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LECTURERS AS AN ELEMENT OF HIGHER EDUCATION MARKETING

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Summary

The aim of this article is to determine the scope and the results of research on the perception of the teaching staff from the perspective of internal and external Polish universities as well as the assessment of utilization of these resources in the light of the knowledge of marketing service organization. Test methods used in the article include: an analysis of Polish and foreign periodicals in the field of management and marketing of higher education, diagnosis the teaching staff role as a special resource of the university marketing and to formulate the conditions of effective academic staff marketing in order to build the strengthen brand of universities in the local and foreign markets.

Keywords: academic teachers, university, marketing strategy, internal marketing, relationship marketing, interactive marketing, external marketing

Introduction

The problem discussed in the article is positioned in the area of knowledge about management, where marketing approach has been adopted as the main aspect for deliberations on the significance of a special asset of universities, that is, personnel, in particular, scientific-research employees. The goal of this article is to identify the scope and results of already conducted research on the perception of lecturers from the internal and external perspective of Polish universities, as well as the assessment of the utilization of this knowledge in light of marketing of a service organization. The research methods used for the purpose of this article include: analysis of Polish and foreign periodicals from the area of universities' marketing and management, diagnosis of the methods of utilization of lecturers as a special marketing asset of a university and formulating the conditions for efficient marketing management of university employees for the purpose of building and strengthening the position of a university on the Polish and the foreign market.

The following issues will be discussed: contemporary challenges for universities, the significance of marketing in educational services on the university level, subsystems of university marketing from the perspective of Nordic School, lecturers as a special marketing asset of a university — an overview of research, building and strengthening the brand of a university and the marketing potential of lecturers.

Contemporary challenges for universities

For ages universities have been stimulating the development of civilizations, societies and economies. From the contemporary perspective traditional roles of universities — education and scientific research — are still valid, however, the conditions for playing these roles are changing. It is possible to highlight — in general — four characteristic phenomena illustrating changes in the functioning of universities (Olearnik, Pluta-Olearnik, 2015).

1. In the area of education there are two different trends. On the one hand

there is the **phenomenon of popularization of education and the development of its forms** and universities are an important part of the system of knowledge-based society, or knowledge-based economy. On the other hand we have been observing **demographic trends reducing the number of student candidates**. The mass character of education often stands in opposition to its quality, which limits the possibilities of organizing elite studies educating leaders. For universities these are not favourable trends, but they should be treated as a challenge, as a duty of implementing changes adapting universities to these trends.

2. In the area of research **scientific specializations are becoming narrower and narrower**, they require very deep knowledge and scientific penetration. This concerns in particular exact sciences, but also medicine, computer sciences and social sciences. At the same time the economy is becoming more and more dominated by information technologies and needs new generation graduates different from people graduating only a few years ago. This leads to the question whether universities can stand up to this challenge.
3. Currently, the **financing of universities** is a problem. At European universities the dominant form is financial support from government budget. However, a restructuring of the sources of financing for universities is taking place under the influence of model changes, which is taking various forms. At many universities — as discussed by Clark — the share of other streams of financing has grown; subsidies from research councils and agencies, donations, royalties from licenses, student fees, incomes from contracts, etc. (Clark, 1998). The trend highlighted here was observed already years ago, but the current experiences are confirming them, which is shown by a report of *The Economist* (*The whole world is going to university*, 2015).
4. Universities cannot be indifferent to the market challenges. Market of education is developing and knowledge is becoming a commodity, in form of education, or as transfer of innovative solutions. This means that to a large extent universities have to assume the role of market entities, which requires changes not just in the philosophy of their activity, but also applying particular solutions in management, marketing, finances and development policies.

This article relates to the last of the mentioned areas of transformation of universities in the contemporary society and economy. The author relates to market orientation in universities' activities which fits in the modern, managerial concept of university management, which addresses the challenges of the 21st century and responds to the changes taking place in the surroundings of universities. What is associated with universities' market orientation is the application of marketing approach to such important areas of universities' activity, as relations with entities from the environment and internal clients, including didactic-scientific university employees and students. The following section of the article looks more closely into universities' market orientation and marketing approach.

The significance of marketing in educational services at the university level

An important attribute of a contemporary university is market orientation. This means that the market and more precisely speaking — market mechanism — is assumed as an important criterion for current and development-related decisions. Three markets are of key importance for universities: **labour market** — as the key place of employment and collection of requirements for graduates and as a source of personnel; **educational service market** — as a space for inevitable competition with other entities, where competition takes place on three main planes: offers, prices and brand (renown) of a university; **market of scientific research and innovative products** — as a place where you look for recipients and partners for scientific research conducted by universities. The activity of universities on each of these three markets means the necessity to conduct broadly understood marketing activities. Many universities have within their structures units dealing with marketing, but often their activities are limited to e.g. promotion and for this reason they are unable to handle multilateral functions building the market position of a university (Olearnik, Pluta-Olearnik, 2015).

Focusing attention on the market of educational services and the role of universities' marketing, it is necessary to emphasize that every

university has certain resources and has to manage them efficiently. The classification of these resources shows two basic kinds of resources: **measurable resources**, e.g. the number of students, number of employees, material facilities and **immeasurable resources**, which include individual and organizational resources, as well as so-called relations. Among individual competences we can distinguish skills, knowledge and attitudes of scientific-didactic personnel and organizational resources include, above all, information system covering library resources, financial-accounting service, administrative service for students. At the same time the so-called relational resources include relations within a university, between: university authorities, academic teachers, university administration (internal clients) and external relations, including in particular, relations with students and graduates, as well as other universities, partners, business, research units, local community (so-called external clients). The presented resource-based approach to university management is useful for the purpose of identifying the competitive advantages of a particular entity on the educational market, however, it doesn't show solutions effective from the perspective of shaping the market, acquiring new clients, or managing relations with entities from the environment. These activities are the domain of marketing and — in light of established knowledge of marketing — what seems particularly useful is so-called systemic approach, in which we can distinguish three subsystems: external marketing, interactive marketing and internal marketing. Below we will describe the mentioned components of marketing and the relations existing between them.

Internal marketing

In light of knowledge about marketing, it is worth mentioning here the understanding of the term, according to Ch.Michon. According to him, internal marketing is conducted within a company allowing to create and promote ideas, projects and values useful for the company, to communicate with employees, so that they could express them, or choose freely to eventually support their introduction in a company (Martyniak, 2001, p. 307).

From the perspective of marketing, in case of service activity, internal marketing involves training and motivating the personnel contacting buyers, as well as all other employees, so that they create a team satisfying the needs of the buyers (Ph. Kotler, G. Armstrong, J. Saunders, V. Wong, Marketing, 2002, p. 715). What is also interesting is the definition of internal marketing by W.R. George and Ch. Grönroos, in which the authors propose treating it as a philosophy of management of an organization's human resources. Summing up, following D. Coric and N. Vokic, it is possible to highlight four perspectives of the concept of internal marketing (Rudawska, 2015):

1. Internal marketing as a synonym of the process of human resources management;
2. Internal marketing as a process of utilization of marketing techniques in an organization's internal environment;
3. Internal marketing as a precondition for the satisfaction of a particular company's clients;
4. Internal marketing as a source of competitive advantage.

Identifying the instruments of internal marketing it is worth recalling the concept of S. Foreman and A. Money from 1995. According to the concept, among the instruments there are: development of employees, rewarding and motivating, vision of the organization. There is also another concept by N. Ali from 2012 highlighting such instruments as: internal communication, employee recruitment, trainings, authorization, internal market research and segmentation (Rudawska, 2015, p. 587).

Internal marketing is particularly important at a university — in short — it concerns the formation of the relation: organization-employee for the purpose of making sure that employees' needs are satisfied and that they can develop their professional skills — as a result of that making sure that students' needs and expectations are satisfied. Efficient internal marketing supports building the satisfaction and loyalty of students, which is the domain of a subsystem of relationship marketing.

As educational services are characterized by a complex scope of employees' contacts with students, playing the role of clients, internal marketing is very significant here. The main actions of university

management, following the concept of internal marketing, are focused on first contact personnel, that is, people who a student — client — comes in touch with directly. At a university these are mainly didactic employees carrying out the programme of particular studies, but these are also administration employees (library, dean office and laboratory employees) who come in touch with students throughout the whole cycle of studies.

The discussed concept of marketing proposes regarding employees as internal clients, who should be attracted and encouraged to provide didactic services and services supporting didactic services at an appropriate level of quality. Among the tools of internal marketing there are broadly understood work conditions including: remuneration, assessment system, path of professional career and opportunities for development, technical work conditions (workplace equipment, standard of buildings) atmosphere in the workplace. In short, the point is to create for employees conditions necessary for didactic and administrative work, as well as developing professional competences (Pluta-Olearnik, 2004).

External marketing

According to this perspective, an organization focuses its actions on the identification of a university's target market (including the definition of the segments of buyers of educational services) and developing marketing mix tools making it possible to reach student candidates, encourage them to choose an offer of education presented as more attractive than the offer of rival universities. The set of marketing instruments includes so-called 5P marketing mix, that is, product (here a university's educational offer), price (concerns fee-paying courses), distribution (place and forms of providing an educational service) communication (with the possibility of using full range of means of communication-mix) and personnel (that is, lecturers, administration serving students), (Pluta-Olearnik, 2004).

University's product — as a tool of marketing mix it includes such basic elements as:

- profile of offered courses, that is, area of study (e.g. economics, human sciences), specialization offered in an area and — additionally — system of studies (full-time courses, part-time courses),

- authorization to award titles and degrees (BA, MA, PhD),
- programme of studies (kinds of subjects, number of hours, forms of courses), specialization, additional elements raising the attractiveness of a programme (scope of foreign language courses, programmes in English),
- **personnel**, the number of employees and their qualifications, e.g. structure according to scientific titles, academic work experience, associations with practice.

The mentioned elements of the product — educational service are universal and have the advantage of being measurable, they can serve the comparisons of various educational offers for student candidates, at public and private universities, on the professional, or academic level.

Another marketing instrument of a university are **prices (course fees)**. Price policy is an important area of the decisions of a university as a market entity, but in Polish higher education sector we can discuss price as an instrument of competition in the area of part-time studies between public and non-public universities and in relations to the system of full-time and part-time studies at non-public universities. Talking about the Polish education market in the context of price policy, it is necessary to take into consideration the diversification of the conditions in which public and private universities operate. In case of private universities price strategies determine the revenues of universities, as fees paid by students constitutes the main source of income for these universities. The policy of prices of educational services is also more flexible in private education and this results from a different course of taking decisions concerning prices and strong competition among universities on the local market.

The concept of **distribution** of a university's offer covers the availability of educational service (location of a university's facilities) and material conditions for education, including: its equipment, aesthetics of facilities, as well as didactic background, e.g. size of library collections, access to computer laboratory, canteen, or accommodation facilities. From the point of view of marketing, the location of a university plays an important role, especially in the area of costs of living over a few years of studies. Even though studies in big academic centres are associated with the necessity of covering the costs of travel,

accommodation, sustenance, the location of a university in an academic centre is a sign of greater prestige and is associated with good quality of education. However, as higher education is becoming more and more of a mass phenomenon, universities and their services have come closer to the places where demand is present, especially the demand present in smaller urban centres. What also plays a major role are the ambitions of local authorities, which want to have universities in their regions.

What plays an important role in the fight for a good position on the education market is the instrument of promotion, or more broadly speaking **marketing communication**. The targets of promotional activities, in case universities' external marketing are: current students of high schools, graduates of high schools, parents of students and people in their closest environment influencing the choice of studies, high school teachers, employers. Effective activity on the educational market requires applying marketing communication of an integrated character. It is formed by the so-called promotion mix, which consists of the following traditional means like: advertising, personal promotion (personal sales), promotion of sales, public relations, direct marketing and means of internet communication (Internet websites, university profiles in social media). What is important is integrated usage of instruments, which leads to the emergence of beneficial effects of synergy — for example integration of Internet contents currently requires professionally handled *content marketing* (managing online content).

The last of 5P marketing tools in educational services is **university personnel**, in particular **lecturers**, described with such features as: number of scientific-didactic employees, possessed qualifications (including obtained scientific degrees and titles), academic work experience, position in the academic society, associations with practice. In case of 5P marketing mix, people are regarded to a large extent from the perspective of delivering a service product. Thus, the characteristics of this marketing tool in relation to the offer of a university will be associated with the following features of its educational product-service:

- inseparability of the processes of production of an educational service and its consumption and the associated necessity of direct contact of the didactic personnel with students in the process of education;

- non-homogeneity of the provision of educational service is here understood as changeability of the delivered quality of service, where the quality remains under the influence of controlled technical factors (rooms, didactic materials), but also under the influence of functional factors of service provision which cannot be controlled directly (behaviours of the staff, skills of conveying knowledge and building skills, empathy);
- impermanence of completed activity is a trait meaning the inability to store non-material educational service — however, we can say there is a possibility of gathering the effects of produced educational service e.g. in form of knowledge collected in publications, or recordings of lectures in digital technology.

Systemic approach to the marketing of educational services covers not just the so-called external marketing and diversified marketing-mix tools (e.g. 5P) assigned to it, which a university uses to influence potential buyers of educational services, but it also goes into the internal processes of education at the university where relations between the lecturer and the student are created and formed.

Interaction (relationship) marketing

The researchers from the Nordic school of service marketing point to the need to apply the so-called interaction (relationship) marketing in contacts between the didactic personnel and students during the whole process of their studies at a university. We can also look into the relations between administration employees and students, but this area is not covered by this article, even though it certainly is a sensitive area of students' experiences associated with the implementation of the programme of studies.

The area of a university's activity called interaction marketing takes into consideration important relations established in the didactic process, which should be "aimed" at achieving higher efficiency of the university in the process of education. An important feature of this approach is noticing that direct contacts (experiences) of students as participants of the didactic process have a major impact on the effect of the process of education on the university level, The process of education is quite complex from the student's perspective, which results from:

- the fact that many persons and entities are involved in the process of providing the service,
- long duration of the service, which means that expectations of the student change many times during the course of studies,
- high sophistication of the processes of mutual relations between activities: workshops, exams, administrative services,
- the students' influence on the process of acquisition of knowledge, which is expressed by participation in courses, carrying out required tasks, mutual relations between students and mental involvement in the process of education.

Understanding the behaviours of students in the process of education, in association with the characteristics of the provided educational service means that lecturers face a long list of expectations. The assessment of the degree to which these expectations are satisfied is subject to internal (universities) and external (accreditation institutions, community studies) assessment. An important element of this assessment is the work of lecturers. However, this leads to the question of what impact this has on the marketing of a university. In further part of the article the most common areas of assessment of universities' lecturers and relationships emerging in the process of delivering the didactic service will be identified.

Lecturers as a university's marketing asset — an overview of research on the subject

University personnel perceived from the perspective of internal marketing

The specific character of the marketing of educational services on the university level means that university employees are clearly divided into two groups: scientific-didactic employees involved in the process of education and a group of administration employees securing the efficient course of the process of student service in the whole cycle of education. In table 1 the main areas of research associated with the perception of university employees as its internal resource, especially as a special

marketing asset have been identified on the basis of an overview of Polish periodicals from the 2004–2016 period. The collected materials provides interesting observations, sometimes supported by the results of direct research conducted in many Polish universities in the analysed period.

In the first part we will highlight the perception of employees (mainly lecturers) from the perspective of internal marketing. Within the scope of this marketing university authorities can develop the internal competences of employees and manage them appropriately, paying attention to the final effect in form of the assessment of the quality of educational process by students — clients, as well as the assessment of this quality by the institutions controlling the university (e.g. institutions dealing with the accreditation of areas of study). Table 1 presents examples of research in this area of university marketing.

In light of the concept of internal marketing the highlighted researchers point out that academic teachers should be characterized by a set of the following traits and skills: knowledge, experience in the area of didactics, the skill of conveying knowledge, communicativeness, knowledge of foreign languages, mobility, using the latest multi-media technologies during classes, interpersonal traits allowing good contact with students and colleagues. University management applies various instruments supporting the development of these traits and skills, having in mind the goal of securing an adequate quality of education (assessed by internal and external individuals). Cyclical assessments of scientific-didactic employees cover standardized, uniform criteria, which apart from didactic-pedagogic achievements take into consideration also scientific-research and organizational achievements, educating scientific personnel and own scientific progress. These assessments are the basis for granting various forms of awards, but also for the verification of employment.

What also constitutes the marketing context of research on university personnel are internal relations between employees, PR focused on integrating didactic and administrative employees and around the mission of the university and on creating the so-called academic community of employees and students serves the purpose of building relations between employees.

Table 1. University's lecturers from the point of view of internal marketing — an overview of research

Authors, publications	Detailed subject of research (subsystem of marketing)	University personnel and internal marketing
B. Iwankiewicz-Rak (2004) <i>Zarządzanie marketingowe szkołą wyższą</i>	Scientific-didactic personnel as a target of influence of internal Public Relations of a university (<i>internal marketing</i>).	The goals of a university's internal PR are: <ul style="list-style-type: none"> • creating a community of professors and students, • integrating didactic and administration employees around a mission.
H. Mruk (2004) <i>Osobowość profesora jako czynnik budowania wizerunku szkoły wyższej</i>	The image of contemporary role models — professors and the image of the whole university (<i>external marketing, internal marketing and interaction marketing</i>).	Internal and external relations built by professors influence the image of a university. Building the brand of a school coincides with the existence of recognizable names of professors.
J. Paszkowski (2004) <i>Specyfika marketingu personalnego w szkolnictwie wyższym</i>	Personal marketing of a university as a strategic approach to Human Resources Management. Forms of influence of personal marketing (<i>marketing wewnętrzny</i>).	University employees as its internal clients require professional personal marketing typical of the managerial concept of an organization.
W. Maciejewski (2013) <i>Profesor jako element marki uczelni</i>	Individual brand of a professor as an element of the strategy of building the brand of a university (<i>internal marketing and external marketing</i>).	The importance of the brand (name) of a professor and its utilization in a university's marketing communication.
M. Wiśniewska, M. Brałkowska, G. Zieliński, (2014) <i>Determinanty jakości usług edukacyjnych</i>	Identification of crucial elements determining the quality of services on the level of higher education (<i>internal marketing</i>).	Human resources (academic employees) as one of the determinants of the quality of education on the university level.
A. Baruk (2014), <i>Relacyjny kontekst marketingu personalnego organizacji naukowych</i>	In the context of relationship marketing two variables are taken into consideration: satisfaction and employee's satisfaction.	Factors defining vertical relations more strongly determine the satisfaction of an employee than the factors associated with horizontal relations.
A. Stecyk (2016), <i>Doskonalenie jakości usług edukacyjnych w szkolnictwie wyższym. Podejście metodyczne.</i>	Improving the quality of educational services in Polish universities (<i>internal marketing, relationship marketing</i>).	Choice, configuration and coordination of key resources of universities (including their personnel) and their influence on the quality of educational services).

Source: own materials prepared on the basis of an overview of literature.

A particularly interesting area for research is the perception of the **role of professors** of a university — as masters, mentors for younger scientific employees, role models in the process of organizing science and leaders of research teams, finally as renowned teachers. H. Mruk remarks that "professors as first contact employees may in an important way contribute to building and strengthening the image of a university", as well as that "recognizable names of professors can be used as individual brands." (Mruk, 2004. p.328). The last subject is more broadly discussed by W. Maciejewski, but he points out — in light of own research — that the significance of a professor's individual brand is low in case of decision on studying at an economic university, at the same time it is an element building the brand of the whole university, which is reflected by rankings and PKA assessments — thus, it has an indirect impact on the choices of candidates for studies.

University personnel perceived from the perspective of (relationship) interaction marketing

An effect of university's activities in the area of interactions between students and lecturers and eventually, of building and developing desired relations in the didactic process is the **quality of education service**, which here is assessed with the consideration of many criteria. On the basis of *focus group research*, a team of American scientists made an attempt to define the set of criteria that students rely on in the process of assessing the quality of studies. The following areas of assessment were identified (according to the level of importance):

- students' assessment of lecturers, including: behaviour during classes (knowledge and skills), support given to students during classes (availability, empathy), relations with students during classes (communicativeness, encouraging discussion),
- assessment of the value of the programme of studies in relation to students' own expectations,
- assessment of social and emotional support for students (scholarships, organization of internships, student life).

Researchers investigating these issues mentioned in table 2 draw attention to what is required from the scientific-didactic personnel of a Polish university, in particular, they draw attention to the character of the relations between the lecturer and the student and the influence of relations on the effects of education. Moreover, what remains a broader aspect for the research mentioned here is defining the influence of employees on the perception of the image of a university by students (see table 2).

Table 2. University lecturers from the perspective of interaction marketing — an overview of research

Authors, publications	Detailed subject of research (marketing subsystem)	University personnel and interaction marketing
S. Rudnicka (2004). <i>Relacje interpersonalne pomiędzy nauczycielem akademickim a studentem</i>	Psychological conditions of the relations: teacher-student (<i>interaction-relationship marketing</i>).	Partnership as the expected character of teacher-student relations. Analysis of the desired features of lecturers' personality — teacher is a "guide to the world of values".
D. Oczachowski (2004) <i>Znaczenie personelu w budowaniu relacji w szkołach wyższych</i>	The importance of first contact personnel in building relations with the students (<i>interaction marketing</i>).	Academic teachers as so-called first-contact persons are an important factor for the choice of a university.
H. Hall (2013) <i>Marketing partnerski jako źródło przewagi konkurencyjnej współczesnej uczelni</i>	Adaptation of relationship marketing at universities — assumptions, problems (<i>relationship marketing</i>).	The consequences of the implementation of relationship marketing for university's didactic employees.
H. Mackiewicz (2014) <i>Odpowiedzialność nauczyciela akademickiego w pracy dydaktycznej</i>	Professional and social qualifications of an academic teacher and didactic activity at universities (<i>interaction marketing</i>).	Assessment of an employee in terms of the effects of education/teaching in light of implementation of didactic courses addressed to generation Y.
K. Dziewanowska (2016) <i>Doświadczenia relacyjne w szkolnictwie wyższym i ich wpływ na wizerunek uczelni oraz lojalność studentów</i>	Identification and analysis of relationship experiences at a university in the context of building the loyalty of students and image of a university (<i>relationship marketing</i>).	University employees as a component of the measurement of loyalty and perception of the image of university among students.

Source: own materials prepared on the basis of an overview of literature.

D. Oczachowski attempts to prove an interesting thesis that *"considering the fact that material differences between universities are shrinking — to a greater extent than first contact employees are becoming similar to each other — it may turn out that the only factor distinguishing a university and another university offering the same programme will be its employees (especially lecturers)"* — (Oczachowski, 2004, p. 359). Following this course of thinking, it is necessary to conclude that didactic personnel and the relations built in the process of interaction with students are not just the domain of interaction (relationship) marketing, but also a crucial area of a university's marketing decisions. The research conducted by H. Hall over many years confirms it, as she has proven that building relations with the current students "leads to achieving benefits which are not attainable through other means" (Hall, 2013). She distinguishes actions which mean practical implementation of relationship marketing at a university:

- striving to provide students with satisfaction as the basis of their loyalty to a university (symptoms: choosing further stages of education, postgraduate studies, Ph.D. courses, trainings, recommending, or even sponsoring a university),
- regular measurement of the satisfaction of students and their declaration of loyalty,
- treating students as partners (starting cooperation, individual approach),
- introducing changes in form of communication with students,
- popularizing the concept of relationship marketing in all units of a university.

The conditions for the effective implementation of the didactic process are investigated also by A. Stecyk (Stecyk, 2015, p.133) who describes the determinants of the quality of educational services from the perspective of the service provider and service receiver — student — on three planes, so-called, process, methodical and social planes.

The research led to the identification of a full spectrum of forms and tools for the formation of relations in the didactic process for the purpose of securing appropriate quality of a university's educational service.

Adaptation of relationship marketing at universities, building a durable relationship with students and their loyalty is currently a necessary element on a university's road to achieving a competitive advantage.

University personnel perceived from the perspective of external marketing

The third area of marketing activities of a university is called external marketing and is focused on building a favourable image of the university, its strong brand and desired relations with stakeholders in the environment of the university. The body of scientific research in this area is significant and chosen examples are presented in table 3.

The brand of a university is currently an indicator of its value, it helps in market expansion and helps maintain the achieved international position, it supports the scientific and didactic achievements of its scientific-didactic employees. From the perspective of activities of external marketing, brand means the market image of a product — the image of an original, unique product of repeatable quality, securing functional and added values, constituting a promise of delivering the expected traits and benefits to the buyer.

University brand — in the meaning of market image of a product — it reflects the quality within the scope of: programmes of studies, scientific-didactic personnel, the level of conducted research, condition of the material infrastructure of a university and the level of a university's organization. Often the concept of brand is identified with university's prestige and the two terms are used interchangeably (Penař, Szczepańska-Woszczyńska, 2011).

Table 3. University lecturers from the perspective of external marketing — an overview of research

Authors, publications	Detailed subject of research (marketing subsystem)	University personnel and external marketing
P. Ratajczyk, B. Sojkin, (2004) <i>Kształtowanie pozycji konkurencyjnej szkoły wyższej i jej oferty edukacyjnej</i>	Personnel in the context of indicators of a university's competitive position (<i>external marketing and internal marketing</i>).	Personnel as an element of the value created and offered by universities, influences its individual competitiveness.
W. Ciechomski, (2004) <i>Uwarunkowania i sposoby promocji uczelni</i>	University promotion tools (<i>external marketing</i>).	High quality of personnel as a university's advantage highlighted in its promotional activities
T. Domański, (2011) <i>Marketing edukacyjny w warunkach internacjonalizacji rynku</i>	Internationalization of the didactic personnel — obtaining visiting professors from European and non-European countries (<i>external marketing</i>).	Migrations of lecturers from Western-European countries to Poland for temporary contracts, or cycles of lectures
A. Kulig, P. Lisiecki, (2011) <i>Wyróżnić się, ale czym? Strategie marketingowe szkół wyższych</i>	Factors and means shaping main orientations of activities on a university's market — convergence and divergence (<i>external marketing</i>).	The role of the personnel in the context of three different strategic options of a university — prestige vs. size vs. popularity.
D. Sobolewski, (2011) <i>Wartości akademickie w kształtowaniu marki szkoły wyższej</i>	Contemporary dilemmas associated with building the brand of a university. Attributes of university brand and academic values (<i>external marketing</i>).	The image of a university is based on academic values, which are impersonated by academic teachers — masters. Leaders of a university as the leaders of a university's brand — leaders of academic values.
G. Światowy, (2013) <i>Rola pracowników dydaktycznych w budowaniu marki absolwenta szkoły wyższej</i>	Specific character of building the brand of a university. Strategic university management based on the definition of the identity of a brand and monitoring its image (<i>external marketing</i>).	The strength of the brand of a university lies in the intellectual potential of its employees and students/graduates.
Z. Waśkowski, (2015) <i>Wykorzystanie koncepcji marketingu relacyjnego w procesie budowania więzi uczelni z interesariuszami zewnętrznymi</i>	Cooperation between the sphere of science (universities) and its environment for the purpose of transfer of knowledge and adapting the offer of a university to the labour market (<i>external marketing</i>).	University as an integrator of the network of connections with the entities in its environment: employees, schools, other universities, business incubators, media.

Source: own materials prepared on the basis of an overview of literature.

In the concept of 5P marketing mix for services, it is employees who constitute the original asset and at the same time a university's marketing tool. We should agree with the opinion that "to make service brand efficient it is necessary to teach people to live the brand they work for". For the client (student candidate, employees) a person representing the brand of a university is actually the brand (Kulig, Lisiecki, 2011). Currently the personnel can constitute a distinguishing factor (brand) of a university in competition, but they have to be people with names known in the media, recognizable, but also people not providing services to other universities. This means that the personnel of a prestigious university with high standards of providing educational services can boast own personnel, renowned experts, people known from the media, people with recognized scientific achievements. Here an unattainable role model are the best universities in the world, which can boast outstanding employees. It is worth adding here that the main criterion determining the success of the best universities present in the so-called Shanghai Ranking (e.g. Stanford University) is the presence of Nobel Prize winners and the winners of other prestigious scientific awards of international importance among employees. Also the rankings of Polish universities take into consideration the criteria associated with the development and achievements of scientific-didactic personnel. For example the Perspektywy ranking assesses the "scientific potential of a university" by taking into consideration the level of saturation of the personnel with employees with highest qualifications — criterion defined as the number of highly-qualified lecturers of a university (habilitated doctors and professors) in relation to the general number of academic teachers of the university. Yet another criterion taken into consideration for the assessment of "scientific efficiency of a university" is the development of own personnel — criterion defined as the number of titles and scientific degrees obtained by university employees over the past two years, compared to professors, doctors and habilitated doctors employed full time at a university. Moreover, what is also taken into consideration is the number of publications listed in the SCOPUS database and the number of citations and Hirsch ratio. For the assessment of the "prestige of a university" we take into consideration international renown — criterion measured with the position of a university in international rankings. One of the last effects of the Perspektywy 2016 ranking is the creation of the map

of perfection of Polish higher education in key areas. The best universities in main groups of criteria in 2016 are universities with outstanding:

- scientific potential (Jagiellonian University),
- internationalization (Kozłmiński University),
- scientific efficiency (University of Warsaw),
- prestige among academic employees (Jagiellonian University),
- prestige among employers (University of Warsaw),
- publications and citations (Gdańsk Medical University),
- innovativeness (Lublin University of Technology).

Summing up, we can conclude that market image and university brand contain many traits and values ascribed to university lecturers. Efficient activities under subsystems of service marketing is a condition for good utilization of this potential for the development of a university, strengthening its position on the educational market in Poland and in the future on the international market. Problems and challenges that Polish universities have to face in this area are not alien to foreign universities, which will be discussed in the conclusions.

Conclusions

The examples of research mentioned in the article come from Polish literature sources. At the same time an overview of foreign research projects focused on the subject of significance of university employees in the context of marketing and the market has shown different research approaches. It is worth distinguishing here two publications directly relating to the discussed subjects and showing the potential directions of further research. The first publication is that of John McCormack, Carol Propper and Sarah Smith, titled: Herding cats? Management and university performance (2013). The findings of these researchers highlight such phenomena concerning British universities, as:

- in a university's marketing the scientific-didactic personnel is not emphasized too much in the context of sources of competitive

advantage distinguishing the brand of the university, the quality of education,

- the difference between the personnel potential of the whole university and its particular faculties is not emphasized — the university is a "marketing monolith",
- personnel is a component of the brand of a university focused on research (research intensive oriented university) and its value refers to outstanding scientific achievements confirmed by awards (Nobel Prize, international awards) older universities belong to this group,
- personnel is a component of the brand of a teaching oriented university and its value is linked directly to the usefulness of graduates for a particular business,
- the measures of efficient management of the personnel potential of a university (example of Great Britain) are associated with attracting and engaging talents in research work,
- teaching oriented universities don't manage talents and don't attract talents (there are no "celebrity names" at such universities),
- research oriented universities compete on the national and foreign market, teaching oriented universities compete on the national market.

At the same time research conducted on a group of Spanish universities highlights an important aspect concerning the perception of lecturers by managers. Researchers have identified the need to treat these university employees as so-called part-time marketers. This means that they are first-contact persons who have an influence on clients-students and on the level of satisfaction with services provided to the students, but they are not professionally associated with full-time marketers. Nevertheless, their role in marketing is apparent — they have an influence on the quality of service and they are treated as a factor distinguishing the brand (image) of a university, where this is more apparent in case of private, rather than state-owned universities. According to researchers, it is worth observing the evolution of the behaviours of university employees as marketers and improving the instruments supporting their engagement: motivation, training, remuneration (Cambra-Fierro, Cambra-Berduñ , 2016)

It seems that it is worth following directions of research highlighted above, also in the environment of Polish universities, which — in light of the above deliberations — are now facing similar challenges in marketing.

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