

тиімді тәлімгерлік және демеушілік бағдарламаларды әзірлеу, білім беру және оқыту бағдарламаларын құру және гендерлік бейімділік пен стереотиптерді азайту үшін корпоративтік мәдениетке өзгерістер енгізу кіреді. Мақалада келтірілген ұсыныстар гендерлік теңдік саясатын қалыптастыру және әртүрлі ұйымдар мен салаларда әділ және инклюзивті жұмыс ортасын құру үшін пайдаланылуы мүмкін.

Түйін сөздер: гендерлік теңдік, мансаптық өсу, әйел басшылар, гендерлік кедергілер, тәлімгерлік, корпоративтік мәдениет.

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STRATEGIC MANAGEMENT OF ALUMNI ASSOCIATIONS: A STAKEHOLDER APPROACH FOR OPTIMAL EFFICIENCY

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ABSTRACT

The purpose of the study is to explore the role of university alumni associations in aligning with the sustainable development goals (SDGs) articulated by the United Nations, emphasizing the criteria that define a sustainable alumni association and their impact on university operations and broader economic and management practices.

Methodology. Emphasis is placed on elucidating criteria that characterize a sustainable alumni association. This is complemented by a comprehensive analysis utilizing qualitative research methodologies, including in-depth interviews and expert assessments.

Originality / value of the research lies in its focus on the intersection of university alumni associations and sustainable development goals, an area that has received limited attention in academic discourse.

Findings. The derived conclusions are rigorously substantiated through mathematical computations, culminating in actionable recommendations aimed at fortifying the future endeavors of alumni associations. The study is contextualized within the framework of a university in Kazakhstan, offering practical insights and implications for economic and management practices in the contemporary academic landscape.

Keywords: Strategic Management, Alumni Associations, Sustainable Development, Social Development Goals, Stakeholder Approach, University, Graduates.

INTRODUCTION

In an era where the global landscape is shifting towards a knowledge-based economy, the significance of human capital cannot be overstated. Kazakhstan, aligning with this global trend, places a strategic emphasis on developing human capital as a key goal for sustainable growth. Recognizing that education is a pivotal contributor to this goal, it is equally crucial to extend this focus beyond graduation. The post-university period, marked by alumni engagement, becomes a key phase in maintaining and enhancing the connection with human capital in Kazakhstan.

Efforts towards forming and nurturing human capital in Kazakhstan not only involve the academic journey but extend to the crucial post-graduation phase. Alumni, as integral components of the human capital network, play a pivotal role in contributing to the country's development. It is imperative, however, to explore innovative approaches to strategically manage alumni associations to optimize their efficiency in the context of Kazakhstani universities.

Against this backdrop, our paper introduces a pioneering perspective by employing stakeholder theory to strategically manage alumni associations in Kazakhstan. As the country endeavors to develop its human capital, universities must take a proactive role in maintaining a robust connection with their graduates. What adds an extra layer of significance is the incorporation of stakeholder theory, which advocates for recognizing and incorporating the interests of all stakeholders involved.

The researchers selected the following list of hypotheses based on the immense literature review and theoretical framework. The following hypotheses were equally chosen from the responses of Kazakhstan university graduates alumni of university, which consists of students and academic staff with different background.

Hypothesis 1: The university's reputation is the most significant criteria for the successful alumni association.

Hypothesis 2: The importance of criteria among graduates of technical background is higher than among graduates of social and humanitarian background.

Hypothesis 3: Alumni associations should devise distinct strategies tailored to graduates based on their respective backgrounds.

While the global community acknowledges the importance of forming strong human capital, this paper contends that the strategic management of alumni associations in Kazakhstan, informed by stakeholder theory, is a distinct and underexplored dimension. It is imperative to bridge the gap between academia and real-world application by not only recognizing the contribution of graduates in disseminating knowledge but also by aligning the interests of various stakeholders, a crucial aspect emphasized by stakeholder theory.

As the world witnesses a paradigm shift towards the economy of knowledge, our paper contributes to the ongoing discourse by presenting a novel framework tailored to the unique context of Kazakhstan. Through a comprehensive exploration of successful examples and the application of stakeholder theory, this paper aspires to set a precedent for strategic alumni management, thereby furthering the goals of developing human capital and ensuring the sustained growth of Kazakhstani universities.

Research methods. In this article, we utilized a qualitative method – specifically, in-depth interviews – to fill a rank matrix. Open-ended questions facilitated more precise responses from respondents, particularly university graduates. Based on a selection of 10 key criteria defining the relationship between the alumni association and the sustainable development of the university, along with its positive influence on society, we conducted an analysis. This analysis allowed us to ascertain the importance of each criterion and its impact, illustrated by the university under examination.

Social and economic phenomena are characterized by a multitude of interconnected factors acting in various directions, leading to complexities in their definition and statistical processing. Often, in these cases, there is a lack of initial information due to the impossibility of using it in quantitative form for various reasons. To address this issue, the experience and knowledge of specialists can be harnessed through the application of interviews. In-depth interviews with leading experts can unveil the most informative features. Typically, researchers compile a list of features beforehand, and the task of experts lies in ranking them based on their influence on the modeled indicator.

The application of this method in our study stems from the qualitative nature of all features characterizing the efficiency of the alumni association and its correlation with the goals of sustainable development. These

features cannot be expressed quantitatively in the modeled indicator. The interviews took both face-to-face and virtual forms, involving the completion of questionnaires. They were conducted during personal conversations with each expert after explaining the objectives of the research.

Expert judgment methods are approaches used to organize interactions with specialist experts and process their opinions, expressed in quantitative and/or qualitative forms. The application of expert methods helps formalize procedures for gathering, synthesizing, and analyzing expert opinions with the objective of converting them into a format most suitable for making informed decisions.

Table 1 – Grouping of Experts by Gender, sphere of activity and university background

Experts		%
The sphere of activity	<i>Art</i>	5%
	Business	25%
	Education	25%
	Fin tech	10%
	Government structure	5%
	Industry	30%
	<i>Female</i>	45%
Gender	Male	55%
	<i>Social and Humanitarian</i>	50%
Background	Technical	50%
	Note – Compiled by the authors based on their own research	

As evident from Table 1, our experts exhibit an equal distribution by gender, major backgrounds in technical and social humanities, and a variety of spheres of activities.

In the conducted interview, we asked experts to determine the weight and significance of the following criteria:

- X1 – Reputation
- X2 – Loyalty
- X3 – Activity and involvement
- X4 – Networking
- X5 – Feedback
- X6 – Support for educational programs
- X7 – Resources and privileges
- X8 – Hard skills
- X9 – Soft skills
- X10 – Social responsibility

If we break down each criterion in the context of the Alumni association of the University and its alignment with the social development goals of the university:

University Reputation (X1). Explanation: This criterion assesses how the Alumni association contributes to enhancing and maintaining the positive image and reputation of the university [1]. Research has consistently shown that a strong university reputation significantly benefits both alumni associations and graduates. Alumni from universities with positive reputations are more likely to actively engage with their alma mater and participate in alumni association activities. A. M. Brown highlight how a prestigious university reputation enhances the perceived value of graduates in the job market, leading to increased career opportunities and earning potential. Thus, fostering and maintaining a positive university reputation is crucial for alumni associations seeking to effectively support their graduates in their professional endeavors. Social Development Goals Alignment: A positive university image can attract support, resources, and collaboration, fostering community engagement and social impact [2].

Loyalty (X2). Explanation: Loyalty measures the commitment and allegiance of alumni towards their alma mater, reflecting the strength of the bond between the university and its graduates. Research findings

consistently underscore the positive relationship between university reputation and alumni loyalty. According to research [3, 4], alumni from prestigious universities tend to demonstrate higher levels of loyalty to their alma mater, engaging more actively in alumni association events and contributing to fundraising efforts. Similarly, authors [2; 5], found that graduates from institutions with strong reputations exhibit greater affinity towards their alma mater, often maintaining lifelong connections and advocating for their university within their professional networks. Thus, cultivating a positive university reputation is essential for fostering enduring loyalty among alumni, which in turn strengthens the alumni association's impact and support for graduates Social Development Goals Alignment: Strong alumni loyalty can lead to increased participation in social initiatives, volunteerism, and support for community development projects.

Activity and Involvement (X3). Explanation: This criterion evaluates the level of alumni engagement and active participation in events, programs, and initiatives organized by the Alumni association. The significance of prioritizing alumni activity and involvement is essential components of alumni association strategy, as outlined by A. M. Brown [2]. By fostering active engagement among alumni, associations can enhance their support networks and better serve the needs of graduates in various professional and personal capacities." Social Development Goals Alignment: Active alumni involvement can facilitate the implementation of social projects, skill-sharing, and mentorship, contributing to the university's social development objectives.

Networking (X4). Explanation: Networking assesses the Alumni association's role in creating and facilitating professional and social connections among its members. Research [6] highlights how alumni networking enhances career opportunities and facilitates knowledge exchange within alumni communities. Additionally, a study by [7] underscores the role of networking in alumni association effectiveness, emphasizing its contribution to alumni engagement and support. Furthermore, research [8] reveals that alumni networks provide valuable connections for job seekers and entrepreneurs, promoting lifelong learning and skill development. These findings underscore the importance of networking for alumni associations in facilitating alumni success and fostering a vibrant community of graduates. Social Development Goals Alignment: Networking can lead to collaborative efforts, knowledge sharing, and partnerships that support the university's social development goals and initiatives.

Feedback (X5). Explanation: This criterion gauges the effectiveness of communication channels between the Alumni association and its members, ensuring feedback mechanisms are in place. The article [9] explores the role of feedback information from alumni associations in the quality assurance system for higher education, particularly focusing on its impact and relevance within the context of academic quality assessment and improvement processes. Social Development Goals Alignment: Regular feedback helps in refining and aligning social initiatives with alumni expectations and societal needs.

Support for Educational Programs (X6). Explanation: This criteria measures alumni contributions and support for educational programs initiated by the university. Nanda et al. [10] investigates the correlation between alumni engagement and university curriculum reform within the context of support and improvement. Social Development Goals Alignment: Alumni support for educational programs can enhance accessibility to quality education, aligning with the university's commitment to social development.

Resources and Privileges (X7). Explanation: This criterion evaluates the provision of resources and privileges to alumni, acknowledging their contributions and fostering a sense of belonging. In article [11] delve into the significant role of alumni associations in supporting student life, particularly highlighting their contributions towards enhancing educational programs and initiatives within academic institutions. Authors discuss how alumni associations serve as valuable resources for students, providing mentorship, networking opportunities, and financial support to enrich their educational experience. Social Development Goals Alignment: Providing resources and privileges can motivate alumni to actively participate in social development projects and initiatives.

Hard Skills (X8). Explanation: This criterion assesses the development and application of tangible skills by alumni that contribute to their professional and personal growth. Social Development Goals Alignment: Alumni with enhanced hard skills can positively impact society through contributions to various fields, aligning with the university's social development objectives.

Soft Skills (X9). Explanation: Soft skills refer to interpersonal and communication skills. This criterion evaluates the emphasis on cultivating these skills among alumni. Social Development Goals Alignment: Alumni with strong soft skills can play key roles in community engagement, effective communication, and leadership, supporting social development initiatives.

Social Responsibility (X10). Explanation: This criterion measures the extent to which the Alumni association promotes and instills a sense of social responsibility among its members. Social Development Goals Alignment: Alumni actively involved in socially responsible activities contribute to the broader societal goals championed by the university.

By considering these criteria within the framework of the Alumni association, the university can strategically align its activities and engagement efforts to further its social development goals.

It is noteworthy that experts were given the right to supplement the proposed list of features. The statistical processing of interview data comprises several stages, with two significant ones being: a) studying the overall mean concordance of responses across all features; b) determining the influence of expert characteristics on the content of responses. The overall mean concordance of responses across all features was evaluated using the concordance coefficient.

The concordance coefficient assesses the degree of agreement in experts' opinions and ranking on a given feature. It ranges from 0 to 1. If $W=0$, it signifies no connection between rankings, and if $W=1$, it indicates complete agreement among experts on the ranking of features (equation 1):

$$W = \frac{S}{\frac{1}{12}m^2(n^3-n) - m \sum_{j=1}^m T_i^2} \quad (1)$$

Where:

- m – is the number of rates or observers.
- n – is the number of items being ranked.
- T_i – is the number of tied groups (elements with the same rank).

Our analysis delves into the multifaceted realm of Kendall's W , a coefficient of concordance widely employed in statistics to measure agreement among raters or observers. From its advantages in ranking scenarios to its sensitivity to sample size, we explore the nuances of this statistical measure. Understanding the strengths and limitations of Kendall's W is crucial for researchers and practitioners seeking to employ it judiciously. We discuss the contextual appropriateness of using Kendall's W , its robustness in handling tied rankings, and its applications in various fields. Additionally, we shed light on its sensitivity to sample size, the equal weighting of disagreements, and the assumption of independence among observations.

In the assessment of the significance of parameters, experts assign them a rank number. The factor to which the expert assigns the highest rating is given the rank of 1. If an expert recognizes multiple factors as equal, they are assigned the same rank number. Based on the data from the interview, a consolidated matrix of ranks is compiled.

Upon expert evaluation, scores were computed for each criterion, considering their weight and expressiveness. These scores facilitate the determination of the most valuable and pronounced criteria. Furthermore, the results were divided into two expert groups: Group 1 comprised graduates in technical disciplines, while Group 2 consisted of graduates in social and humanitarian fields. Subsequent analysis unveiled preferences in expert opinions within each group, also allowing for the identification of trends in expert opinions across criteria. Criteria with the lowest scores serve as indicators for enhancing their positions.

The final stage of analysis involves constructing a matrix to assess the attractiveness of each of our groups based on two coordinates: the X-axis characterizes the indicator – the strength of position (PP) of each group, while the Y-axis represents the indicator – the attractiveness (AA) of the alumni association under consideration. Each of these coordinates is determined taking into account several parameters, with each axis divided into three parts. The matrix has dimensions of 3 by 3. Each coordinate axis is treated as a multi-factor measure-

ment axis. These indicators are characterized by their dependence on multiple factors. The simplest way to determine the values of the factors is associated with finding the mean values, where:

$$\begin{aligned} P_j &= \sum_{i=1}^n x_i f_{ji}, \sum_{i=1}^n x_i = 1, \\ K_j &= \sum_{k=1}^m y_k g_{kj}, \sum_{k=1}^m y_k = 1, \\ P_{\min} &\leq P_j \leq P_{\max}, K_{\min} \leq K_j \leq K_{\max}. \end{aligned} \quad (2)$$

Where, f_{ji} – is the value of the i -th factor of the j -th object (university) for the attractiveness indicator; x_i – is the value of the weighting coefficient of the i -th factor for the attractiveness indicator; g_{kj} – is the value of the k -th factor of the j -th object (university) for the competitiveness indicator; m – is the number of factors for the competitiveness indicator; $j=1, \dots, J$ – objects (universities); $P_{\min}, P_{\max}, K_{\min}, K_{\max}$ – minimum and maximum values of the indicators P and K .

Literature review. The stakeholder theory plays a vital role in the success and effectiveness of university alumni associations. These associations serve as a bridge between the university and its graduates, fostering a sense of community and providing valuable resources to alumni. In order to fully leverage the potential of alumni associations, implementing the principles of stakeholder theory becomes crucial. This approach emphasizes the importance of considering the needs and interests of various stakeholders, including alumni, faculty, staff, and the university itself. By doing so, alumni associations can enhance engagement and support, maximize benefits, and ultimately strengthen their connection with the university and its graduates. In this essay, we will explore the significance of stakeholder theory in university alumni associations and how it can contribute to their overall success.

The development of stakeholder theory can be traced back to its origins in the 1960s and has since evolved significantly over time. Stakeholder theory emerged as a response to the prevailing shareholder primacy perspective, which argues that the only responsibility of a corporation is to maximize shareholder wealth. In contrast, stakeholder theory recognizes the existence of multiple stakeholders who have a legitimate interest in a company's activities and should be considered in decision-making processes. The early evolution of stakeholder theory can be attributed to the works of scholars such as R. Edward Freeman and Ian Mitroff, who emphasized the importance of considering the interests of various stakeholders in management practices. Over the years, stakeholder theory has undergone several transformations and refinements, incorporating perspectives from various disciplines such as economics, sociology, and ethics. These developments have led to the recognition of a broader range of stakeholders, including employees, customers, communities, and the environment, among others. Stakeholder theory has also gained relevance in the context of corporate social responsibility, as it provides a framework for corporations to engage with and address the concerns of their stakeholders [12].

Stakeholder theory plays a crucial role in university alumni associations, as it recognizes the importance of engaging and satisfying various stakeholders involved in the organization. Stakeholder theory emphasizes the significance of considering the interests and expectations of different groups, including alumni, faculty, staff, students, and the broader community. By adopting stakeholder theory, alumni associations can effectively identify and address the needs and concerns of their stakeholders, thus fostering stronger relationships and enhancing the overall success of the organization. This theory encourages alumni associations to not only focus on alumni engagement and satisfaction but also to consider the broader impact of their activities on other stakeholders. For instance, by involving faculty and students in alumni events and initiatives, alumni associations can create opportunities for networking, mentorship, and collaboration, benefiting both alumni and current students. Additionally, by engaging the broader community through outreach programs and partnerships, alumni associations can contribute to the social and economic development of the region. Therefore, stakeholder theory provides a comprehensive framework for university alumni associations to navigate their complex network of stakeholders and ensure their long-term sustainability and success [13].

Implementing stakeholder theory in alumni associations can significantly enhance engagement and support among its members. According to research [13], stakeholder theory emphasizes the importance of considering the various stakeholders involved in an organization and their respective needs and interests. In the context of alumni associations, stakeholders may include not only the alumni themselves but also current students, faculty, staff, and the community at large. By adopting a stakeholder perspective, alumni associations can develop strategies that align with the diverse needs and expectations of their stakeholders. This approach can lead to increased engagement and support from alumni, as they feel that their voices are heard and their opinions are valued. Moreover, involving other stakeholders such as current students and faculty can foster collaboration and create a sense of belonging within the association. By implementing stakeholder theory, alumni associations can create a more inclusive and supportive environment that benefits all stakeholders involved.

In the realm of higher education, university alumni associations play a crucial role in maintaining and strengthening the relationship between the institution and its graduates. To maximize the benefits derived from these associations, it is essential to adopt a stakeholder theory approach. Stakeholder theory emphasizes the importance of considering the interests and needs of all stakeholders involved in an organization, beyond just the shareholders. According to research [14], the application of stakeholder theory to alumni associations can lead to a more holistic approach in managing these relationships. By identifying and engaging with various stakeholders, such as alumni, current students, faculty members, and employers, universities can create a network that promotes collaboration and mutual growth. This approach not only enhances the value proposition for alumni but also benefits the university through increased support, donations, and professional networking opportunities [14]. By recognizing the diverse interests and needs of stakeholders and aligning them with the objectives of the alumni association, universities can create a more robust and effective platform for engagement and collaboration.

This theory emphasizes the importance of maintaining positive relationships and meeting the expectations of various stakeholders for sustainable success.



Figure 1 – Application to Alumni Association Management
Note – Compiled by the authors based on their own research

Figure 1 illustrates the multifaceted approach to Alumni Association Management, encompassing seven key aspects. These include Alumni Engagement, which focuses on fostering connections and involvement; Resource Mobilization, essential for securing financial support and resources; Strategic Planning, guiding the association's long-term goals and initiatives; Measuring Success, evaluating the effectiveness of programs

and initiatives; Long-Term Sustainability, ensuring continued viability and growth; Communication and Relationship Building, facilitating effective outreach and networking efforts; and Alumni Benefits and Services, providing valuable resources and support to alumni members. Each aspect plays a vital role in ensuring the success and longevity of the alumni association [15].

THE MAIN PART

The results obtained (Table 2) indicate a high level of consensus among the experts for each criterion. Based on the average values of each expert's individual opinions and the Concordance Coefficient, the weight of each criterion was determined. It is observed that the criteria with the highest weights are soft skills, university image, networking, and support for educational initiatives.

Table 2 – Weight Distribution, Concordance Coefficients, and Dispersion

#	Criteria	Weight	Concordance coefficient	Dispersion
X1	Reputation	5	0,995	0,3
X2	Loyalty	4	0,994	0,37
X3	Activity and involvement	3	0,987	0,86
X4	Networking	5	0,993	0,46
X5	Feedback	4	0,98	1,31
X6	Support for educational programs	5	0,99	0,64
X7	Resources and privileges	4	0,973	1,78
X8	Hard skills	4	0,982	1,13
X9	Soft skills	5	0,997	0,17
X10	Social responsibility	4	0,992	0,48

Note – Compiled by the authors based on their own research

As evident from the table 2, the highest rating is 5 points, with criteria X1, X4, X6, and X9 carrying the greatest weight. This is explained by the experts' belief in the significance of these criteria for the effectiveness of the alumni association. These criteria are substantial and encompass external factors such as employers, partner companies, current students, faculty, and staff. The lowest weight is assigned to criterion X3, with 3 points. This is justified by the high employment rates of graduates in their primary professional and personal roles, as well as their geographical distance from the university's location.

Table 3 – Significance of each criteria

#	Criteria	Significance	Concordance coefficient	Dispersion
X1	Reputation	6	0,912	5,88
X2	Loyalty	6	0,923	4,80
X3	Activity and involvement	5	0,860	9,30
X4	Networking	5	0,864	9,05
X5	Feedback	4	0,903	6,43
X6	Support for educational programs	5	0,927	4,83
X7	Resources and privileges	5	0,841	10,57
X8	Hard skills	7	0,950	3,31
X9	Soft skills	7	0,903	6,43
X10	Social responsibility	5	0,907	6,20

Note – Compiled by the authors based on their own research

In our analysis, we evaluated the significance of each factor, using the university in the city of Almaty as an example. The significance of each factor enables us to determine the degree to which each of the 10 criteria is prominent or developed in this university, based on the activities of the alumni association. This indicator spans from 1 to 10, where 1 represents the minimum value, and 10 indicates the maximum value. The results indicate that the factors deemed most significant by the experts are as follows: Hard Skills – 7, Soft Skills – 7.

6 points for Loyalty and Reputation criteria, and 5 points for criteria such as Support for Educational Initiatives, Social Responsibility, Networking, Activity and Involvement, as well as Resources and Privileges. The least significant factor is Feedback, with a rating of 4 points.

Data from experts were categorized into two groups: 1. Graduates of technical specialties; 2. Graduates of social-humanitarian disciplines. The total number of respondents was 20 people, with 10 individuals in each group, maintaining a balanced distribution across graduation years.

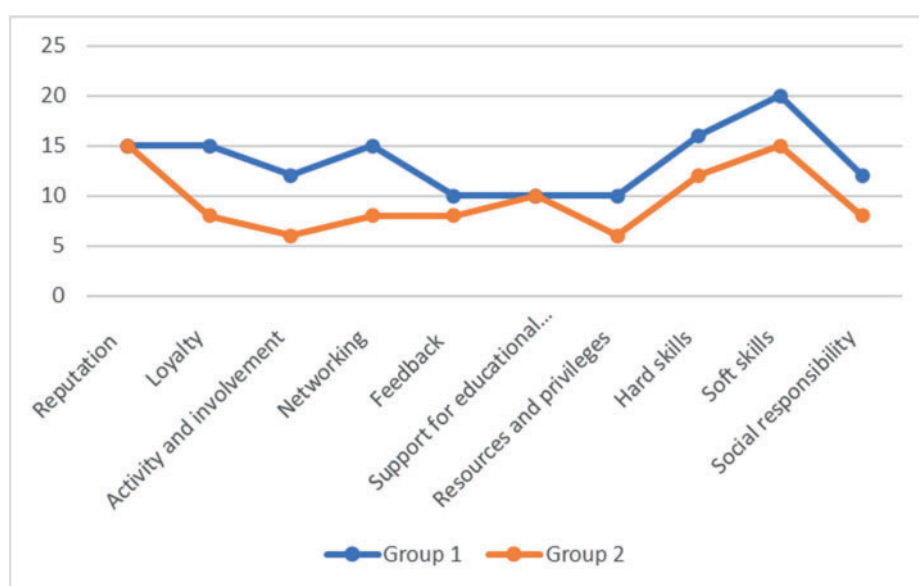


Figure 2 – Criteria trends for both groups

Note – Compiled by the authors based on their own research

As shown in Figure 2, criteria X1 and X6 have equal scores across the considered groups, while the scores for graduates from technical specialties are higher than those of the second group for the remaining criteria. The university's reputation and willingness to support educational initiatives hold equal importance for both groups regardless of background.

Furthermore, the most significant discrepancy in expert opinions is observed for criteria X2, X3, and X4, where the values for the social sciences direction are nearly half of those for technical specialties. This is primarily explained by the fact that, despite these criteria holding similar weight in importance for both groups, each group assessed the prominence of these criteria differently within the context of the Association.

A detailed conduct of in-depth interviews with experts allowed us to determine that graduates from technical specialties, due to the nature of their work, interact more closely with each other and with the university.

As observed, graduates from technical specialties scored the highest in criteria X9 with 20 points and X8 with 16 points, indicating the demand for skills specific to their fields. Criteria X1, X2, and X4 each received 15 points. Conversely, the lowest scores were attributed to X5, X6, and X7, each receiving 10 points.

In line with the trend, graduates from social sciences and humanities specialties achieved the highest scores of 15 points in criteria X1 and X9. Conversely, experts in this group assigned the lowest scores to X3 and X7, each with 6 points.

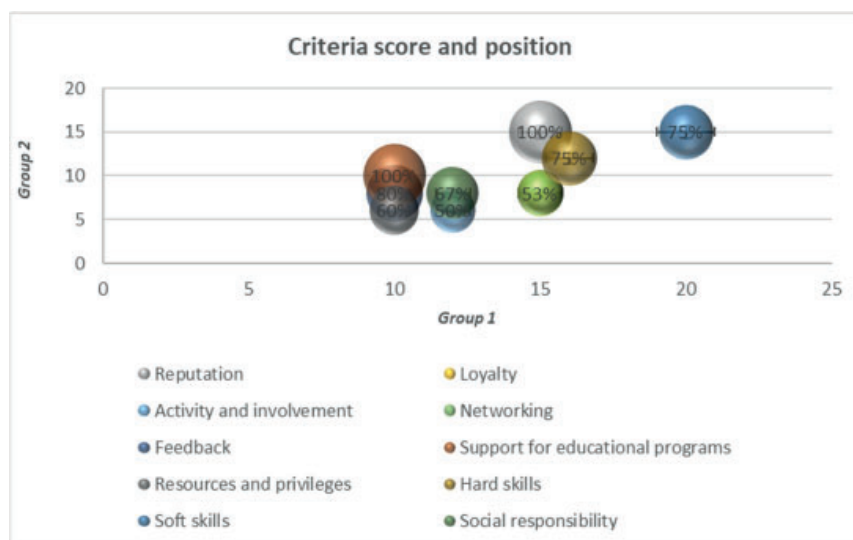


Figure 3 – Criteria score and position

Note – Compiled by the authors based on their own research

In Figure 3, scores for each criterion in the two study groups are shown. Each circle represents a criterion, and the circle's size is the third dimension of the data, depending on the agreement between the values of the two groups. If both groups have identical scores, indicating a 100% match, it will be represented in the figure by the largest circle. Thus, we can observe that the largest circles, indicating a 100 % score match for each criterion in both groups, represent reputation and support for educational initiatives. These circles have the largest sizes in Figure 3, despite the fact that the scores for these criteria are not maximal. However, the scores are the same: 15 points for reputation and 10 points for support for educational initiatives. An 80 % score match in size is observed for the criterion of feedback system in both study groups, and 75 % for criteria such as professional and soft skills, as reflected in the circle sizes. The smallest circle represents the criterion of activity and involvement, as the score match for this criterion is 50 %: 12 points for technical graduates and 6 points for graduates from social and humanitarian fields. The analysis presented has facilitated a clear visual identification (indicated by the sizes of the circles) of the alignment in responses between the two studied groups. Figure 4 illustrates the overall number of points for each criterion, as provided by the experts, without categorization by groups.

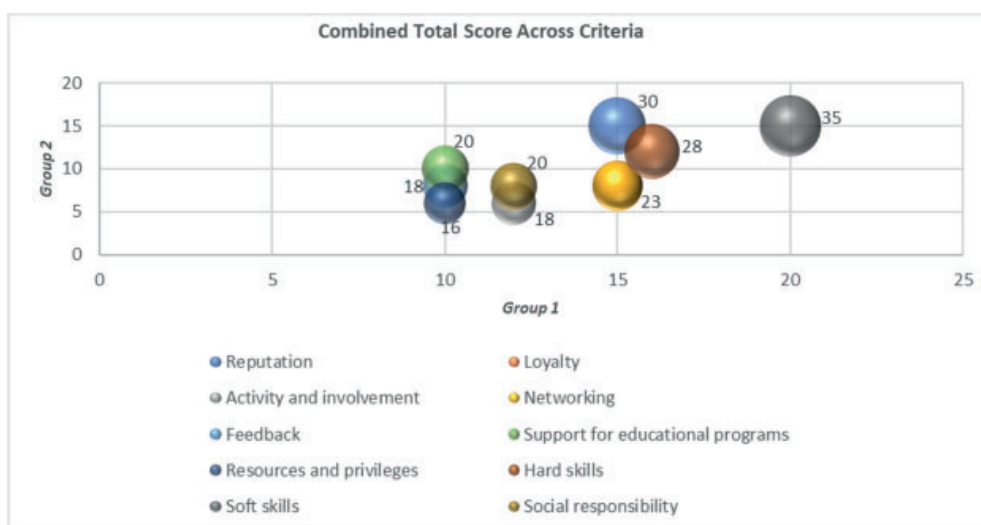


Figure 4 – Combined Total Score Across Criteria

Note – Compiled by the authors based on their own research

As evident from Figure 4, the size of each circle is determined by the total number of points assigned to each criterion. The largest circles represent the criteria of soft skills (35 points), reputation (30 points), and hard skills (28 points).

In this regard, the expert analysis has shown that among all criteria, those most developed in terms of significance and expression within the studied object are: soft skills, university reputation, professional skills, and support for educational initiatives.

Areas needing improvement and tactical action include criteria such as resources and privileges, activity, and involvement, as well as feedback systems.

The next step involved devising approaches to enhance the position of each criterion and determining operational steps. To achieve this, the expert analysis method was utilized to assess the weight of each criterion and evaluate each group, followed by defining the target segment. The analysis results are presented in Tables 4 and 5.

Table 4 – Competitiveness indicator

Weight of the criterion	Final assessment		Factor weight
	Group 1	Group 2	
Reputation	1,05	0,84	0,105
Loyalty	1	0,8	0,10
Activity and involvement	0,64	0,48	0,08
Networking	1,05	0,84	0,105
Feedback	1	0,6	0,10
Support for educational programs	1,05	0,84	0,105
Resources and privileges	1	0,4	0,10
Hard skills	0,8	0,8	0,10
Soft skills	1,05	1,05	0,105
Social responsibility	0,8	0,8	0,10
Total:	9,44	7,45	
Note – Compiled by the authors based on their own research			

As evident from Table 4, Group 1 (graduates of technical specialties) has a score of 9.44 out of a possible 10. These indicators demonstrate the potential to meet the required basic characteristics of each group at the desired level. The score for the second group is 7.4. These findings indicate differing levels of strength in position expression between the two groups.

Table 5 - Attractiveness indicator

Weight of the criterion	Final assessment		Factor weight
	Group 1	Group 2	
Reputation	0,63	0,63	0,105
Loyalty	0,63	0,42	0,105
Activity and involvement	0,57	0,38	0,095
Networking	0,57	0,38	0,095
Feedback	0,34	0,34	0,085
Support for educational programs	0,38	0,38	0,095
Resources and privileges	0,38	0,38	0,095
Hard skills	0,92	0,69	0,115
Soft skills	0,92	0,69	0,115
Social responsibility	0,57	0,38	0,095
Total:	5,9	4,7	

Note – Compiled by the authors based on their own research

Table 5 presents the data analysis of the expression of each criterion and based on this, the attractiveness of the alumni association under consideration. According to the data, the first group also holds an advantage with a score of 5.9 compared to the second group's 4.7 out of a maximum of 10 points. The data from Table 5 allow for a conclusion to be drawn regarding the average level of attractiveness of the segment. Figure 5 depicts a constructed matrix and identifies the position within the matrix for each group. Depending on their position in the matrix, effective management decisions can be formulated. All segments of the matrix can be divided into three categories: those with high potential, low potential, and those in between. In our case, three areas are delineated in the matrix based on scores (Figure 5): the leadership area, the neutral area, and the outsider area.

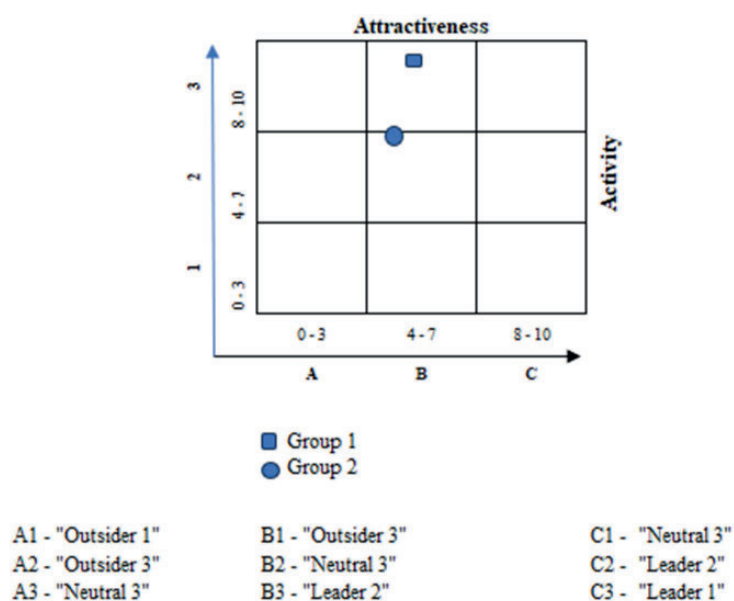


Figure 5 – Matrix (absolute positioning)

Note – Compiled by the authors based on their own research

As depicted in the matrix (Figure 5), when considering absolute positioning, the first group is situated in the Leader 2 sector, while the second group is in the Neutral 2 sector. The relative positioning of these groups is illustrated in Figure 6. The distinction between Figures 5 and 6 lies in the method used to determine boundaries. The matrix in Figure 5 is created using the classical method according to rules and standard parameters, where the boundaries are set as the minimum and maximum possible values from 0 to 10, representing absolute positioning. The matrix in Figure 6 is assembled taking into account the boundaries of the minimum and maximum actual values attained by one of the groups that scored the highest number of points, thus indicating relative positioning. The first approach enables the positioning of each group based on expert ratings as a whole, while the second approach demonstrates how groups are positioned relative to each other.

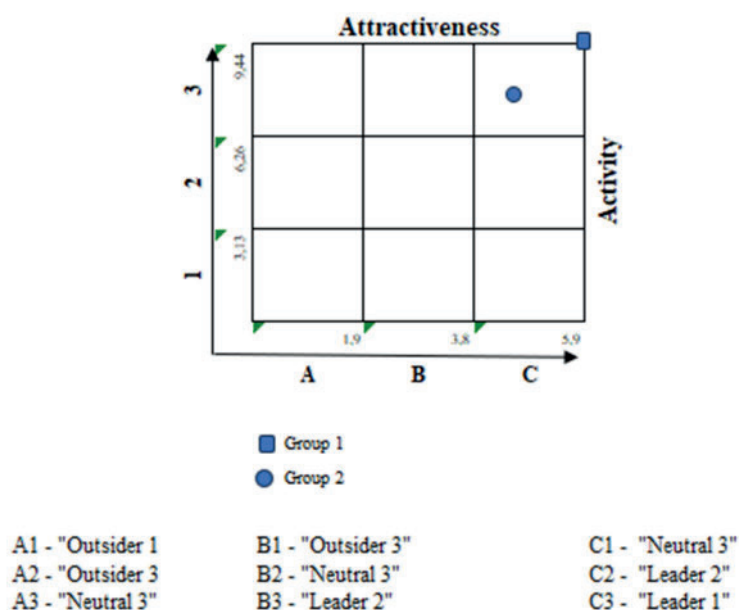


Figure 6 - Matrix (relative positioning)
Note – Compiled by the authors based on their own research

As evident from Figure 6, with relative positioning, the second group falls into the «Leader 1» sector, indicating a slight lead over the first group. Analysing the positions of the groups in the sectors allows recommendations to be made regarding management strategies for both groups.

CONCLUSION

Based on the research findings, conclusions can be drawn regarding the hypotheses set forth.

Hypothesis 1: The university's reputation is the most significant criterion for the successful alumni association.

This hypothesis is not confirmed. The score for this criterion is 30 points, whereas for the criterion «Soft Skills», the score is 35. This suggests that the university's reputation is not the most important criterion for a successful alumni association.

Hypothesis 2: The importance of criteria among graduates of technical background is higher than among graduates of social and humanitarian background.

This hypothesis is confirmed, as the first group scores 135 points compared to the second group's 96 points.

Hypothesis 3: Alumni associations should devise distinct strategies tailored to graduates based on their respective backgrounds.

This hypothesis is not confirmed, as both groups fall into the same «Leaders» category and, upon relative positioning, reside within the same «Leader 1» sector.

The data from the multi-stage analysis of graduates' group positioning allow for recommendations to be formulated for the alumni association to enhance the expression of criteria in its operations. It is advisable to conduct an analysis of the implementation of approaches for each criterion, paying particular attention to resources and privileges, activity and involvement, and feedback systems. The conducted analysis provides the university administration and alumni association with analytically justified information for subsequent effective management decisions.

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ТҮЛЕКТЕР АССОЦИАЦИЯЛАРЫН СТРАТЕГИЯЛЫҚ БАСҚАРУ: ОҢТАЙЛЫ ТИІМДІЛІККЕ ҚОЛ ЖЕТКІЗУ ҮШІН МҮДДЕЛІ ТАРАПТАРДЫҢ ҚАТЫСУЫ ТӘСІЛІН ҚОЛДАНУ

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АНДАТПА

Зерттеудің мақсаты – тұрақты түлектер қауымдастығын анықтайтын критерийлерге және олардың университеттің жұмысына және кеңірек экономикалық және басқару тәжірибесіне әсеріне назар аударатырып, Біріккен Ұлттар Ұйымының Тұрақты даму мақсаттарына (SDG) қол жеткізудегі университет түлектері қауымдастығының рөлін зерттеу.

Әдістемесі. Түлектердің тұрақты ассоциацияларын сипаттайтын критерийлерді түсіндіруге баса назар аударылады. Бұл терең сұхбат пен сараптамалық бағалауды қоса алғанда, сапалы зерттеу әдістерін қолдана отырып, жан-жақты талдаумен толықтырылады.

Зерттеудің бірегейлігі / құндылығы – зерттеу университет түлектері қауымдастығы мен тұрақты даму мақсаттарының қиылысына бағытталған, зерттеу тақырыбы академиялық дискурста шектеулі назар аударылған сала болып табылады. Бұл зерттеу жан-жақты талдаулар мен практикалық ұсыныстарды ұсына отырып, университеттер үшін, әсіресе қазақстандық контекстте, олардың жаһандық тұрақты даму мақсаттарымен стратегиялық сәйкестігін арттыру үшін құнды түсініктер ұсынады.

Зерттеу нәтижелері түлектер ассоциацияларының тиімділігін анықтайтын критерийлер бойынша сарапшылардың көзқарастарын түсінуге мүмкіндік береді. Алынған тұжырымдар математикалық есептеулермен мұқият негізделген және Түлектер ассоциацияларының болашақ күш-жігерін нығайтуға бағытталған нақты ұсыныстарға құйылады. Зерттеу қазіргі академиялық Әлемдегі экономикалық және басқару практикасы үшін практикалық идеялар мен қорытындыларды ұсына отырып, Қазақстандағы университет шеңберінде контексттендіріледі.

Түйін сөздер: стратегиялық менеджмент, түлектер ассоциациялары, тұрақты даму, әлеуметтік даму мақсаттары, мүдделі тараптардың қатысуы тәсілі, университет, түлектер

СТРАТЕГИЧЕСКОЕ УПРАВЛЕНИЕ АССОЦИАЦИЯМИ ВЫПУСКНИКОВ: ПОДХОД С УЧАСТИЕМ ЗАИНТЕРЕСОВАННЫХ СТОРОН ДЛЯ ДОСТИЖЕНИЯ ОПТИМАЛЬНОЙ ЭФФЕКТИВНОСТИ

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АННОТАЦИЯ

Целью исследования является изучение роли ассоциаций выпускников университетов в достижении целей устойчивого развития (ЦУР), сформулированных Организацией Объединенных Наций, с акцентом на критерии, которые определяют устойчивую ассоциацию выпускников, и их влияние на деятельность университетов и более широкую экономическую практику, и практику управления.

Методология исследования. Для сбора данных используются качественные методологии, включая глубинные интервью и экспертные оценки.

Оригинальность / ценность исследования заключается в том, что оно сосредоточено на пересечении ассоциаций выпускников университетов и целей устойчивого развития, области, которая получила ограниченное внимание в академическом дискурсе. Предоставляя всесторонний анализ и практические рекомендации, это исследование предлагает ценную информацию для университетов, особенно в контексте Казахстана, повышая их стратегическое соответствие глобальным целям устойчивого развития.

Результаты. Полученные данные обеспечивают понимание взглядов экспертов на критерии, определяющие эффективность ассоциаций выпускников. Полученные выводы тщательно обоснованы математическими расчетами и выливаются в конкретные рекомендации, направленные на укрепление будущих усилий ассоциаций выпускников. Исследование контекстуализируется в рамках университета в Казахстане, предлагая практические идеи и выводы для экономической и управленческой практики в современном академическом мире.

Ключевые слова: стратегический менеджмент, ассоциации выпускников, устойчивое развитие, цели социального развития, подход заинтересованных сторон, университет, выпускники.

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