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Analysis and ways to improve the interaction of enterprises (organizations) with universities and other educational institutions in the sphere of training and professional development.

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ABSTRACT

The employment of graduates is an essential factor for every university. It is crucial to study how to ensure successful internships and interaction with educational institutions.

We conducted research in which we interviewed students and employers to identify which factors contribute to successful employment and interaction.

Our study aims to determine the level of satisfaction for a detailed study and a way to analyze the problem comprehensively. Correlations between the level of student satisfaction and their academic and social indicators are presented.

To help young specialists realize themselves as highly appreciated professionals in the labor market because the final product of a higher educational institution is not a graduate but an employed young specialist.

As a material for the study, we used a questionnaire of KAZGUU students, surveys, and interviews with representatives of companies.

Introduction

Employment after graduation is an essential component in the further career of a specialist. It helps young specialists to realize themselves as a person and a professional as early as possible. It is also necessary to understand that professional skills tend to develop only in conditions of actual work experience. Some companies are looking for innovative ways and methods to solve this problem, while others remain conservative.

It is worth noting that the final product of a higher educational institution is not a graduate but an employed young specialist. If universities have been working on the issue of their graduates' employment for many years, then the employer has only now begun to pay attention to the importance of mutually beneficial cooperation with them. The success of this process is beneficial to all participants: future graduates can put their knowledge gained in higher education institutions into practice as early as possible and start full-fledged work, educational institutions minimize reputational risks, and enterprises also lay the foundation for future personnel. It follows from this that all three parties should strive for consistency, mutual understanding and the desire to develop a shared vision of the situation, but this does not always happen.

For a quantitative and qualitative method of studying the whole of Kazakhstan, the data on graduates provided by KAZGUU University were used as a sample since being one of the best universities in the country; it reflects the situation in the whole country (sample population). The university has a department of the Career, Practice and Employment Center, which is engaged in assisting students and graduates in building career growth, developing work skills, and improving professional qualities that contribute to the growth of their competitiveness in the labour market. The tasks of the career center are:

- in the organization of work in the conduct of internal documentation and in the conclusion of contracts with the directors of organizations cooperating with higher education institutions to improve the foundation of practice for students;
- in the implementation of work that is aimed at the practical design of the implementation of the employment plan;

- in cooperation with enterprises, including public organizations and their associations and education departments, to create mutually beneficial conditions for the successful employment of students;
- in cooperation with organizations in the successful training of graduates in professionalism, CV preparation, competitiveness, and skills of presenting themselves at an interview with an employer, as an excellent candidate;
- in the creation and placement on the electronic portal to find a job for graduates;
- meetings with employers to help students decide on future employment;
- analysis and monitoring of the labour market;

The study showed a significant increase in employers' satisfaction with the quality and relevance of HEIs' educational programmes, the dynamics over recent years being +28%. The ranking shows that 85% of HEIs' educational programmes have been agreed with employers, and recognised accreditation agencies have accredited 88% of educational programmes.

The number of employed graduates has increased by 12% year-on-year. Thus, the average employment rate in 2021 was 77%. Most Kazakh universities have improved their performance in the world ranking this year. On the 18th is the Al-Farabi KazNU University. The best universities in the country:

1.	KAZGUU University
2.	Kazakh-British Technical University
3.	KIMEP University
4.	International University of Information Technology
5.	Kazakh-German University
6.	Suleiman Demirel University
7.	L.N. Gumilyov Eurasian National University
8.	International Educational Corporation
9.	Karaganda University named after Academician E.A. Buketov
10.	Narkhoz University

Purpose of study

This study aims to determine the factors that contribute to the successful realization of interaction between companies and educational institutions.

Research question

This study aims to understand what factors influence the successful early employment of future graduates and young professionals. A level of satisfaction with the students' work practice will also be considered, as a result of which their level of involvement in their work is determined

In the process of professional internship, which is one of the essential elements in education and future employment, the communication between the company and the university is essential; nevertheless, the input and engagement of students may be the factor that negatively influences the overall success.

1. What is students' attitude towards professional internships and their tasks?
2. What influences the level of engagement of students in the internship?
3. What were the main expectations/tasks set by students?
4. What is the overall satisfaction of the companies from the interaction with students?
5. What factors contribute to successful cooperation between companies and educational institutions?
6. What can be the recommendations for the future improvement of the student-university and organization interaction?

The study will identify growth points in the interaction between universities and employers. Nevertheless, the work aims to understand whether the interaction of higher educational institutions and organizations is effective and identify the quality of implementation using qualitative and quantitative research methods and put forward their methods of solving the issue under study.

Our hypothesis states that the success of interaction between enterprises and universities depends more on the approach of students and readiness for employment. We also assume that neither companies nor university efforts can replace students' proactivity during practice.

Literature review

Analyzing the article "employment of graduates and its relation to the quality of higher education", written by D. G. Sandler, A. D. Sushchenko, P. D. Kuznetsov, T. E. Pechenkina, nowadays, a sensitive topic for graduates is employment after studying at a higher educational institution. The most crucial criterion for a graduate's employment is often insufficient work experience, not professional knowledge of the theoretical and practical base. Another problem for a graduate is getting a job in his speciality. According to researchers, traditionally, the third mission of universities is the contribution of universities to the regional environment. For this reason, the outcome of solving the problems of reproduction by universities of professional personnel, their education and training for the regional labour market, and the analysis of its needs, taking into account the types of economic activity, are still exciting and in demand.

The article named "research of social activity of students" by Kharlanova Elena treats the social activity of graduates, ensuring a high percentage of graduate employment in the future. One of the essential resources of progress that ensures socially significant changes in the student's personality. Students are divided into three categories: the first category believes that they have skills in organizing not only their work but also the work of others; the second category adheres to independent work; the third category requires external guidance and help from other people.

In the article "Interaction of the university with employers' organizations in the communications industry new opportunities and trends" by Borodai Alexander Dmitrievich, the creation of professional competencies and strong cooperation of university representatives with potential employers is the best strategy for the development of close cooperation between the university and the employer. Both students and organizations and representatives of universities are interested in a successful curriculum, so employers actively participate in the development of educational programs.

According to the article "Interaction of universities and employers as a condition for high-quality training of graduates. Expert opinions", the author is of which E. A. Morozova, two researchers, analyze the possible disadvantages of cooperation between universities and organizations in preparing young

graduates professionals for future employment. Both educational organizations and potential employers are open to permanent cooperation since graduates' employment will help universities raise employment statistics, and enterprises will reduce the percentage of staff shortages. Experts believe that the cooperation of organizations with employers is one of the most critical parts of completing the educational process at the university.

Referring to the article by V. O. Sycheva, the topic "Employment of university graduates. Problems and ways to solve them", the labour market of students who have just graduated from the university is analyzed annually. Since the labour market is constantly analyzed, the author suggests potential solutions to problems and especially highlights the formation of professional mobility of a university student.

The article by A. A. Borisova, A. A. Belonogova, and Yu. V. Glushkova, "Employment of university graduates: changing priorities in the search for professional realization," provides opinions on predictors that cause the problem of the formation of staffing by newly minted employees. One of the studies is to collect information from graduates in a survey.

Also, analyzing the article "problems of employment of Russian university students" written by Semenov P. and Sulikh A., the problem of employment in the Russian labour market is also felt by every graduate who graduated from a higher educational institution. This article discusses the employment issues of graduates and analyzes the labour market in the Russian Federation.

In the article "peculiarities of employment of university graduates in the conditions of labour market disproportion", successful employment of graduates is an important criterion for the effective work of the university, an indicator for parents, applicants, and public and private partners. Based on data from various sources, the article analyzes the features of pre-and post-graduate work behaviour of students of various fields of training; the necessary conclusions and recommendations were made to improve the promotion of employment of graduates.

Methodology

• Qualitative and quantitative research methods were used in the study. As a material for the study, we used a survey of KAZGUU University students, surveys, and interviews with companies, which began in March 2022 using the Google Form Internet platform. The survey for students consisted of 15 questions, sections on:

- General information about the student;
- Level of social activity and GPA;
- Work experience;
- Practice engagement and satisfaction level;

The overall number of survey respondents was around 130 students in the final year of their bachelor's degree. The number of corporate respondents was 29. 4 Interviews with organizations were conducted in companies of different sizes and fields of activity. Respondents from the organization described their experience of interacting with students.

The interviews were the basis for further research conduction – during the interview, the respondents indicated the main problems, strong and weak sides of KAZGUU students and overall level of satisfaction.

The study also uses statistical data on the employment of graduates of KAZGUU University for 2021.

Data analysis

In order to study the level of student satisfaction with the quality of the practice, a qualitative and quantitative survey was conducted, which was directly attended by 130 graduate students studying in 13 specialities. The special significance of this work is to determine the real reason for students' dissatisfaction with the practice since the student is the link between the interactions of enterprises and higher educational institutions. Based on the survey data, students of different ages participated, namely from 16 to 21 years old (61,34%), whose age is average for undergraduate students and 22 and more (38,66%). This implies that our primary target audience took part in this survey(see Fig. 1).

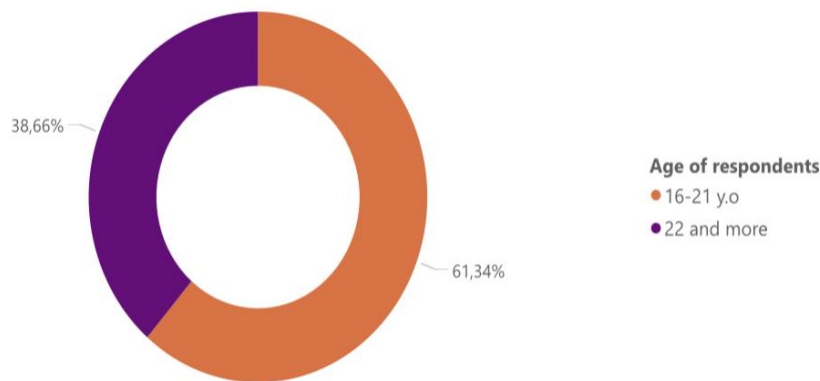


Figure 1. Age ratio donut chart

The ratio of males and females was relatively the same, accounting for 53.5% of the male audience and 46.5% of the female audience. The goal of students is not only to gain theoretical knowledge but also to gain comprehensive experience. It has a direct link to their progress after graduation. It is directly related to their progress after graduation. It means the student's social activity: participation in initiation, student organizations, at the Vienna Ball, etc. 76.8% of respondents stated that they showed social and volunteer training, but about 27.5% of students have never participated in such

events, which is a minority (see Fig. 2).

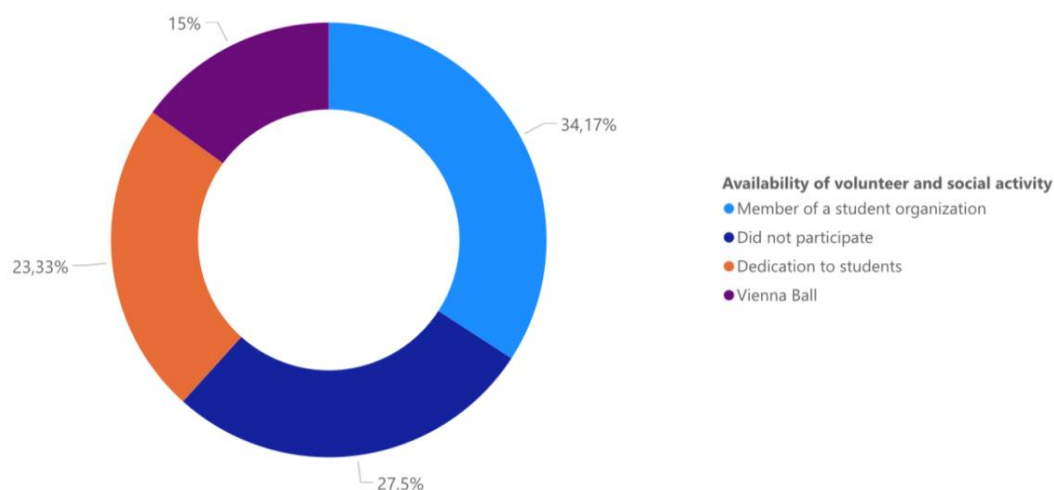


Figure 2. Social activity ratio donut chart

No less significant is the factor of early employment of students. It is not uncommon to notice students combining study and work at the moment. The reasons for this phenomenon are complex. It should be noted that students who can combine employment and study at a university are more adapted to continuous changes in circumstances in life. At the moment, traditional types of employment have been erased, and such types as part-time employment, remote (online) work, work with a flexible schedule, and freelancing have been added.

An impressive number of students (67.7%) were previously employed, which is not surprising because early employment for students is becoming a standard norm. For those who had work experience, the question was asked: "If so, what is the reason for your leaving your previous place of work?". There are several types of answers to this question:

- 1) temporary place of work;
- 2) there was no growth;
- 3) project work (for a short time);

According to the results of the survey "Where was the practice base found?" a significant part of respondents (66.7%) indicated that they independently found a place to practice in 3 main sectors, such as: private (40.4%), public (38.4%) and quasi-public (17.2%).

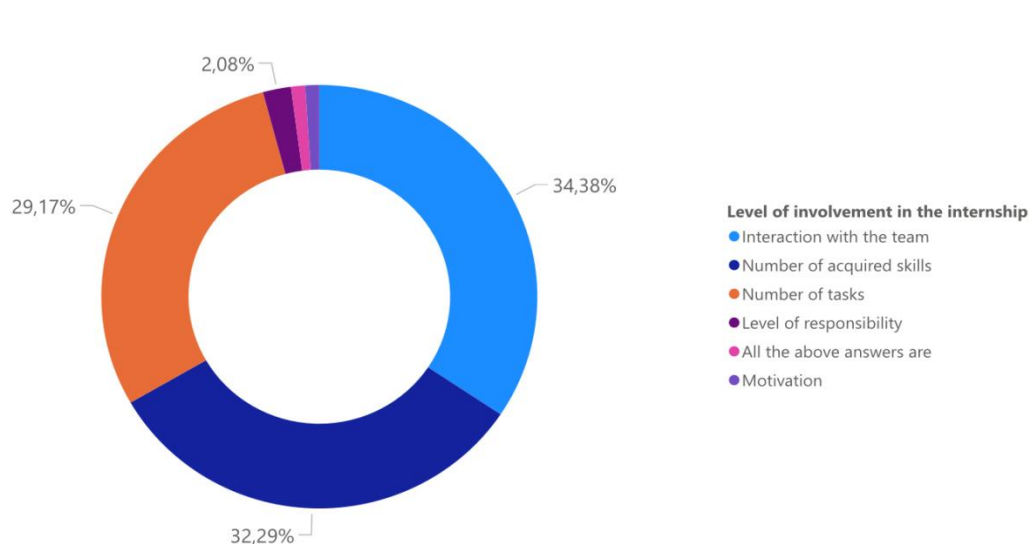


Figure 3. Level of involvement in internship ratio donut chart

In the following question, respondents had to answer the question, «What determines your level of involvement in the internship?» (see Fig.3), where 32.29% of them responded that they were motivated by the number of acquired practical skills, 29.17% of graduates chose the number of tasks. 34.38% of respondents chose the "level of interaction with colleagues," and 2.08% the level of responsibility. According to the results of the survey, "Are you satisfied with the quality of the tasks set by the organization?" a significant part of the students answered positively (62.9%), but 27% answered "did not fully," and 10.1% chose the no option. For respondents who responded negatively, an additional question was asked to determine their dissatisfaction.

By analyzing the following question: "What task did you set for yourself before starting practice in the organization?". The answers to this question also show the student's actions' level of involvement and purposefulness. An almost equal number of respondents answered that they want to get a job offer in this organization (41.6%) and consolidate their knowledge in practice (42.7%). The lowest indicator on

this issue is "meet the requirements for internship," 15.7%, which indicates that students are not involved in an internship.

Based on the indicators of this study, it can be suggested that students with high academic performance and social activity are often satisfied with the internship. In addition to the fact that this category of students succeeds in their studies, they have work experience. Despite the reluctance of the labour market to work with "students," they have been employed and interned in various organizations since the first years of their bachelor's degree. It is impossible not to note that the category of students dissatisfied with the internship has negative indicators. Most often, they have low academic performance, involvement, and dissatisfaction with the tasks set by the company.

In order to obtain additional data, a second survey was conducted among students. One hundred two respondents were identified who had internships in 87 different organizations and 15 industries. First of all, the overall satisfaction with the training was assessed on a scale from 1 to 5. An equal number of respondents (26.5%) chose items "4" and "5", which is satisfactory, and 13.7% have an average satisfaction with the internship. However, 28.4% of students indicated item "2," which expressed their low level of satisfaction. Almost 5% of the respondents identified the lowest indicator (see Fig. 4).

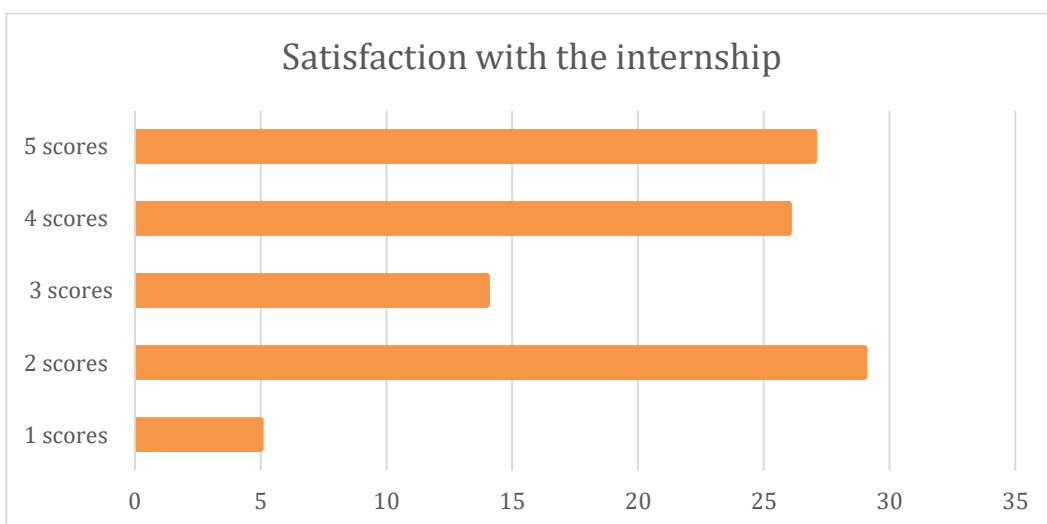


Figure 4. Satisfaction with the internship ratio donut chart

According to the results of the survey "Did the practice meet your expectations?", a significant part of the respondents marked the option "yes" - 61.76%, and the smallest part, the - 38.24%, indicated the option "no" (see Fig. 5).

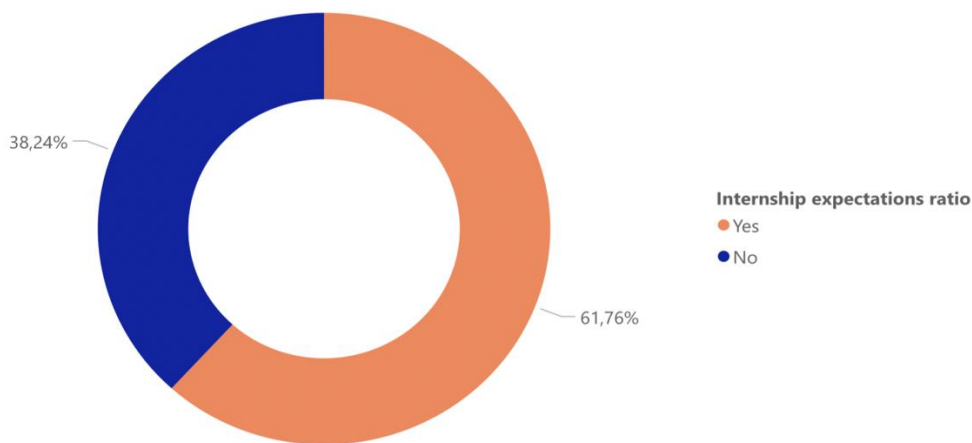


Figure 5. Internship expectations ratio donut chart

As a result, the correlations between these questions revealed that students who expected impressive results from the internship assessed their satisfaction by 5 points -42.9%, and an equal number rated it by 4 points (42.9%). In a small number (3 points), only 14.2% of the respondents. Based on the preceding, most students who expect high results from the internship have positive impressions of it.

There is no doubt that the performance of the betrothed is an essential factor in shaping their successful future. According to the survey results on academic performance, the majority (46.1%) have an average academic performance: GPA from 2.0 to 2.67. With a slight difference, 27.5% of students noted that their performance is above average, which equals a GPA of at least 3.0. It should be noted that the academic performance of 3.33, which 14.7% of respondents have, is a high indicator in education (see Fig. 6).

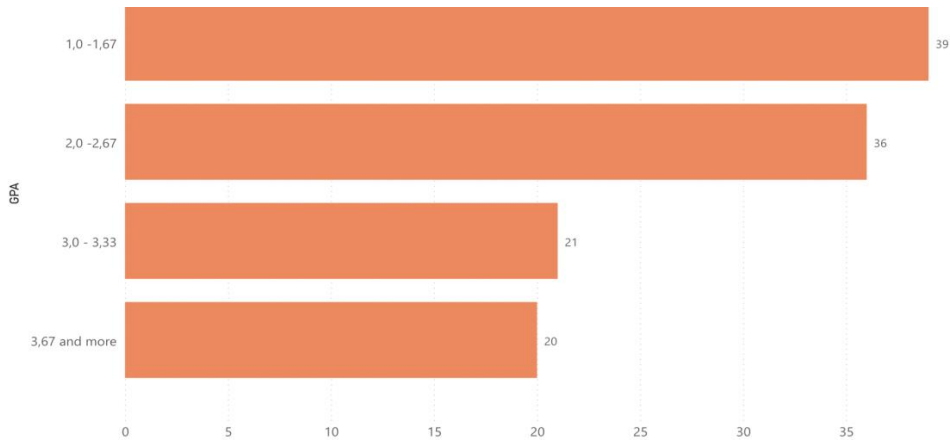


Figure 6.GPA ratio chart

The following question was asked for the student's assessment of proactivity during the internship, where 46.1% rated themselves 4 points, 22.5% considered themselves less proactive students, estimating themselves 2 points. 17.6% indicate their average degree of activity in (3 points), and 11.8% give themselves the highest mark of 5 points (see Fig.7).

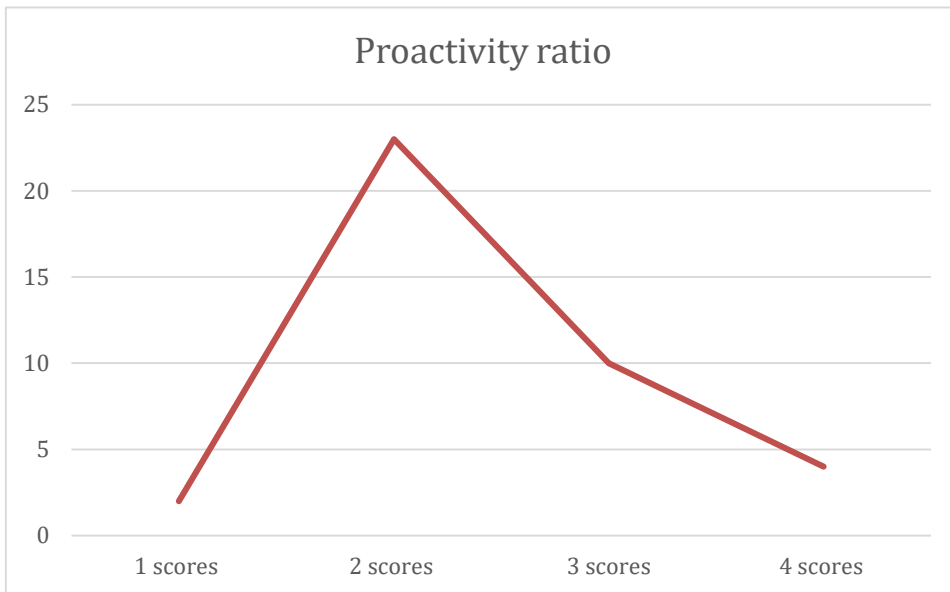


Figure.7 Proactivity ratio donut chart

The results of our analysis allow us to conclude that student proactivity is directly related to academic performance. 12 students with low academic performance (1.67) rate themselves at 2 and 3

points out of 5. 75 respondents with an average academic performance from 2.0 to 2.67, for the most part, evaluate their proactivity by 4 and 3 points, which is acceptable in their academic performance.

Turning to the next question, crucial to note that for each university, it is a priority to allow students to gain valuable experience and practical skills during the practice. To the question “Was the practice useful in the formation of practical skills?” where 63.7% answered positively, and 36.3% negatively (see Fig. 8).

The usefulness of an internship in the formation of practical skills

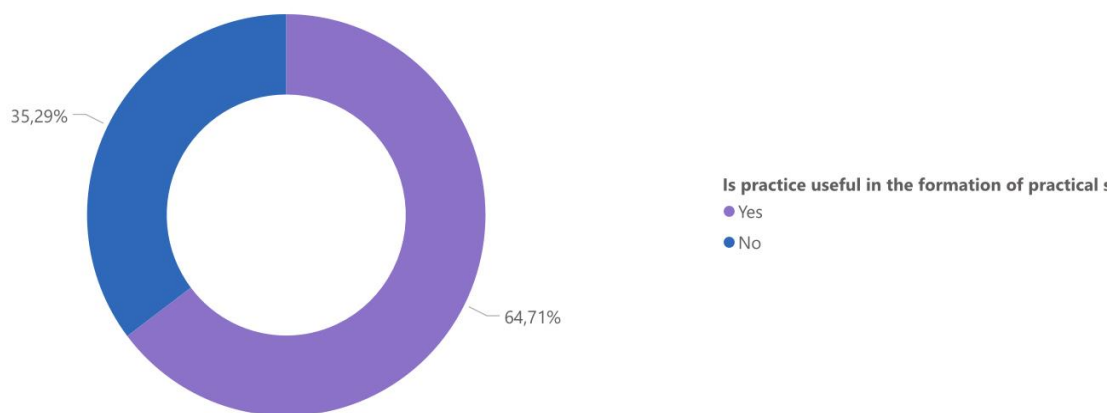


Figure 8. The usefulness of an internship in the formation of practical skills

Along with this question, harmful and valuable skills acquired during the internship were studied.

The table shows the most frequent answers to these questions:

Table 1

NEGATIVE EXPERIENCE	POSITIVE EXPERIENCE
sales skills - 28,4 %	execution of assignments not related to work - 37,3%
work in crm systems and PC base programs - 25,5%	office work - 21,6%
negotiation skills - 23,5%	didn't have a negative experience -19,6%
critical thinking - 12,7%	work in the archive - 17,6%

All these answers provide a deeper understanding that students whose practice has effectively formed practical skills note that almost 1/3 of the students had no negative experience. It is essential to emphasize that the remaining 2/3 still report those points on which they still have a negative experience: execution of non-work assignments, work in the archive, and record keeping. Respondents for whom the practice was not effective, despite their answers, noted they acquired valuable skills such as negotiation skills (32.4%), sales skills (19%), work in CRM systems, and basic PC programs (13.5%), and critical thinking (8.1%). At the same time, ten respondents make up 27% of those who have not received helpful experience from industrial practice. The results of our analysis allow us to conclude that despite the positive or negative responses of respondents regarding the effectiveness of practice in the formation of practical skills, respondents have both positive and negative experiences to varying degrees.

Spearman's "Rank Correlation Coefficient" was carried out to correlate and compare the data. This method is nonparametric and is used for the statistical study of the relationship between phenomena. We took two indicators as a basis: students' academic performance and satisfaction with the practice, from 1 to 5 points. It follows from the revealed calculations that the correlation coefficient is 0.670399753, which is a noticeable indicator (fig. 9)

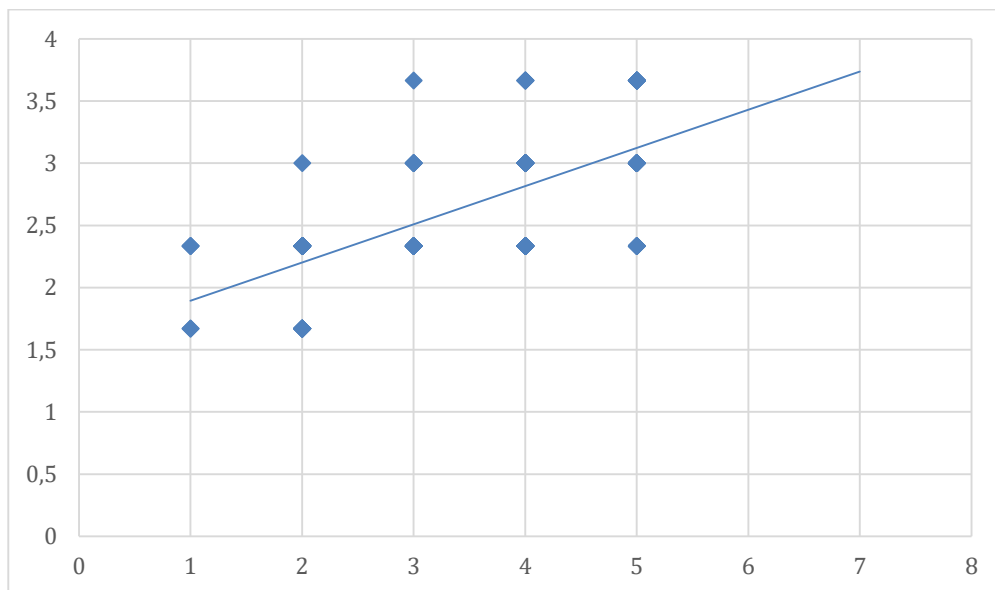


Figure 9. Correlation analysis

To determine the relationship between academic performance and the method of finding the practice base, a correlation analysis was conducted. One should not here that the overwhelming majority of students with a high level of satisfaction with practice found the bottom of practice themselves, and the less satisfied respondents did not engage in the appropriate selection of practice. Based on these results, it was concluded that there is a direct relationship between the choice of the practice base and student satisfaction (fig. 10).

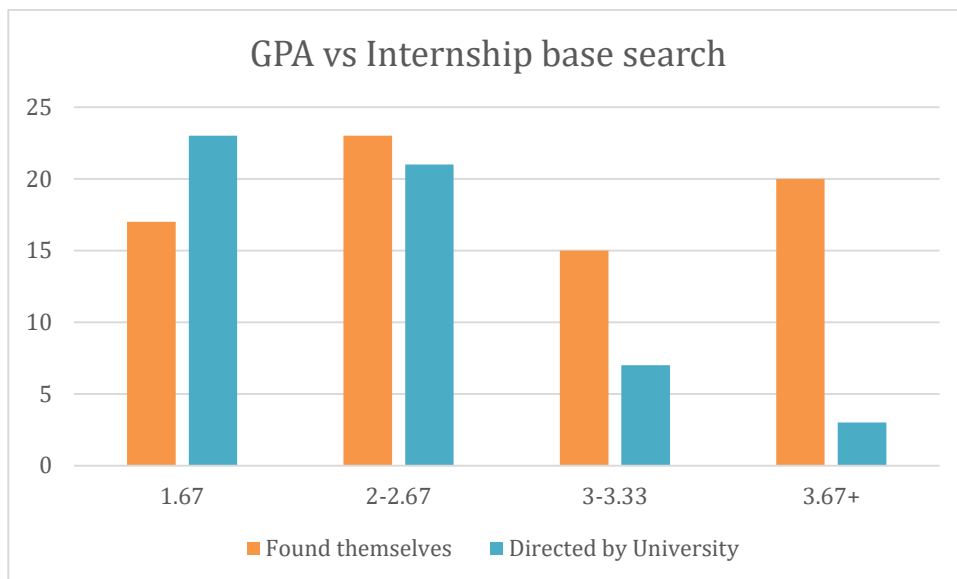


Figure 10. GPA vs Internship base search

For a more detailed study of the issue, a survey was conducted with companies in which students of KAZGUU had an internship. The total number of respondents was 29 organizations of different industries and areas of activity. The survey result showed that the overwhelming part of the organization had a positive experience of interaction with students, and this indicator is equal to - 26 companies, i.e. 89.7%. Whereas three companies had a negative experience, which amounted to 10.3% of the total number.

What was your experience of interacting with students ?

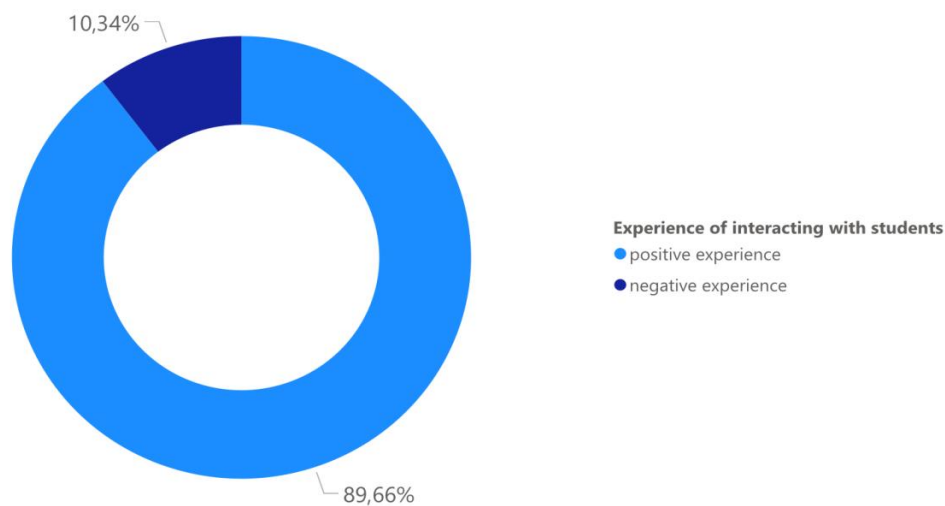


Figure 11. Experience of interacting with students

The following questions "What factors contributed to the positive-negative experience?"

Companies with negative experiences pay attention to such factors as unprofessionalism and inattention. Among the negative factors that employers mention, there is a dismissive attitude towards students' practice. However, they also note students' communication skills and, despite their negative experience, are ready to offer jobs to graduates. Analyzing the shortcomings of KAZGUU students with the mentioned practice bases, two most frequent factors were identified: inattention and a shared sense of tact. However, these factors are not the result of university education but relate to personal qualities.

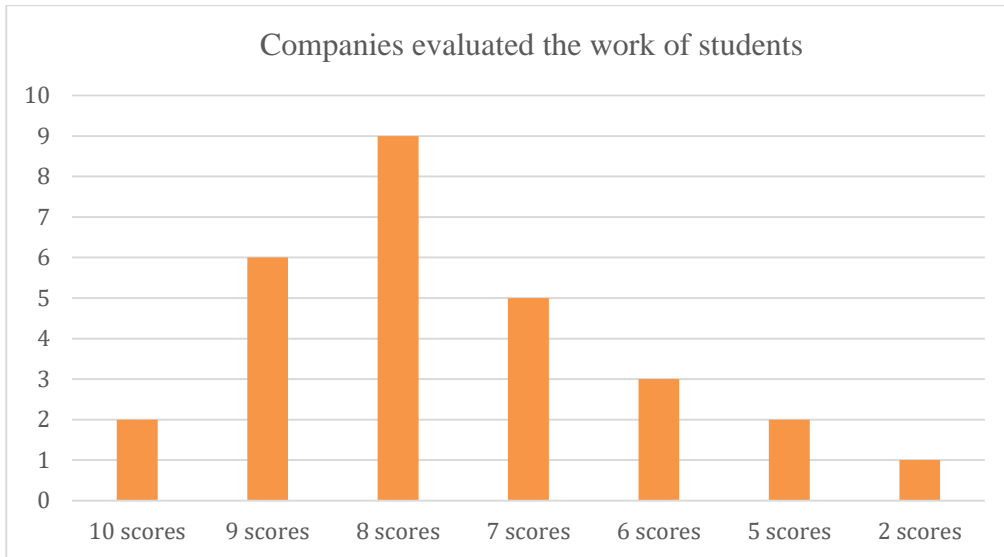


Figure 12. Companies evaluated the work of students

Companies rated the effectiveness of students on a scale of 1 to 10. According to the survey results, it was found that 31% of respondents evaluated the effectiveness of students at 8 points, 20.6% of respondents at 9 points, and 17.2% of respondents at 7 points. In addition, these companies are ready to employ students in their organizations.

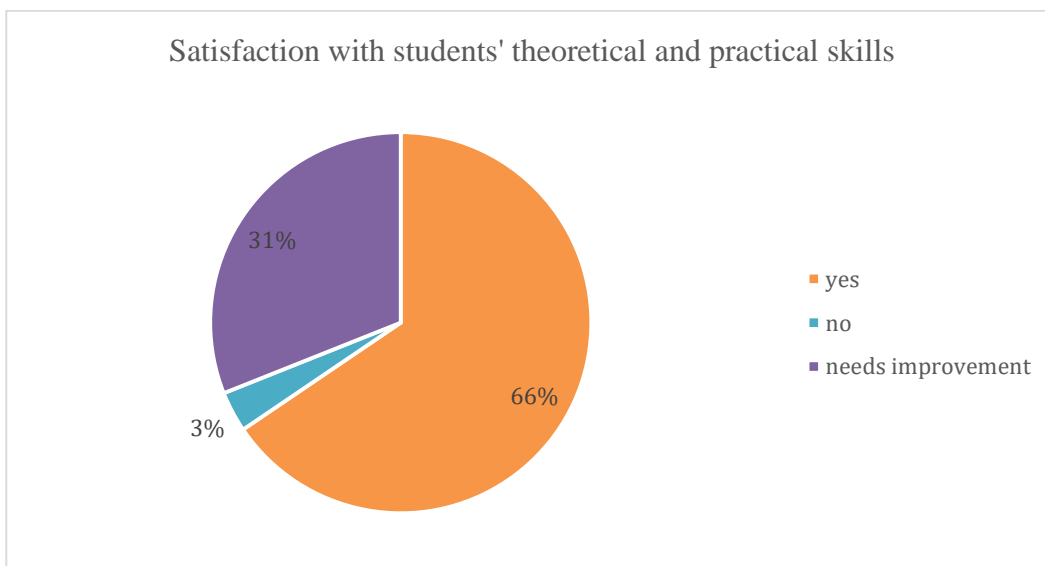


Figure 13. Satisfaction with students' theoretical and practical skill

The next indicator of satisfaction with students' theoretical and practical skills is that 66% of the company is satisfied with students' skills, and 31% of the company believes that students need to improve their skills. Only 3% are dissatisfied with the knowledge and skills of graduates, and they have had negative experiences with students.

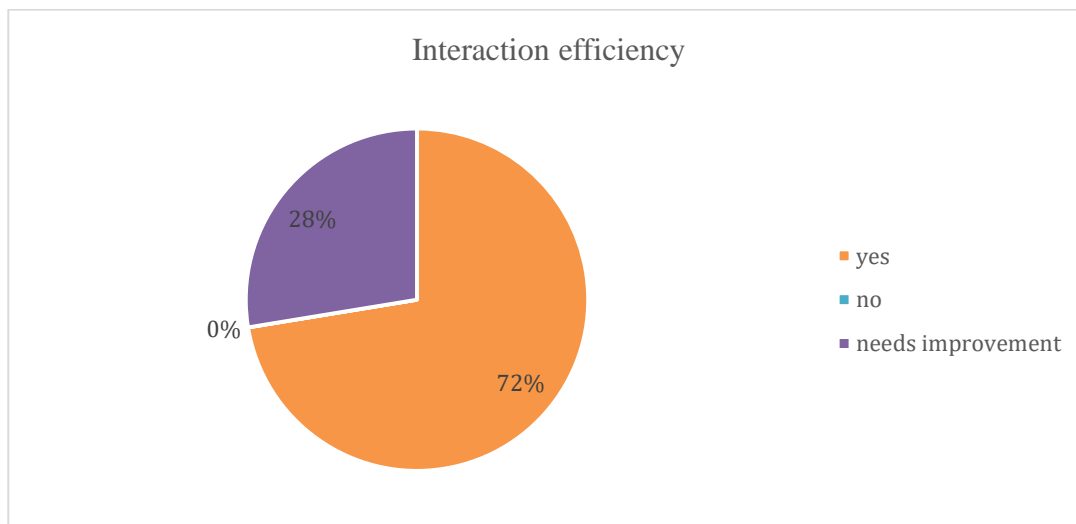


Figure 14. Interaction efficiency

For many organizations, 55% take a week to engage the intern fully and integrate with the team, while 27.5% responded that they take a month or more. The amount of time depends on the specific activities of the organization and the level of practical-theoretical skills and knowledge of the students. For statistical analysis of the whole of Kazakhstan, data on graduates provided by KAZGUU University were used as a sample, since being one of the best universities in the country, it reflects the situation in the whole country (sample population).

According to the information provided by KAZGUU University regarding the employment of graduates, 24.2%-24.7% of 100% (87 and 89 people) work in second-tier Banks (STB) and the quasi-public sector. Then there are the "Big Four" companies, where 63 people work (Fig.3).

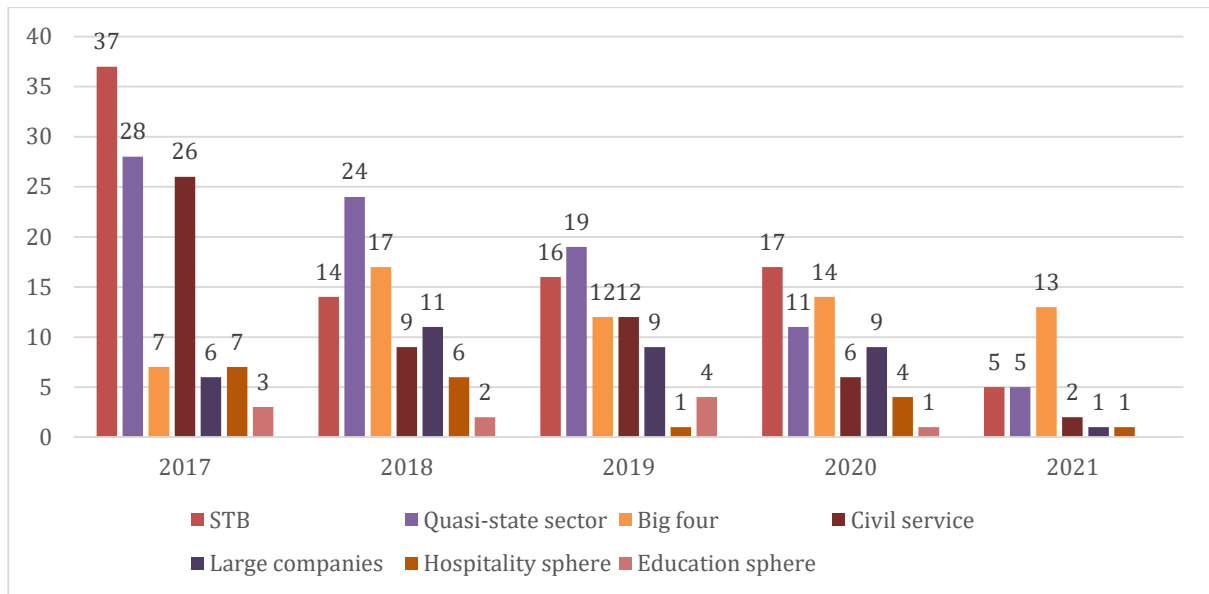


Figure 15. Places of employment of KAZGUU graduates as of 2021.

Despite the great popularity among KAZGUU students, in terms of the number of working graduates, the "Big Four" companies do not occupy leading positions in the labour market. This is explained by the fact that graduates, when applying for a job in these audit companies, face a large amount of work and frequent overwork, because of which, after a year, they change working conditions to more comfortable ones offered by employers who occupy leading positions in this list. The diagram below shows that out of the graduates of 2017, only 7 out of 89 people work in the Big Four (Fig.4). Most of them work in second-tier banks, quasi-public sector companies, and civil service. Every year of graduation, this ratio decreases and already among the graduates of 2021, the majority work in the "Big Four" companies. In addition, there are significantly more companies belonging to the STB and quasi-public sector on the market than to the "Big Four".

The choice of companies from different fields is fundamentally crucial since the company's scope directly affects its personnel policy. Three companies from different fields were selected as examples: Ernst&Young, BI Group and the Development Bank of Kazakhstan. As of 2021, many KAZGUU graduates already work in these companies (Fig.5). For comparative analysis, corporate websites of institutions were carefully studied, and interviews with employees (with recent graduates) were

conducted. Ernst&Young has 33 employees, and BI Group has 19. The database contains information about the subsidiary of the Development Bank of Kazakhstan – the Industrial Development Fund (DBK Leasing). 5 graduates of the university under consideration are working in this institution, so that this information will be used for statistics.

An international auditing company that most students across the country dream of joining. The reason for choosing her was her involvement in the Big Four companies. According to the statistics of graduates as of 2021, HEY is most popular among the “Big Four” companies and in the market as a whole. The company ranks 1st in terms of employment of KAZGUU graduates. As mentioned above, 33 people or 51% of the total number of graduates working in the “Big Four”, work there (Fig. 6). As for the other three companies, it should be noted that the work of the Human Resource Management Department in organizations has a similar structure and activities.

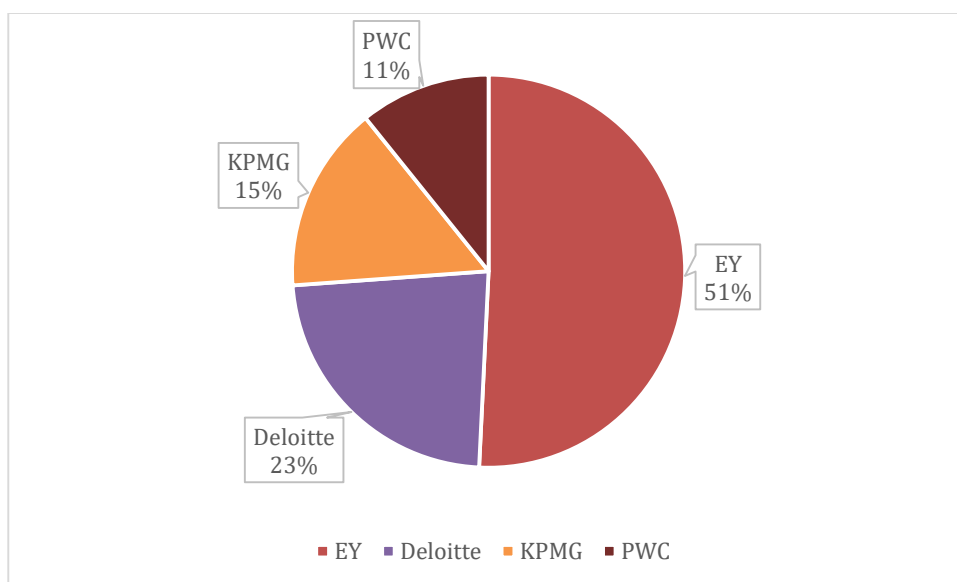


Figure 16. Employment of graduates in the Big Four companies.

Of the three enterprises under consideration, EY is undoubtedly the leader regarding the degree of interaction with universities. The company is very open to hiring young employees. Every year, various seminars, lectures, and training are held in all prestigious universities of Kazakhstan, dedicated to the successful completion of all stages and subsequent employment and the development of student's

personal qualities and skills. For all the time of cooperation with KAZGUU, since 2016, EY has organized many different events. Within the walls of this university, such events as EY Week, and Legal Week, offered for one day, were held; they differ in subject matter, format, and duration of the event. For example, the events of the offer 1 day have a unique opportunity to go through all the stages of selection in just one day, whereas the passage of all stages takes at least a month. "HEY."

Also, the "Big Four" companies select ambassadors-representatives at universities, whose functions are to agitate the events held and, in general, promote the brand. It is also a plus for the company because the most motivated and prepared array of candidates reaches the job offer itself.

Students realize that companies from the "Big Four" are the best start in a career for all categories of specialities. Since the clients of audit companies are companies from different fields, there is a wide variety of projects. The employee gets acquainted with several different industries and develops in all directions. Career growth is another bonus of working in the "Big Four". Every year, people are promoted one step up the hierarchy, provided they work productively.

It is noteworthy that most of the candidates first undergo an internship as an intern and only then receive a position in the state. However, while interning at another institution, the interviewed employee got a job at the company thanks to the offer of one-day event organized by HEY within the walls of our university. In just one day, he passed the test, passed an interview with the staff, as well as an interview with the manager and partner. In addition, the interviewee reported that during his studies at KAZGUU, he took part in many events from HEY, which played a role during the interview. Therefore, we can safely say that the university played a direct role in his employment, and this is a successful example of the established relationship between the enterprise and the educational institution. To date, many KAZGUU graduates work at EY in various positions, and this is the merit of our university.

Although EY's model of interaction with students seems attractive, it is worth noting that the level of interaction and employment of new graduates is determined by the specifics of the company's career

structure – it suggests that it is more productive to train newcomers rather than retrain experienced employees.

BI Group is the most significant investment and construction holding in Kazakhstan. This company was chosen because many graduates of our university work or have worked there. As of 2021, there are 19 graduates of KAZGUU working there, which is the second result for employment. This organization has been cooperating with KAZGUU for several years; every year, many students undergo practical training at this institution (our interviewee was no exception). The company is quite open to young professionals. BI presentations are held at universities across the country, where speakers talk about the holding structure, career prospects and the proposed internship "BI Intern". The company's website says that the BI Intern Program gives a unique opportunity for final year students to work in a BI group. The program has been in existence since 2012, and many students have passed through it. After the internship, graduates become full-fledged employees of the company.

It is worth noting that the "BI Intern" program is not an industrial practice. That is, passing the internship from the university, the student is not a "BI Intern". The difference is that an intern, unlike an intern, is not paid a salary, a mentor is not attached to him, and as a result, they are not treated as an employee. From the interview with the interlocutor, it became clear that it was impossible to complete an internship as a "BI intern" due to discrepancies in deadlines. The training practice begins much earlier than the BI program. Considering the above, universities and enterprises are invited to develop an internship/internship time convenient for everyone. It would be beneficial for all parties.

The employee who gave us the interview works as an Economist in BI, in the Division of International Projects. Prior to his current position, he was an intern from the university and a "BI intern". In total, the work experience of this specialist in the company was two years. The prime of such a person's career is indicative since he has passed all the initial stages before obtaining a full-fledged position. He was attached to the mentor, who helped our interlocutor in every possible way to get used to

it faster and join the team. In general, our interviewee said that everything suits him, and he has no plans to change his place of work soon.

However, in the personnel policy of BI, more attention is paid to specialists with engineering and technical specialities than to economic and legal ones since the main activity of the holding is construction. For example, according to the list of candidates who passed the II qualifying stage of the BI Intern program 2022, out of 258 participants, only 4 are students of KAZGUU. As we can see from the diagram, the leading places are occupied by students of those universities where technical, civil engineering and architectural faculties prevail.

So, even though our interlocutor got into the BI structure with the help of the university, further employment depended solely on him. If we compare with the situation from the previous example, where the company actively participated in the development of an employee in the form of organized events and hired with the help of one of these, then the company's participation in employment turned out to be at an average level. From all of the above, we conclude that this is an average successful example of interaction between an enterprise and a university in personnel training and advanced training.

Thus, it can be concluded that the relationship between the BI Group enterprise and universities is at an average level. It is also important to note that there are no engineering (construction) specialities in our university that the company prioritizes. The situation may be radically different in other universities where the above specialities prevail.

The Development Bank of Kazakhstan is a financial institution created to develop the non-resource sector of the economy. Specializes in the financing and development of medium and large businesses. The reason for choosing this particular company was that DBK is a quasi-public sector company when, as in the previous two examples, private companies were used.

Quasi-public sector entities are commercial enterprises with state participation in the authorized or share capital. Since DBK is one of those, this company has a limit on the number of employees in the

state. According to the DBK development strategy for 2014-2023, at the end of 2020, the Bank's staff amounted to 227 full-time units. In the personnel structure, the percentage of employees aged 30 to 50 is 75.5%, while the share of employees under 30 years is only 17.9% (Table 1). This suggests that the institution relies on experienced employees.

Table 2

Staff structure by age

	Age	Quantity	Fraction
Age groups	Up to 30 years old	39	17,9%
	From 30 to 50 years	165	75,5%
	From 50 years old	14	6,4%

However, the company's website says that the DBK will continue the initiatives initiated to work with young people as a socially responsible organization. The events will include: holding open days for students and graduates of higher educational institutions, organizing paid internships at the production facilities of borrower companies, holding regular competitions among students to solve real practical cases from the activities of borrowers and the Development Bank itself. In general, the company is consistent with its strategy.

So, in 2018, together with the public association "Taiburyl", the DBK allocated 30 scholarships for graduates. The essence of these internships is that DBK's borrowing companies accept students with technical specialities for internships. Also, 15 scholarships were awarded in 2019. The project aims to support and develop young graduates, allowing them to get their first work skills. For candidates, such requirements were put forward as no criminal record, high GPA and writing an ESSAY, and among the required specialities were: Automation and Management, Information Systems, Computer Engineering and Software, Metallurgy, Thermal Power Engineering and others. However, as mentioned above, the internships themselves do not occur within the walls of the DBK. The Bank is only an intermediary for

students and employers. In addition, students of our university cannot participate in the selection due to the lack of suitable specialities in the latter.

Nevertheless, in 2021, the Development Bank of Kazakhstan showed its openness to other educational specialities. So, DBK, in the middle of 2021, organized a competition "DBK Case Competition" among graduates of Nazarbayev University in 2020-2021, majoring in economics and finance. The whole event consisted of 3 stages: case solving, situational analysis and interview. Without any internships and internships, the winner also gets the opportunity to join the Bank's team as a full-fledged employee of the Credit Analysis and Transaction Structuring Department. However, the company was not noticed in the organization and conduct of any training activities within the framework of cooperation with other universities.

In addition, both undergraduate and graduate students and graduates from all educational institutions undergo internships at the Bank every year. It is enough to fill out a questionnaire on the Bank's website and send an electronic resume. The internship duration is up to 6 (six) months and is carried out free of charge. In our opinion, this is too long a time to go without money. In addition, our university has been cooperating with a subsidiary of the Development Bank of Kazakhstan - the Industrial Development Fund, for several years. Our students have the opportunity to complete an internship at this institution. To date, five graduates of KAZGUU work there.

The KAZGUU graduate who gave us an interview has worked at DBK for more than one year in the Department of Operational and Financial Risks. Moreover, before applying for a job, the interlocutor did not pass any internships. The selection stage consisted of 3 stages:

1. Passing two tests (multiple choice).
2. At this stage, based on the input data, it was necessary to build a financial model and solve a case with a specific problem.
3. Interview with managers and directors, during which questions were asked from the field of finance, econometrics and statistics.

The interviewee says that it was complicated at first due to the lack of work experience in the quasi-public sector. In this regard, we would recommend that our university increase the degree of cooperation with enterprises from the quasi-public sector. Maybe it will be so in the future because, at the beginning of 2022, a Memorandum of cooperation was signed between KAZGUU University and the Taiburyl Public Foundation. Recall that this fund is a partner of the Development Bank of Kazakhstan and other large enterprises.

Conclusion

In the interaction process between possible employers and universities, the role of Students should not be underestimated. Despite high-level communication between business and educational institutions, effective interaction itself is impossible without high and responsible student input. A job search achieves achievements only by the university student who strives for change and has high communication and adaptation skills. The acquisition of work experience by graduates and the ability to show their value during practice in specific organizations and enterprises is a key factor in the successful employment of potential graduates. For students, industry practice is an additional opportunity to show themselves on the positive side so that potential employers have a positive impression of them. Some students are already employed in the 4th year and earlier, earning money for their studies, thereby acquiring practical skills in work. In our research, these students have shown the highest level of job satisfaction. In combining study with work, there are positive aspects of developing such qualities as time management, the ability to show oneself, and personal growth in a career, which potential employers highly value. Referring to this study, solving the problem of employment of university graduates, in our opinion, requires not only improving the educational process and strengthening the practical orientation in training but also the development of systematic interaction between the university, the organization and students. They should cooperate in solving many issues of training and employment of young professionals, but the students themselves should be initiative and proactive. No matter how much effort the companies put into the development of young employees, the principal value should be generated by the future employees themselves.

Our hypothesis of the topic is that the success of cooperation between enterprises and universities depends more on the approach of students and their readiness for employment. Having analyzed the topic "ways to improve the interaction of enterprises (organizations) with universities", the hypothesis of our study is confirmed.

Recommendations

As a first recommendation, it is necessary to analyze points that should be taken in future studies. Firstly, a quantitative survey is required to write a paper successfully. The increase in the number of respondents has a positive effect on students. At least 200 students and at least 100 companies must pass. A large number of surveys are needed in order not to rely on the opinion of the company's employees, as in other companies, the situation may be different.

Secondly, it is possible to survey by regions or universities so that the survey will be more extensive. Furthermore, every student can understand how the career centers of other universities work. Moreover, analyze the experience of other regions and universities.

It is necessary to investigate the interaction of other educational institutions with organizations in order to study the employment situation in general in Kazakhstan.

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Appendixes

Students survey 1

- 1. Your age**
- 2. Your gender**
- 3. Your specialty**
- 4. Your GPA**
- 5. The number of minors**
- 6. Availability of volunteer/social activity**
 - Participation in the dedication
 - Student organizations
 - Participation in the wreath ball
 - Did not participate anywhere
- 7. Have you been previously employed?**
- 8. If so, what is the reason for your departure from your previous place of work?**
 - Staff reduction
 - Temporary place of work
 - There was no growth
 - Project work (for a short time)
 - Not enough motivation
- 9. The practice has been found...**

- By yourself
- The university sent

10. Sector

11. What determines your level of involvement in the internship?

- Number of tasks
- Level of responsibility
- The level of interaction with colleagues
- Number of acquired skills

12. Are you satisfied with the quality of the tasks set by the organization?

13. If not, why not?

14. What task did you set for yourself before starting your internship in the organization?

- Get the offer from this organization
- Consolidate your knowledge in practice
- Meet the requirements for the internship

15. Would you like to continue working in this organization?

- Not really
- Offered cooperation

Students survey 2

1. The name of the organization in which the internship took place.
2. Evaluate the overall satisfaction with the practice on a scale from 1 to 5.
3. Did the practice meet your expectations?
4. Industry
5. Academic performance
6. Evaluate your proactivity on a scale from 1 to 5
7. What was the most useful experience gained?

8. What experience do you consider negative?
9. Was the practice useful in the formation of practical skills?
10. Positive aspects of the practice base.
11. Negative aspects of the practice base.
12. Negative impressions from the internship.
13. The level of involvement of the practice base.
14. Positive aspects from the practice base.
15. Negative points from the practice base.

Company survey

1. Name of the organization
2. What was your experience of interacting with students?
3. If positive, what factors contributed to this?
 - Communication skills
 - Creativeness
 - Time management
 - Skills in working with programs
 - Skills in working with algorithms
 - Attentiveness
 - Professionalism
4. If negative, what factors contributed to this?
 - Inattention
 - Tactlessness
 - Learning disability
 - Lack of time management
 - Disdainful attitude to practice

- Unprofessionalism
5. Evaluate the effectiveness of students' work on a scale from 1-10
 6. What period of time does it take for you to fully involve the intern in the work process?
 7. Were the practical and theoretical skills and knowledge of students enough for you during the internship?
 8. Do you consider it effective for the organization to interact with the university, and subsequently with students?
 9. Are you ready to employ interns in the future?