MARKETING MANAGEMENT – MARKETING ORIENTATION AND HOLISTIC SCHOOLS MARKETING

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Abstract
Marketing orientation is beneficial correlated with innovation, growth, perceptions of quality services, excellence, high level of satisfaction and commitment of human resources, customer satisfaction and brand loyalty.
Holistic marketing orientation requires rethinking how to approach the market, new realities, in a broader and more coherent, with a louder voice, holistic marketing states that all matter, citing the need of a real partnership between the organization, suppliers and distributors, creating a true team in order to provide the best value target markets.
School is really oriented marketing / holistic marketing by coordinating and integrating all activities that would best respond to the demands of ever more selective more informed and sophisticated consumers.

Argument
In the past decade, educational institutions engaged in relationships with their external environment, have used similar concepts to those seen in business, including:

* production perspective – promoting the idea of preference for products available and extremely affordable, marketing management focuses its efforts on increasing production efficiency, minimizing distribution costs, although useful, the concept can lead to marketing myopia.

* product approach – was based on the assumption that innovative products are preferred for maximum quality and performance, motivating management to work in developing their products and continuous improvement. (Evans, 1995).

* sale orientation – prevail later in years, and seeks not only to buy products that develop a range of activities to inform and persuade consumers to purchase, management efforts focus on aggressive marketing and sales promotion.

* marketing orientation – recognizes that the institution's main task is to determine needs and wants of target markets and to meet the design, communication, pricing and delivery of programs, services and experience appropriate and competitive.

Marketing orientation
Marketing literature is full of definitions and perspectives of marketing orientation (MO) and there is still no clear agreement on key concepts (Harris, 2002; Helfert et al., 2002, Kohli et al., 1993, Narver and Slater, 1990 ). The basis of this concept is the significance of customer focus, therefore customer needs, wishes and individual circumstances (eg lifestyle) should be the main focus of market-oriented organization. Marketing orientation has three components: customer orientation, competitive orientation and inter-functional coordination.
From the researches found that marketing orientation is correlated with innovation beneficial growth, perceptions of service quality, excellence, high level of satisfaction and commitment of human resources, customer satisfaction and brand loyalty. There is less conclusive evidence on the relationship between MO and performance, but some researchers have argued that MO improves outcomes for service organizations (Pulendran et al., 2003).

In theory, schools that adopt the marketing orientation are more responsive to parents' requests, needs and desires of children and attentive to changing community needs, they focus on the needs of parents and their children and give priority to their satisfaction (Hanson, 1996; Pardey, 1991), advocates a proactive approach to customer requirements and focus on their total satisfaction and encourage continued innovation for the benefit of current and potential customers. Schools are encouraged to follow several important steps in carrying out their work:

1. marketing research and analysis environment;
2. marketing plan and strategy formulation;
3. developing and implementing marketing mix;
4. evaluation of the marketing process (Hanson, 1996; Kotler and Armstrong, 1999; Foskett, 2001).

From practical point of view, the principles of adopted marketing perspective required steps mentioned above, from the investigation of the needs of students and parents. Marketing Management will achieve its objectives only through focusing efforts on the knowledge needs, desires, expectations of students / parents and creation, communication and provision of value more effectively and efficiently than competitors. School is really oriented toward marketing and student by coordinating and integrating all activities through which meet better the demands of ever more selective, informed and sophisticated customers. The customer is the king. Successful schools will understand this and will be master of marketing, marketing thinking combining specific skills, demonstrating flexibility, capacity management and delegation of authority, necessary to intelligent management environment.

Holistic marketing orientation

Requires rethinking how to approach the market, new realities, in a broader and more coherent, with a louder voice, holistic marketing says that everything matters in marketing, citing not only need a real partnership between the organization, suppliers and distributors, creating a true team in order to provide the best value target markets, but even accepting the need, perhaps the biggest challenge, beyond working with consumers, a new type of organization, customer driven organization.

Pillars supporting the power this new building are: relational marketing, integrated marketing, internal marketing and socially responsible marketing.

Relationship marketing – can be viewed as a sum of relations, networks and interactions grown and developed long term, with all interested groups, which may influence directly or indirectly succesful school (Brown et al., 1994), creates the foundation for a beneficial relationship the parties, including the customer relationship management, CRM and PRM with partners. There are some who argue that RM is the foundation based on affinity marketing, which is the highest a true partnership with customers. A common finding,
resulting in global studies, refers to the important role of relationship marketing approach (RM) in developing and implementing marketing plan and strategy school. It assumes that attracting, maintaining and strengthening customer relationships is an important determinant of customer satisfaction to service. MR approach begins with a commitment marketing orientation (MO) and developing a customer-oriented organizational culture and focus on quality of service (Narver and Slater, 1990). Forms of MR have been observed in schools throughout the world (eg, Bell, 1999; Oplatka et al., 2002). Relational marketing approach that emphasizes the effort to build and manage directors good relationships with pupils, parents and community and create a great degree of satisfaction and wellbeing among these groups, is a tool that managers perceived it as significantly influential, they say the students, the school recommends others to the extent they are satisfied with their school, therefore, explicitly and clearly teachers need to begin marketing the first meeting with potential customers beyond the instructions on the curriculum there is another purpose of the school: to make students happy because a happy child brings his brother, friends and neighbors. Sometimes, especially in schools less than requested, relationship marketing includes activities to mobilize parents and students in marketing (telemarketing and open evenings organizing meetings in their homes, with directors and prospective parents).

Relationship marketing and word of mouth promotion are perceived by Israeli directors, as well as their UK colleagues as very important for school marketing purposes, they still seem to be insufficient for most of the managers who claim that schools should adopt, in general, formal marketing techniques if they are to survive in the new competitive environment.

**Fig. 1 Defining dimensions of holistic marketing**


**Integrated marketing** – talking more and enthusiastic about this topic that addresses issues of marketing mix, in terms of organization, marketing mix, the classical way of reflecting the myriad forms of organization of marketing activities, contains, according to McCarthy, the 4 P : product, price, placement and promotion to four general groups of elements, reflecting the view of the seller on all the instruments that can be combined to convince the customer by creating, communicating and providing value, Robert Lauterborn believes that the group of four P corresponds to the 4C group of customers, their characteristics are determined to add another 3 P in the mix-people, process and physical
evidence; last category mentioned Cowell, including culture and environment in which a service is delivered, by Bateson, they are matters of great importance in the school context, requiring effective management.

A true integrated marketing orientation in education avoid providing marketing myopia and will lead to the conversion of 7 W in the 7C, if the school will respond to targeted market or will exceed the actual offer value as a whole distinct benefits.

Tabel.1. Integrated marketing vs. traditional marketing

<table>
<thead>
<tr>
<th>7 P for educational services</th>
<th>7 C for educational services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product</td>
<td>Skills and qualifications</td>
</tr>
<tr>
<td>Price</td>
<td>Educational cost</td>
</tr>
<tr>
<td>Placing</td>
<td>Convenience</td>
</tr>
<tr>
<td>Promoting</td>
<td>Educational communication</td>
</tr>
<tr>
<td>Process</td>
<td>Students empowerment</td>
</tr>
<tr>
<td>Persons</td>
<td>Competent teachers / employees</td>
</tr>
<tr>
<td>Area school – facilities, physical evidence</td>
<td>Context, the academic context</td>
</tr>
</tbody>
</table>

Offers value for the customer (OVC) is a central component of operational marketing focused, differentiated and engaging, they can achieve by coordinating all marketing activities and decisions to maximize the expected effects.

Internal marketing plays an important role in creating, communicating and providing value, is the cornerstone of marketing educational services, care managers will ensure internal customer satisfaction and external customer satisfaction organization, a professor thanked turns into a real agent marketing. IM assumes that, on the one hand, various marketing functions work together as a real team and coordinated in terms of customer satisfaction, and on the other hand, all other departments to adopt customer orientation. In schools, this means not only communicating with internal clients, but also to involve all staff (support staff and teachers) to create market strategy. All employees need to share and feel that they have a role in further developing the school to increase the quality of services and be involved in promoting customer care and improve customer satisfaction.

Marketing with social responsibility – marketers are required, understanding the context of ethics, social, environmental, legal, etc. of steps and overall consequences they produce, even when an institution focuses its efforts on meeting the needs of consumers to achieve their objectives, there may be negative effects in society, it is micro-macro dilemma which can be beneficial for some organizations and consumers may not be for society as a whole. Marketers are obliged to be more responsible, as a basic principle of the organizations and major component of their brand-be it about environmental issues, integrity, morality, education, health, or any other area of interest.

The four quadrants of the square are four groups responsibility challenges schools must meet the constructive engagement to provide an expected response both target markets and communities to be addressed directly or indirectly through their work, it requires also a balance between the three types of global demands, often contradictory institutional success, satisfying consumers and public interest.
EXTERNAL RESPONSIBILITIES

Tangible steps

INTERNAL RESPONSIBILITIES

Intangible steps

Fig. 2. Responsibility square


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