

ұстап қалу үшін корпоративтік мәдениетті дамытуды қамтитын кәсіпорынның дағдарысқа қарсы саясатының негізгі бағыттары қарастырылып, айқындалды. HR бөлімшелердің негізгі міндеттері іс жүзінде қолдануға болатын дағдарысқа қарсы шараларды әзірлеу арқылы кәсіпорын басшыларын, мамандары мен қызметкерлерін өзара қолдауға бағытталған.

Түйін сөздер: адами ресурстар, персонал, басқару, экономика, дағдарыс, реттеу.

ОБ АВТОРАХ

Уашов Гилад Камбарович – кандидат экономических наук, доцент, академик Международной академии информатизации, Университет Нархоз, Алматы, Республика Казахстан, email: gilash.uashov@narхоз.kz

Токарева Елена Геннадьевна – старший преподаватель, Университет Нархоз, Алматы, Республика Казахстан, email: elena.tokareva@narхоз.kz*

MPHTI: 820121

JEL Classification: M10

DOI: <https://doi.org/10.52821/2789-4401-2022-3-45-55>

APPLICATION OF BUSINESS PROCESS MANAGEMENT METHODS IN HIGHER EDUCATION INSTITUTIONS

L. A. Taskymbayeva¹, Aijaz A. Shaikh², R. A. Salimbayeva^{1*}

¹Al Farabi Kazakh National University, Almaty, Republic of Kazakhstan

²University of Jyväskylä, Finland

ABSTRACT

The purpose of the research is to examine the business processes management practices taking place in higher education institutions concerning research and development, management of international relations, and make recommendations for improving the methods relating to business processes management in higher education institutions.

Methodology. This research is based on general scientific methods and tools, including statistical analysis, comparison, and survey. In total, 31 faculty and staff members of the university in Kazakhstan participated in the study. The data collected were unified and presented in the article.

Originality / value of the research. Understanding the opinion of the faculty and staff members toward business process management methods in the research field will contribute to identifying topical problems in the business process management followed in higher education institutions, thereby assisting in solving these problems and giving effective recommendations which can help improve strategic management in the higher education institutions.

Findings – We found that conducting scientific research, and improving relations with other universities has drawbacks that resulted in inefficient research output in higher education institutions. Moreover, less motivated faculty members and ineffective use of the research facilities result in the market of educational services.

Keywords – business process, management, R&D, higher education institutions, innovations

INTRODUCTION

Business process management (BPM) is a comprehensive strategy to enhance organizational performance by optimizing and managing business processes[1]. According to contemporary literature in the management

file, Business process management is superior to the traditional, hierarchical approach focused on business functions since BPM allows organizations including higher education institutions to operate more efficiently, effectively, and responsively to changes in the increasingly volatile business environment. Since the early 2000s, when more and more organizations began to become customer-focused and process-centric, business process management methods, which is currently utilized by many businesses worldwide, has been gaining traction [1].

Since business processes determine the order in which work is performed, and it is considered correlated with the efficiency and effectiveness of the organization i.e. better the business processes are defined, established, and deployed, the more efficiently the organization work. Here, the organization needs to know how its business processes are defined, who is involved in their various actions, and how long it takes to complete this process [2; 3].

A business process is widely understood as a specifically ordered set of works and actions in time and space with an indication of the beginning and end and an accurate definition of inputs and outputs. An example of a business in the context of an educational institution is the graduation of specialists in a particular specialty and form of study, and an instance of the process is graduation in a separate specialization. Business processes in the higher education sphere include educational business processes and business processes related to R&D, consulting services, etc. [4].

In this study, we consider the implementation and flow of business processes at a higher education institution. Improving the higher education management system in the context of developing an innovative economy, investment projects, and high-tech technologies is one of the most critical socio-economic problems.

The success of the higher education institution relies on its capacity to provide the required resources to accomplish the primary goal, which has to deal with the distribution of knowledge and skills embodied in people and technology. University stakeholders determine the value of such knowledge in terms such as quality, relevance, and novelty.

The need to create practical recommendations for the implementation of innovative approaches in higher education institutions based on process management and the need to develop the theory and methodology of managing a higher education institution as a complex socio-economic system in a new economy, make this research topic relevant and timely.

The purpose of the research is to examine the business processes in the higher education system on the example of research and development, and management of international relations. This study also aims to make the recommendations for improving the approaches used to manage innovative business operations in higher education institutions.

The research object is to examine the business processes in the South Kazakhstan medical academy (hereinafter – SKMA), namely the management of research and international relations.

This research is based on the use of a complex of general scientific methods and tools, including methods of statistical analysis, comparison, and survey quantitative methods, namely questionnaires.

The research aims to identify the problems of business processes occurring in the field of higher education specifically in the field of R&D, and international activities of the higher education institutions.

The results of this research can benefit the higher educational institutions, regardless of their field of activity and organizational and legal form.

Literature review. The context in which higher education institutions (HEIs) function is constantly evolving on a global scale. Changes in the environment are accompanied by problems. Examples of the issues that HEIs are currently dealing with include large-scale digitalization, the proliferation of smart devices, tough competition, globalization, shifting labor market demands, pressure from higher authorities, regulations, requirements of cooperating institutions, rising education costs, resource scarcity, shifting demographics, and the need to maintain a high standard of education. Since many of these issues impact income, enrollment, success, and HEIs' existence, they drive them to alter their operations. The HEIs leadership started to consider and develop long-term strategies to address short- and long-term issues resulting from the dynamic environment.

At the same time, the complexity and demands of management in HEIs are increasing. Decision-making in HEIs is faced with new challenges due to changes in different segments of our life [5]. In the understanding of Immordino et al. (2016) the proper solution to these problems is strategic planning and a proper decision-making process. Over time, it has been evident that strategic planning in HEIs is still developing, although this is no longer a new phenomenon [6]. HEIs face various and numerous difficulties when formulating strategic plans. According to William Edwards Deming “Survival is optional. No one has to change.”, which is true. The speed of changes in the external environment, their scale, the poor predictability of processes in geopolitics and technology, the information revolution, and social processes – all create a high level of turbulence and uncertainty. As everybody can see (and this is quite true), today’s society is increasing demands on higher education institutions. Universities should pay more attention to the topics of green or sustainable development: ecology, social responsibility, and corporate governance (what is called ESG) to comply with them. In addition, in developing technologies domain, it is necessary to understand that people work in universities, not machines. This brings us again to the importance of culture and basic values, which are crucial for solving organizational and communication issues. So, according to Tromp et al., the strategic planning process is a challenging component for many organizations, particularly universities [7].

A considerable civilizational advance in the nation requires innovations in all facets of society. The changed conditions of public life mandate the search for innovative pedagogical techniques and methodologies in the educational system. There is no question about the value of cutting-edge techniques and tools in the realm of education. Many authors claim that all strategic decisions a higher education institution makes are innovative since they are somehow based on changes and innovations in its activities [8-11].

Several authors on process management in higher education institutions such as V.A. Antropov, E.V. Revina argue that it is necessary to separately identify the business processes of the HEIs, contributing to their development and improvement. The optimization of processes in terms of organization, synchronization, mutual inconsistency, and resources consumed by the processes is quite simple. Moreover, since the educational business process's starting point and the final product is the result, there is a natural shift in organization and management towards the consumer, who evaluates the result [12].

The product of business processes in the HEIs is educational services, as well as the results of the intellectual activity of the university staff (intellectual capital). Therefore, one of the important criteria for monitoring universities is receiving income from the scientific activity, including teaching staff. According to our analysis of the literature, leadership at universities nowadays should be judged on more than just the effectiveness of staff performance, scientific research findings, and educational services provided. Since the HEIs are considered a business in the market for knowledge-intensive services currently, their effectiveness and leadership should be evaluated not just in terms of their intangible qualities but also in terms of the economic impact of their operations (for example, the implementation of a balanced scorecard or KPI (key performance indicators)). Resultantly, the HEIs today can be the institution with the highest proportion of sales in the intellectual services (IS) market at the lowest cost (or at least at the level of the average market cost of production and sale of IS). In this regard, the strategy of HEI management should be based on maximizing income from the creation and sale of IS [13].

The poor resource use of educational institutions is one of the problems associated with higher education. Therefore, it is possible to draw attention to the inefficiency, which raises the price of education, hinders productivity, and perhaps even has a detrimental effect on educational quality. Leaders nowadays are increasingly attempting to apply strategic management to colleges, universities, government agencies, nonprofit organizations, and other public institutions [14]. According to S. Nickel, higher education institutions should employ strategic management as a tool for comprehending and organizing the procedures of universities [15].

Many industrial organization structures and management, control, and leadership procedures cannot be transferred directly from business to higher education, yet both function within the same external factors, particularly in rapidly changing markets.

The necessity of consumer happiness underpins business tactics. HEIs operate in numerous domains such as faculty and staff, student recruitment, research funding, and postgraduate education career opportunities.

To prepare academic institutions for transformative changes, strategic plans must be developed, published, discussed, monitored, and implemented. On the other hand, business models applied “verbatim” at higher education institutions may not be as successful due to their various architecture. Furthermore, forward-thinking educational administrators can differentiate between what is and is not appropriate in the application of business models. Educational institutions are a learning environment; for higher education institutions to be economically successful, lifelong learning must be the fundamental purpose. Additionally, HEIs should be conscious that they are important economic agents, serving as both providers to enterprises and demand generators for their local communities [16; 17].

MAIN PART OF THE RESEARCH

In order to develop in-depth business processes of the university, the traditional areas of its work were taken as a basis: research activities, international cooperation, and interaction carried out in one of the medical universities of Kazakhstan - South Kazakhstan Medical Academy, located in the city of Shymkent. Using the example of this university, we will consider how the above processes take place in the HEIs and give recommendations for all higher educational institutions in Kazakhstan on the strategic planning of the university activity.

There is a better understanding of how an educational institution assesses, evaluates, and improves student success and institutional performance at all levels when there is far-sighted governance and a strategic plan. If the relevant data to assess students’ success is learning progress, and this is the major reason for the existence of an academic institution, then the instruction should be useful for career development and appropriate to the future work environment. Thus, delivering a high degree of education or conducting the sufficient study may not be enough to ensure that an academic institution succeeds well. The provision of employment opportunities and the availability of capable students for these opportunities at the local, national, and global levels is regarded as a crucial measure of the effectiveness of HIEs [18].

The annual rating of educational programs, which is conducted by The Atameken National Chamber of Entrepreneurs demonstrates to us that the South Kazakhstan Medical Academy has good promising indicators for the number of employed graduates and their salaries. So, the university takes 5th place among 8 higher education institutions of the country by specialty «Nursing», and 6th place among 8 higher education institutions of the country by specialty «Pharmacy».

The most significant factor determining HEIs’ competitiveness in modern conditions and successful integration into the economy is their rational organization of the management system of research activities.

To enhance the quality of the university faculty publication activity, the SKMA held practice-oriented seminars on the problems of preparing articles for publication in journals indexed by international databases, the use of Web of Science databases and modern scientometric methods, cooperation and search for joint supervisors through the Scopus database, to increase the Hirsch index in Scopus and ScienceDirect, strategies to increase citation in Scopus and ScienceDirect. For 2021 the university staff published their papers in scientific journals indexed by Web of Science, Scopus, Springer. Many articles have also been indexed by GoogleScholar.

First of all, we would like to highlight the steps that are being taken by the leadership of the university to develop research activities in the organization.

Firstly, a provision for reimbursement was introduced for publications in a paid journal, and in the case of free publications, money reward depends on the journal's rating.

Secondly, when a student publishes in a journal, his or her supervisor receives an additional allowance.

Thirdly, university faculty and staff are allocated funds to travel to conferences, depending on their achievements in science. Moreover, there is an electronic document flow, thanks to which the researcher's work is much easier since he/she does not have to waste time on bureaucratic procedures.

In order to determine the level of satisfaction of the teaching staff and research staff with the organization of research work in SKMA, the effectiveness of the model of research activities management of teachers was tested in the form of a questionnaire survey. The survey involved 31 people, of whom 74.2% were female respondents and 25.8% were male respondents, the average age of whom was about 43 years (the age range is from 23 to 60 years).

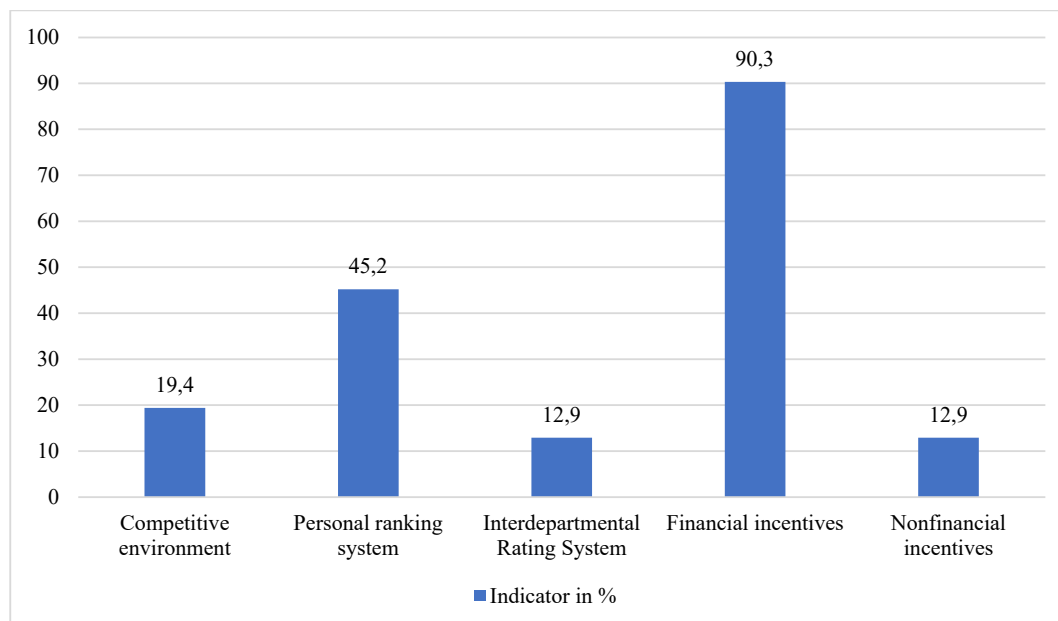


Figure 1 – Factors that encourage teaching staff to research work and improve the quality of the educational process

Note – compiled by the authors based on the questionnaire

The study showed that some of the teaching staff assess their competence to identify a topical problem in a particular field of science, choose the direction of search, set goals and objectives as «High» (42 %), «Average» (35 %), or «Not sure» (23 %), and the competence to conduct information search in information space on the problem (including international electronic databases, Internet, etc.), critically process the identified information, assessed as «High» (41.9 %), and 41.9 % as «Average». Factors that motivate the teaching staff to research work and improve the quality of the educational process are shown in Figure 1.

Among the respondents, 25.8 % believe that SKMA creates conditions for faculty and staff who are actively engaged in science, 22.6 % believe that only sometimes, while 38.7 % responded that not for everyone.

The teaching staff of the university notes the insignificant use of the research activities results in the educational process against the general background of the research work at the university. Satisfaction with the level of organization of research work in SKMA by the staff is shown in Figure 2.

The analysis of the data revealed the following problems: insufficient motivation and payment for research activities, high academic workload, such work interferes with teaching activities, lack of funds for internships, trips to conferences, etc., and many employees have a lack of time.

Thus, despite management's efforts to encourage employees to engage in R&D, this work is not yet effective or is in its infancy, as a result of which employees have not yet felt a significant change.

However, it is worth noting that according to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated March 25, 2021, No.122 «On determining the recommended teaching load and minimum wage for teaching staff in organizations of higher and (or) postgraduate education of the Ministry of Education and Science» since September 1, 2021, the academic teaching load was reduced, which gives more opportunities for teaching staff to engage in research. Moreover, the university we are considering has moved to a modular system of teaching the course, also in order to reduce the level of teaching load.

The second aspect I would like to consider is international relations with other universities, i.e. internationalization. SKMA has international relations mainly in the field of scientific research. For example, the Academy has signed contracts with universities in Russia (Lvov), Tajikistan, Uzbekistan, and Kyrgyzstan, as well as with the University of London UCL.

Are you satisfied with the level of research work organization at the SKMA?

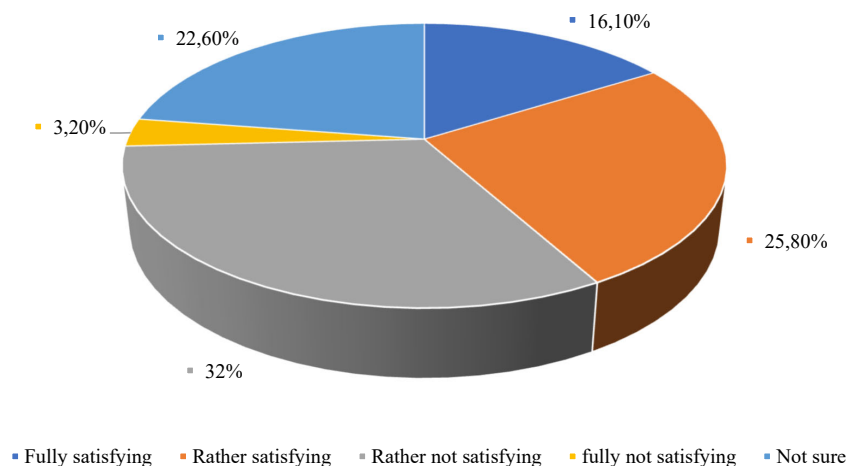


Figure 2 – Satisfaction with the level of organization of research work in SKMA by the staff

Note – compiled by the authors based on the questionnaire

Internationalization itself has a number of benefits for higher education institutions. For example, it allows institutions to develop a global reputation and attract highly qualified staff and students; expand their academic community; leverage institutional advantages through strategic partnerships; develop more robust research teams; identify their effectiveness on a global scale; mobilize internal intellectual resources; combine valuable, cutting-edge learning outcomes with student learning; and generate income and share infrastructure [19].

The reputation of individual educational institutions and organizations of higher education in the country, among others, can be enhanced through cooperation and joint study programs with high-quality global partner organizations.

Joint programs have the potential to make a significant contribution to the internationalization of the curriculum. The development of joint curricula, the reuse and adaptation of teaching and learning resources, and joint instructional development activities are all common forms of international collaboration. Information and communication technologies allow guest lecturers and instructors from foreign institutions to participate in seminars, and e-learning methods allow students from different institutions to work together on projects and participate in discussions via learning management systems and web-based programs [20]. International collaborative research is also becoming increasingly important. This helps develop expertise and allows to share scarce or expensive research infrastructure.

Within the framework of the Bologna Process, in which Kazakhstan has been a participant since 2010, it is important to attract foreign teachers to universities. However, only a few universities in our country are implementing this policy. The largest number of foreign teachers falls on Nazarbayev Universit, as well as KIMEP in Almaty, which is also engaged in attracting a significant number of foreign specialists. The main problem is the widespread use of Kazakh and Russian, as well as the non-use of English as the language of work and study in many HEIs, which certainly organizes the influx of foreign teachers in the framework of international cooperation.

SKMA also implements the principles of the Bologna Process on an equal basis along with other universities in the country. In particular, the academic mobility of students and faculty is carried out; however, the exchange of teaching staff is mainly carried out with universities located in the CIS countries. Among foreign students studying at the Academy, there are students from India and Uzbekistan. In this regard, there is an acute shortage of faculty members with a good level of English language skills and programs taught in English. The low level of English language instruction in higher education, as well as the lack of English language proficiency of faculty members, negatively affects their academic participation in collaborative research,

international scientific publications, curriculum development, and co-education. English remains the main language of academic publications, especially highly cited internationally ranked journals [21]. Thus, if they do not have sufficient knowledge of English to conduct and publish research at the international level, their opportunities to participate in research activities will be limited. Therefore, it is important to encourage and stimulate employees to learn foreign languages, to provide funding at the institutional level, to begin with.

Recommendations. As an incentive for employees of higher education institutions, the following economic incentives can be distinguished: indexation of wages depending on price increases, health insurance, free lunch, payment of transportation costs for employees living far from the place of work, valuable gifts; moral incentives (certificates of merit, gratitude etc.), time off and additional vacations, displaying the portrait of the most distinguished on the honor board, determining the best employee on a monthly basis and paying him /her a bonus, awarding memorable badges.

In fairness, it should be said that most universities in Kazakhstan have a KPI system, which is designed to measure the achievements of employees and thereby encourage them to work, and it seems that this also brings positive results. For its part, it makes sense to offer some long-term methods of motivating research staff of the HEIs, for example, improving working conditions, improvement of the material and technical base, allowing high-tech research of a high level, to contribute to the continuous professional development of teachers and researchers.

At the same time, it is necessary to individualize salaries, i.e. to accrue payments based on education, qualifications, quality of work, the level of mobility of the employee, i.e. the pay of a young and an already established scientist should differ strikingly. It is recommended to establish special criteria when applying for a job that would indicate the potential of the candidate for the position. Such criteria might include data on academic performance, participation in scientific work, seminars and conferences during the study period, and level of knowledge of foreign languages.

Moreover, it is equally important to establish communication between employees so that they clearly understand what tasks they face and what strategic goals the university is pursuing. The strategic directions of the South Kazakhstan Medical Academy for 2019-2023 indicate the intention to develop the scientific potential of the university and modern infrastructure for educational and scientific activities. The work in this direction is already underway. SKMA JSC has its own clinic «South clinical & genetic laboratory», as well as a research laboratory of medicinal plants of the Department of Pharmacognosy, a clinical and diagnostic laboratory. For example, the clinical and diagnostic laboratory of the SKMA is designed for training, monitoring the development and evaluation of practical (clinical) competencies of students according to requirements of the State Educational Standard of the Republic of Kazakhstan and model curriculum on disciplines in the training and clinical laboratories; ensuring the constant needs and expectations of the state and society to provide high-quality educational services and development of scientific activities. This laboratory is equipped with such equipment as multichannel computer electroencephalograph «Neuron-Spectrum 2», autonomous spirometer SPIROS-100, photoelectric photometer KFK3-01, and others. The equipment available in the «South clinical & genetic laboratory» is designed for general clinical, serological, enzyme immunoassays analyses, polymerase chain reaction, and execution of government orders.

In order to develop and continue the internationalization process, it is recommended to increase funding for mobility and professional development programs for faculty not only at the university level but also at the state level. It is necessary to develop international collaborative research projects, to increase the staff of the department dealing with international cooperation, to expand the opportunities for interaction and knowledge exchange in this department, thereby contributing to their professional development.

Regarding mobility of the teaching staff, it is necessary to improve methods for disseminating information about mobility opportunities and to make the mechanisms for allocating such opportunities more transparent.

CONCLUSION

Thus, we have considered one of the most important business processes taking place in a higher education institution - strategic management.

Of course, this notion is quite extensive and includes many aspects, but within the framework of this article, we were able to cover the development of R&D and international relations between HEIs. Almost all theorists and experts believe that the direct transfer of business models to education is impossible and unnecessary. Nevertheless, HEIs face the same question as commercial organizations: how do universities work more effectively, integrate into the market environment, produce «products» of higher quality, being a participant in the innovation market – results of scientific and technical activity?

Under conditions of limited resources, unstable customers, and competition, it becomes vital to determine the HEIs' strategy. The successful operation of HEIs is impossible without continuous improvement of its activities to improve educational, research, innovation, information, and other services. These services are the goods that universities offer in international, national, and regional markets [22].

HEIs increasingly understand the importance of strategic management, the development of which is hindered by the problems and lack of a system for collecting and analyzing information about the external environment. Besides, tools for developing and introducing strategic management in higher educational institutions differ essentially from companies and commercial organizations. Therefore, the majority of domestic universities as producers of educational and other types of services understand only the application of strategic management in management.

The results of the analysis indicate that one of the most important levers of university development is sufficient motivation of employees and funding of various projects and programs that allow the teaching staff and university employees to share knowledge and experience with foreign colleagues, to improve, to discover new approaches and methods of both teaching and conducting scientific activities. As Harvey [23] wrote: «The notion of globalization lies in the importance of integration as a globally necessary and recognized standard or the establishment of a common standard. On the other hand, «internationalization is the exchange among or between nations on the basis of a unit of a geographic or sovereign nation».

REFERENCES

1. Panagacos T. The Ultimate Guide to Business Process Management. – 2012. – 186 p.
2. Бедрина С. Л., Овсянникова Г. Л., Богданова О. Б., Кийкова Е. В. Опыт выделения бизнес-процессов в вузе // Современные тенденции в экономике и управлении: сборник материалов I международной научно-практической конференции. – Новосибирск: Сибпринт, 2010. – С. 142-153.
3. Асаул А. Н., Капаров Б. М. Управление высшим учебным заведением в условиях инновационной экономики. – Санкт-Петербург, «Гуманистика», 2007. – 280 с.
4. Klingebiel R., Meyer A. D. Becoming aware of the unknown: Decision making during the implementation of a strategic initiative // Organization Science. – 2013. – № 24(1). – P. 133-153. – DOI: <http://dx.doi.org/10.1287/orsc.1110.0726>.
5. Титова Л. Н. Стратегическое развитие вузов в условиях экономического роста страны // Университетское управление: практика и анализ. – 2008. – № 1. – С. 23-32.
6. Immordino K. M., Gigliotti R. A., Ruben B. D., Tromp S. Evaluating the Impact of Strategic Planning in Higher Education // Educational Planning. – 2016. – № 23(1). – P. 35-48.
7. Tromp S. A., Ruben B. D. Strategic planning in higher education: A guide for leaders. (2nd ed.). – Washington, DC: NACUBO, 2010. – 144 p.
8. Кельчевская Н. Р. Финансово-правовое регулирование инновационного управления государственным вузом. – Екатеринбург: ГОУ ВПО УГТУ-УПИ, 2003. – 402 с.
9. Томилин О. Б. «Оптимистическая трагедия» университетского менеджмента // Университетское управление: практика и анализ. – 2006. – № 1(41). – С. 7-14.
10. Управленческие инновации в вузе // Университетское управление: практика и анализ. – Екатеринбург, 2008. – № 1(53). – С. 87.
11. Осипова О. С., Сахарова Н. В. Оптимизация бизнес-процессов современного вуза // Вестник финансового университета – 2016. – № 20(5). – С. 167-181.
12. Glass A. The State of Higher Education 2014. – Paris : OECD Higher Education Programme (IMHE), 2014. – 145 p.

13. Sigrun N. Strategic Management in Higher Education Institutions – Approaches, Processes and Tools // In: Strategic Management and Tools. – Chapter 1. – CHE Centre for Higher Education. 2017. – P. 2-25.
14. Hawawini G. The Internationalization of Higher Education and Business Schools. A Critical Review and a Radical Proposal. INSEAD Working Paper No. 2011/112/FIN – Singapore. Springer, 2016. – 47 p.
15. Фролов Ю. В. Экономика знаний и проблемы образования // Вестник Московского городского педагогического университета. – 2002. – № 2. – С. 148–155.
16. Sibel A. Applying business models to higher education // International Journal of Educational Administration and Policy Studies. – 2018. – № 10(9). – P. 111-122. – DOI: 10.5897/IJEAPS2015.0420.
17. Hénard F., Diamond L., Roseveare D. Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practice. – IMHE, Paris, 2012. – 47 p.
18. OECD. Higher Education in Kazakhstan 2017, Reviews of National Policies for Education. – OECD Publishing, Paris, 2017. – DOI: <https://doi.org/10.1787/9789264268531-en>.
19. Балабанов А. Е., Ключев А. К. Стратегическое планирование развития университета // Университетское управление: практика и анализ. — 2002. — № 2. — С. 19-27.
20. Пирогова Е. В. Управление бизнес-процессами предприятия. – Ульяновск: УлГТУ, 2017. – 108 с.
21. Самарина Ю. С., Шкварова А. С. Труд научных работников: применимо ли нормирование? // Наука. Инновации. Образование. – 2017. – № 12(3). – С. 61-75.
22. Гершман М. А. Инновационный менеджмент. – М.: Маркет ДС, 2010. – 200 с.
23. Harvey L. Analytic Quality Glossary [Electronic resource] // Quality Research International [website]. – 2004-2022. – URL: www.qualityresearchinternational.com/glossary/ (Accessed: 08.05.2022).

REFERENCES

1. Panagacos, T. (2012). The Ultimate Guide to Business Process Management. 186 p.
2. Bedrina, S. L., Ovsyannikova, G. L., Bogdanova, O. B. and Kijkova, E. V. (2010). Опыт выделения бизнес-процессов в вузе. Современные тенденции в экономике и управлении: collection of materials of the I International Scientific and Practical Conference. Novosibirsk: Sibprint, 142-153 (In Russian).
3. Asaul, A. N. and Kaparov, B. M. (2007). Управление высшим учебным заведением в условиях инновационной экономики. Saint-Petersburg, «Gumanistika», 280 p. (In Russian).
4. Klingebiel, R. and Meyer, A. D. (2013). Becoming aware of the unknown: Decision making during the implementation of a strategic initiative. Organization Science, 24(1), 133-153, DOI: <http://dx.doi.org/10.1287/orsc.1110.0726>.
5. Titova, L. N. (2008). Strategicheskoe razvitie vuzov v usloviyah ekonomicheskogo rosta strany. Universitetskoe upravlenie: praktika i analiz, 1, 23-32 (In Russian).
6. Immordino, K. M., Gigliotti, R. A., Ruben, B. D. and Tromp, S. (2016). Evaluating the Impact of Strategic Planning in Higher Education. Educational Planning, 23(1), 35-48.
7. Tromp, S. A. and Ruben, B. D. (2010). Strategic planning in higher education: A guide for leaders. (2nd ed.). Washington, DC: NACUBO, 144 p.
8. Kelchevskaya, N. R. (2003). Finansovo-pravovoe regulirovanie innovacionnogo upravleniya gosudarstvennym vuzom. Ekaterinburg: GOU VPO UGTU-UI, 402 p. (In Russian).
9. Tomilin, O. B. (2006). «Optimisticheskaya tragediya» universitetskogo menedzhmenta. Universitetskoe upravlenie: praktika i analiz, 1(41), 7-14 (In Russian).
10. Upravlencheskie innovacii v vuzе. (2008). Universitetskoe upravlenie: praktika i analiz, 1(53), 87. (In Russian).
11. Osipova, O. S. and Saharova, N. V. (2016). Optimizaciya biznes-processov sovremennogo vuzа. Vestnik finansovogo universiteta, 20(5), 167-181 (In Russian).
12. Glass, A. (2014). The State of Higher Education 2014. Paris : OECD Higher Education Programme (IMHE), 145 p.
13. Sigrun, N. (2017). Strategic Management in Higher Education Institutions – Approaches, Processes and Tools. In: Strategic Management and Tools. Chapter 1. CHE Centre for Higher Education, 2-25.

14. Hawawini, G. (2016). The Internationalization of Higher Education and Business Schools. A Critical Review and a Radical Proposal. INSEAD Working Paper No. 2011/112/FIN. Singapore: Springer, 47 p.
15. Frolov, Yu. V. (2002). Ekonomika znanij i problemy obrazovaniya. Vestnik Moskovskogo gorodskogo pedagogicheskogo universiteta, 2, 148-155 (In Russian).
16. Sibel, A. (2018). Applying business models to higher education. International Journal of Educational Administration and Policy Studies, 10(9), 111-122, DOI: 10.5897/IJEAPS2015.0420.
17. Hénard, F., Diamond, L. and Roseveare, D. (2012). Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practice. IMHE, Paris, 47 p.
18. OECD. (2017). Higher Education in Kazakhstan 2017, Reviews of National Policies for Education. OECD Publishing, Paris, DOI: <https://doi.org/10.1787/9789264268531-en>.
19. Balabanov, A. E. and Klyuev, A. K. (2002). Strategicheskoe planirovanie razvitiya universiteta. Universitetskoe upravlenie: praktika i analiz, 2, 19-27 (In Russian).
20. Pirogova, E. V. (2017). Upravlenie biznes-processami predpriyatiya. Ulyanovsk: UIGTU, 108 p. (In Russian).
21. Samarina, Yu. S. and Shkvarova, A. S. (2017). Trud nauchnyh rabotnikov: primenimo li normirovanie? Nauka. Innovacii. Obrazovanie, 12(3), 61-75 (In Russian).
22. Gershman, M. A. (2010). Innovacionnyj menedzhment. Moscow, Market DS, 200 p. (In Russian).
23. Harvey, L. (2004-2022). Analytic Quality Glossary. Quality Research International. Retrieved May 8, 2022, from www.qualityresearchinternational.com/glossary/.

ЖОҒАРЫ ОҚУ ОРНЫНДА БИЗНЕС-ҮДЕРІСТЕРДІ БАСҚАРУ ӘДІСТЕРІН ҚОЛДАНУ

Л. А. Таскымбаева¹, Айджаз А. Шейх², Р. А. Салимбаева^{1*}

¹Әл-Фараби атындағы Қазақ ұлттық университеті,

Алматы, Қазақстан Республикасы

² Университет Йювяскюля, Финляндия

АҢДАТПА

Зерттеу мақсаты – ғылыми зерттеулер мен әзірлемелер, халықаралық қатынастарды басқару мысалында жоғары білім беру жүйесінде болып жатқан бизнес-үдерістерді зерттеу, сондай-ақ жоғары оқу орындарында инновациялық бизнес- үдерістерді басқару әдістерін жетілдіру бойынша ұсыныстар әзірлеу.

Әдіснамасы. Бұл зерттеу статистикалық талдау, салыстыру және сандық әдістерді, атап айтқанда сауалнаманы қоса алғанда, жалпы ғылыми әдістер мен құралдар кешенін қолдануға негізделген. Сауалнамаға университеттің профессор-оқытушылар құрамы мен қызметкерлерінің 31 өкілі қатысты. Барлық жиналған деректер біріктіріліп, мақалада ұсынылды.

Зерттеудің бірегейлігі / құндылығы. Бизнес-үдерістерді басқаруға қатысты, әсіресе, зерттеулер саласындағы оқытушылардың пікірін түсіну жоғары оқу орындарында болып жатқан бизнес-процестерді басқарудағы өзекті проблемаларды анықтауға ықпал етеді, сол арқылы осы мәселелерді шешуге көмектеседі және жоғары оқу орындарында стратегиялық басқаруды жақсартуға көмектесетін тиімді кеңестер береді.

Зерттеу нәтижелері. Зерттеулер жүргізу және басқа университеттермен халықаралық қатынастарды жақсарту университеттерде тиімсіз зерттеулерге, қызметкерлердің ынталандырылмауы және білім беру қызметтері нарығында зерттеу нәтижелерін аз пайдалануға әкелетін бірқатар кемшіліктерге ие екендігі анықталды.

Түйін сөздер: бизнес-үдеріс, басқару, F3TKЖ, жоғары оқу орындары, инновациялар.

**ПРИМЕНЕНИЕ МЕТОДОВ УПРАВЛЕНИЯ БИЗНЕС-ПРОЦЕССАМИ
В ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ**

Л. А. Таскымбаева¹, Айджаз А. Шейх², Р. А. Салимбаева^{1*}

¹Казахский национальный университет имени аль-Фараби,
Алматы, Республика Казахстан

² Университет Йювяскюля, Финляндия

АННОТАЦИЯ

Целью исследования является изучение бизнес-процессов, происходящих в системе высшего образования, на примере научных исследований и разработок, управления международными отношениями, а также разработка рекомендаций по совершенствованию методов управления инновационными бизнес-процессами в высших учебных заведениях.

Методология. Данное исследование основано на использовании комплекса общенаучных методов и инструментов, включая методы статистического анализа, сравнения и количественные методы, а именно анкетирование. В анкетировании принял участие 31 представитель профессорско-преподавательского состава и сотрудников университета. Все собранные данные были объединены и представлены в статье.

Оригинальность / ценность исследования. Понимание мнения преподавателей в отношении управления бизнес-процессами, особенно в области исследований, будет способствовать выявлению актуальных проблем в управлении бизнес-процессами, происходящих в высших учебных заведениях, тем самым помогая в решении этих проблем и давая эффективные советы, которые могут помочь улучшить стратегическое управление в вузах.

Результаты исследования. Было установлено, что проведение исследований и улучшение международных отношений с другими университетами имеют ряд недостатков, которые приводят к неэффективным исследованиям в вузах, немотивированности персонала и незначительному использованию результатов исследовательской деятельности на рынке образовательных услуг.

Ключевые слова – бизнес-процесс, управление, НИОКР, высшие учебные заведения, инновации.

ABOUT THE AUTHORS

Lazzat Abdulzhanovna Taskymbayeva – Master’s student, Al-Farabi Kazakh National University, Almaty, Republic of Kazakhstan, e-mail: taskymbayeval@bk.ru*

Aijaz A. Shaikh – PhD, Postdoc researcher, University of Jyväskylä, Finland, e-mail: aijaz.a.shaikh@jyu.fi, ORCID: 0000-0001-5389-4384

Rassima Amenovna Salimbayeva – PhD, acting associate professor, Al-Farabi Kazakh National University, Almaty, Republic of Kazakhstan, e-mail: rasima_salimbaeva@mail.ru*