degree Programs

The University organizes exchange programs abroad for undergraduate and post-graduate students in the following regions: Europe, South-East Asia, CIS and North America.

Exchange Programs

Exchange programs at partner institutions are held for one or two semesters, depending on conditions set with the counter-part institution. At the end of the program students receive an official transcript. Students cover all costs related to food, accommodation, and flight and document organization. As per arrangement with the partner university, students do not have to pay tuition fees. Narxoz collects applications twice a year: in October and March.

Joint Degree Programs

Joint degree programs enable students to study at Narxoz and at the partner university at the same time. Upon successful completion, a dual degree diploma is awarded. However, students must cover the fees of the partner University.

Narxoz University/Kangnam University Program (South Korea)

This program is designed for bachelor students, who wish to complete their final 2 years of university studies at the Kangnam University in South Korea. Students, who apply for Kangnam University, must earn all mandatory credits at Narxoz University for their 3rd and 4th years through distance learning programs or/and participate in a summer semester to obtain a Narxoz University Diploma.

Narxoz University /the European University (Switzerland/Spain/Germany)

The European University, established in 1973, is an international business school. All courses are taught by highly professional and experienced professors. The minimum quantity of students accepted into the program is ten.

Narxoz University +International Business School (Hungary)

Narxoz University students, who complete 2 courses of bachelor degree and hold all the required scores on TOEFL/IELTS or passed languages tests IBS, can be enrolled to IBS to complete their last 2 years of study.

Narxoz University + International Business School SolBridge (South Korea)

IBS SolBridge was established to develop courses, which meet requirements of businesses in Asian countries, and connect Asia with other parts of the world. IBS SolBridge is based in Daejeon (South Korea).

Narxoz University + University Pierre Mendes-France (France)

University Pierre Mendes-France is a multi-state institution with degrees in humanitarian and social studies. It has 6 faculties, Graduate School and five institutes. The attractiveness of this program is its feature of distance learning or by the fact that Narxoz students do not need to go to Grenoble, France and interrupt their education in Narxoz. This program is designed for 4th year students, who want to enroll at the beginning of the 1st year to the French University’s Economics and Management undergraduate program, and to prepare for a Master in Finance.

Programs at Peoples' Friendship University of Russia

People's Friendship University is a highly rated and unique international university with students from 150 countries. The university has more than 85,000 graduates and 5,500 PhDs, who work in 170 countries around the world. Study is carried out in more than 70 areas and specializations.

### 1.4.2 International Projects

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| Projects within program of *Erasmus Mundus, Erasmus +* aimed at strengthening cooperation and mobility at all levels of training of students, researchers and academic staff:   * Euro-Asian Cooperation for Excellence and Advancement (Euro-Asian CEA-1,2); * Central Asian Network of Economics and Management (CANEM-1,2). * K107 in cooperation with 2 Spanish universities (University of Las Palmas de Gran Canaria, University of Deusto)   Projects within program of *TEMPUS, Erasmus +* support the modernization of higher education mainly through university cooperation:   * TuCAHEA «Toward Creating the Space of Central Asian Higher Education: Tuning of Structure and Creating a Culture of Quality»; * PEOPLE «Promoting Educational Organization through People»; * UNIWORK «Strengthening Career Centers in Central Asia Higher Education Institutions to empower graduates in obtaining and creating quality employment». * CACTLE «Central Asian Center for Teaching, Learning and Entrepreneurship» * COMPLETE «Establishment of Centers for Competence and Employability Development»   Project of *Shanghai Cooperation Organization* on forming network of universities which has universities of Kazakhstan, Russia, Kyrgyzstan, Tajikistan and China. | **Описание: Описание: Описание: ecaОписание: Описание: Описание: can**  Описание: Описание: Описание: Описание: C:\Users\marta.pile\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\UIHXL0CK\PEOPLE logo.jpg  Описание: Описание: Описание: 10898340_1676018632624737_2950871515913299114_n**Описание: Описание: Описание: УШОС** |

**Foreign partner-universities:**

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| **Описание: Описание: Описание: C:\Users\uteshevaae\Documents\Логотипы_Универов.jpg** | * Frostburg State University (USA) * University of Pier Mendes (France) * Otto Friedrich University Bamberg (Germany) * European University (Switzerland/Germany/Spain) * University of Ferrara (Italy) * International Business School Budapest (Hungary) * University of Lodz (Poland) * University of Management and Economics (Lithuania) * Tsukuba University (Japan) * Nagoya University of commerce and business (Japan) * SolBridge International Business School (South Korea) * Kangnam University (South Korea) * Saint-Petersburg State University (Russian Federation) * Moscow State University (Russian Federation) * Peoples' Friendship University of Russia (Russian Federation) * Moscow State University of Management * Ural Federal University named after first president B.N. Yeltsin (Russian Federation). * University of Santiago de Compostela (Spain) * Warsaw School of Economics (Poland) * Saint Petersburg State University of Economics |

# Chapter 2: Analysis of Employability in Narxoz University

## 2.1 Methodology of the research

The survey was conducted in Narxoz University in the framework of the project «COMPLETE - The creation of centers for the development of competencies and employability skills» (Establishment of Centers for Competence and Employability Development) of the European Union program "Erasmus Plus" with the aim of defining a set of competences required of Narxoz University graduates to be competitive in the market labor. Different target groups (students, graduates and employees) were invited to answer the questions.

Though the promotion campaign of this survey was rather intensive only the graduates turned out to be supportive. This fact tells about the interest and understanding of the issue from they side. Narxoz University students are regularly involved in various short internal surveys within the framework of internal quality assurance. Partly those QA surveys cover the issues of the desired competences and etc. Moreover, Narxoz University students participate in the **informal surveys, including surveys concerning the interest in developing of soft skills, con-ducted by the Department on social work, which is responsible for additional training activities.**

There were problems with explanation the procedure of filling the students questionnaire. Many pointed out that too many questions and found it difficult to answer.

The same problems arose in the survey of employers and graduates. They are also at the answer to the blocks of issues related competences makes it difficult to answer to them.

Some employers' category, in particular - the employees of civil service system in Kazakhstan - was angry that the questionnaire should be fully identified, also indicate full name, contact phone numbers and e-mail address. Heads of international companies also asked - how mandatory is the specification of personal data, as some companies never fill the questionnaire because of internal regulations and privacy policy..

In case of Narxoz University the additional difficulty is the specific status of main employees – we cooperate with state authorities and affiliated companies working with in the spheres concerning the issues of national defence, state security etc. This fact explains rather official relations and limited possibilities to involve such kind of companies into the online surveys etc.

Anyway the following compacted and evaluated information gained from written surveys with Narxoz University graduates gives us a chance to know the opinion of this most competent target group.

To examine the issues concerning understanding of “employability”, which is defined in the framework of the project as a competitive quality of a person (graduate) whose competences allow him/her to work efficiently for the company/organization, the online survey of the three target groups (students, graduates and employers) was conducted. The objectives of the survey were to identify the opportunities and existing conditions to get a job and build a successful career, determine what expectations employers hold for graduates and specify how hiring process is understood by students and graduates in the Voronezh region.

The competence-based approach, which is considered to be the most reliable way to determine the level of employability, was used and there was designed the questionnaire aiming to assess relevance of the competences that have most influence on the graduate employability.

The assessment was carried out by means of ordinal scale which allows to define relative differences between the measured features and arrange the answers hierarchically. Taking into consideration existing approaches to the typology of key competences, the following groups, each of which included the set of certain competences, were singled out:

* **General professional competences** (skills for seeking and processing the information; computer and Internet literacy; ability to carry out business correspondence, prepare reports and other documents; understanding of business processes at the company and their interrelation; being literate in the Russian language; knowledge of foreign languages);
* **Communicative competences** (negotiating skills, ability to present the product or service, express one's ideas clearly, establish contacts at work and with representatives from other companies, for example clients, suppliers);
* **Behavioural traits** (being responsible, self- disciplined, goal oriented, compliant with the corporate rules, loyal to the company, able to use working time efficiently, work under pressure, develop one’s business process in the organization);
* **Teamwork skills** (ability to encourage other people to work; ability to take the responsibility, work in a team to achieve common goals; question existing ideas and opinions; defend your opinion; positive thinking);
* **Analytical competences, ability to learn during the lifetime and grow professionally** (ability to understand new concepts quickly, being career oriented and strive for professional growth, analytical and systems thinking; ability to envisage the effect the decisions will have);
* **Innovative competences** (ability to forecast opportunities, generate ideas; disengage oneself from smb/smth; being initiative, independent; not to be constrained by the situation).

The sampling was formed by the judgment-based method with use of quota sampling approach. Narxoz University completed questionnaires that were collected after the first stage of conducting the survey in Narxoz University were distributed between the three target groups as following:

51 employers

110 graduates

77 students

## 2.2 Results on Analysis of Employers

**As a result of the survey, the following conclusions:**

1. The percentage of graduates of the total number of employees with higher education, adopted each year to work in the organization of employers - 47%
2. According to the employers any specialties (with higher education) graduates who intend to continue to take a job in your organization is - 88%

Among them: Journalists - 0%

Engineers 12%

Doctors - 0%

Programmers (IT Specialist) - 22%

Managers - 26%

Technology - 8%

Economists - 25%

Lawyers - 11%

3. According to the employers following general professional competence required of graduates:

-Search Skills and information processing - 25%

-Working Skills with computers and the Internet - 13%

-Ability To competently conduct business correspondence, report, and other documents 88%

-Understanding of business processes of the enterprise and their relationships - 75%

-Knowladge of Russian language - 55%

-Knowledge of foreign languages - 21%

4. The employers have the following professional competence necessary to graduates:

Competence - 88%

Ability to work in a team - 100%

Ability to negotiate competently, business correspondence - 76%

Fast teached - 100%

5.According to employers, the following communication competencies required of graduates:

- Ability to negotiate - 88%

- Ability to present the manufactured product, service - 92%

- Ability to clearly express their ideas - 100%

-Skill of Establish contacts in a group -100%

 -Skill of communication to Build contacts with the company's contractors (clients, suppliers, etc.) - 75%

6.by opinion of employers the following behavioral characteristics required of graduates:

- Responsibility, discipline - 95%

- Focus on results - 100%

- Ability to comply with corporate standards, to maintain the loyalty of the company - 100%

- The ability to effectively use the working time - 100%

- Ability to work under any conditions, under pressure, in a stressful situation - 95%

- Ability to build a process of working in the organization - 88%

7. According to employers's opinion, the following skills related to teamwork are required graduate:

- Ability to motivate others to work - 96%

- Ability to take responsibility 100%

- Motivation to challenge existing ideas and opinions - 96%

- Ability to work in a team and to achieve collective goals -

- The ability to properly defend its position - 93%

- Positive attitude to reality - 55%

8.According to employers, the following analytical competence, the ability to self-education and professional development of graduate needed:

The ability to quickly learn new knowledge - 100%

Focus on career development - 95%

Analytical thinking - 100%

Readiness for continuous professional growth - 95%

Systems thinking, the ability to calculate the consequences of decisions - 100%

9. According to employers, the following innovative competencies required of graduates:

Vision of new opportunities - 88%

The ability to generate new ideas - 100%

Initiative, autonomy - 98%

The ability to abstract, to go beyond the situation - 95%

10.When employers' opinion, the main motives for the employment of graduates are:

Qualitative theoretical training - 96%

Ready for further training - 100%

Freedom from social constraints, stereotypes - 55%

Higher rates of physical health - 12%

Open Innovation - 100%

Ready to realize the creative potential - 98%

Ready to start a career with the grassroots levels - 100%

Most returns for less money - 93%

A high level of motivation to work and professional activity - 100%

11.According to employers's opinion, the main motives for the refusal of employment of graduates in the organization are:

High estimate of personal professional capacity - 85%

Reluctance to embark on a career with the grassroots levels - 100%

High expectations on the level of wages -98%

Psychological unwillingness to work - 100%

Insufficient theoretical preparation - 98%

Lack of practical training - 62%

The low level of motivation to work and professional activity - 87%

Lack of skills to work in a team - 64%

The lack of professional experience - 100%

Low production discipline, insufficient level of responsibility - 65%

Lack of desire for professional development - 11%

12. According to employers's, the following forms of interaction with any institutions of higher education are the most attractive for your organization:

- Targeted training students in order for your organization - 33%

- Preparation of additional educational programs on a contract basis - 45%

- Participation in the development of joint educational programs on the profile of your organization - 55%

 - Retraining and skills development of your organization forces the faculty of the university on a contract basis 12%

 - Involving your organization professionals to teaching for the development of new courses and read lectures - 96%

- The establishment of training centers on the basis of your organization for the training of specialists with the required competencies - 13%

- Participation in the final state certification (according to the state examinations commissions and protection of final qualifying works) - 93%

- Organization and carrying out all kinds of practices, and graduate students of design in your organization, using high-tech equipment - 100%

- Carrying out research and development work on the orders of your organization - 67%

- Opening of the joint enterprise magistrates - 8%

- Carrying out join scientific and technical activities (seminars, conferences, youth schools) on priority scientific and technological areas - 6%.

**2.3. Analysis of employers’ interviews**

Narxoz University conducted interviews with the following companies:

1. “Global Design” Ltd
2. «HeadHunter» Ltd
3. ТОО «RG Brands» Ltd
4. “Altyn Bank” JSC
5. National Bank of Kazakhstan
6. “Raimbek bottlers” JSC
7. Philip Morris

The selection and hiring of candidates are differentiated and based on the internal situation in these companies.

For organizations belonging to the civil service system (National Bank of Republic of Kazakhstan), the main stage in the adoption of a work is the passing of state testing legislation of Republic of Kazakhstan. After organization conducts the group interview on the knowledge of the theoretical unit for a job.The final stage is - personal interview to determine the competencies and sfot skills.

In general, there are several stages of selection:

- analysis of resume;

- Testing / case studies solution / "Round table with applicants' / group work;

- personal interview.

Employers have identified the following priority of general professional quality (in descending order of priority):

- English language proficiency;

- ability to competently conduct business correspondence;

- a good level possession of computer skills.

Employers have identified the following priority of communication quality (in descending order of priority):

-work as a team in order to achieve collective goals,

- ability to establish contacts in a group,

- ability to build contacts with the company's counterparties,

- ability to negotiate

- ability to clearly express their thoughts and correctly defend the position,

Employers have identified the following priority of behavioral qualities (in descending order of priority):

- Responsibility / discipline,

- focus on results,

- ability to work under pressure and stress

-business enthusiasm (enthusiasm, corporate patriotism)

- conformity with corporate standards,

- ability to effectively use the working time,

Employers have identified the following priority of analytical characteristics and the ability of self-development (in descending order of priority):

- the ability to quickly learn new knowledge / commitment to continuous improvement, learning through life

- focus on career and professional growth,

- initiative/independence

- the ability to generate new ideas,

- systemic thinking,

Employers unanimously declare that the diploma - is important because it characterizes the academic achievement. But this is not the primary evidence of having the necessary set of competences.Regarding to certificates - all companies indicated that they do not affect to the decision on hiring (except IELTS, TOEFL and etc.)

Employers noted that "no wrong candidate, and the company is looking for his candidate." **Applicants denied if there is no the same value and also because of the behavioral discrepancies and insufficient professional level.**

The main forms of cooperation with the University are:

- Internship,

**- job fair/organization workflow**

- **seminars and workshops (for example "How to write a resume?", “How to behave at interview?”)**

- attracting students to work on projects

- development of joint training courses, programs,

Employers didn’t express especially interest in curriculum development and in the planning of vocational training for youth.

On the question of whether Narxoz University graduates work - most employers have given a positive response.

2.4 The results of the survey of students  
From the list were treated 77 profiles of students from Narxoz University.

1. Specialties of the respondents:   
Finance - 14,  
Marketing - 1  
Management - 32  
Human resource management - 22,  
Accounting and Audit - 4  
Economy - 4.

2. The percentage of the exchange rates is as follows:  
1 Course - 1 questionnaire, 1.3%  
2 Course - 21 questionnaires, 27.3%  
3Course - 18 questionnaires, 23.3%  
4 Course - 37 questionnaires, 48.1%.

3. To the question "On what criteria you are targeting and will be guided in finding a job?" Respondents noted scores

|  |  |
| --- | --- |
| The image of the organization | 3,66 |
| Wage level | 3,89 |
| Official job placement | 4,29 |
| Professional advancement prospect | 4,09 |
| Career advancement prospect | 4,16 |
| 8-hour working day | 4,32 |
| Others | 4,02 |

4. From 77 students 53 students (68.8%) are planning to look for ajob, 1 student (1.3%) answered "no" and 23 students are working now (29.9%).

5. When students looking for job, they using recruitment agencies or specialized sites, (55 students), search ads through newspapers for 14 students, with the help of relatives or friends looking for 5 students, all of the above mentioned 3 students.

6. On the question "Are you working at the present time" from 77 students responded positively only 19 students (24.7%) 58 students (75.3%) - had a negative answers.

7. On the question "What are the competences will be needed in your work, which you are not fully formed while studying?" Respondents answered as follows:

PC skill or web working skills – 22 (28,6%)

Ability to competently conduct business correspondence – 20 (26%)

Communicationskills, – 15 (19,5)

Practical skills– 1 (1, 3%)

Understanding the business processes of the enterprise and their interrelationships – 7 (9%)

The ability to motivate others to work - 4 (5.2%)

The ability to properly defend its position - 4 (5.2%)

Ability to present the manufactured product, service - 4 (5.2%).

8. The next question is "What are the difficulties you encounter/ how do you think will you encounter in the employment process? » Respondents noted:

|  |  |
| --- | --- |
| The lack of specialized knowledge | 2,93 |
| Lack of vacancies | 3,32 |
| Ability to apply knowledge in practice | 3,12 |
| Inability to focus on the labor market | 3,22 |
| Lack of experience | 3,50 |
| Others | 3,59 |

9. What are the three most important competencies that are required to graduates:

|  |  |
| --- | --- |
| Experience | 8 |
| |  |  | | --- | --- | |  | Stress resistance | | 8 |
| Responsibility | 15 |
| Comunicability | 14 |
| Teamwork | 6 |
| The ability to assess the impact of labor | 2 |
| Competences | 2 |
| Practical knowledge | 6 |
| The ability to properly defend its position | 3 |
| Ability to prepare reports | 2 |
| Ability to negotiate | 6 |
| Ability to conduct business correspondence | 3 |
| Practical skills | 6 |
| The ability to correctly use computer software | 5 |
| Language skills | 5 |
| Discipline | 2 |
| Self-development | 2 |
| Motivation | 2 |
| Literacy | 6 |
| Knowledge of specialty | 5 |
| Other | 1 |

Other: Qualifications, Knowledge of future scope, Image, active life position, a tendency to self-development, sociability, creativity, diligence, patience, Innovation, Business correspondence.

10. The main advantages of graduates in employment after graduation:

|  |  |
| --- | --- |
| Qualitativetheoreticaltraining | 32 |
| Ready to realize the creative potential | 28 |
| Most returns for less money | 17 |
| Ready for further education | 43 |
| Openness to innovation | 38 |
| A high level of motivation to work and professional activity | 37 |
| Ready to start a career from the grassroots levels | 47 |
| Majoring experience | 1 |
| Freedom from social constraints, stereotypes | 20 |
| Higher rates of physical health | 18 |
| Qualitative theoretical training | 30 |

11. The main shortcomings of graduates in employment after graduation:

|  |  |
| --- | --- |
| High estimation of personal professional capacity | 25 |
| Reluctance to start a career from the grassroots levels | 46 |
| Lack of practical training | 48 |
| Lack of experience in the specialty | 42 |
| Psychological readiness for work | 37 |
| High expectations on the level of wages | 47 |
| Insufficient theoretical training | 15 |
| Lack of teamwork skills | 18 |
| Low production discipline, insufficient level of responsibility | 16 |
| Lack of desire for professional development | 10 |
| The low level of motivation to work and professional activity | 18 |

* 1. The results of the survey of Graduates

Following the results of the survey 110 questionnaires of NARHOZ University graduates have been processed.

Conclusions:

1. According graduates’opinion on what criteria were guided in looking for a job:

- The level of wages - 60%

- The image of the organization - 20%

- The prospect of career growth - 20%

2. A greater number of graduates - 98% after graduation were looking for a job.

3. Work searching was carried out mainly by the resume - 78%, with the help of relatives - 12%, with the help of recruitment agencies- 10%.

4. 96% of graduates responded to the question - are currently working, and 33% from them work in their specialty.

5. On the question of what competencies required for your work, were not sufficiently formed while studying at university graduates responded the following:

- Understanding the business processes of the enterprise and their relationships - 98%, other - 2%.

6. On the question of what difficulties encountered in theemployment process the graduates answered that no work experience 60%, lack of knowledge in the specialty 35%, inability to focus on the labor market - 5%

7. On the question of what general professional competence required, the following answers were given:

- Understanding of the business processes of the enterprise and their relationships - 46%

-Ability to competently conduct business correspondence, report, reports, and other documents - 31%

-Knowledge of foreign languages ​​- 23%.

8. On the question of what professional competencies need to graduates the following answers were given: competence, responsibility, ability to handle stress.

9. According to graduates’ opinion,graduate needs the following communication competencies:

- The ability to present the manufactured product, service- 36%

- The ability to clearly express your ideas - 39%

-Ability to negotiate - 25%.

10. According to the graduates’ opinion, the following behavioral characteristics required for graduates:

- Focus on results - 43%

-Ability to comply with corporate standards, to maintain the loyalty of the company - 30%

- Ability to build a process of working in the organization - 27%.

11. According to the graduates’ opinion, the following skills related to teamwork are required:

- The ability to take responsibility - 49%

-Ability to work in a team and to achieve collective goals - 34%

- Other - 17%

12. According to the graduates’ opinion, graduate needs the following analytical competence, the ability to self-education and professional development:

- Systems thinking, the ability to calculate the consequences of decisions - 50%

- Ability to learn new skills quickly - 32%

- Readiness for continuous professional growth - 12%

-Other - 6%

13. According to graduates’ opinion, graduate needs the following innovative competence: initiative, autonomy - 59%, the ability to generate new ideas - 23%, the vision of new opportunities - 12%, the ability to abstract, to go beyond the situation -6%.

14. According to the graduates’ opinion, the main advantages of employment is:

Open for innovation - 29%

Ready to realize the creative potential - 25%

Ready for further training - 21%

Qualitative theoretical training - 12%

Ready to start a career with the grassroots levels - 3%

Other - 10%

15. The main problems in employment was:

Lack of practical training - 77%

Reluctance to start a career with the grassroots levels - 14%

Other - 9%

2.6. Additional information

1.Students kontingent

Set in the program according to the forms and levels of education 2012-2015., Pers.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Recruitment of students | 2012 | 2013 | 2014 | 2015 | 2016 |
| bachelor, all | 1 789 | 1 608 | 1 784 | 1 628 | 2398 |
| Full-time | 1375 | 1046 | 973 | 939 | 1406 |
| distance | 402 | 519 | 662 | 578 | 718 |
| Evening | 12 | 43 | 149 | 111 | 146 |
| Master, all | 461 | 397 | 305 | 222 | 339 |
| PhD | 12 | 11 | 10 | 10 | 28 |
| including We arrived in Narxoz | 0 | 0 | 116 | 194 |  |
| Foundation | 0 | 0 | 0 | 0 | 128 |
| TOTAL | 2 262 | 2 016 | 2 215 | 2 054 | 2398 |

**Chapter 4. Main direction of development employability**

**4.1.THE CAREER CENTER AND ALUMNI COOPERATION**

The Career Center and alumni also help students and alumni successfully find jobs and better adapt in the job market.

The main activities of the Centre:

* To assist students in career development and job hunting;
* To engage with organizations, industries, professional activities as well as organize pre-diploma and research internships for students, post-graduate students as well as PhD students;
* To systematically place students into businesses effectively so that students and graduates may use their acquired skills to start new businesses or improve the businesses of other entrepreneurs;
* To efficiently organize the Alumni Association

**CAREER CENTER Projects**

1.TEMPUS Project «Central Asia Career Centers enhanced student opportunity to expand options to find jobs and create environment for qualified employment» - Uniwork;

2.Project KPMG Foundation;

3.Project JUMP «JTI Kazakhstan LLC»;

4.Project JSC «Forte Bank» - «Best graduates – For the best bank! »;

5.Project «My first working place», initiated by Youth Policy Management of Almaty city and recruiting company «Elit»;

6.Summer HR-Project «Recruits-2015» from Sentrs:   JSC Insurance Company «Komesk-Omir»,   JSC «Centras Security»,

7.Project «Successful career» with «PWC» and «Medtronic»;

8.Project «Youth career» (in cooperation with Nur Otan»);

9. Intensive IТ-start-up «Tech-nation»;

10. Project «Zhas Sarapshi-2015»;

11. Changellenge «Cup Almaty 2015» - business case competition.

12. Питч буткамп

13. Сбербанк

Марс

Детлойт

Уан Биг

Робототехника

Мотоциклы

**3.2 University Partners**

* JSC «Air Astana»
* [JSC НК «KazMunaiGas»](https://twitter.com/KMG_kz)
* JSC «Rakhat»
* Synergy Partners Law Firm
* DB JSC «Sberbank»
* National Bank of Kazakhstan
* JSC «RG Brands»
* LLP «Raimbek Bottlers»
* LLP «Carlsberg»
* LLP «Busness Applications Solutions»
* «Мega-Profi».

Also, JV «Coca-cola Almaty Bottlers», KPMG Audit LLC, PricewaterhouseCoopers, LLC Ernst & Young, JTI Kazakhstan LLC, Philip Morris International Kazakhstan LLC, Nestle Kazakhstan.

Malaysia Institute for Supply Chain Innovation (Malaysia)   
Solbridge International School of Business (South Korea)   
Moscow International Higher Business School   
University of Tsukuba (Japan)   
Central University of Finance and Economics (China)

KazMunayGaz NC   
Samruk-Kazyna National Welfare Fund   
Turkuaz Group of Companies   
Forte Bank   
Bank Center Credit   
KazAgro National Holding   
Oil Techno Group   
Kazakhstan Temir Zholy National Company   
Beeline KZ   
KazakhTelecom

Selena Kazakhstan

Banking system

|  |  |  |
| --- | --- | --- |
| № | Название | Логотип |
| 1 | АО «Kaspi Bank» | Описание: https://upload.wikimedia.org/wikipedia/ru/a/aa/Logo_of_Kaspi_bank.png |
| 2 | Филиал АО «ForteBank» | Описание: http://www.creainternational.com/download/IMG_PROJECTS/Forte_Bank_brand_identity/fortebank_brand_3.jpg |
| 3 | АО «АТФ Банк» | Описание: http://ekibastuz.kz/images/catalog/5761bb40ca343a0d476a09b288128cc7.jpg |
| 4 | АО «Национальный Банк» | Описание: http://kdif.kz/img/logo1_c.png |
| 5 | АО « Kazakhstan-Ziraat International Bank» | Описание: http://www.eastagri.org/images/members/36.gif |
| 6 | АО «Банк Центр Кредит» | Описание: http://hameleons.com/uploads/posts/2013-05/1368697750_centrkredit-logo.jpg |
| 7 | Сбербанк | Описание: http://ros-spravka.ru/upload/iblock/d66/sberbank-izhevsk-votkinsk-mozhga-glazov-sarapul-kambarka-logo.jpg |
| 8 | АО «Евразийский Банк» | Описание: https://hh.kz/employer-logo/1026549.png |
| 9 | Банк Хоум Кредит | Описание: Картинки по запросу банк хоум кредит логотип |
| 10 | АО "Казкоммерцбанк" | Описание: Картинки по запросу казкоммерцбанк логотип |
| 11 | АО «Жилстройсбербанк Казахстана» | Описание: Картинки по запросу жилстройсбербанк алматы головной офис |

Producing companies

|  |  |  |
| --- | --- | --- |
| № | Название | Логотип |
| 1 | RG Brands | Описание: http://www.brands.kz/images/logo.png |
| 2 | АО «Рахат» | Описание: http://www.civ-def.org/uploads/posts/2013-11/1385617797_rahat.jpg |
| 3 | ТОО "CarlsbergKazakhstan" | Описание: http://www.brandsoftheworld.com/sites/default/files/styles/logo-thumbnail/public/032011/untitled-1_13.png?itok=S6f7tsvg |
| 4 | АО "КазМунайГаз" | Описание: http://www.kmg.kz/images/site/new/logo.png |
| 5 | ТОО "QSR" | Описание: http://www.qsrasia.com/images/qsr-logo.gif |
| 6 | ТОО "Raumbek Bottlers" | Описание: Картинки по запросу raimbek bottlers логотип |
| 7 | ТОО "Немецкий Двор" Беккер | Описание: Картинки по запросу немецкий двор логотип |
| 8 | АО "Эйр Астана" | Описание: http://dtxtq4w60xqpw.cloudfront.net/sites/all/files/images/air_astana.png |
| 9 | ТОО "КАТКО"(Казахстанско-французское совместное предприятие) |  |

Ministries, governance

|  |  |
| --- | --- |
| № | Название |
| 1 | Министерство финансов Республики Казахстан |
| 2 | Информационно-вычислительный центр Комитета по статистике Министерства национальной экономики Республики Казахстан |
| 3 | Департамент государственных доходов по г. Алматы, комитета государственных доходов Министерства финансов Республики Казахстан |
| 4 | Республиканское государственное предприятие на праве хозяйственного ведения "Казгидромет" Министерства энергетикик Республики Казахстан |
| 5 | Министерство по инвестициям и развитию Республики Казахстан |
| 6 | Счетный комитет по контролю за исполнеием республики бюджета РК |
| 7 | ГУ департамент статистики Алматинской области |
| 8 | Департамент статистики города Алматы |
| 9 | КГУ "Управление природных ресурсов и регулированияприродопользования города Алматы" |
| 10 | КГУ "Управление экономики и бюджетного планирования г. Алматы" |
| 11 | ГУ "Управление земельных отношений города Алматы" |
| 12 | Департамент по защите прав потребителей города Алматы |
| 13 | РГУ Департамент казначейства по г Алматы Комитета МФ РК |
| 14 | ГУ «Аппарат Акима Наурызбайского района» |
| 15 | Аппарат Акима Ауэзовского района |
| 16 | Аппарат Акима Алатауского района |
| 17 | Акимат Турксибского района |

3.3 SWOT analyze

SWOT анализ

|  |  |
| --- | --- |
| S | - In 2015 at the University of Narxoz opened Career Center and this center cooperate with alumni association. The department has 5 full-time employees;  - The number of corporate partners in practice, internships and job placement - 200 companies;  - The total number of concluded contracts on internship and employment 1,400 companies;  - actively work with partner companies (representatives of HR services) on the recruitment of the number of graduates;  - Carried out on a scheduled basis 2 times a year - Career Fairs;  - Students and graduates take part in PitcBootcamp (the closest was held 23-24.09.2016), and on the basis of the University NarxozPitcBotcamp will be held in the spring of 2017;  - The university applied competence-based approach in the construction of educational programs (this corresponds to the strategy of the University of Narxoz 2015-2018.);  - It was realized (2013-2015 years.) International project TEMPUS line - Tuning Educational Structures - «The development of educational programs on the basis of competence-based approach" (interviewed faculties, students, alumni and employers). The survey results were included in the collection of competences on the 3rd level of training in the context of the 8 disciplines: engineering, education, economics, management and business, BC, history, foreign languages, law). There is a strong synergy effect of TEMPUS project and COMPLETE;  - Implement projects UNIWORK Erasmus + "Support for the strengthening and development of career centers to increase the competitiveness of graduates in the labor market" (2014-2016.). As part of this project was opened career center and alumni association);  - Operates a business incubator MOST that helps the student groups to promote innovative start-ups and acceleration projects carried out and promote their commercialization. Thus, - developing innovative nature of competence, communication plan (the ability to work in a team and with partners from the business, with the funds, trusts, etc.). Many graduates have the opportunity to start their own business based on the promotion of ideas, projects, etc .;  - Held guest lectures, master classes, workshops, seminars and training elements of the dual education (for example, for the specialty "Gastronomy and hotel business") from companies - partners;  - In Narxoz university works "project office for the implementation of the MOOC and online learning." This office has a faculty of organizational and methodological support in the use of interactive teaching methods in the implementation of modern educational technologies ("flipped classroom" business cases and etc.). |
| W | - Students have practical training after academic cycle. It is difficult assess the effectiveness of practical training. It is difficult to assess the degree of acquiring professional competencies of graduates after internship;  - Complicated mechanism for obtaining feedback from employers on competencies that they would like to see in interns, and graduates - it is not done on a regular basis; - There is no systematic approach to the collection of reviews, comments and requests from employers;  - A national framework of learning, recommended by Ministry of Education and Science of the Republic of Kazakhstan is not always possible to implement ideas on the full implementation of the competence approach (due to objective reasons - requires permission of MES of RK for the implementation of the dual training, the question of distribution of hours between the place of practical training and teaching staff, as well as due to subjective reasons - the complexity of the organization of dual training for a range of economic specialties);  - There is resistance from the PTS for innovation in education;  - For effective employment graduates have insufficient level of English proficiency; |
| O | Since 2015-2016 academic year at the Narxoz University was implemented the system for the preparation of final qualifying works in the form of diploma project (100% coverage of graduates). Strong requirement is - a request to partner companies to research a theme of diploma project. This allows you to get away from formalism in an internship, and is aimed to work closely with the head of the practice at that time. Suggestions and recommendations of diploma project submitted for discussion of the company's management, in the future they can implement them in their activities. Graduates can establish their self not as a theorist, but as - ready professionals who are offered practical advice, development and supply to particular company.  - By UNIWORK project has been developed IS - Career Center Database. It is designed to speed up and systematize the feedback from employers. DB accumulates proposals on the bases of practice, for internships and jobs. Database allows informing employers in advance about the date of occurrence of practices and trainees name and so on. The curator of the practice of the company fills the electronic feedback form in the database system of graduate, as well as inform about their preferences and wishes to the graduates and the university. Filling takes place in an electronic format and does not require much time from companies. DB runs from October 2016 (Pilot mode - 6 months, after which developers will upgrade it). This database can be used in the upgraded format for the organization competence center ( Career Center of Narxoz University) based on the inclusion of additional options (getting feedback from employers on blocks competencies with their ranking: professional, social, and communication competencies). Company TEC InfoSystems; - In order to increase the level of English in the curriculum beginning with the 2015-2016 school year, English language classes are distributed to all 7 semesters (all 4 years of study). |
| T | - the risk of resistance to change on the part of students (since enhanced control over the discipline, system efficiency and practical training) – database:  - the risk of resistance to innovations in the form of a database by some companies (mostly - small business, the lack of interest on the part of employers, the incompetence of some employers);  - the incompetence of some employers for full of feedback on the results of practice  - passive attitude of employers to fill feedback on the results of employment, unwillingness to fill in electronic forms; |