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**THE ROLE OF HIGHER EDUCATION INSTITUTIONS
IN SHAPING THE INTELLECTUAL CAPITAL
IN LIGHT OF MARKETING INNOVATION**

THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN SHAPING THE INTELLECTUAL CAPITAL IN LIGHT OF MARKETING INNOVATION

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Abstract

The systemic approach implied by marketing innovation requires professional shaping of the intellectual capital. Innovation marketing shall fulfill its role on the basis of 5 i's principle. Fulfillment of those tasks requires specialists, thoroughly trained in marketing, management and in the theoretical foundations for innovative activity. The higher education institutions are responsible for preparing such specialists. The fundamental problems lie both in constructing adequate curricula and in training the instructors for using them in class. On the one hand, such program should derive from the logic of the processes of innovation; on the other it should draw from the rules of marketing and management. The necessary level and structure of the intellectual capital demands precise adaptation of such programs to consolidated actions within marketing innovation.

Keywords: marketing innovation, intellectual capital, marketing 5 I, Model from A to F , teaching programmes

Introduction

Intellectual capital is human, structural and client capital (Edvinsson, M. Malone, 2001). I assume this particular definition out of many definitions that can be found in literature on the subject, as it correlates with the issues of innovative activity, including the marketing of innovation. Human capital for innovation is knowledge and skills held by a person able to formulate ideas and innovative concepts, select them, implement and commercialize. Structural capital in relation to innovative activity is the totality of management and organizational issues allowing and conducting this activity. Client capital can now (and in the future) be treated as a part of human capital for innovative activity, as it participates in co-creation of innovative ideas and concepts, in their selection, implementation and commercialization and influences management and organizational issues. Treating client capital as a part of human capital is an expression of empowerment of this activity.

The essence of marketing of innovation as a part of innovative activity

Marketing of innovation is a part of innovative activity. It is understood as a social and management process, which is supposed to support the creation, offering and exchange of new research and technical solutions for practical applications and their implementation. The goal of these implementations is rationalization of the activities of people and companies, leading to their development and competitiveness and eventually to improve the quality of professional and private life of members of the society. Marketing of innovation also covers innovations in marketing, however, it is a much broader term. The social process shows that innovative activity is a continuous process, it results from social needs for securing both individual and social needs. The process has to be organized, its particular stages have to be harmonized and coordinated, that is, it has to be managed. Not only all participants, but the whole society are beneficiaries of innovative activity. The subject and the offered benefits that innovative activity brings are associated with the indication that marketing of innovation has to take into consideration both positive and possibly negative effects, both in the short and the long term. Through proper offering of the effects of innovative activity, generally always positive, it becomes more credible and above all more needed and socially accepted.

Levels of marketing of innovation

Marketing of innovation concerns different levels of management of innovative activity on the micro and the macro scale. Thus, it concerns the whole system of innovation of a country, region, or individual institution, including its components, that is, instruments or mechanisms for directing this activity, stimulating it and eventually checking the achieved results.

On the macro level (NSI) the general directions and priorities of innovative activity are outlined. The scope of problems associated with these priorities is broad, as the point is to determine what and why, who with whom, when and where, using what means they should be carried out.

Similar problems appear on the medium level (RSI), however, to a much smaller extent, because at this level much greater empowerment of this activity takes place.

Micro level covers particular companies and innovative projects. This is the level at which particular implementations resulting in particular innovations subject to commercialization take place. Ph. Kotler i F. Trias de Bes (2010, p. XV) regard strategic planning for innovation, innovative processes, innovation indicators and creative culture as a complete system of innovation on the level of companies. Elements of this system support and strengthen each other providing an effect of synergy in form of high level of efficiency of the whole implementation process.

Ways of taking advantage of the marketing of innovation

It is possible to distinguish between at least three approaches to the utilization of the marketing of innovation to managing innovative activity.

The first approach would take place on the macro level, where strategic decisions with regard to the most important issues in innovation policy, for a country, for a solution are made. The society is informed about these decisions. The sources of these messages are bodies formulating them (parliamentary commissions, ministries and other central bodies) and the information channels are conferences and symposia, media, various decrees and in a way also the system of education. These messages in form of problems that have to be solved included in the directions of development of innovative economy can be treated as supply on the market of innovation from the perspective of marketing. Potential recipients of problems that have to be solved are scientific and commercial institutes, or teams taking up the challenge of solving these problems. These recipients constitute in a way the side of demand. What is important

here is that they need to have a particular potential to solve these problems. On the market of innovation understood this way there can be three situations:

- a. There are problems that need to be solved, but there is no human potential to solve them;
- b. There are many willing to solve problems, but the problems are not precisely defined and not approved for solving, moreover usually there are insufficient resources for solving them;
- c. There is a balance between problems to be solved and those willing to solve them (this is a perfect situation).

The goal of marketing of innovation is to identify both the senders and the recipients of problems to be solved, together with exposing the potential effects expected from the solutions to problems. These effects are generally promises with mainly positive connotations. As the effects are diversified, they emerge at varied times and in varied space. For this reason, it is rather hard to define them. A problem for the marketing of innovation is skillful organization of marketing activities, including advertising campaigns, which should include defining the supply of problems to be solved and the demand, that is, those willing to solve problems, channels of marketing messages and what's most important — the content of these messages, the content that would contain varied effects of the implemented innovations and above all, would build and strengthen social awareness of innovation.

The second approach to the utilization of marketing of innovation in managing innovative activity takes place on the level of implementation of innovative processes, that is, in scientific units, including universities in the so-called bridge units and mainly in commercial entities and non-profit organizations, that is, in the places where innovative projects and processes are being carried out. Each of the processes consists of a few stages. Most often they are the stages of:

- formulating innovative ideas and concepts;
- selection, that is, choosing ideas for implementation;
- formulating the detailed goals of implementing innovation -means and methods for implementation;
- formulating the scope and the manner of conducting implementation works and
- works associated with commercialization.

At each of the stages particular effects are generated. They take the shape of documents, utility models, prototypes, which can usually be used in each subsequent stage, or may constitute the subject of commercialization. The final effect of an innovative process is a particular innovation satisfying the needs of companies and their employees,

as well as of direct consumers (clients). The subject of activities of marketing of innovation is the whole innovative process, treated as a whole, regardless of the unit in which a particular stage is being carried out and the main goal of the marketing of innovation is highlighting the diversity of effects generated at every stage of implementation. The effects are varied in time and space, creating the value of innovation. For example, processes associated with the implementation of nuclear energy bring direct results in form of obtaining cheaper electric energy. In course of implementation of innovative processes other effects, in form of accumulation of knowledge, skills and experiences, new patents, are achieved. Moreover, new faculties, or specializations are established at universities (for more information see L. Białoń, pp. 50–52).

The concept of marketing of innovation also involves that working on the implementation of ideas, it is necessary to highlight the work needed to achieve the final effect in form of particular innovation, as well as the effects of using it in the short term and in the long perspective.

In course of marketing activities for the benefit of innovative economy, we cannot skip communicating about the diverse results and effects. Informing about possible negative effects, it is necessary to highlight the fact that they constitute problems to be solved in the nearest future.

The third approach in the understanding of the role of marketing of innovation in the process of managing innovative activity is most general in character, but it may turn out it is the hardest to implement. This stems from the fact that innovativeness is not a phenomenon which is easy to grasp or understand, so that broad groups of the society could easily agree with the conclusion that it is needed (Zadura — Lichota 2013, p. 10). This is about the social awareness of the need for innovation and their participation in creating innovations. I think that marketing of innovation should play a major role in the formation of social awareness of innovativeness. Numerous research results prove that such awareness is missing among managers at various levels of innovative activity management.

What requires basic diligence is the way of informing the society about the issues of innovativeness, that is the choice of both the contents of messages and information channels. It is necessary to remember that it is impossible to describe innovations by means of indicators alone. It is worth focusing on the effects of implementing or not implementing innovations, especially those which directly raise the quality of life, mainly health and the possibility of communication between people.

Undoubtedly, working out efficient programmes of dialogue with the society aimed mainly at raising the society's innovation awareness and encouraging the society to exert pressure on accelerating innovative activity requires important and innovative work.

Assumptions for building programmes of implementation of the marketing of innovation

The programmes for the implementation of marketing of innovation should be described based on three assumptions.

1. Assumptions of the marketing of value 3,0 (Ph. Kotler, 2010, r. 1 + 2);
2. Assumption 5 I of Ch. Gronsoon (G. Sobczyk, 2009, p. 232–238);
3. Assumptions of relational marketing 11 C (h. Gordon, 2001, p. 98–101).

The concept of marketing of value is the effect of evolutionary changes in the environment and thus changes in consumers' behaviours. These changes caused the formation and the popularization of the idea that human constitutes the highest value. This means that companies, to a greater extent than before, focus in their marketing activities on the affairs of human "in general" and the improvement of his life and not just on the consumer as the recipient of the effects of their activities. This concept has been called by Ph. Kotler marketing 3.0 (marketing of value), as opposed to marketing 1.0 which focuses on the product and marketing and marketing 2.0 which focuses on the consumers. Even though marketing 1.0 and 2.0 will still be applied, general changes in technology, business, issues of environment influence the need to apply new marketing concepts situated within the concept of marketing 3.0. For the marketing of innovation, especially on the highest level (NSI) this means that the target of all marketing activities, mainly in the contents of marketing messages will be human as the main beneficiary of innovative activities. He will be simultaneously an active participants of not just marketing campaigns, but also age concepts for innovative activities. Thanks to taking advantage of the rules of marketing 3.0. he will better understand the concepts and need of innovativeness, as the goals of both kinds of activities are convergent. An important issue for the marketing of innovation is highlighting the effects of not just the implemented innovations, but also situations in which innovations don't get implemented.

Taking into consideration chosen assumptions of marketing mentioned here, which are general in character, I can see particular usefulness of marketing 3.0 on the most general level, that is, in case of third approach to the utilization of marketing of innovation described in the previous point.

What is useful in building programmes for the implementation of marketing of innovation is concept 5 I (identification, individualization, interaction, integration, integrity). Identification understood as learning about the client, his

characteristics and needs for the purpose of harmonizing them with the possibility of satisfying these needs. Individualization is associated with adapting the offer to the original needs of particular users, identifying technological and management gaps for the purpose of better implementation of innovative solutions. Interaction is a dialogue between institutes representing supply and demand for innovative solutions. Integration involves striving to mutual recognition of needs and the possibility of satisfying these needs. Integrity means giving emotional value to relations and is associated with achieving mutual trust and loyalty. The implementation of innovation becomes a natural, common effort aimed at achieving success.

Concept 5 I focuses on harmonized cooperation of the participants of innovative processes and mainly on the cooperation between business units and scientific units. The space in which the marketing of innovation revolves is better defined than in the concept of marketing 3.0. that's why it seems that its application may refer mainly to regional systems.

Concept 11 C raises the importance of detailed relations mainly between business units and units from the sphere of science. In fact, it is possible to conclude that these relations constitute an extended view of marketing mix — 7 P in a dynamic perspective. In the marketing of innovation there are the following elements of relation (L. Białoń, 2008, p. 221):

1. Client;
2. Categories of products;
3. Resources and skills
4. Cost, profitability and value;
5. Control over processes from contact to settlement;
6. Cooperation and integration;
7. Individualization;
8. Interactive communication — positioning;
9. Client's assessment of the supplier;
10. Care about the customer;
11. Chain of connections.

For the purpose of building tools with consideration of marketing 3.0 in relation to individual organizations relational marketing may prove particularly useful.

Universities and training specialists in the area of marketing of innovation

The highlighted problems associated with general assumptions of marketing of innovation require specialized, properly prepared intellectual capital, especially human capital. Specialists taking care of particular functions in the system of innovative activity have to be characterized by high level of knowledge and skills in at least three areas: marketing, management and the area of theoretical foundations of innovative activity. What is also necessary is knowledge from the area of psychology, ethics and philosophy from the point of view of utilizing it for innovative activities.

Undoubtedly, universities should play fundamental role in preparation of human resources for the needs of innovative economy, including the marketing of innovation. However, this leads to the question — how should we educate specialists in the discussed area, in order to secure the capacity got carrying out such complex and hard tasks.

It is necessary to distinguish between three levels of education in the system of universities and a few paths for obtaining knowledge, skills and experience in the system outside universities.

In the system of universities we should distinguish the following:

- a. General level, at which the student gains general knowledge from the above-mentioned area, usually in form of lectures. On the general level it would be advisable to form scientific and technical sense, systemic thinking, the ability to build networks of relations, flexibility and discipline;
- b. Detailed level, at which the student gains specialist knowledge at his chosen specializations with the elements of the ability to use this specialist knowledge. Along with lectures, another developed form may be workshop or laboratory work. On the detailed level it would be advisable to take a look into the issues of free management in ambiguous situations, learn the skill of coping with lack of acceptance, forming traditional leadership skills. Workshops should constitute the main didactic form. This issue will be presented in more detail in further part of this work.
- c. Higher level at postgraduate and doctoral studies, where the student creates new knowledge, sets new directions of scientific research in the area of managing innovative activity. On the third level it is necessary to master the skills of creating new ventures, combining scientific discoveries with market conditions, the ability to notice ties between various opportunities, the ability to expand opportunities thanks to creative thinking combined with in-depth knowledge about new, emerging segments of the market.

The above-mentioned three levels of education are the key to acquiring more specialized knowledge and skills in specialized national and foreign centres which have experience in creating and promoting innovative activity, however, without this fundamental knowledge, further education is less effective.

Among particular skills that should be learned, not only at universities, but also outside the system of universities, there are: ability to manage finances and budget, training in the area of interpersonal relations, ability to assess the chances in terms of economic, market potential, as well as the ability to work at the position of innovation director. The mentioned skills require substantial experience both when you achieve success and when you fail.

Innovative activity is the area of human activity, which is changing very fast and in this area it is necessary to gain experience very fast and at the same time expand one's knowledge.

Carrying out the mentioned levels of education it is necessary to answer the question — what distinguishes “innovators” from other members of the society? J.H. Dyer, H.B. Gregersen and C.M. Christensen (H.B.R. 11/2010, pp. 67–79) identified five abilities, which distinguish most creative managers. According to them, among these abilities there are: building associations, asking provocative questions, observing, experimenting and networking. All the skills mentioned above can naturally be trained in the didactic process at universities. Out of these five distinguished skills, the ability to ask provocative questions is regarded as the most important one. This ability is formed in course of studies.

Perfecting skills in the area of implementation of innovative activities, including the marketing of innovation, can take place also in companies, especially big ones, in form of various trainings. Undoubtedly, such trainings aimed at forming specialists for solving problems with innovative activity should be organized in institutes from the sphere of science, or at non-governmental organizations. G.C. O'Connor, A. Corlett and R. Pierantozzi (H.B.R. 11/2010, pp. 63–64) on the basis of conducted research came to the conclusion that even though companies declare that they are involved in innovativeness, most of them are unable to organize formal structures necessary to carry out innovative programmes and lead to their success. They are also unable to provide them with support.

A particular way of gaining knowledge and skills is cooperation between scientific and commercial institutions, or participation in implementation of international research and development programmes. An example of such cooperation is the Institute of Aviation. Namely, an Innovation Centre (Engineering Design Center) was

formed. The Centre means better access to universities, to potential candidate employees, and the possibility to stimulate better adaptation of academic programmes to the needs of the market. At the same time the Institute of Aviation gained access to the latest solutions, global trends in technology, as well as to modern management methods (M. Nizik, H.B.R. 11/2010, pp. 58–59). Already in the nearest future we will witness dynamic development of cooperation between national and foreign institutes. In order to participate in such cooperation, it is necessary to have basic knowledge from the area of innovativeness, which should be provided by a university, mainly management school.

The concept of preparing specialists for innovative economy can be presented in form of an airplane, highlighting the significance of its particular elements.

Picture 1. Preparing staff for innovative economy



Cockpit is the place where education programmes are prepared. This place is occupied mainly by universities. The left wing illustrates institutions conducting scientific research and education and the effect of this work is accumulation of knowledge. The right wing is the place of operational activity and its effects is accumulation of skills. The stabilizer collects information about national and international trends in the area of new directions of research and education. In the body there are two groups of users and taking into consideration the metaphor applied here — airplane, these are airlines and direct users (passengers). Along the middle of the body walks the leader of marketing of

innovation, who collects the opinions of users, creators of knowledge and skills, as well as information about trends and passes them on to the cockpit for the purpose of continuous improvement of education programmes aimed at forming intellectual capital and in particular human capital. Finally, using another analogy with aviation, we may conclude that the marketing of innovation plays the role of air traffic controller. The role is associated with great responsibility. Just as air traffic controller, innovation marketer should have a view of the whole space — social, economic, moral, psychological, etc. Moreover, he has to think ahead all the time, have foresight. He has to constantly analyze situation in the area of innovativeness. This whole process of navigation is based on a specific intellectual capital, which can be obtained thanks to education, including university education.

From A to F' model as a basis for creating education programmes for innovativeness on the level of companies

Proposing educational programmes, it is also necessary to take into consideration the "From A to F" model of innovative process. This model was proposed by Ph. Kotler and F. Trias de Bes, (2013). In this model the roles served at various stages of the innovation process are highlighted and marketing activities are structurally associated with each of these roles. The authors distinguish the following roles: A — activators, B — researchers, C — creators, D — developers, E-executors and F — facilitators.

The role of activators is to define initial assumptions of innovative processes, which determine general strategy of company development. Company management, stakeholders, employees and the scientific environment participate in it.

The task of researchers is collecting information, especially the diagnostics of innovativeness. This information concerns both the characteristics of particular processes, social and market trends and information associated with innovation paths. In short, researchers provide information about the need for innovations and prospects for carrying out these innovations, taking into consideration the capacities of science and the potential of companies.

Creators are people who formulate ideas in the whole innovation process, at all its stages. They should be prepared with regard to techniques of formulating these ideas. They should be characterized by imagination, high IQ and the ability to influence the environment.

The role of developers is transition from concepts to implementation, that is, transforming a concept into innovation with a focus on innovation that can be sold. R&D employees, salespeople or engineers can be developers.

Executors are responsible for actual implementation of innovations to the market, thus they play to the greatest extent the role of a marketer.

Facilitators approve the necessary expenses, choose the best options for implementation, move the process of innovation forward, help the team move ahead, when it gets stuck, give the final "green light" for launching a product or implementation of an innovation (Ph. Kotler, op. cit. 2013, p. 147). Facilitators serve the function of "guardians" of effectiveness of the whole innovation process. Moreover, they should foresee the possibility of failure.

It is an obvious issue that the mentioned roles are in a way integrated, mutually complementary, creating a certain system of roles necessary at each phase of the innovative process and the process as a whole. This system of roles can actually fit into the term of the leader in marketing of innovation.

The briefly drawn-up roles played in the innovative process require diversified knowledge, as the innovative process requires interdisciplinary approach and specific skills. Here a question comes up: Can universities provide the above-mentioned participants of the innovative process with the necessary knowledge and skills? As I have already mentioned earlier, this is not fully possible and the thesis can be verified by empirical research. I think that universities, especially faculties of management have to face this challenge sooner or later. Especially on the detailed level a university of management can deliver knowledge associated with serving roles in the innovative process. This knowledge and especially skills and experience will be enriched both in practice and at specialist courses, but after gaining basic knowledge at the first level of education.

The role of the leader of marketing of innovation is missing from the group of the roles discussed above. As has already been mentioned, this particular role integrates all roles names by the cited participants of the innovative process. These roles refer to a particular company, whereas the role of the leader of marketing of innovation takes care of integration of many innovation processes of companies and research-development units and its activity contributes to facilitating innovative processes through eg. more efficient flow of information on the line: market — research and development units including universities — business entities.

The presented roles in the innovative process can be boiled down to three main roles: creator, innovator and entrepreneur. Table 1 presents the personal characteristics, forms in which they are expressed, directions of their implementation

and finally the knowledge needed to serve these roles and education programmes, as well as subjects, which can provide foundations for the knowledge and skills and give a basis for further improvement. Identification of personal characteristics and the identification of qualities of particular stages of innovative processes is an important message in educational programmes concerning the issues of innovation.

Table 1. Education programmes and the characteristics of creators, innovators, entrepreneurs

Main roles in the process of innovation	Personal characteristics	Conditions for implementation	Manners of expressing traits	Education programmes	Needed knowledge
1	2	3	4	5	6
Creator	<ul style="list-style-type: none"> ● Inquisitive ● Intelligent ● Willing to change ● Sensitivity ● Openness ● Independent thinking ● Independence ● Temperamental??? ● Far-sighted <p>Creator is: ingenious, communicative, observant, original, creative, spontaneous, open to changes</p>	<ul style="list-style-type: none"> ● Education ● Family environment, upbringing patterns ● General standard and style of life ● Mobility ● Style of work ● Trust ● Appreciated values ● New media and technologies ● Organizational cultures 	<ul style="list-style-type: none"> ● Ideas ● Publications ● Giving interviews ● Participation in conferences and seminars ● Taking part in discussion ● consulting 	Aimed at raising the dynamics of innovativeness	<p>General — philosophy, sociology, psychology, logic, ethics, ecology.</p> <p>Knowledge about development trends</p>
Innovator	<ul style="list-style-type: none"> ● ability to implement changes ● passion ● determination ● knowledge ● wisdom ● resolve ● consistency ● meticulousness ● ability and will to learn ● vision 	<ul style="list-style-type: none"> ● access to finances ● good implementation team ● high innovative culture ● possibility of making changes ● favourable conditions in organizations for introducing changes ● experience ● ability to act 	<ul style="list-style-type: none"> ● Recognizability of sources of financing ● negotiation skills ● implementation works ● presentation of one's achievements ● building innovative culture 	<p>Focus on raising the dynamics of innovativeness.</p> <p>Education focused on problems, interdisciplinary character</p> <p>Foundations of innovativeness</p> <p>Managing innovative economy</p>	<p>Economy, management, Marketing, Law, Physics, Psychology Ecology, Specialist knowledge from the area of innovativeness,</p> <p>Knowledge about management</p>

cont. table 1

1	2	3	4	5	6
Entrepreneur	<ul style="list-style-type: none"> ● readiness to take risk ● readiness to learn constantly ● empathy ● ability to listen ● resolve ● feeling of ownership ● energy in action ● consistency ● perseverance ● resistance to stress ● ability to overcome obstacles ● organizational abilities ● prudence ● resolution ● self-disciplined ● ability to build organizational culture ● leadership 	<ul style="list-style-type: none"> ● knowledge of and abiding with the law?? ● cooperation with units from the environment ● ability to establish contacts ● negotiation skills ● gaining trust, noticing technology and management gaps 	<ul style="list-style-type: none"> ● Attracting investors ● establishing relations ● substantiating effects: economic, ecological, management ● visible development 	<p>Focus on raising the dynamics of innovativeness</p> <p>Business Plan Controlling Organizational behaviours Case Study — real, simulated, Negotiations</p>	<p>Economics Detailed economics</p> <p>Management Accounting Marketing Finances Psychology Ecology Law More detailed specialist knowledge</p>

Source: Own materials.

As it is possible to notice, some traits of creators, innovators and entrepreneurs mentioned in table 1 come up more than once. It could be said that an innovator should have the same traits as a creator and some additional traits mentioned with regard to him. The same could be said about entrepreneur. With regard to him, the list of characteristics is long, as it is the sum of characteristics of the creator, innovator and additionally the entrepreneur. The required knowledge, as the table shows, is broad. It is formulated in greatest detail? For the entrepreneur. I shall also add that a leader of marketing of innovation should have at his disposal the knowledge of all three mentioned different actors of innovative processes, combined with expert knowledge, which is created on the basis of practice of innovative activity. The obtained knowledge and skills in the size presented above entitles to taking management positions on various levels of innovative activity management.

The role of universities in the development of the above-mentioned traits is one of the most important roles, as it provides foundations for building the awareness of innovativeness.

Organizational structure for the marketing of innovation

Integrated marketing activity covering all stages of the innovative process combined, that is, marketing of innovation, requires implementing an organizational unit that would gather specialists from various areas, above all, marketing specialist, economist, engineer and manager. The task of this team, apart from communicating about innovative ideas and ventures, according to the problems with utilization of marketing of innovation (3 levels) as presented in this lecture, is investigating needs for innovations and the possibilities of satisfying these needs, segmentation of the market of innovation etc. This should be a unit covering the problems of all participants of the innovative process, thus, both units from the sphere of science usually representing the supply of solutions for application in practice, as well as the implementing units expressing demand for these solution and in short a unit supporting the transfer of knowledge to economy (for more information see — L. Białoń, 2011). University, mainly management universities are predisposed to provide knowledge which constitutes a foundation allowing innovation management, knowledge which becomes a door to further education and improving competences in the area of implementing the rules of innovativeness, knowledge which enables building the awareness of innovativeness.

Tasks from this area carried out well by universities, especially within the scope of preparing managers for managing innovative economy, also for the purpose of marketing of innovation can be a great competitive advantage on the educational market.

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