MOTIVATION OF ACADEMIC STAFF:
INTERNAL MARKETING CONCEPT

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Abstract
Technical progress in modern conditions is an integral component of innovative development. Its implementation directly depends on the competitiveness of the educational environment, capable of preparing a highly qualified specialist. Today, there is a maximum inclusion in any economic process of human creativity. The current state of the market requires the introduction of the principles of marketing activity in all processes of the organization. The implementation of internal marketing in organizations allows creating, stimulating, integrating, and coordinating team activities for the effective implementation of corporate and functional strategies. Therefore, the problem of introducing a system of internal marketing of personnel is one of the most important tasks of the educational organization of higher education and is an urgent area for conducting scientific research. The purpose of this work is to reveal the features of the internal marketing of teaching staff of an educational institution of higher education and offer a motivation system taking into account the concept of internal marketing of staff. As a result of the study, the following results were obtained: the features of the internal marketing of the teaching staff of the educational institution of higher education were identified. Elements of internal marketing of the teaching staff of the educational institution of higher education are highlighted. Labor motivation is called the key system-forming element of internal marketing in the educational organization of higher education. Motivational factors that are effective for people of teachers of different age categories using the theory of generations are identified and motivation maps for employees of a certain age group are drawn up. An algorithm is proposed for introducing the system of the internal system of internal marketing into the educational organization of higher education.

Keyword
Internal marketing; educational organization; competitiveness; motivation; academic staff.

Introduction

Technical and informational progress in modern conditions is an integral component of innovative development. Its implementation directly depends on the competitiveness of the educational environment, capable of preparing a highly qualified specialist. Today, there is an increase in the consumption of high-quality (Gaidar, 2015) labor and the maximum inclusion of human creative abilities in the economic process. The most important condition for obtaining the status of a competitive organization in the educational market is the quality of the teaching staff as a source of knowledge, experience, innovative ideas, its ability to produce scientific and pedagogical activity. Moreover, the key goal of including a person in the teaching staff of an educational

organization is to use his abilities in the labor process to obtain the target result of the university.

The teaching staff in the educational process manifests itself as a person, is a member of a group, and an active member of the team as a social organization. In accordance with this, the management of teaching staff is required to be carried out through:
• personality management involves the targeted development of the individual properties and qualities of the employee, as well as taking into account the psychophysiological properties of the individual;
• management of the labor collective as a social organization consists of a targeted influence on the totality of social relations;
• group management includes the impact on workers at both the formal and informal levels.

The implementation of these functions requires the mandatory consideration of the high level of the spiritual, intellectual, and creative content of the work content of the teaching staff. This combination of personnel management functions with filling the content of labor is fully disclosed by the concept of internal marketing of personnel. So, WR George believes that internal marketing is the best approach to establish service orientation as an organizational imperative. The emphasis in this case is on achieving effective internal exchanges between the organization and its groups of employees as a prerequisite for a successful exchange with foreign markets (George, 1990). At the same time, it was proved that the use of the internal marketing system in an organization affects its operational performance indicators (Fernando, 2012) and stimulates the innovative behavior of employees (Haider, 2017a; Haider, 2017b).

Literature review

Internal marketing is a modern technology of personnel management in the 21st century. Although the concept of internal marketing itself appeared in the mid-1970s and implied the application of marketing principles to the design of jobs and employee motivation (Ahmed & Rafiq, 2002). This concept was not widely used, according to Ahmed and Rafik (2020), because it was far ahead of its time.

Internal marketing is the use of a marketing approach in relation to employees, built on building, stimulating, coordinating, and integrating personnel for the effective application of corporate and functional strategies to satisfy consumers through a process of interaction with motivated and customer-oriented personnel. Thus, the internal marketing of staff is a kind of "intersection" of conventional marketing systems oriented to the consumer and the personnel management system in the enterprise (Figure 1).

In relation to the system of higher education, internal marketing implies ensuring the flexibility of the educational process in accordance with the needs of the real economy based on building a development strategy for university staff. The staff acts as a consumer in relation to a higher educational institution, as a buyer of a workplace, a position with its rights and obligations (Kukhtinova, & Firsova, 2012). Thus, the university emphasizes the retention and activation of their activities, career growth, advanced training, motivation, and stimulation of innovative activities, creating a

favorable psychological climate, corporate culture. In fact, through the internal marketing system, the university should build the conviction of the teaching staff in the successful choice of the employer. However, the needs of the teaching staff in terms of strategic development are not well understood. The staff of the university is still considered as a resource, in relation to which methods of stimulating their intensive methods are applied.
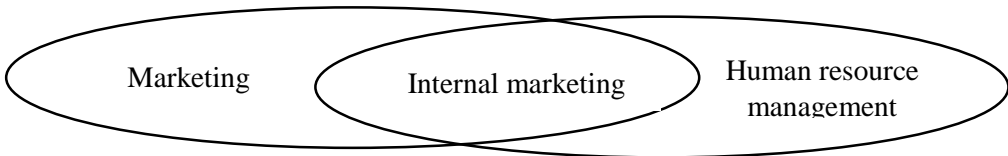
Figure 1. The boundaries of the concept of «internal marketing»
Source: own elaboration

With the development of internal marketing, several approaches to its consideration have been formed (Table 1).

Table 1. Schools of Internal Marketing

Scientific school	Representatives	Scientific approach
North American school of service marketing	Berry, L. Parasuraman, A	"Internal marketing is the attraction, development, motivation, and retention of qualified personnel by the proposed work that meets their needs. Internal marketing is a philosophy of treating an employee as a client and a strategy for creating a work product in accordance with the needs of an employee client".
Scandinavian school of marketing	Gronroos, C.	"The idea of internal marketing is that employees of the organization should be motivated to provide meaningful customer service, customer focus and interest in the results of work by actively applying the marketing approach to the internal organization market of employees".
English school of marketing	Ahmed, P. Rafiq, M.	"Internal marketing is a systematic action to overcome staff resistance to changes, motivation and integration of employees in order to effectively implement corporate and functional strategies".

Source: Berry, & Parasuraman, 1991; Gronroos, 1985; Ahmed, & Rafiq, 2013.

The use of the internal marketing system is currently being studied in various activities: in the field of transportation (Fernando, 2012), by airlines (Fu, 2013), in the field of entertainment (Kim, Song, & Lee, 2016); in the healthcare system (Karasa, et al., 2008), in production.

Studies on the use of internal marketing of staff in the education system are few. Meg Maguire, Stephen J. Ball, and Sheila MacRae show how Northwark Park School uses marketing tools to develop its internal environment (Maguire, Ball, & MacRae, 2001). The influence of some interrelated aspects of internal marketing on the satisfaction and

loyalty of researchers E. Kyriacou and G. Panigyrakis (2020). It is known that organizational culture is one of the key factors in creating and retaining loyal employees (Anitha, 2016; Hamidi et al., 2017). Lundkvist & Amedi found in their research that organizational culture in the faculties of business administration and economics is weak. To strengthen it, it is necessary to create values, norms, beliefs, which will increase the long-term loyalty of university staff (Lundkvist & Amedi, 2019). There are also studies examining the impact of internal marketing strategies on employee performance at selected public universities (Lydia, Maru, & Kosgei, 2016; Mbengo, 2014). M. Singh (2017) considers not only teachers and employees of the university as objects of internal marketing, but also students.

The use of internal marketing tools by faculty is especially relevant.

Materials and method

The purpose of this study is to study the peculiarities of internal marketing of the teaching staff of an educational organization and to reveal the motivation system, taking into account the concept of internal marketing of personnel.

The study was carried out following the following stages:
1. Describe the model of the internal marketing system of the educational organization of higher education.
2. To identify motivating factors for the university staff of a certain age group.
3. To propose a procedure for implementing an internal marketing system in an educational institution of higher education.

The study used a combination of qualitative and quantitative methods. As qualitative methods, desk research was used to identify the studied indicators and collect data on them. During the study, authors' publications were used, which are available in the bibliographic and abstract database Scopus, Web of Science, and Elibrary. The method of theoretical analysis and modeling in the formation of the internal marketing system of the educational organization of higher education.

Empirical data were obtained in a series of surveys conducted in educational institutions of higher education in Russia. This study involved 250 teachers from 5 universities in Russia. The survey was conducted for 1 month (February 2020). An email was sent to faculty members asking them to take part in the survey. The purpose of the survey was also indicated in the letter. The questionnaire consisted of 2 parts: 1 part contained personal information about the respondent, 2 parts - these are questions related to the research topic.

Results

Thus, the elements of internal marketing regardless of the approach used include:
1) Employee Motivation
2) Professional and personal development of staff
3) Attracting highly qualified employees
4) Optimization of interaction processes.

It is the internal marketing of the organization that is essential to ensure employee motivation (Santos & Gonçalves, 2018)

It has been proved that it is the effective motivation of staff that is an effective tool for the formation of the organization's unique intellectual resources (Starkova, 2010), including educational and internal climate, which helps to unleash the potential of both teachers and students.

The motivational complex used should take into account the complexity and ambiguity of the mutual influence of different factors, the importance of motivating factors different for different categories of personnel, and the age of the personnel.

The age of the staff has a strong influence on motivational events.

It is known that there is a theory of generations (Heller, 1993), according to which they distinguish:

      The Greatest Generation (1900 - 1923)
      The Silent Generation (1923 - 1943)
      The Baby Boomer Generation (1943 - 1963)
      Generation X ("X") (1963 - 1984)
      Generation Y (The Game) (1984 - 2000)
      Generation Z "Zed" (since 2000)

The basis of this theory was the judgment of the difference in the value system of people born in different historical periods. As you know, the formation of values takes place up to 12 years and is influenced not only by family attitudes, education but also by other more global conditions and events in which an individual develops (social, economic, technological, political, and other factors).

An analysis of the literature and the results of other studies on the topic of motivation from the perspective of the theory of generations made it possible to identify motivational factors that are effective for people of a particular age group (Table 2).

Table 2. Motivational factors

Motivator factor	The Silent Generation	The Baby Boomer Generation	Generation X	Generation Y
The preservation and transfer of experience	✓			
Authority, respect	✓			
Recognition of merits (photos on the honor Board, certificates, gratitude)	✓			
Compliance with rules and laws	✓			
Social package and health support programs	✓			
Good atmosphere	✓			
Positive relationships with colleagues	✓	✓		

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Official salary		✓	
Discount for long stayers		✓	
Stable conditions		✓	
Clear hierarchy		✓	
Charismatic leader		✓	
Common goals of employees and the company		✓	
Additional social package		✓	
Fixed salary			✓
Choice			✓
Recognition of professionalism			✓
Gradual career growth			✓
Personal success			✓
Possibility of continuous training			✓
Individual workspace			✓
Awareness of the company's strategy			✓
Possibility of self-realization				✓
Immediate reward				✓
Comfortable working conditions (good technical equipment of the workplace)				✓
Getting pleasure from work				✓
Social recognition				✓
Participation in the decision-making process				✓
Fast and transparent career growth				✓
Achieving your own goals				✓

Source: own elaboration

The analysis of the level of motivation of various generations in universities of Russia made it possible to draw up motivation cards for employees of a certain age group and present the results of the rating of motivating factors in Figure 2 – 5.
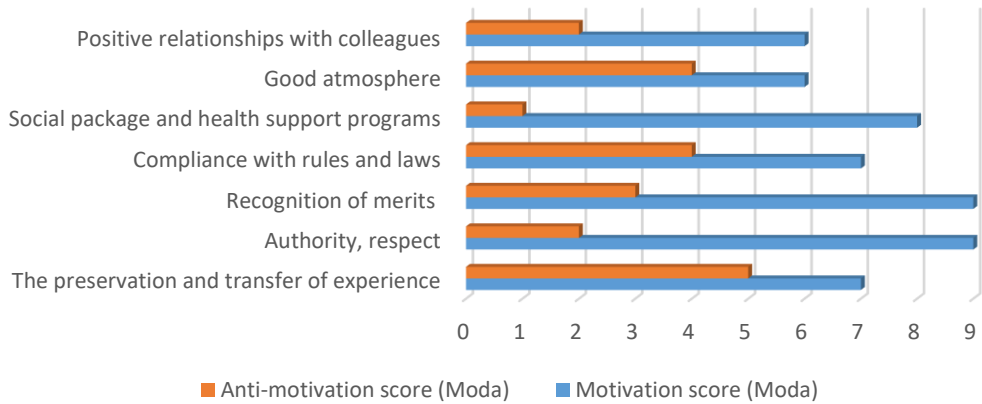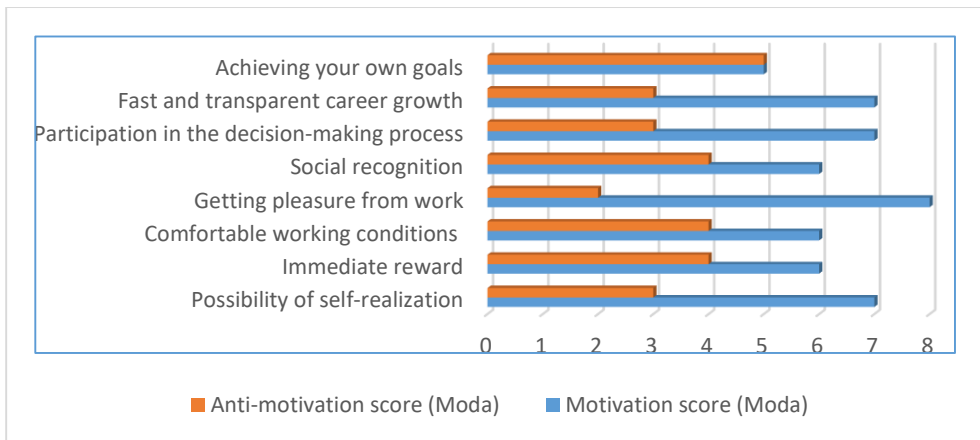
Figure 2. Evaluation of motivating factors in Russian universities of the silent generation
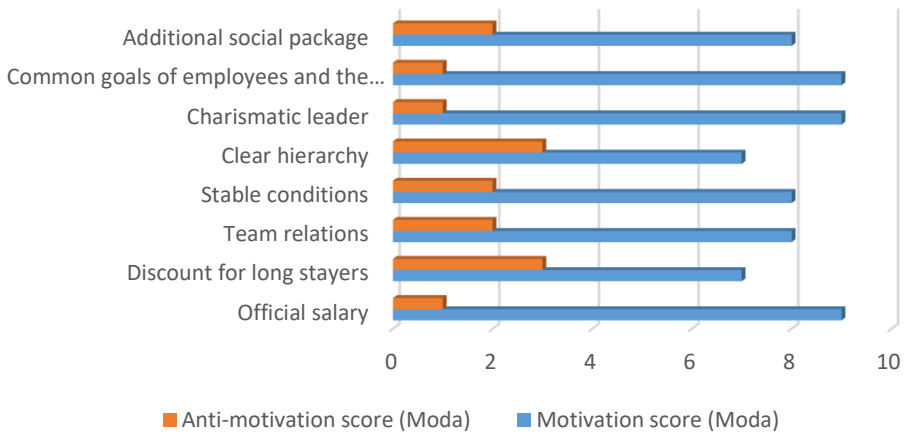
Figure 3. Assessment of motivating factors in Russian universities of the Baby Boomer generation
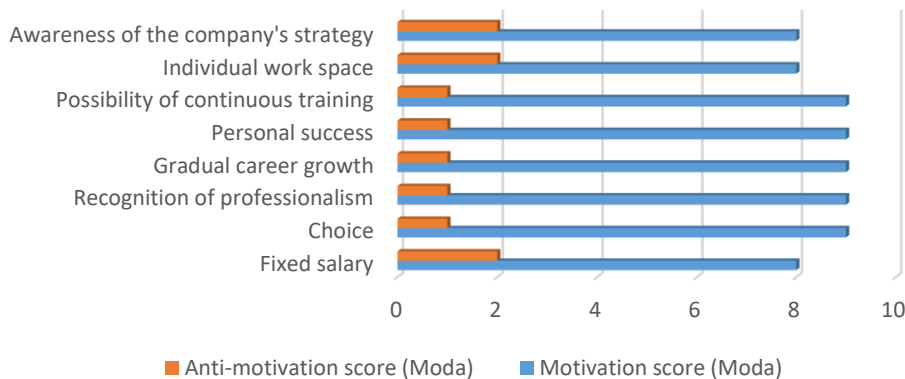
Figure 4. Assessment of motivating factors in Russian universities of generation X

Figure 5. Evaluation of motivating factors in Russian universities of generation Y

Adapting the practice of successful companies to higher education to build effective motivation as an element of the internal marketing system, a question system should be used (Figure 6).

Preliminary answers to these questions should be laid down already in the organization's culture, industrial climate, and the educational organization's leadership system.

Analysis of the answers will allow the leadership of the university, firstly, to revise the motivation system based on the theory of generations; secondly, to form a clear conviction about the need to implement a system of internal marketing of staff and the implementation of measures to transform the self-awareness of managers; thirdly, to analyze the existing personnel management system using benchmarking tools; fourthly, to carry out formal regulation of the main processes and provisions of the internal marketing system at the university.

Figure 6. University attractiveness assessment system for faculty

The introduction of effective motivation as an element of the internal marketing system of universities is a sequential process, which we will present graphically in Figure 7.
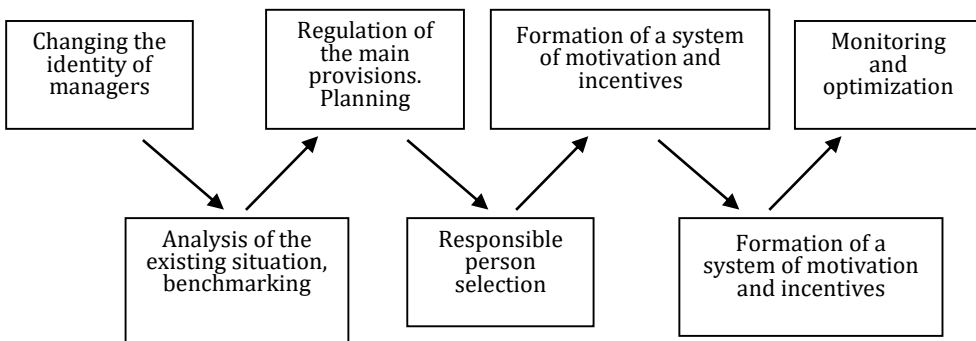
Figure 7. The procedure for the introduction of effective motivation

The main task that is solved by the effective motivation of the teaching staff as an element of the internal marketing system is to form their belief in the successful choice of the employer. This is done through a range of functions and responsibilities of the employee in the workplace; career prospects and implementation of career ambitions; the possibility, if desired, of continuing education and professional retraining; positive moral and psychological climate in the team, corporate culture; effective labor stimulation.

Conclusions

Our research complements other research on the application of internal marketing in universities.

Since the key parameter characteristic of the internal marketing system of the staff is the attitude to the employee "as a client", we cannot talk about its holistic existence within the framework of Russian universities. However, we can argue that some of its inherent components are present in Russian universities. Internal marketing is a concept to be considered in university management (Chasanah, Hidayat, & Mustafa, 2020). This study focuses on the motivation of academic staff as an element of the internal marketing system. Our results show that different motivational factors are effective for university staff of different age groups. We also proposed a model for introducing an internal marketing system into the activities of universities. This will increase the loyalty of academic staff at universities and their job satisfaction.

Our research has limitations that future research will need to take into account. First, it was conducted at universities located in the same country. It would be interesting to make a comparison across several countries. Second, it was conducted in an environment where all universities were offline, before the spread of COVID-19. It will be helpful to identify whether online work has influenced the motivation of different generations of academic staff.

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