

DEVELOPING A CONCEPTUAL FRAMEWORK FOR (EDUCATIONAL SERVICE) MARKETING COMPETENCIES OF FACULTY MEMBERS

DESENVOLVENDO UMA ESTRUTURA CONCEITUAL PARA (SERVIÇO EDUCACIONAL) COMPETÊNCIAS DE MARKETING DE MEMBROS DO CORPO DOCENTE

DESARROLLO DE UN MARCO CONCEPTUAL PARA LAS COMPETENCIAS DE MARKETING (SERVICIO EDUCATIVO) DE LOS MIEMBROS FACULTADES

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ABSTRACT: The present study was to establish a conceptual framework for faculty members' personal marketing (training services) competencies. Assuming that universities are the highest institutes of learning with the aim of promoting knowledge transfer, providing human resource training in various fields of science and technology, providing higher education and research services; They need competent faculty members to achieve these goals. In this qualitative study, documentary analysis was used to evaluate all books, print and electronic resources and resources in the fields of marketing and branding, using note-taking forms as data collection tools. Qualitative analysis and further coding were used to analyze the data. The results of expert opinions also showed that one of the most important personal marketing competencies of faculty members is a significant relationship between knowledge competencies and behavioral competencies.

KEYWORDS: Educational process. Higher educational institutions. Innovation. Pedagogical support. Modernization.

RESUMO: *O presente estudo teve como objetivo estabelecer uma estrutura conceitual para as competências de marketing pessoal (serviços de treinamento) dos docentes. Partindo do pressuposto de que as universidades são os mais altos institutos de aprendizagem com o objetivo de promover a transferência de conhecimentos, proporcionando a formação de recursos humanos nos diversos campos da ciência e tecnologia, proporcionando ensino superior e serviços de investigação, elas precisam de professores competentes para atingir esses objetivos. Neste estudo qualitativo, a análise documental foi utilizada para avaliar todos os livros, recursos e recursos impressos e eletrônicos nas áreas de marketing e branding, utilizando formulários de anotações como ferramentas de coleta de dados. A análise qualitativa e posterior codificação foram utilizadas para analisar os dados. Os*

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resultados das opiniões dos especialistas também mostraram que uma das competências de marketing pessoal mais importantes dos membros do corpo docente é uma relação significativa entre as competências de conhecimento e as competências comportamentais.

PALAVRAS-CHAVE: *Processo educacional. Instituições de ensino superior. Inovação. Suporte pedagógico. Modernização.*

RESUMEN: *El presente estudio tuvo como objetivo establecer un marco conceptual para las competencias de marketing personal (servicios de capacitación) de los miembros de la facultad. Asumir que las universidades son los institutos superiores de aprendizaje con el objetivo de promover la transferencia de conocimiento, brindando formación de recursos humanos en diversos campos de la ciencia y la tecnología, brindando servicios de educación superior e investigación; Necesitan miembros de la facultad competentes para lograr estos objetivos. En este estudio cualitativo, se utilizó el análisis documental para evaluar todos los libros, recursos impresos y electrónicos y recursos en los campos de marketing y branding, utilizando formularios de toma de notas como herramientas de recopilación de datos. Se utilizaron análisis cualitativos y codificación adicional para analizar los datos. Los resultados de las opiniones de los expertos también mostraron que una de las competencias de marketing personal más importantes de los miembros de la facultad es una relación significativa entre las competencias de conocimiento y las competencias conductuales y conductuales.*

PALABRAS CLAVE: *Proceso educativo. Instituciones de educación superior. Innovación. Apoyo pedagógico. Modernización.*

Introduction

Introduction and Statement of the Problem

In recent years, marketing for the supply of items other than goods, including educational services has become more widespread. Regarding the orientations of the world's activities towards services, marketing managers are required to improve their knowledge of innovative marketing strategies, including those for personal (educational service) marketing.

Universities and higher education institutions continuing to be the top centers for thinking and science development within society, also play a key role in promoting science and accelerating intellectual, religious, cultural, and political movements due to the presence and activities of thinkers, researchers, scholars, and students. In this sense, the more the faculty members of different academic disciplines in each country can provide their services with higher quality, the more the development and progress of that nation will accelerate.

Educational services refer to essentially intangible activities with no ownership, which can transfer from one person to another. Such services have four key features of being

intangible, indivisible, variable, and mortal, whose significant demands are for adopting certain policies. Marketing managers must thus strive to provide ways to maximize the tangibility of such services and increase their productivity.

Although the concept of personal marketing has been recognized at numerous levels in the related literature, it still suffers from theoretical inadequacy. Most investigations on individuals' job skills have been merely concentrated on science and business skills. Nevertheless, personal marketing, particularly its different dimensions, has not been reviewed in depth. Such studies can reveal how faculty members prepare for maintaining and developing their jobs (effectively through acquiring and selling skills, abilities, and knowledge) and the way this type of marketing leads to a personal brand (ROOSTAI *et al.*, 2015). Accordingly, the goal of personal marketing is the creation of a strong personal brand. Therefore, faculty members are today among increasingly important elements in marketing (SEYED JAVADIAN *et al.*, 2010), to the extent that their brands have become an independent academic discipline in scientific circles. In terms of economy and strategies, brands are among the valuable assets of organizations and even literally the most appreciated ones (DEHDASHTI SHAHROKH *et al.*, 2012). Besides, branding is a very practical strategy to be distinguished and to secure products and services in the market (USAKLI; BALOGLU, 2010). In view of that, branding has been further considered in the service sector by numerous researchers (JAVA; CLIQUET, 2012).

In this respect, Sanayei *et al.* (2016) investigated the role of brand personality on consumer behavior along with the challenges facing branding in Asia and found that brand equity had been among the most common concepts used by academics and marketing agents over the last decades to fulfil this competitive advantage. One of the reasons for this reputation was the strategic role of brand equity to gain competitive advantages and to make strategic decisions by faculty members. Therefore, brand equity can be the right criterion to evaluate the long-term outcomes of marketing decision-making if it is precisely measured.

Ramezani *et al.* (2019) in their research on market orientation in higher education based on the analysis of the function of marketing also identified the effectiveness of causal, interventional, and underlying conditions in higher education. In this sense, structural, managerial, and administrative factors, no transparency, inadequate knowledge of marketing in higher education, and educational factors as causal conditions, along with political, economic, and sociocultural factors as functional conditions for intervention and coordination, plus the elements of marketing effectiveness as the underlying conditions were determined. Moreover, the redefinitions of policymaking and planning in higher education, internal and

external marketing management, market orientation, management and planning, pricing principles, and uses of new technologies were presented as practical strategies. If such processes could be implemented, the establishment of a marketing system in higher education would have consequences such as income generation, improved scientific ranking, and localized administration in these centers.

Likewise, Haghtalab (2019) in a descriptive study reflected on marketing services and stated that marketing had become widespread in recent years for the supply of items other than goods, including educational services. Such services were essentially intangible activities without ownership, which could be transferred from one person to another. These services also had four key features of being intangible, indivisible, variable, and mortal, whose significant demands were for adopting certain policies. Marketing managers were also required to strive for providing ways to maximize the tangibility of such services and increase their productivity. Given the variations in such services, managers also needed to standardize their quality. Moreover, they had to make a balance in supply and demand regarding the mortality of these services. In addition to the above-mentioned requirements, this study had shed light on internal marketing strategies and the mutual ones by educational organizations and then reviewed the development of competitive advantage to offer services and improve educational services efficiency.

As well, Haji Aliakabri *et al.* (2018) examined the factors affecting educational service marketing development through the application of the three-branch theory in technical and vocational education and training with a mixed methods research design of exploratory type and field method. The study population included all professors, administrators, and lecturers of the University of Applied Science and Technology and the technical and vocational education and training centers based in the city of Tehran, Iran, selected using the purposive and snowball sampling methods. To design the conceptual framework of the research, the three-branch theory was also utilized. The study results obtained from the researcher-made questionnaire led to the identification of a total number of 10 factors affecting educational service marketing development in technical and vocational education and training following the completion of some interviews. Therefore, educational services and products were nominated as the most important factors affecting educational service marketing development in such centers.

Developing a conceptual framework for entrepreneurial competencies of faculty members in the case study of Shahid Beheshti University in Iran in this line, Hosseini *et al.* (2018) recruited qualitative research with an exploratory nature within four phases. At the

first phase, 17 faculty members as entrepreneurs involved in Shahid Beheshti University were interviewed about behavioral events. After data analysis through content analysis, 69 entrepreneurial sub-competencies were obtained, which were then placed into nine core entrepreneurial competencies in the second phase with the aid of focus groups. Such competencies included opportunity, commitment, communication, management, compromise, advancement in the roles of faculty members and entrepreneurs, development and learning, business, as well as strategic and technical competencies. In the third phase, the interview findings were filtered and validated via the two-step Delphi method. Then, the interrelationships between the core entrepreneurial competencies were explained using interpretive structural modelling. The results showed that strategic competency was the most influential one, which could have direct or indirect effects on other sub-competencies. These findings could be the basis for designing entrepreneurial competency development programs for faculty members and contribute to the growth of future research in this field.

Hashemi *et al.* (2018), presenting an assessment model for competencies of faculty members at Islamic Azad University in Fars Province, Iran, to improve the quality of this university, also used a descriptive survey of the applied type to conduct a comprehensive review of the related literature and develop a theoretical and conceptual framework in this study. The statistical population was the opinions of educational stakeholders including faculty members, supervisors, and students (namely, clients) at 24 operating branches of Islamic Azad University in Fars Province by about 125,000 people, wherein the sample size was determined using the cluster random sampling method by 380 individuals (based on Krejcie and Morgan formula). The main data collection tool was a researcher-made questionnaire. As well, descriptive and inferential statistics (including, factor analysis, Wilcoxon signed-rank test, and Friedman test) were exploited. The study findings led to designing a competency assessment model for faculty members (comprised of the main dimensions, the components of competency assessment, and the competency assessment indices for faculty members). Assessing the status quo from the perspective of the stakeholders and faculty members also revealed a favorable situation, in terms of the dimensions and components of skill-, value-, role-based, and individual competencies. Regarding the functioning and its sub-components, the status quo was not favorable but lower than average. The results of the ranking and assessment of the competencies among the faculty members were respectively related to skill-based competencies with the highest priority and the functional dimension with the lowest ranking.

In a study on the importance of personal branding in social media through educating students to create and manage their personal brands, Johnson (2017) correspondingly reflected on the value of the development, maintenance, and promotion of personal brands. The study results also showed that the students needed to work with different platforms to communicate with others' personal brands.

Kucharska (2017), in a study on sharing tacit knowledge and personal branding, examined the capacity of personal brands to act as natural factors for sharing knowledge. The results of this study revealed that tacit knowledge along with objective knowledge, innovation, communication, and cooperation was a factor affecting competitive advantage in the network economy.

Furthermore, Roostai *et al.* (2015) investigating the role of personal branding in the development of a career path shed light on the concept of personal branding and how it could impact people's personal lives. The findings demonstrated the presence of separate strategies for each target company and certain aspects of personal branding demanded special attention, and even development operations, new measures, and innovative methods had to be used.

As a whole, there is the need to develop personal marketing skills among faculty members in both practical and theoretical domains (CLARK, 2011; TAYLOR; REGE, 2003; LAIR *et al.*, 2005). In today's competitive job market, holding a degree and serving as a faculty member is not enough to ensure the security of jobs in academic centers. All individuals are thus expected to have the right personal marketing skills to prove that they are really good and worthy for the jobs. In the same way, faculty members also express their concerns about job skills and demand more information regarding personal marketing. They are even concerned about increased opportunities for employment and possible deprivations (ROOSTAI *et al.*, 2015). Personal marketing may thus equip faculty members with a collection of competitive skills and tools, which can be helpful not only in their current jobs but also in the changes in their career path and expansion of commercial jobs. In conclusion, over the past two decades, personal marketing has become a subject in a wide variety of publications including self-guides, consulting services, as well as websites focused on job hunting and professional development.

Therefore, reflecting on this subject for a community putting forward theories for other jobs but ignoring contents and competencies of teaching and being a faculty member is of utmost importance. To the best of the authors' knowledge and according to the searches in scientific databases, no seminars and conferences have been so far held on income generation for faculty members and studying how to do marketing in this profession with reference to the

searches in the national conference databases of Irandoc and Civilica. Assuming that faculty members have higher levels of knowledge and even science expertise and they are potentially powerful individuals with high intelligence quotient (IQ), the main research question addressed was: “What are the factors affecting personal (educational service) marketing of faculty members in the presence of competitors, the elite, and influential people?”. Therefore, given the importance of this issue and the gap in the research in the field of personal marketing by faculty members and the effective factors, the present study was to develop and examine a conceptual framework for personal marketing competencies of faculty members and its dimensions.

Research Methods

This qualitative study was completed using documentary analysis of all books, references, and print and electronic resources in the fields of marketing and branding, using note-taking forms as data collection tools. Qualitative analysis and coding were further utilized to analyze the data. At first, the examples of personal marketing were extracted from the books, references, and print and electronic resources, and then the set of extracted components were classified, and the most important ones associated with personal marketing competencies of faculty members were presented in the form of a conceptual framework.

Findings

Firstly, the examples of personal marketing competencies of faculty members were extracted from printed and electronic resources using note-taking forms. Then, all the words, phrases, and statements in relation to personal marketing cited in books, articles, and research papers presented at international and national conferences were extracted. Ultimately, based on documentary analysis, a list consisting of 34 examples was established, as depicted in Table 1. These examples were further divided into three domains in Table 2, including knowledge, skill-based, and attitudinal and behavioral competencies.

Table 1 – The examples of personal marketing in expert opinions

No.	Examples	Authors
1	Identifying opportunities and market/consumer needs	Dargi <i>et al.</i> (2011)
2	Generating new ideas	Dargi <i>et al.</i> (2011)
3	Enhancing customer satisfaction and estimating market demands	Dargi <i>et al.</i> (2011), Roostaie <i>et al.</i>

		(2015)
4	Making decisions based on facts but not speculations, updating information, and improving service quality	Dargi <i>et al.</i> (2011)
5	Providing up-to-date information	Lee <i>et al.</i> (2000)
6	Developing a personal brand	Lair <i>et al.</i> (2005)
7	Targeting or selecting markets	Taghipourian <i>et al.</i> (2009)
8	Having socially desirable moral and behavioral characteristics	Morgan (2011)
9	Having expertise in a specific area	Saemian (2013), Daliri (2017)
10	Defining one's true identity (namely, self-knowledge and awareness of strengths, weaknesses, and motivating values)	Hubert & Rampersad (2008), Dargi <i>et al.</i> (2011)
11	Establishing communication skills and developing personal communication	Seyed Javadian (2010), Ghasemi <i>et al.</i> (2017)
12	Building confidence	Akbarzadeh (2016)
13	Having the ability to do personal marketing in social virtual networks and using marketing effectively	Roostai <i>et al.</i> (2015), Akbarzadeh (2014), Seyed Javadian (2015)
14	Promoting self-awareness (namely, self-management) and adhering to professional ethics	Hofstede (1980), Morgan (2011)
15	Having internal (personal) motivation, being different, and striving for success	Lee <i>et al.</i> (2000)
16	Demonstrating optimistic attitude, discipline, leadership, and resilience	Mintzberg (1997), Seng (2004), Schawbel (2002), Hofstede (1980)
17	Tolerating complexity, responsibility, and risk-taking	Morgan (2011)
18	Reaching intellectual maturity, having work experience, and being highly educated	Hofstede (1980), Mousazadeh <i>et al.</i> (2009), Asadifard (2008)
19	Being endowed with family originality, reputation, and influenced by friends and relatives	Seng (2004), Seyed Javadian (2010)
20	Having rule of law, social participation, and public trust	Taylor & Rege (1997), Hubert & Rampersad (2008)
21	Enjoying self-learning, decision-making, creativity, and innovation	Lair <i>et al.</i> (2005), Morgan (2011), Schawbel (2012), Saemian (2013), Orak & Alibabae (2015)
22	Networking, having interpersonal skills, and doing teamwork	Mintzberg (1973), Morgan (2011), Schawbel (2012)
23	Personal growth and development and personal management planning	Morgan (2011),
24	Having personal vision, business intelligence, financial intelligence, and developed marketing relationships	Hofstede (1980), Morgan (2011), Hubert & Rampersad (2008)
25	Optimism, humility and modesty	Morgan (2011)
26	Benevolence and flexibility	Seyed Javadian (2010)
27	Information literacy, computer knowledge (ICDL), communication and information technology	Mintzberg (1973), Morgan (2011), Schawbel (2012)
28	Ability to work with social networks and advertising channels	Mintzberg (1973), Morgan (2011), Schawbel (2012)
29	Honest responsiveness to customer needs and interests	Ekhlesi <i>et al.</i> (2016)
30	Interaction with customers	Ekhlesi <i>et al.</i> (2016)
31	Being heard	Daliri (2017)
32	Raising awareness about the personal brand in markets	Roostaie <i>et al.</i> (2015)
33	Ability to identify new opportunities	Kucharska (2017)
34	Use of everyday and novel means of communication	Ghasemi <i>et al.</i> (2017)

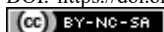
Source: Prepared by the authors

Upon extracting and collecting the examples of personal marketing competencies of faculty members, all the examples obtained for this purpose were placed into three domains of (a) knowledge competencies, (b) skill-based competencies, and (c) attitudinal and behavioral competencies using various procedures as well as appropriate terminology from different sources. In Table 2, there was also an attempt to use general, clear, and comprehensive terms to make sense of the personal marketing competencies of faculty members.

Table 2 – Categorization of personal marketing competencies of faculty members

Main category	Components
Knowledge	Creativity and innovation in generating new ideas
	Up-to-date information
	Expertise in a specific area and personal branding
	Defining one’s true identity (namely, awareness of one’s strengths, weaknesses, and motivating values)
	Self-learning
	Having personal vision, business intelligence, and financial intelligence
	Information literacy and computer knowledge (here, International Computer Driving License [ICDL])
	Knowledge of everyday and novel means of communication
	Awareness of methods of enhancing customer satisfaction and estimating market demands
Skills	Ability to identify new opportunities and market/consumer needs
	Ability to increase customer satisfaction and estimate market demands
	Skills to target or select markets
	Interpersonal skills, communication skills, and developed personal communication
	Teamwork skills
	Ability to work with social virtual networks and marketing channels
	Skills in developing marketing relationships
	Ability to create public awareness of a personal brand in markets
	Ability to use online marketing effectively
Attitudes and behaviors	Decision-making based on facts not speculations and improving service quality
	Building confidence
	Interactions with customers
	Honest responsiveness to customer needs and interests
	Adherence to professional ethics
	Having internal (personal) motivation, being different, and striving for success
	Optimistic attitude, discipline, leadership, and resilience
	Complexity, responsibility, and risk-taking tolerance
	Rule of law and social participation
	Socially desirable moral and behavioral characteristics
	Humility
	Flexibility

Source: Prepared by the authors



As it was not possible to describe all the extracted components in this study, only the most important personal marketing competencies of faculty members were delineated.

A. Knowledge Competencies

Up-to-Date Information

Today, information has become an important strategic resource of any organization. Having access to complete, relevant, and up-to-date information can be thus a competitive advantage in any business. Having access to useful information is also essential for any organization. To fulfill the activities of a company, process decision-making, and use market opportunities, there is further the need for business information systems, which assist managers in the decision-making process (SAEMIAN, 2019).

Expertise in a Specific Area and Personal Branding

An important point in personal branding is expertise in a specific area because if a person wants everything for everyone, the results will be nothing. Expertise is a significant concept in personal marketing, and it means selecting a limited part from all the audience and conveying a message to them. To have a greater impact on the audience than other people, who have chosen the same area of the audience and play a competing role, one should accordingly seek to differentiate from them because differentiation is the only way by which personal branding can be embossed on people's minds (SAEMIAN, 2013).

A personal brand can be also considered as the public image of a person, who needs to align their inner personality with what is expressed to others. If a faculty member can do that, he or she is in control of the way others think about them. In fact, to create a personal brand, there should be no difference between private life and public image. Once a person knows his or her biggest strengths, he or she will have a strongly distinct personal brand (Lair *et al.*, 2005). Personal branding here means paying attention to characteristics, skills, and values and exploiting them in what you are now.

Defining One's True Identity (Awareness of Strengths, Weaknesses, and Motivating Values)

To create a personal brand, people must start with the definitions of themselves instead of establishing marketing processes such as market segmentation, targeting, production, pricing etc. First, each person must define what is important to him or her and what makes him or her unique and then build his or her personal brands regarding the set of values defined (HUBERT; RAMPERSAD, 2008).

Creativity and Innovation in Generating New Ideas

A different way of performance, in fact, indicates differentiation from others, which requires creativity and innovation to develop a unique feature (SAEMIAN, 2013).

B. Skill-Based Competencies

Ability to Target or Select Markets

Targeting means the selection of target markets, which is to assess the attractiveness of each sector of the market and select one or more to enter it (TAGHIPOURIAN *et al.*, 2009). One has to choose target markets carefully. If a group of very small divisions is considered, they might obtain profits and have good sales. On the other hand, if they choose big divisions, they may fail to acquire the profits concerned in terms of marketing due to additional expenses. There are also two different criteria in the selection of target markets, namely, dividing them into smaller parts and classifying marketing objectives (ROOSTAI, 2015).

Ability to Identify New Opportunities and Market/Consumer Needs

In today's markets, paying attention to the needs of the customers and adopting a way to provide the products demanded always talks in economic success. Customization is thus one of the most important parts that every business should consider. Customizing a business based on customers' purchases and resulting statistics accordingly has become a key to business success. Meanwhile, customization of services is one of the newest types of personalization to attract potential customers (SAEMIAN, 2013).

Interpersonal Skills, Communication Skills, and Developed Personal Communication

When a person is in a group and communicates with others, he or she can share most of their capabilities and talents. This can be compared to the time when a person approaches someone else and says, “Greetings, I am John Doe and I offer insurance services” (SEYED JAVADIAN, 2010).

Communications are of importance since (a) they are processes used by people to align their planning and coordination and organize their affairs with others, (b) they are activities requiring the biggest share of time by individuals, and (c) they not only facilitate individuals’ duties but are also as tools that make a person in each field familiar with the surrounding world; in other words, communication and its related skills are an open system establishing communications with ones’ surrounding environment.

Ability to Work with Social Virtual Networks and Marketing Channels

The virtual world provides great opportunities, so all can demonstrate their skills in virtual networks (SAFAVIEH, 2013). Social networks are thus structures with individuals or organizations as virtual elements, used to build relationships, share resources, and cooperate. The focus of these networks is on a virtual structure, which is accessible by the World Wide Web or smartphones.

C. Attitudinal and Behavioral Competencies

Socially Desirable Moral and Behavioral Characteristics

Having a valuable personal brand can make a person successful in society and the work environment. People with socially desirable moral and behavioral characteristics can always have a positive and lasting impact in the minds and, as a result, succeed as faculty members and even in organizational leadership processes (MORGAN, 2011).

Each person’s characteristics also create the image of their personal brand. A personal brand is consequently a mixture of internal factors such as the system of values, ideals, and goals, as well as external symbols, e.g., face, body language, and communication networks. In other words, each person has a unique personal brand that includes their name, logo, physical characteristics, and other accompanying qualities manifested in professional skills and assets, job characteristics, interaction styles, appearance, personality traits, interests, activities, friends, family etc. (HUBERT; RAMPERSAD, 2008).

Building Confidence

Creating a personal brand requires that one first finds their identity. The process of creating a personal brand also shapes one's unique identity. When someone finds him or herself and their audience starts to react positively to them, it helps build their confidence and self-esteem and allows them to find oneself as a valuable person (AKBARZADEH, 2016).

This study also examined some of the consequences of personal marketing and the problems faced by faculty members in this respect.

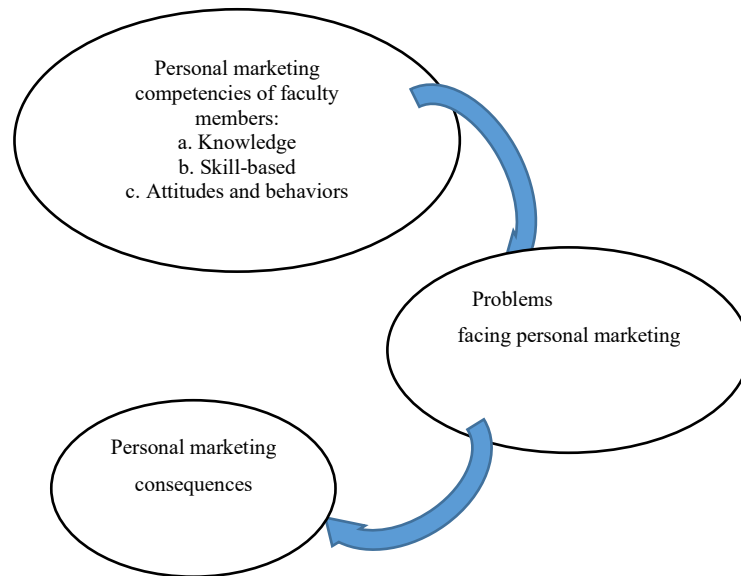
Personal Marketing Consequences

- Growth in service delivery and high sales (i.e., increased sales rate)
- Provision of more and better information about the customers about a product and or a special service
- More and permanent customers (that is, the guaranteed return of customers)
- Targeted marketing and reduced advertising costs (MORGAN, 2011)

Problems Facing Personal Marketing

- Fierce competitions in markets
- Increased number of faculty members in various fields
- Ease of access to information and services previously provided only by faculty members
- High speed of social change and users' needs, which require faculty members to gradually update their services because users' tastes are constantly changing
- Difficulty in gathering information about customers and their needs and wants

Figure 1 – The conceptual framework of personal marketing competencies, problems, and consequences in faculty members



Source: Prepared by the authors

Discussion and Conclusion

Personal marketing has been often exploited for decades by famous figures including artists, professional athletes, and company chief executive officers to gain credibility and influence.

Personal marketing is also a novel approach in modern marketing that makes a business owner or an individual in charge of marketing and sales get closer to their audience and affect them. Marketing means transferring the right information at the right time to the right person (AKBARZADEH, 2016). Nevertheless, personal marketing exploits elements such as user information, as well as behavioristic and sociological methods to deliver the right information at the right time to the right users. Personal marketing also creates a certain sense in customers as a very strong and reliable method in global business, which can significantly contribute to increased customer satisfaction and higher sales rates (MORGAN, 2011).

Over time, it has become evident that personal marketing is of importance to all managers, scholars, and faculty members in higher education as well as those active in the fields of knowledge and science development (KUCHARSKA, 2017) in such a way that is maintained that marketing professionals (namely, faculty members and market professionals, etc.) need to develop personal marketing strategies for their personal branding.

In order to use personal marketing of educational services, faculty members accordingly need to know themselves and their goals and then seek the ways to make themselves heard. In personal marketing, faculty members are also required to gain popularity, make themselves a known person, and continuously try to discover themselves and their abilities. One must also unceasingly strive to discover his or her distinction among other faculty members with high ingenuity and good resumes, what services he or she can provide to the public in a unique manner, coming from their personality traits even when lacking in others, and the dimensions covered by his or her academic discipline and the way to monetize it (SCHAWBEL, 2009; SHEPHERD, 2005).

To reap the fruits of the ideas raised by faculty members in all academic disciplines, the government should establish knowledge-based companies and university growth/development centers and even exempt them from taxes to aid them. Therefore, the only problem is the weakness in the way of providing services to society and marketing. Due to unfamiliarity with personal marketing concepts and their impact on personal branding as well as cultural problems and time constraints, faculty members also fail to introduce themselves as they deserve, become popular, and share their knowledge, which is sometimes more than that of other counterparts. For that reason, it is necessary for faculty members to become familiar with personal marketing and its required competencies.

In this study, the personal marketing competencies of faculty members were extracted from scientific resources and documents and then categorized into three domains of knowledge, skills, and attitudes and behaviors.

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