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**NAZAROV ALEKSANDR VYACHESLAVOVICH**

**THE DEVELOPMENT OF THE TOOLS OF THE STAKEHOLDER  
APPROACH TO AN HIGHER EDUCATIONAL ORGANIZATION  
MANAGEMENT**

**SPECIALTY 5.2.6. MANAGEMENT**

**THE ABSTRACT OF THE DISSERTATION FOR THE DEGREE OF  
CANDIDATE OF ECONOMIC SCIENCES**

Scientific supervisor:  
**Dolzhenko Ruslan Alekseevich**  
Doctor of Economic Sciences,  
Docent

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### **Relevance of the research topic.**

The two classic missions of higher education institutions – education and science – despite creating primary value, over time become insufficient to maintain competitiveness in isolation from the formation of a programmable contribution to the development of society. The socio-economic mission of the educational organization is gaining importance. This is a global trend that is slowly penetrating into the goal-setting of Russian universities, constrained by remoteness from the center, low resource availability, and weak involvement of management in the implementation of integration processes of educational organizations and other entities. In this regard, Russian regional educational organizations, in particular, should develop systematic long-term contacts with external stakeholders (at a minimum, to update the requests of regional employers and take them into account in their work), and ensure a sufficient level of support among internal stakeholders.

In this area, there are obvious contradictions between the capabilities of almost any regional university to satisfy the requests and wishes of interested parties and their ideas about the role and importance of an higher educational organization in providing the region's economy with effective personnel, new technologies, and support for initiatives to develop the territory with the involvement of young people.

The subject of scientific discussion is the issues of identifying key problems of interaction between an educational organization and stakeholders and modeling systems for meeting requests to an educational organization, building trust in the educational system from employers, increasing the involvement and awareness of direct participants and the environment in the context of the development of the educational environment, mechanisms, tools and programs aimed at this, preserving and increasing human capital.

They have the potential to conduct further research, develop theoretical and methodological aspects and methodological support for systematization, structuring, coordination of interaction with the microenvironment, issues of including guidelines for coordinating the needs, interests and expectations of stakeholders in strategic programs of educational organizations, issues of forming target and value

effects and indicators of interaction, issues of forming programs for managing stakeholder relations, development of interaction with stakeholders.

### **The degree of development of the mentioned problems.**

The following researchers considered the educational organization from the perspective of a stakeholder organization and made a fundamental contribution to the development of theory for Russian science: K.S. Solodukhin, A.A. Gresko, G.A. Dzina, M.S. Rakhmanova, T.Yu. Pleshkova. Later, N.Yu. Vlasova, E.L. Molokova and others revealed the subject. In foreign science – M. Belitski, L. McCann, N.P. Nguyen, A. Paucar-Caceres, V. Hurth, I.S. Stewart and many others. Nevertheless, researchers do not pay attention to the systematization and distribution of tools and methods of stakeholder management, however, in conditions of multilateral interaction, the emergence of a classification for subsequent selection can be productive.

The problems of interaction of an educational organization with internal and external stakeholders were considered in Russian science by A.L. Blinova, E.S. Boronina, G.E. Zborovsky, K.Yu. Burtseva, O.V. Perfilieva, V.N. Strekalovsky, V.M. Savvinov, E.S. Popova and others. In world science – P. Benneworth, M. Perkmann and co-authors, W. Mainardes, A. Fayolle, K. Miller and others. However, the values of stakeholders and the value bases of interaction with other parties do not fall into the field of view of researchers.

The topic of innovative management at the university is revealed by G.B. Kleiner, Ya.I. Kuzminov, D.S. Semenov, O.V. Aksenova, I.A. Demenenko, I.V. Shavyrina, A.L. Andreev, N.S. Komleva, Laptev, T.G. Maksimova, E.L. Bogdanova, G.M. Brovka, D.S. Shalina, H. Etzkowitz, M. Ranga, M. Shattock, I. Marić and many other researchers. Further development is possible in determining the directions of innovative management and systematizing relevant requests for the formation of solutions for groups of stakeholders.

The issues of typology and classification of Russian universities and the problematic field of interaction with them, taking into account these grounds, were considered, for example, by M.Yu. Baryshnikova and co-authors, E.V. Vashurina,

N.V. Dratusova, Ya.Sh. Evdokimova, E.A. Knyazev, M.N. Ovchinnikov, D.S. Semenov, I.D. Frumin and others. Development is possible by incrementing the topic of innovative management and finding solutions in the light of grouping requests for significant changes, at least of a structural and managerial nature.

The theme of the university's «third mission» and sustainable development is significant in both domestic and foreign literature. It is covered by E.A. Shuklina, O.V. Zinevich, T.A. Balmasova, E.V. Kudryashova, S.E. Sorokin, O.D. Bugaenko, M.B. Vidrevich, I.V. Pervukhina, J. Goddard, A. Kola, K. Leja, N. Radko, J. Phillipson, and many others. There is a developed methodological framework in the world scientific literature, but not a critical analysis of problems in the implementation of the third mission or a set of cascaded practical solutions. In domestic sources, private experience in the implementation of programs and projects is sufficiently represented, but no emphasis is placed on systematic implementation or comprehensive involvement of stakeholders.

The issues of personnel security in the region and its elements were comprehensively considered by V.F. Potudanskaya, N.V. Borovskikh, E.A. Kipervar, S.B. Ginieva, E.V. Drobot, M.L. Vartanova, I.N. Makarov, I.A. Pochepaev, V.V. Lizunov, Z.V. Bragina, V.V. Yudin, E.V. Nikerina, A.B. Yashkov and others. Nevertheless, the possible role of educational organizations in influencing the positive dynamics of individual indicators of development and labor attractiveness of the region remains a space for further research.

The inclusion of educational organizations in the regional agenda in the context of education stakeholders was considered by A.L. Andreev, E.A. Morozova, L.D. Maslov, E.B. Gafforova, M.N. Ovchinnikov, V.A. Smirnov, A.A. Spiridonova, E.G. Khomutova, H.G. Tkhaapsoev, K. Chapleo and C. Simms, W.G. Tierney, M. Trippl, T. Sinozic, J. Youtie, L. Zanin and others. Further development is the development of an approach to assessing the integral result of including an educational organization in a regional context and its impact on regional development and sustainability.

D.G. Sandler, L.V. Alferova, L.A. Koroleva, A.E. Balobanov, A.K. Klyuev, M.V. Gavrilova, N.V. Danilova, T.V. Kolosova, E.N. Malygina, V.F. Kourov, E.A. Menshikova, V.V. Kryukov, R.A. Lugovoy, M.A. Larionova, G.M. Sundukova, N.V. Bobyleva, A.Ya. Chen, N.S. Sherry, M. Gibbons, Q.R. Gaete, E. Germain, J.F. Helliwell, R.D. Putnam, and many others pay attention to issues of strategic development and management in educational institutions of higher education. However, this topic also does not pay attention to the value bases for involving stakeholders in strategic, or long-term programs and projects.

Gaps in the research field are found in areas related to the methodological and practical aspects of involving higher education stakeholders in interaction with an educational organization and the inclusion of value management elements in strategic development programs.

**The purpose of the study** is to develop a stakeholder approach to managing an higher educational organization and to develop a value-based model of a stakeholder approach to management to improve the effectiveness of interaction with stakeholders. The expression of the overall result from the implementation of the approach and the adoption of the model in relation to the regional higher educational organization is the positive dynamics of the rate of employment of graduates and the proportion of graduates remaining in the region.

The achievement of the purpose is ensured by the fulfillment of the following **research objectives**:

- to classify the tools and methods defined as applicable in stakeholder management from the perspective of their focus;
- to typologize the current demands of the educational organization's interaction with stakeholders, which make it possible to determine and adjust the principles of construction and functioning, the vectors of the development of the system of relationships;
- to develop an approach to analyzing the involvement of stakeholders in the interaction of an educational organization, ensuring the identification of the values

of interaction with the educational organization and the ranking of stakeholders according to the parameters of influence;

– to develop the foundations of a value-purpose oriented model of stakeholder development of interaction between an educational organization and interested parties aimed at the formation and implementation of a strategic program for the development of interaction in an educational organization.

**The object of the research** is the system of interaction of the Russian regional higher education organization with interested parties.

**The subject of the research** is the mechanisms of management and development of the relationship between a higher educational organization and the subjects – stakeholders of higher education.

**The field of research** corresponds to the following points of the passport of the scientific specialty 5.2.6. Management: «9. Organization as an object of management. Theory of organization. Organization management structures. Organizational changes and organizational development»; «14. Strategic management, methods and forms of its implementation. Business models of the organization. Corporate strategies. Strategic resources and organizational abilities of the company»; «16. Theory and methodology of project management. Processes, methods, models, and tools for project and program management. Risk management (risk management)»; «32. Management of social sector organizations (culture, science, education, healthcare)».

**The theoretical and methodological basis of the research** consists of the scientific works of Russian and foreign scientists who develop the provisions of the theory of stakeholders in relation to the education system, as well as the connection to it of the concepts of personnel security in the region, the «third mission» of the university and a number of others.

**The main research methods** are general scientific methods of cognition, techniques and methods of system analysis, as well as methods of structural analysis, textual analysis, abstraction, concretization, generalization, comparison, synthesis, questioning, graphical formalization, and expert assessments.

**The information basis of the research** is composed of information, analytical and statistical materials from state statistics bodies, data from digital platforms, methodological documents and materials from federal legislative and executive authorities, scientific developments by Russian and foreign economists, materials from scientific conferences and seminars, publications in periodicals and the Internet, which have not received official refutation of expert assessments; survey results and studies and calculations performed personally by the dissertation director and with his participation.

**The scientific novelty of the research** lies in the development of the theoretical and methodological foundations of the stakeholder approach to managing an educational organization and the development of a stakeholder value-purpose based approach to the development of relationships, reflecting the multi-stage and factor complexity of the stakeholder engagement process, taking into account regional socio-economic conditions and interests.

**The main scientific results of the research**, which have signs of scientific novelty, are as follows.

1. The author's grouping of tools and methods has been developed. It is defined as applicable in stakeholder management in relation to educational institutions of higher education. Based on the direction of its application, it is proposed to divide the entire toolkit into three groups: definition, impact and provision. Thus, each group includes several related areas of interaction (specialization), which in turn are revealed through the use of one or more similar tools and methods. The originality and novelty of the grouping makes it possible to exclude the use of duplicate tools or irrelevant ones at a specific stage of the relationship and enrich the management of stakeholders at the level of development of the toolkit's focuses in relation to higher educational organizations (paragraphs 14, 16 of the passport of the Higher Attestation Commission's scientific specialty).

2. The group of structural and managerial innovations has been isolated in order to manage the implementation and development of the «third mission» (social) of educational institutions of higher education, disclosed through stable blocks of

requests for specific innovations by type: structural, managerial, social, economic, marketing. The originality and novelty of the classification is determined by the fact that these innovations may relate to the very structure of the system being modified, the principles of its functioning, forms and methods of system management, approaches to influencing the actors involved in the system and the economic model of the system, i.e. defining and correcting principles of building and functioning of the system in a more global social system (paragraphs 9, 32 of the passport of the scientific specialty of the Higher Attestation Commission).

3. The structural methodological approach to the development of interaction with stakeholders is proposed, taking into account the characteristics of relations with an educational organization and the parameters of integrating the interests of stakeholders. Within its framework, the author's methodology for analyzing the involvement of stakeholders is presented to build an algorithm for the interaction of an educational organization with them, a matrix of structural influence is formed, and the principle of ranking stakeholders by intensity and balance of connections is developed. Originality and novelty are expressed in the development of the principle of ranking stakeholders according to the intensity and balance of interaction between groups, characterizing their mutual influence. This approach to the allocation of stakeholders makes it possible to clarify the basis and content of interaction strategies and programs for interaction with stakeholders (paragraphs 14, 32 of the passport of the scientific specialty of the Higher Attestation Commission).

4. The organizational algorithm of the value-purpose model of stakeholder development of interaction is developed with a basis on a map of stakeholder properties, taking into account the preferred axiological foundations of interaction between stakeholders. A model of the implementation of a value-oriented strategic program is presented and a variant of the strategic program is formed for implementation in a higher educational organization. Scientific novelty and originality develops in the inclusion into the program model of an axiological filter that corrects the content and indicators of events with stakeholders, and the methodology for determining the integral result of a value-purpose oriented strategic



program for the development of relationships (paragraphs 16, 32 of the passport of the Higher Attestation Commission's scientific specialty).

**The theoretical significance of the research** is determined by the results of grouping, separating and developing the tools of the stakeholder approach to managing an educational organization, the theoretical justification and methodological support for the impact of the effectiveness of the stakeholder system of an educational organization on the socio-economic potential of the region, as well as the development of the theory of educational organization management in the form of the development of an original scientific and methodological approach to the stakeholder development of interaction in the educational system.

**The practical significance of the research** lies in the creation of a methodical framework that allows for the assessment, modeling and forecasting of the effectiveness of the educational organization's interaction with stakeholders. In addition, this toolkit contributes to the comprehensive solution of tasks to increase the effectiveness of stakeholder programs in the field of education and the development of strategic programs. The research results can be applied by higher educational organizations in educational process in subjects of «Management», «Personnel Management», «Project Management».

**The structure of the dissertation.** The dissertation consists of an introduction, three chapters, a conclusion, a list of abbreviations and conventional terms, and a list of 250 references. The total volume is 206 pages. It contains 15 figures, 35 tables, and 2 formulas. The research is accompanied by 5 appendices totaling 47 pages.

#### **The main content of the work.**

The **introduction** substantiates the relevance of the topic of the scientific qualification work( dissertation), determines the degree of scientific development of problems, the object and subject of research, sets goals and objectives, methodology and methods of research, characterizes the theoretical and empirical foundations of research, formulates the main scientific results and submitted for defense provisions

that have signs of scientific novelty, reflects theoretical and practical significance of the study, information about the scope and structure of the work is provided.

The first chapter «**Theoretical aspects of applying the stakeholder approach to the higher educational organization management**» contains 3 paragraphs.

The first section «*Development of the theory of stakeholders in application to the management of an higher educational organization*» is devoted to highlighting the main positions of the theory of stakeholders and approaches to the definition of the concept of «stakeholder» and the applicability of the theory to an educational organization.

The author shows that in the works of Russian researchers and in management documentation, along with the concept of «stakeholder», there are other synonymous concepts. The author's definition of a stakeholder is proposed: stakeholders are individuals or organizations that can both influence the organization's processes, products or services, and be influenced by it due to the balance of awareness, i.e., a certain general knowledge disseminated, and information influence, i.e., involvement in communication and resource exchange, including through the formation of a common knowledge base. requests, interests, and expectations. The novelty of the definition lies in the development of the definition of the information and content component of interaction.

The concept of a stakeholder organization is related to the management system and management that affects communication with the external environment. The ability to build and maintain relationships with stakeholders is essential for the long-term success of an educational institution. The presence of many stakeholders at the university requires analysis and monitoring, which implies the appointment of responsible persons.

The second section «*Classification of tools of the stakeholder approach*» is devoted to the system of the instrumental and methodological arsenal accumulated by the theory of stakeholders.

Based on the literature analysis, common variations of the stages of the system of the stakeholder approach to organization management, coordination mechanisms and characteristics of relations between the organization and its stakeholders, including distribution by level, are presented. The author adapts these approaches to the educational organization.

After studying the tools and methods of stakeholder management, the author suggests grouping them into three categories: definition, impact, and provision. Each category includes several interaction focuses with relevant examples.

Analysis of the toolkit shows the absence of an axiological aspect, which limits goal management and maintaining the interest of stakeholders. Enabling the value parameter will allow you to more precisely configure the stakeholder system.

The third paragraph «*Axiological foundations of stakeholder interaction*» describes the value vectors that can form a general outline for working out the problem of engaging in educational work and communicating an educational organization with the microenvironment, taking into account constraints and solutions.

The unifying motive is to develop the involvement of different groups in the university process: increasing awareness of learning, attracting young people to careers, retaining employees and supporting communities. It is important to create an image of an organization with great knowledge and potential that can compensate for the competitive disadvantages of the labor market.

An adaptation of the concept of the «theory of justification» by Thevenot and Boltanski to the stakeholder perspective is proposed. This theory helps to form value-oriented programs for different groups of stakeholders, taking into account their influence and communication limitations. It expands the knowledge base of stakeholder management, focusing on individual and group values that encourage interaction.

The «third mission» (social) of educational organizations supports this approach, setting global ethical standards and increasing the competitiveness of

educational institutions. However, critics point out the risks of a narrow focus of interaction between Russian universities and society.

The second chapter «**Methodological aspects of higher educational organization management based on a stakeholder approach**» contains 4 paragraphs.

The first paragraph «*Problems of developing interaction between a higher education institution and stakeholders*» reveals the specifics of developing interaction between universities and stakeholders, with an emphasis on regional educational organizations.

The author describes the typologies of Russian universities and promising positioning models. The author offers a list of indicators that affect the policy and status of the organization, and demonstrates the problems of implementation on the example of employment of graduates. Trust in universities is considered an important factor in correct communication with stakeholders.

The second section «*Actual requests for coordination of interests in the management of an higher educational organization and the role of the «third mission» of the university*» is devoted to the disclosure and classification of management requests through stable blocks of requests for specific structural and managerial innovations. Innovations relate to the structure, management, impact on subjects, economic model and principles of system construction. These include structural, managerial, economic, social, and marketing changes.

The analysis of domestic scientific sources shows a steady demand for new technologies of matching interests in Russian universities. The» third mission « of universities combines these requests in the context of socio-economic development of the region. When implementing interaction with stakeholders, the university should take into account the socio-economic image of the region.

In the third paragraph, «*Ensuring regional personnel security as an integral indicator of an effective stakeholder approach to the higher educational organization management*», a system of indicators of regional personnel security is presented, as well as their genealogy, in view of the author's opinion that regional

personnel security acts as a supporting function for others. The indicators that the educational organization can primarily influence are determined.

The author demonstrates the dynamics of indicators of a particular region, including the movement of university graduates. An imbalance in favor of dropping out graduates is revealed. The reduction in migration flows is associated with both a general decrease in the number of graduates and the level of salaries. Intangible motives are important for retaining graduates in the region. Personnel security depends on the interaction of stakeholders in the educational process, starting from the period of professional self-determination and ending with the formation of regional awareness. It is necessary to develop a model of integrated interaction and increase the involvement of graduates in regional processes. To promote the retention of graduates in the region and to increase the efficiency of employment of graduates, educational organizations introduce responsible units into their structure.

The fourth section «*University Career Center as a center of stakeholder coordination*» shows a comparison of the nominal and real functionality of such a division, as well as its optimization in order to fulfill the role of a center of stakeholder coordination in the direction of promoting the provision of personnel security in the region.

The Career Center coordinates interaction with employers and develops human resources, contributing to the employment of graduates and improving the efficiency of the use of human resources. It can become a center of stakeholder communication on regional development. The author analyzes the main performance indicators, the relationship with the personnel security of the region, compares the nominal functionality with actual tasks and suggests ways to modernize.

The third chapter «**Methodology for developing and implementing a value-oriented stakeholder approach**» contains 3 paragraphs.

In the first paragraph, «*Methodology for developing a value-purpose model of stakeholder development of interaction*», the author proposes an author's method for analyzing the involvement of stakeholders in interactions – a matrix of structural

influence with transformation into a model of ranking stakeholders by the intensity and balance of connections, and an organizational algorithm for the value-target model of stakeholder development of interaction is constructed.

The author has constructed a map of the properties of stakeholders, taken into account the willingness to interact and identified the axiological foundations. The method of engagement analysis is based on a matrix of structural influence, which is transformed into a model for ranking stakeholders by the intensity and balance of connections. Groups are divided into quadrants, for which portfolio interaction strategies are defined based on leading values.

The organizational algorithm illustrates the process of forming a model of stakeholder development of interaction, focusing both on organizational goals and identified requests of stakeholders, and on an axiological map of the basics of interaction with the decomposition of options according to the «grad theory», based on the study of prevailing values for each group of stakeholders with the disclosure of potential constructive effects of interaction with the university. In particular, the author relies not only on a formal map of the properties of stakeholders, but also on the analysis of the results of a survey of internal stakeholders of a particular educational organization, forming conclusions about the readiness and limitations for interaction.

According to the algorithm, the program for developing interaction with stakeholders should become an expression of the interaction development model in practice. Due to the multi-factor and multi-stage nature of the model, the presence of various types of input information requires disclosure and the final point of the algorithm is the implementation and adaptation of such a program.

In the second paragraph, *«Development of a value-purpose based strategic program for stakeholder interaction»*, a model for implementing a strategic program with a value-based approach (axiological filter) is presented with disclosure by parameters that fill the integral blocks of interaction. Due to the focus of the example program on employment promotion, the relevant integral target indicators and the field of competence of the Career Center as a center for stakeholder coordination of

the strategic program development are presented. A specific program-proposal for implementation is demonstrated.

The interaction development program is based on regional socio-economic parameters and needs and is based on strategic positions in the overall strategic development program of the educational organization.

In the third paragraph *«Approach to determining the result of consistency of requests and interests of stakeholders of an higher educational organization»*, an approach to the formulation of the effectiveness of strategic interaction of an higher educational organization with the external environment is formulated, possible parameters for evaluating the result are presented, as well as an integral indicator — the conditional limit value of employed graduates

The author puts forward a proposal to determine the economic result of consistency of requests and interests of stakeholders as a consequence of involvement in the value-oriented development of relationships.

The expected marginal result from the impact of the program is proposed to be expressed by a function that takes into account the number of graduates who remain in the region after graduation; the distribution of graduates by intervals (periods) of waiting for their employment after graduation; the average salary level in the region; the share of tax deductions; an additional parameter for accounting (if available) for investments of program partners in its implementation or in general to support cooperation in the field of employment promotion and related activities without a program, as well as specialized grants and other support measures provided for by the state, regional government bodies and private foundations (organizations).

The result of interaction with one center of stakeholder coordination of one educational organization per year can be expressed for the region in hundreds (for full-time education) of graduates retained in the region – a high-quality human resource of young professionals, and for the state-in salaries and in tax deductions of graduates corresponding to the employment status, reducing the period of finding a place of employment.

In **conclusion**, the main scientific conclusions and practical recommendations that can contribute to the development of tools for a stakeholder approach to the management of an higher educational organization and strategic interaction of an educational organization with stakeholders are formulated.

The **appendix** contains: a description of some of the tools and methods used in stakeholder management; general results of migration of the territory's population, the available database of responses to research on the involvement of internal stakeholders; a catalog of potential constructive effects and value bases for interaction between stakeholders.