FROM THE ORIENTATION OF MARKETING TO BUSINESS MODEL – A MORE ENTREPRENEURIAL UNIVERSITY

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Abstract
In the actual situation of higher education market, characterized by intense competition and government underfunding, the university must find that approach by which to be competitive and sustainable. It is imperative for the university to identify that business model which can facilitate the implementation of an appropriate strategy by which it can be assured the value for both external customers (students, employers, society) and its own employees. The university should identify successful business models that allow it to constantly adapt to an increasingly dynamic. It is necessary to rigorously base the allocation of available resources and to properly capitalize especially the scientific research results to ensure competitiveness, in other words, to become more entrepreneurial.

Keywords - marketing orientation, business model, university more entrepreneurial, entrepreneurial culture, technological transfer
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Introduction
The purpose of this study is to determine the measurement in which the literature referring to entreprenurial orientation of the university of the last years offers to high education institutions the tools and knowledge necessary to manage the organizational changing process in the university to develop the entrepreneurial spirit from the level of professor-researcher to the institutional level. The study develops a methodology with the procedural approach and the steps that should be taken by the top management of the university for it to become more entrepreneurial. This methodology is based on specialized studies on university marketing orientation as a requirement for the development of entrepreneurial culture and on the existing relationship between strategy and business model. The article is based on the premise that entrepreneurial orientation of the university contributes to raising the competitiveness in the conditions of a fierce competition and government underfunding.

1. Marketing orientation of the university - a requirement for the development of entrepreneurial culture
Higher education currently covers a change process determined both by changes in the structure of demand for education and the perspective of educational offer. Universities are put in the position to find solutions to the problems caused by the characteristics of stakeholders and existing competition in the education market in order to ensure the brand image and increase competitiveness. The decrease of the competitiveness of European public and private higher education is determined by underfunding, excessive regulation of university structures, individualistic mentality of academic staff, improper collaboration with stakeholders by the work and the results obtained in universities.

Strong competition in the educational market is supported by the increasing number of public and private universities by emergence of university performance. Increasing the number of universities has not been accompanied, however, by the increase of the employability of graduates or improving financial support, performance aspects of higher education. To help increase the competitiveness, universities must adopt flexible measures to better adapt to the external environment and to implement measures related to the organization and operation. There is a need to prioritize the scientific research function to generate, interpret and apply new knowledge that will ultimately be well marketed in the market to directly contribute to the technological and scientific progress, to increasing competitiveness of organizations and the number of jobs, to developing the local and regional economy and to supplement government funding obtained from own sources. Using the scientific research function, the university can become an innovative center of creativity and constructive thinking, able to create the necessary premises for entering on the labor market and for employability of professionals trained.
Because the external environment is becoming less favorable on economic terms, the two functions of the university, the education and research, need to be completed by the third function, namely the commercial one (Häyrinen-Alestan and Peltola, 2006) to ensure the capitalization of universities. The competitiveness of the universities is influenced by the attraction and involvement of business environment and the volume of investments by which it supports research, innovation and development.

It requires the implementation of university marketing orientation to effectively use marketing tools in order to successfully fulfill the third function of the university, the commercialization of research results to become more entrepreneurial. Marketing orientation of modern university plans to implement those strategies that can allow satisfying the customer and increase the attraction for all the categories of customers, high employability of graduates, useful intellectual property organizations to become more competitive, motivated academic staff and with acquired and developed entrepreneurial spirit, local and regional economic development. The marketing approach must be based on elements of the university education system, namely the university management, the necessary infrastructure, on customer needs and the special needs of the university, mainly those related to the identification of funding to support research and development activities of the university and the social environment in which it serves. We believe that marketing orientation of the university is appropriate to the extent that it stimulates such a justification organizational culture, organizational system and procedures to ensure long-term success of relationships with stakeholders in terms of limited resources. The main categories of stakeholders of the university whose requirements must be met, according to the model market orientation in higher education institutions (Jurica Pavic‘ic’, Niks’a Alfirevic’, Zoran Mihanovic,2008) are: pupils potential students, the economy represented by potential employers, teachers and other state institutions, parents of current and prospective students and other competing higher education institutions.

The students are keen to acquire skills and abilities that enable them to become experts in fields required by the labor market. The employers are keen to identify and hire specialists capable of easily integrating into its own organizational culture, solving problems commonly faced in the organization in which they work. In order to provide better technical and economic performance, they should be more interested in experiencing and applying the scientific research results obtained in universities. That’s why the university should develop sustainable relationships with the business environment to achieve competitive advantages for both academic and business environment with favorable impact on the level of economic and social development. Unfortunately, in many European countries the research and development activity is not among the investment priorities of the economic agents. The society is interested in terms of the economy’s functionality and of graduates’ insertion in the labor market. In the new type of economy, the social role of the university must be supported by actions that directly contribute to solving society’s problems by implementing effective educational and scientific processes due to the development of market relations. Maintaining relationships with external customers in a competitive market or developing relationship marketing should be an important objective of the university as it would contribute to creating value for all stakeholders, namely customers, organization, market and society. According to Gummerson (2010), an important lever in enhancing customer marketing orientation is total quality management that places in the center of preoccupations the internal and external client, his needs, the procedural system able to provide benefits to all parties.

In implementing marketing orientation, the university must consider also the internal customers, such as university teachers, since the attraction, retention and motivation of a quality staff will lead to sustainable customer relationships and increase the competitiveness of the university. According to Berry (1983,2003) strengthening internal customer relationship enables the application of a performant relationship marketing. The teaching staff is interested to build an academic career involving in particular the need to research and publish results. Most of the times, scientific research in universities is underfunded, which has adverse implications in terms of motivating the teacher-researcher. On the other hand, many of the articles published by academics fail to be read by those who may financially support the exploitation in community service of academic research results. Brown (2012) states that scientific articles are hard to read and some remain unread and the authors should be addressed primarily to practitioners. There are frequent situations in which academics inventions can not be patented because of lack of funding and interest of the researcher to identify potential interested investors.

Competition is becoming more important as a professional benchmarking is an effective tool for obtaining performance for both external and internal customers.

Marketing orientation of the university is based on the operational aspects that are not well correlated in a well founded strategy. It requires a change in the organizational culture of educational institutions that involves flexibility to adapt quickly to changes in the internal and external environment, high accountability and responsibility in the use of existing resources.

2. The business model – instrument of entrepreneurial culture

The university can use an effective system as flexible to achieve the objectives of competitiveness, prestige by linking strategy with successful business models. The business model can be defined as a simplified representation of reality of an entity which aims to obtain benefits for all actors involved in the activity by reasonable correlation between the organizational, commercial and financial aspects.
There are authors who have identified the difference between strategy and business model. In Magretta's opinion (2002), the model is a system in which the component elements interrelate to create value and the strategy involves the implementation of the model by considering the competition. Ostewalder et al (2005) states that while the business model shows how business works as a system, the strategy involves the execution and implementation. The manner of implementation influences the success of the business model. The business model is incorporated in the structure of business strategy with academic entity operating system, a system that is constantly influenced by social, technological, legal and customer expectations.

There are authors like Hedman and Kallinge (2003) who argue that entrepreneurial innovation as a result of the combination of inputs could lead to new markets, new business processes as business models. Chesbrough and Rosenbloom (2002) addresses the business model as a mechanism mediating the technological inputs and economic outputs and its functions would be: to make the value proposition to achieve, to identify the mechanism that will generate profits for market segment, to define the structure of the value chain, to estimate the cost structure and the potential profit level, to describe the organization's place that includes suppliers, customers, partners, competitors and to formulate competitive strategy.

Eisenhardt & Sull (2001) suggest that the source of competitive advantage of the organization is the whole product / market achieved by exploiting basic resources in the processes treated as business model. They support the need for flexible business model under rapid changes in markets, when the emphasis the emphasis should be on establishing simple rules to guide the processes.

To get the value in terms of a changing environment, Amitt and Zott (2010) propose a business model innovation characterized by: emphasis on how to do business, in opposition to what, when and where, a holistic perspective on how business is done, focus on creating value for all participants in the business model, as opposed to a focus solely on getting value.

3. The methodological framework of the implementation of entrepreneurial orientation in universities

Recent studies show that in the future the competitiveness and prestige of higher education are issues that are directly related to entrepreneurial orientation in universities. Entrepreneurial orientation of the university need must be supported on the one hand, from the low level of funding the university by the state and on the other hand, from the functions assigned to the modern university, namely the research, the social and of the contribution to economic development. Regarding the funding of universities, Gumport and Jennings (1999), after a survey, concluded that public higher education tends to be assisted rather than government supported.

The entrepreneurial university concept was used by Clark (2000) to describe a new kind of university that occurs as a reaction to changes in the external environment. In his opinion, the entrepreneurial university is that self-employed university, at its own risk, is flexible, committed to social and economic development of the region, creatively uses the existing resources, redistributes its staff to adapt to environmental demands, operating within strict parameters of costs and profits. The author suggests using the term university as synonymous with the innovative entrepreneurial university to remove any negative connotations related to business, making profit at any cost.

To successfully perform the functions of research and contribution to local economic and regional development, a university needs to build a new type of organizational culture, centered on the adoption of entrepreneurial orientation at departmental and faculty level and the instrument by which the university can become more entrepreneurial today is technology transfer. Technology transfer makes possible to boost scientific research and create favorable conditions for strengthening academic-business environment relationship with benefits for both sides: increasing competitiveness of organizations, fundraising in universities, local and regional socio-economic development.

There are papers and authors (Breznitz and Anderson, 2006; Clarysse et al. 2005 ; Di Gregorio and Shane, 2003; Henderson, 2006, O'Shea et al, 2005 ;; Shane, 2004; Slater and Mohr, 2006) according to which university creates knowledge through which industry can develop new technologies and promote economic development. Universities can become more entrepreneurial to the extent that they realize changes in organizational culture, governance and management. The entrepreneurial university can be seen as a new kind of organization whose work makes it possible to mediate between the state and the market, without being dominated by the state (Clark, 2001). Many of the existing research in the educational market have examined the interaction between the academic and business with a focus on commercialization of research results and have noticed that there are different tools of regional technology transfer (Hussler et al., 2010), and a variety of business models available to transfer innovation from academia into the public domain. S. M. Breznitz, R. P. O'Shea, and T. J. Allen (2008) showed that the marketing strategies adopted by the university positively influence the regional development. Policy success in scientific research and technology transfer is influenced by the internal institutional framework and by the procedural approach to knowledge transfer and innovation, so the type of business model designed and implemented. Commercialization of scientific research has become a necessity for universities in terms of reducing the state budgeting. The first forms of marketing have been patenting and licensing of research results. Later on, universities have passed to the creation of start-ups, business incubators consulting, university spin-off activity and technology transfer.
Allen Gibb (2005) sets out an integration of entrepreneurship model in higher education where we can find the following aspects: Acquiring entrepreneurship as an activity carried out in the whole university; the establishment of a technology transfer structure; innovative pedagogical support for each department; lifelong learning approach in all departments; identify research topics for each department within the university; professional environment of excellent research and development; leisure time allocated to personnel wishing to commercialize intellectual property; work visits of teachers to acquire practical skills; teams of entrepreneurs to generate ideas; social integration of entrepreneurs; research and development activities awarded in all departments; conducting joint stakeholders-university activities in structures such as joint ventures; open approach of intellectual property and investment in academic associations; staff engaged in teaching activities of entrepreneurship courses.

Entrepreneurial culture in the university can be built only in the extent of involving the entire academic community, so that individual entrepreneurial personality traits can be extended at the institutional level, and institution heads entrepreneurial personality.

The methodological framework hypotheses concerning the implementation of entrepreneurial orientation in universities

To develop the methodological framework of the implementation of entrepreneurial orientation in university we started from a few assumptions:

1. Implementing the concept of entrepreneurial orientation in universities is a project of change that will lead to a new type of university respectively university able to adapt quickly to changes in the external environment by empowering the staff and institutional accountability in the use of their resources for research-innovation-development activities capitalizing their research results in market by empowering the business environment.

2. Implementing entrepreneurial orientation in universities must be made by considering this concept as a strategic issue that requires transformation of teacher-researcher in professor-inventor-entrepreneur, motivated, well-informed, carefully counseled.

3. Implementing entrepreneurial orientation in universities is a process likely to be permanently improved in response to the establishment of partnerships with the business environment to meet all the interests of both parties and with positive impact on local and regional economic development.

4. The successful implementation of entrepreneurial orientation in universities depends on the concern to improve the organizational procedural system as a result of the development of relations between university, academics and business.

Strategic actions required in implementing the university entrepreneurial orientation:

- the concern of the university management to achieve change in accordance with the requirements of the new European and national context of higher education by considering the particular importance of the three functions of university with a focus on university contribution to economic and social development;
- responsibility for the formulation and correlation of mission, goals of the university with the reputation of the institution to increase the competitiveness and efficiency of the university education;
- considering the implementation process of entrepreneurial orientation in the university as a complex process of change and improvement, from the teacher researcher level to the department level as a scientific research structure and at top management university level;
- the acceptance of academic marketing orientation and entrepreneurial orientation as an integrated system with the need imposed by current educational market to add the marketing function to the traditional ones: education and research to enhance the prestige of the university and to identify additional sources of solid financing the activity;
- the concern of the university to provide external customer professionalism, reliability, profitability, and to the internal customer solid motivation and the possibility of a successful academic career;
- the concern of the university to create value shown to the stakeholders through the skills and abilities of teachers and graduates;
- global product adaptation of the university to the demands of society by developing specific commercial relationships specific to the business environment starting from optimal exploitation of scientific research resources;
- constant concern for cultivating proactive and effective attitude and of an effective communication with the business environment to ensure sustainability, own competitiveness and of the customers.

The stages of implementing the more entrepreneurial orientation in universities:

1. Analyzing the current situation of own resources of research-innovation-development and identify opportunities to exploit research results in order to obtain financing additional to the budgetary one, competitiveness and reputation on the current university education market;

2. Establishing appropriate strategic and operational objectives that lead to improving the image and financing valuing excellence and innovation identified at the best universities, respectively:

- setting activities designed to improve university’s image while increasing the funding sources
- setting ways in which they can develop sustainable partnerships with the business environment and with their academic staff
- motivating and empowering the academic staff regarding their resource use of research – innovation – development to promote excellence in the relationship with economic agents and to contribute to local and regional development.

3. Redefining organizational structure given the need for flexibility to adapt more rapidly to changes in the internal and external environment, namely the establishment of technology transfer functional structure that will ensure effective collaboration and correspondence of the academic and business environment regarding the research – innovation – development activity.

4. Reorganizing the processual system by considering the information referring to its own opportunities of developing the research – innovation – development activity with business needs and translate them into system procedures and operational procedures underlying the substantiation of global service map offered by the university.

5. Involving the members in the value chain to adopt and implement entrepreneurial orientation in university, respectively:
   - attractive partnerships with the business environment to promote innovation, excellence, trust;
   - raising awareness of state institutions related to the necessity of adopting a coherent incentive legal framework on intellectual property rights.

Conclusions

This study is a methodological study based on extensive literature research, respectively articles dealing with various aspects of the concepts of university marketing orientation, business model, entrepreneurial university and research results. The study develops a methodological framework with steps that should be taken by the university management for the university to be more entrepreneurial in the activities they carry out, particularly focusing on technology transfer as a tool. The methodology provides a general framework of the change that should be addressed, while the top management of the university considers appropriate the approach of entrepreneurial orientation as a process and not just as a philosophy. We believe that this work provides new directions for research related to the awareness of the need to implement entrepreneurial university concept and of the measurement of adopting this concept in university management. The described methodology framework can be used as a guide to good practice when a university decides to establish the strategy by taking the concept of entrepreneurial orientation.

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