

STATUS-ROUTE-IMPACT ANALYSIS – ATTAINMENT AND QUALITY OPTIMIZATION OF EDUCATION BENCHMARK (BENCHMARKING)

Arina Modrea

Assoc. Prof., PhD, "Petru Maior" University of Tîrgu Mureş

Norina Orha

Master Degree Student, Johann Wolfgang Goethe University of Frankfurt

Abstract: The current study intends to achieve a complex analysis which will aid in educational optimization quality. Given the conditions, major contemporary architects of education are the main actors. A great amount of research has determined the understanding that in order to be an accomplished trainer, also for obtaining a qualitative education, it is essential to grasp and employ the „benchmarking” concept. The paper proposes the personal model research of a Status-Route-Impact type of analysis as support for the high quality dissemination of this concept.

Key-words: status analysis, market, benchmarking, quality, education.

1. Introduction

The term „market” possesses Anglo-Saxon origins – „to market”; it stands for conducting market transactions such as buying or selling. This concept has been defined in a number of ways while having been approached with multiple points of view. Here are some of these views: [1, 2, 3, 11, 13, 14].

Jacques Lendrevie and Denis Lindon: “Marketing represents the assembly of means and methods which are available to an organization, usable for promotion of favorable behaviors with the goal of achieving the organization’s own objectives within target collectivities.”

According to C. Florescu, “it represents both a mode of thinking and of practical undertaking”.

According to the American Marketing Association, “Marketing is the process of planning and bringing about the conception, evaluation, promotion and distribution of ideas, goods and services with the goal of fulfilling the exchanges which satisfy individual and corporate objectives”.

According to Philip Kotler (1993), "Marketing is a social process of leadership where individuals and groups of individuals fulfill their needs and desires through the creation and exchange of products and values with other individuals and groups of individuals".[17]

„Marketing is the process of management which identifies, anticipates and satisfies the demands of the client – in an efficient and profitable way.” (Marketing Institute, Great Britain)

The last definition is widely accepted as it contains the following basic concepts: needs, desires, demands, products, value, cost and satisfaction, transactions and relationships, markets, marketing and marketers. All these concept are connected and are defined through the term „marketing”. More concisely, „marketing” represents the „science and art of selling”.

What does university marketing mean? In his work “University marketing” (2011, p.16) Grigorut et al. is specifying through concepts definition that “The analysis of the teaching process from the perspective of the teaching-learning-evaluation relationship focusing on the trades attained at the personality level of the student (customer) of the university requires modifying the view of the relationship of the trainer with the beneficiary of the educational services, positioning the focus towards satisfaction of the client’s needs and utilizing marketing strategies at an educational institution level.”[5,10,11].

2. Materials and Methods

Educational marketing is firmly based on the Cost-Benefit Analysis (CBA) concept. By synthetic exposition, its terms are as follows:

Required investment = Free market costs – Externalities

Net present value = Current price – Discounts

Application – Case study:

Within two groups of people, imagine that you are the solicitor respectively the financier. Objectively evaluate a financing project while answering the following questions:

- What specifically are social costs?
- What kind of information is required for a feasible solution?
- What kind of specific support do you require?
- How do you see the implementation of the suggested solution?

3. Results

The 4 Ps of Marketing Mix: Product / Price / Placement / Promotion.

Motto: A manager's "wares" are his/her expertise.

1. The PRODUCT – the nature of the managerial offer:

a) - leadership performance:

- personal managerial experience: origins and skill level;
- managerial competence: types and character;
- previous managerial experience: duration and sector(s);
- previous contact with local interests: ascertainment and interpretation;
- leadership style: organization and institutional operation;
- managerial plan: negotiation (with the university=employer) and finalization of terms

b) towards the pro-quality assistance of continuous training:

- the phenomenon of continuous training: valuation standards and correlation with other activities;
- training interests: diagnosis and prognosis;
- continuous training direction: (methodological and disciplinary) alignment and priorities;
- consistence of training: duration and measures;
- expectation over effects: identification and terms;
- durativity of effects: modalities and tracking procedures.

2. The PRICE - the financial and social costs of managerial expertise:

- the candidates selection pool: supply and demand;
- the personal conditions of the candidate: deontology and resources;
- the portfolio (the file): references and managerial plan;
- the specific conditions of the region/university: present enrollment and outlook projection;
- community dimension: agreement/rejection and variants.

3. The PLACEMENT – the possibilities of performance of managerial expertise:

- the permissiveness of the university environment: populational structure and specific interests;
- the permeability of change within the environment: dominance and relevance;
- the character of the intra-student: traditions and availabilities;
- the character of the circum-student: openings and possibilities;

- horizontal-vertical reciprocity: educational opportunities and social barriers.

4. The PROMOTION - the actualizing/optimization of the managerial expertise:

- the civil level of the community environment: material and spiritual;
- practical possibilities for approaching study alternatives: mentalities and technology;
- extension-intension resources: internal and external (to the university);
- informal expertise presentation opportunities: professional and cultural life;
- organizational affiliation: professional relationships and brand promotion involvement.

4. Discussion

Conclusion (rephrased motto): regarding the applied Management professional, the expertise budget belongs within the enterprise budget or it should be missing altogether.[18,19]

THE MARKETING OF THE SUPPLY

I. Consumer's

point of view

1. THE IDENTITY
OF THE SUPPLIER

2. SPECIFIC
WORTHINESS

3. CONTENTS AND
METHODOLOGY

4. MARKET
VALUE

II. Supplier's

point of view

1. INTENTIONAL
BENEFICIARIES

2. NEGOTIABLE
PARTNERSHIP

3. MUTUAL
GUARANTEES

4. TAKE-OVER
PROCEDURE

5. PROFESSIONAL CONDITIONS 5. PERIODICAL EVOLUTION

EXTRA OPPORTUNITY: the transition from „Marketing” to „Benchmarking”

The marketing and benchmarking concepts constitute essential parts of managerial expertise for the quality guarantee in Education and their first objective is the human resource.

From a point of view concerning resources, the educational institution represents a „functional block”:



Through its own specific, the institution functional block is the organizational projection (the main logo) of the society which learns continuously – „learning society”.

COMPARISON

Marketing = the evaluation of the profile (immediate) „market” and the promotion of one’s products/services on the „market”.

Example: educational institutions having the same rank.

Benchmarking = the concrete conditions comparative study over the generally surveyed competitiveness and for the optimization of the performance on any „market”

Examples: - state / private / external institutions

- principal / educational manager

- budget / project financing

Definition. Benchmarking is a component of the managerial domain concerning specialized and periodical preoccupation towards detection of diverse optimization alternatives towards the quality of supply of products and/or services (=”a little different”).

„THE BENCHMARKING EFFECT”

Axiom. Any organization – including educational organizations – can find itself*) within either of the following qualitative identities:

- Loser = internally undeveloped and unresponsive to change
- Survivor = with benchmark resources and ready for transformations
- Winner = already high achieving and possessing virtual innovativeness

*) Harrington,H., Harrington,J. Total Management... Teora, 2000 [adapted].

Through benchmarking, the manager can detect the benchmark element(s) towards situation at the highest level (the winner identity).

5. Conclusions

CORRELATIONS.

At the intersection of these identities (development levels) with typical steps of benchmarking reside the activities responsible for ensuring superior positioning:

LEVEL (of development) STEPS (type of benchmarking)	Loser	Survivor	Winner
(extended) investigation	activity		
(qualitative) comparison			
(contextual) explanation			
(orienting) acculturation			
(projective) stimulation			

CASE STUDY

Exercise: fill the information in the boxes from the model above with activities you consider necessary/useful from the standpoint of educational progress.

Suggestion: try the exceeding of marketing through benchmarking.

A „challenge”:

As a necessary and useful scientific activity towards the consolidation of your expertise, research the managerial and training boundaries of the following:

- 1) some educational institutions and/or:
- 2) some private educational institutions having different ranks and faculties; and/or:
- 3) some educational institutions having activity with externally assisted projects; and/or:
- 4) educational institutions teaching in languages of international use.

Possibly together with research-consultance-counseling specialized assistance and with the trainers (of trainers) whom you know or are in your community, process the results obtained then use this information for designing a regional/district associated training course regarding support for financially struggling universities.[4,5,8,12].

References:

- [1].ARACIS -(2009) Performance standards proposal towards the benchmarking process projection at the university level in Romania, Bucharest]
- [2].ARACIS -(2006) External evaluation methodology, the reference standards and the list of performance standards of the Romanian University Educational Quality Ensurance Agency, Bucharest]
- [3].ARACIS – Specific academic evaluation standards. Essential area – Engineering science]
- [4].Cucoş, C. (2002), „Pedagogy, reviewed and improved second edition”, Editura Polirom, Iaşi]
- [5].Cucoş, C., (1998), „The technology of the instructive-educational process”, în „Psychopedagogy”, coord. Neculau, A., Cozma, T., Editura Didactică şi Pedagogică, Bucharest]
- [6].Cucoş, C., (1998), „Pedagogy”, Editura Polirom, Iaşi]
- [7].Cucoş, C., coord., (1998), „Psychopedagogy for preparation of instructors”, Editura Polirom, Iaşi]
- [8].Daniel Serban, (2001) Standards for Local Governments Training in CEE countries]
- [9].Debbese, M., (1981) „Educational stages”, E.D.P., Bucharest]
- [10].Grigoruţ, C, şi col. (2011) “University marketing”, Editura Online]

- [11].J. Saunders, G. Armstrong, V. Wong,(1998) “The principles of marketing”]
- [12].Jeanne S. (2000) “Emotional intelligence development”, Editura Teora]
- [13].Jerome McCarthy, (1981) Basic Marketing]
- [14].Kotler, Fr. (2005) “The management of marketing”, Editura Teora București]
- [15].Kozma, Robert B.National Policies that Connect ICT-based Education Reform to Economic and Social Development. Human Technology, SRI International, University of Jyväskylä, 2005. (Online)]
- [16].Kermally, S., 2009, Marketing]
- [17].Philip Kotler, (1998) “The management of marketing” Bucharest]
- [18].Terrence H. Witkowsky(1989) Self-Regulation Will Suppress Direct Marketing’s Downside.]
- [19].Xxxx Sondajul Soros/Gallup (2007) ASG/totem (2008) The active adaptation of university education to the job market requirements]
- [20].www.anc.edu.ro/uploads/images/extras_cnc_1-4.pdf Cadrul Național al Calificărilor]
- [21].<http://www.frpe.ro> -Motivații și obstacole ale asigurării calității]
- [22].<http://www.elearning-forum.ro/resurse/a1-elearning.html>]
- [23].<http://www.competente-it.ro/content/despre-e-learning-general%E2%80%A6>]
- [24].www.intelera.com/glossary.htm]
- [25].<http://www.cybermediacreations.com/elearning/glossary.html>
- [26].<http://en.wikipedia.org/wiki/Elearning>]
- [27].<http://ro.wikipedia.org/wiki/Marketing>]
- [28].<http://www.itu.int>.International Communication Union. Measuring Information Society 2010. Geneva: ITU-D, 2010.]
- [29].<http://www.humantechnology.jyu.fi/articles/volume1/2005/kozma.pdf>]
- [30].http://www.usdla.org/html/resources/2_USDLA_Instructional_Media_Selection_Guide.pdf
- [30].www.frpe.ro]