



THE ROLE OF UNIVERSITY MARKETING IN SHAPING INNOVATION AWARENESS



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Summary

Interest in the subject of this article arose in connection with searching for the causes of this innovativeness of the Polish economy compared to other EU countries. It was also accompanied by the desire to find possible solutions to this situation, discovering various methods of increasing the level of innovativeness in Poland.

We are assuming that the level of innovativeness is affected by social awareness in the field of innovativeness. The basic, root cause of this state of innovativeness of the country is the level of awareness of innovation. An innovative economy cannot be built in an uninnovative environment.

An attempt has been made in this paper to answer the following three questions:

- How can the concepts of innovativeness and innovativeness awareness be defined, and why should they be discussed?
- What role can higher education institutions play in shaping innovativeness awareness in society?
- What marketing actions of a higher education establishment can contribute to this role being fulfilled?

Keywords: innovativeness, awareness of innovation, higher education establishment innovative activity management, internal marketing and relationship marketing

Definition of concepts — innovativeness, awareness of innovation

Both the concept of innovativeness and the awareness of innovation are not entirely precisely defined and there are many terms in literature on the subject that only provide partial aspects of the discussed phenomenon. Synthesising and contributing own observations and reflections, these terms will be defined as follows:

"Innovativeness is a feature of the social and economic situation characterising the capacity of its participants to design and implement changes on various management levels that ultimately lead to an increase in the standard of living of society."

Thus, the complexity of the interpretation of the concept of innovativeness results from the broad understanding of the concept of capacity. It covers a series of internal factors that relate to the scope of the conducted business activity as well as environmental factors. Innovativeness is a condition which enables innovative activity and the rise of specific innovations with set outcomes that are manifest at various times. Possible negative outcomes can be cancelled out by more innovative actions. Positive results will, sooner or later, lead to an improvement in the quality of life of society. Hence, the term "awareness of innovation" means:

"The awareness of innovation can be acknowledged as the perception of information on innovative changes taking place in the surrounding world, their features and interactions". A perception of this kind present in society drives:

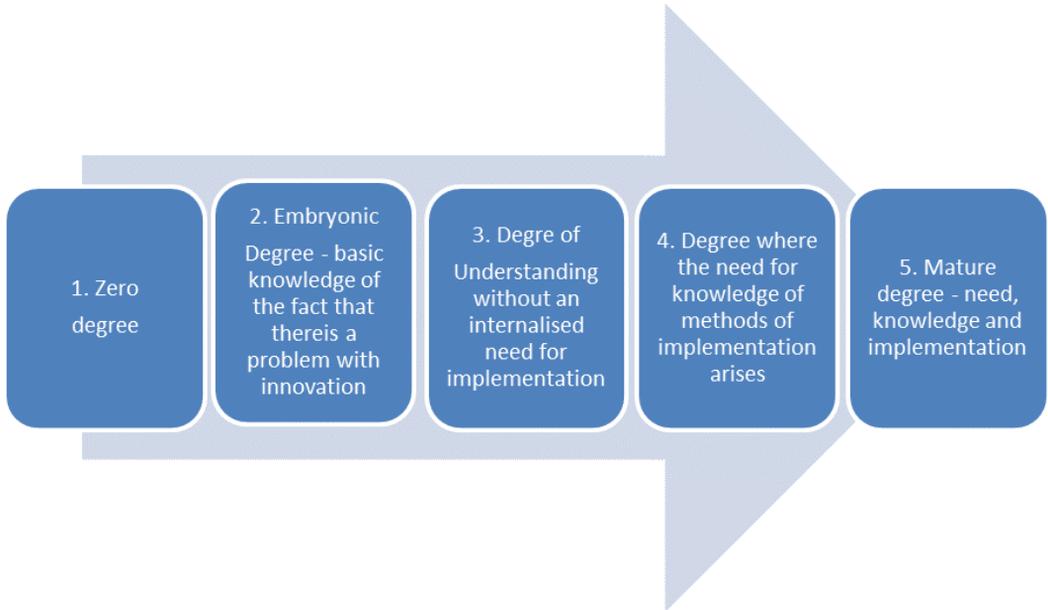
- the need for innovation in the economy, in society, in the work process and in personal life;
- Stimulates pro-innovativeness behaviours, giving rise to social expectations, inspiring to undertake innovative activity and research¹

Generally, this pertains to the conviction that changes are necessary for the development of all kinds of activity in various fields of production and across various spheres of human activity. It is important that it also includes the view that work is the most essential here; work that is hard and systematic. Awareness of innovation is a kind of social awareness and

concerns human collectivities, diverse environments that also includes students.

The development of the awareness of innovation can also be graded.

Figure 1. Stopnie rozwoju świadomości innowacyjności



Source: own elaboration.

The first and second degrees are practically non-existent in countries like Poland. However, they do constitute the starting point. Based on the available publications and informal observation, an evaluation attempt can be made:

- Our country is generally on the borderline of the third and fourth degrees in terms of the development of the awareness of innovation;
- However, the situation varies depending on the environment. The environment of R&D institutions can be placed on the fifth degree. What about higher education institutions? It seems that the situation is also very diverse here depending on the university.

The foundations of the awareness of innovation. The awareness of innovation as a barrier hindering innovativeness.

At present, the problem of the social awareness of innovation especially important in our country is the historical category and within the dimensions of smart growth. In the longer time perspective, the main driving force of growth is the dissemination of knowledge²

Therefore, the first basis for the awareness of innovation is knowledge facilitating the understanding of:

- Processes and phenomena connected with innovations;
- The general significance of innovation;
- The positive and negative effects of innovation.

The second is participation in a world of innovations, simply put, the harnessing of specific innovative solutions. Participation in the world of innovation due to its prevalence, particularly that supported by knowledge, seems to have a vast impact on the growth of an innovative economy. It gives rise to a need. This need may inspire creativity in the field of innovation. However, in many cases innovation can be replaced by *imitation*. The creation and implementation of imitations can also be deemed as a sign of a high awareness of innovation, particularly in businesses that do not have the financial means to implement state-of-the-art solutions but which have the sufficient human and material potential to feel the need for innovation.

The barriers to growth of innovativeness pointed out by researchers and observers of social life are reinforced by social awareness in the broad sense of the word.

"The fundamental barriers to innovativeness are cultural in nature; hence, a prerequisite for the establishment of an innovative economy in Poland which is capable of measuring up to the most advanced economies in the world is cultural reform. The most certain way to ensure an innovative growth effect is the mobilisation of endogenic, inherent growth resources based on creativity and innovativeness³. Elżbieta Jędrych also believes that the barriers to the growth of innovativeness are in the awareness and cultural potential⁴.

A important limitation to the growth of innovativeness is also the low level of confidence in society and the weak social capital, which impedes cooperation and creativity.

The other barriers that hamper innovativeness are very vividly present on the level of businesses, mainly small firms. This aspect was the subject of numerous studies and findings have revealed that not enough attention is paid by company executives to stimulating innovati⁵. Also the research conducted at the Warsaw Management University among part-time students has confirmed that the companies in which they work lack any form of incentives on from the management to undertake innovative activity. A low level of marketing operations that could raise the awareness of the significance of innovative activity is also highlighted, which is characterised by:

- A low risk-taking threshold and low tolerance of mistakes;
- Too short a perspective for expecting profit;
- Weak conclusion-drawing capacity from investment decisions made, and most of all
- Absence of specific interest⁶. The lack of interest of companies in innovativeness activity is also reflected in the job offers that are posted on portals, or rather the lack thereof.

Shaping the awareness of innovation

Transformation of social awareness in general and the awareness of innovation in particular are long-term; they occur gradually under the influence of civilisational changes and also as a result of their conscious shaping. In the broadest sense, the following are considered to shape the awareness of innovation:

- The economic and social policy, which firstly determines the formation of an atmosphere that is conducive to innovativeness, secondly, the use of targeted actions in the form of setting of priorities and of funding programmes — in the simplest terms — affect social awareness in the scope of innovativeness by enabling specific innovations to be brought about. The whole of society should take part in the execution of this policy. The plans entailed in the directions of socio-economic policies are an element of the business environment which is particularly

important from the point of view of management and innovative activity;

- The system of education on all its levels from pre-school to tertiary education and PhD degree level.
- The institutional aspect of science which includes various kinds of higher education institutions apart from R&D centres. Science is also the subject of innovation policy. The Horizon 2020 programme, the largest scientific research and innovation funding programme in EU history contains two additional specific objectives: (<http://www.nauka.gov.pl/horyzont-2020/>)

Promoting excellence and encouraging increased participation. This is about the alignment of innovation investment standards throughout the EU and creating equal access opportunities to international scientific collaboration networks.

Science with the participation of society and for society. The aim of this approach to the programme is building effective collaboration between science and society in order to attract new talents for research and innovation and combining scientific excellence with social awareness and responsibility.

The media has an exceptional power to influence social awareness.⁷ This impact is mainly exerted in the field of the presentation of innovative processes and the display of positive effects of innovation from the perspective of individuals, firms, regions and countries. However, education seems to be the most important factor shaping social awareness. "The social and economic welfare of the country will grow if more people will be trained on all levels of education".⁸ Many new proposals in the realm of educational actions have been made recently. A large number of organisations construct their competitive advantages around such factors like knowledge, reputation, and the application of ethical principles on governance and operations. These advantages have to be continuously shaped and reinforced. Public business schools and universities are not always capable of meeting these specific needs. Hence, special establishments have been created — corporate universities (academies). According to S. Shinn, corporate universities are established to fulfil objectives defined as:

- Training top-level managers with leadership and communication skills and qualities;
- Standardisation of knowledge and skills in specific areas of work within the entire company;
- Support in development/modification/and consolidation of the organisational culture throughout the corporation;
- Development of social networks in the company (networking).⁹

The presented objectives of corporate universities are neither opposite nor competitive to traditional higher education institutions. They rather complement their programmes and the system, which is considered to be traditional, will be transformed and develop in its own right. Certain proposals will be provided further on in the article.

The role of universities in shaping innovativeness awareness

Scientific institutions, principally research and development institutes and higher education establishments should play a major role in shaping social awareness of innovation. Their part would consist of providing a reliable and clear explanation of the essence of scientific research which is targeted at discovering new laws of science and attempting to transform them into social reality, showing the ways in which science is useful in the everyday life of an ordinary human being. The terms that are used in this are important as it has to give the message across in a simple and clear way. It would also be worthwhile to inspire and provoke reflections on what life would be like without scientific achievements, what would happen if there would be no innovations. We can venture to say that the mission of the university is important in the shaping of social awareness. The problems encountered in its execution are left out of this article, stating only that curricula should focus on its fulfilment. Various higher education institutions exact an impact on the various manifestations of the discussed awareness. It can be postulated, making some simplifications, that:

- Universities shape awareness in the following scope: — The place of innovation and the perspectives for growth in the value system of a human person, the shaping of new value systems;

- Technical higher education institutions form the awareness of the significance of the development of technologies for human life and for the development of science;
- Medical ones — mainly make people more aware of how great the responsibility connected with medical innovations is and to join in the effort to shape awareness of social innovation in the realm of understanding the importance of health in human life and in society. The role of medical universities is difficult as innovations in the field of medicine are often controversial. This mainly concerns new methods of treatment, new medication and pharmaceuticals. An awareness of the need for a particularly stringent control and oversight to be exercised that is rooted in a sound legal framework concerning admissibility should be shaped in the area of medicine and pharmacological advances¹⁰. This issue has been an issue for some time now. The first, highly significant fact was the effect of Thalidomide taken by pregnant which gave rise to birth defects of genetic origin. Innovations in medicine are often associated with promotional campaigns and social advertising.
- Management — first and foremost shape the awareness of managers providing them with interdisciplinary, integrated knowledge on innovativeness, which special attention will be given to in this article. The key competences of innovation managers concept is worth mentioning here:
 - Ongoing drive to check innovative concepts;
 - Risk management skills
 - Searching for new ideas for technology on a global scale¹¹

The role of the higher education institution in the shaping of an awareness of innovation may be performed in two ways:

- Personally — by graduates — on a "quantity to quality" basis — students with a highly developed awareness of innovation as members of society will contribute to the growth of the general consciousness of innovation;
- Materially — through running, facilitating and implementing the results of scientific research conducted by the higher education institutions, which

is still proving to be inadequate. Polish higher education institutions are mainly focused on their teaching activity. Despite many positive changes that have taken place, it can still be considered that this results from insufficient demand for scientific research on the part of enterprises (*a problem of the right awareness*) and inadequately commercialised scientific research despite the fact that university employees are often in expert positions, giving opinions on the future of innovative activity and the implementation of the most important innovations.

It is a notable fact that academic entrepreneurship, understood as the various forms of activity undertaken by higher education institutions, doctoral students, students and graduates alike, exists and that these efforts are indeed harnessed around the commercialisation of research findings in order to put scientific output into practical use in business.¹² It appears that academic entrepreneurship is a highly effective way of shaping the awareness of innovation. This particularly applies to small collectives. However, examples of this phenomenon that are broadcast through the media may exert a more fundamental impact on broader social awareness. A good example of the entrepreneurial skills of researchers moving towards commercialisation and practical popularisation of research findings is the young Polish physicist Ms Olga Malinkiewicz. She discovered a promising photovoltaic material — perovskites and developed a new method of coating thin films with it. She, alongside other scientists, set up a company called Saule Sp. z o.o. which deals in the commercialisation of inventions and discoveries and managed to successfully strike a deal with Japanese billion Hideo Sawada who intends to spend around 20 million zloty on perovskite research. Similar initiatives may make society more aware of the fact that science can be the foundation of a good business. The young scientist is intent on her discovery benefitting our country: "I am committed to commercialise perovskite technology as quickly as possible. Not anywhere in the world, though. I dream of being able to work in Poland and not in our foreign neighbours. Our country has immense potential. There is no need to hesitate. The whole world is moving forward at a fast pace and we have world-class equipment which shouldn't be left to simply collect dust.¹³ Evidently, it is not financial issues that posed a hindrance to establishing an innovative economy but organisational ones, the root of

which can perhaps be sought to be in the social awareness of innovation on higher levels of management, although, as shown by research in Poland, there is evidence of both a growing trend of collaboration being established between companies, growth of the services sector, increasing awareness of the significance of innovation, and the expansion of the start-up market as well as the slow-moving but definitely escalating allocation of private expenditure on R&D¹⁴

Types of marketing supporting shaping an awareness of innovation by higher education establishments

The shaping of an awareness of innovativeness by higher education institutions may also take place through the use of appropriate marketing:

Internal marketing, aimed at personnel — the development of suitable incentive systems and stimulating the development of substantive staff not only in the scope of the didactic processes but also in the realm of involvement in business practice. **As well as students**, which are usually treated as external clients. However, by participating in the education process they become internal customers through their symbiosis with the teaching faculty. They should have equal opportunities to grow and develop their skills and abilities as the teaching and research staff. In the case of students, this means taking full advantage of curricula that are continuously updated towards innovativeness.

Relationship marketing — "A higher education institution should be in constant dialogue with the social environment in particular with graduates, citizens, and local and regional undertakings. This is to lead to the popularisation of science and lifelong learning as well as to building a positive image of higher education institutions" (Commission Communication to the European Council and Parliament, (2006), Delivering on the Modernisation Agenda for Universities: Education, scientific research and innovations).¹⁵ Relationship is of particular important to the discussed issue. The impact of relationship marketing of higher education institutions on the awareness of innovation is only possible when the following principles will be observed:

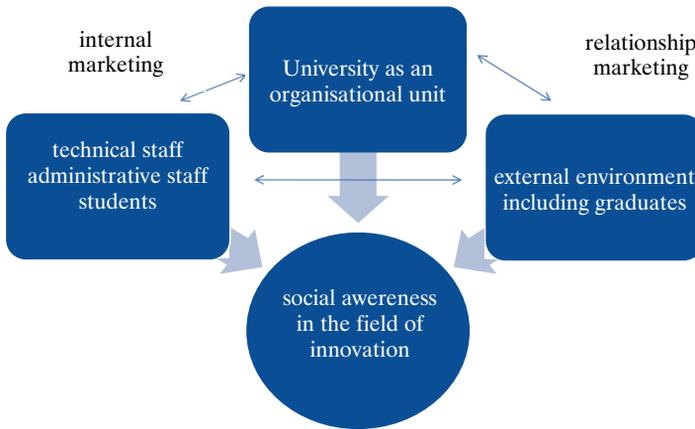
- identification: of the target group whose needs and expectations concerning innovativeness may be satisfied by the higher education establishment; identification of the graduate groups, their professional careers and positions;
- individualisation: of offers, so that they are adjusted to the needs of this group and are consistent with their expectations, which can be achieved by getting a greater insight of further education — post-graduate studies and courses, etc. The individualisation of the curriculum offer is also related to orders on the part of various socio-economic players;
- Interactions: between the teaching staff and the organisational structures of higher education institutions (e.g. spin-outs) and the target group (dialogue, exchange of information and observations);
- Integration: information and knowledge exchange between all the stakeholders of dialogue and the participants of various phases of innovative processes;
- Cohesion: authenticity, reliability and quality delivered to further the discussed group of actions — leading to a state where the sense of authenticity and reliability of the actions undertaken by higher education institutions is present.

Relationships between types marketing of higher education institution and their impact on shaping social awareness of innovation

The general pattern of these relationships has been presented in figure no. 2.

The mentioned and discussed above types of marketing are not independent of each other. The aim of internal marketing at higher education institutions is the creation of a personal and functional cohesion and building of the organisational culture of the institution. Relationship marketing can be considered the prevalent style of marketing conducted by higher education institutions, thanks to which the institution may exert an impact also on the level of innovativeness awareness. However, the specified relationships with the environment cannot be maintained unless the principles of internal marketing are worked out properly, which in turn generates the appropriate quality of teaching in the aspect of

Figure 2. Types of the higher education marketing supporting its participation in the creation of awareness in the society of innovation



Source: own elaboration.

innovativeness, which is conducive to the discussed relationships. The quality of teaching can be evaluated using a relatively old gap model which has universal features¹⁶. The gap in the quality of education towards innovation model can be understood as the disproportion between the perception of this quality by the higher education institution and its perception by the social environment. The quality of teaching is higher the less gaps and the smaller the gaps are.

Gap 1 — discrepancies between expectations of the environment concerning innovativeness and the evaluation of these expectations by the higher education institution — possibly the main reason for this may be the lack of knowledge on the type of expectations but also the conviction that the environment does not generate the discussed expectations. On the other hand, however, the environment expects to receive a proposal from higher education institutions as to the fulfilment of possible mutual innovation initiatives. These expectations are often left unmet both because of the mentioned lack of knowledge about them but also because of the absence of traditions of such initiatives.

Gap 2 — discrepancy between the concept of the level of teaching formulated by the higher education institution and the specific level of teaching. The reason for this may be:

- Vagueness and conflicting roles performed by the substantive faculty and inappropriate personnel competences,
- Inappropriate selection of personnel in terms of their personal and professional predispositions,
- Understaffing,
- Inappropriate staff training,
- Inadequate cooperation between employees and the low level of technology harnessed in the process of education, mismatched tools and technologies to the performance of didactic tasks and inappropriate oversight of the systems steering the teaching process.

Gap 3 — between the performed training process and information stemming from promotion.

Simply put, this is a case of failing to deliver promises made. Sometimes such phrases can be encountered in the promotion of higher education institutions — innovative programme, innovative subjects, etc. however, after taking a closer look at the offer, it turns out that these statements are false. The word "innovation" is sometimes present in the name of an education institution, extensive studies would, however, have to be conducted in order to truly prove the existence of innovation in its structures.

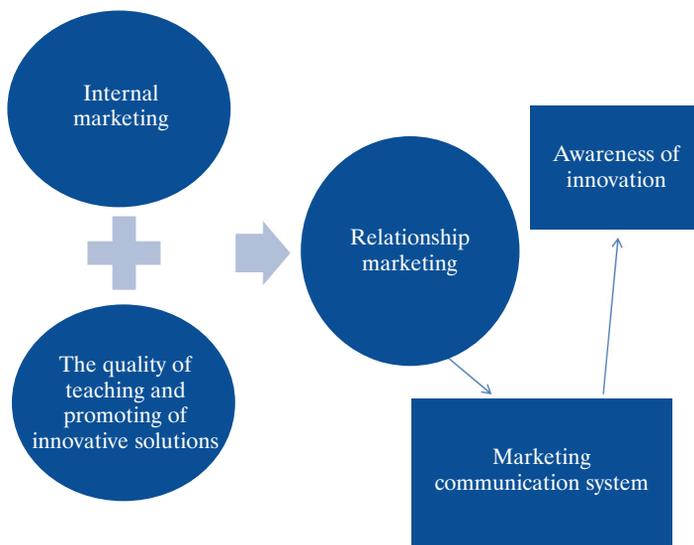
The quality of educational innovation at higher education institutions is, therefore, based on the following:

- Transferring knowledge that is in line with but also goes beyond social expectations concerning innovativeness;
- Making assumptions on the optimal level of teaching and its actualisation in given circumstances;
- Lack of discrepancies between the performed training process and information stemming from promotion.

Relationship marketing may contribute to reducing or eradicating the gaps discussed by maintaining and developing contacts with the environment according to the aforementioned principles.

Summing up — the impact of the marketing system of higher education institutions on the shaping of an awareness of innovation can be described as follows:

Figure 3. System marketingu szkoły wyższej
 — oddziaływanie na świadomość innowacyjności **BRAK TLUMACZENIA**



Source: own elaboration.

The first element of such a system is internal marketing affecting the quality of the teaching processes and relationship marketing constituting the substantive base of the system of marketing communication which can be deemed to have a decisive impact on the deliberated phenomenon. Communication in the broad sense of the word, particularly marketing communication, belongs to one of the highly significant marketing instruments of higher education institutions, which are addressed at impacting awareness of innovation. The content of marketing communication must include elements associated with building the mentioned awareness and particularly advantages that society may gain through the implementation of innovations, detailing the benefits that this concerns and characterising the work input and costs that have to be incurred with reference to a specific innovation. The information should also highlight the weak side of innovation, which also constitute the basis for undertaking further innovative ventures. Higher education institutions should plan their communication policy and publish information on its activities in the scope of innovation as well as create a system of communication between the given organisational units and the outside, considering the following:

- Politicians of various level;
- Local and central press journalists, generally — the media — extensive information on the advantages but also describing the issues yet to be resolved whose solutions are to be looked for in future endeavours;
- Business persons, entrepreneurs, accompanied by information on the necessity of certain changes being made in the firm, which may involve higher costs which, if not incurred, will lead to greater losses; extending invitations to participate in open initiatives;
- Teachers and other didactic and educational system personnel;
- Students and graduates — communicating to them the possibilities for further education that is closely linked with innovation, the publication of research;
- Local communities — supporting and participating in innovative ventures on a local scale, explaining complicated problems of innovation.

An information platform should be established outside higher education institutions, for instance, in the realm of the Ministry of Science, or if such already exists, in the Ministry of Innovation. Such a platform would reduce the path from science to practice. It should be stressed that there are many organisations that are involved in innovation. In 2010, there were 24 technological parks, 20 technology incubators, 90 technology transfer centres, 62 reincubators and academic enterprise incubators, and 12 seed capital funds in Poland.¹⁷ However, there is a certain chaos in this field and lack of a systemic approach. The platform would address such needs as the organisation of scientific clubs, workshops, and seminars with the involvement of business persons, student training and internships and, in this scope, attempts at collaboration in the field of starting up innovative ventures. Also, participation in scientific internships and international knowledge and innovative activity impact competitions.

The special role of universities of management in shaping innovativeness awareness

Universities of management train managers on various levels from a diverse range of companies and institutions. These managers should be

the "carriers" of innovation awareness. They should create an atmosphere conducive to innovativeness. Universities of management can also train leaders in innovation whose objective would be to activate innovation among employees in a specific situation and in connection with a defined need, motivating them to undertake innovative activity, to build innovative potential and persevere in these endeavours. Management universities should also make students and graduates aware of the ways in which organisational systems can be created in order to facilitate efficient running of innovative processes. These universities are seen to play a special role in the scope of transferring knowledge to students in the scope of management of innovation activities on a national and regional level and not just in single companies. It is the duty of universities of management to start teaching about issues connected with the management of innovation activities in the broad sense of the word, in the form of post-graduate courses and monthly or quarterly courses concerning specific elements of the above mentioned management, as well as methods of calculation of innovation-related costs and benefits in the short and long-term, including actions aimed at building an atmosphere of innovation. The organisation of conferences dedicated to issues connected with innovativeness is also important in the shaping of an awareness of innovation.

An important problem in the execution of curricula at universities of management is focusing on building an innovative culture that will facilitate creativity throughout the organisation. Attention is paid in publications to the fact that innovativeness requires a specific type of leadership. It should also be borne in mind that there is no single, best leadership model in the field of innovation that would fit all organisations. Innovativeness requires leaders. These leaders contribute their awareness of the goals of innovation, namely, the question of what we are doing, what benefits can be gained from the implementation of the objective of innovativeness and what risks are involved should these activities be aborted. Leaders in innovativeness also give a sense of direction to take in selecting the right model of innovation and set the priorities in this field. In order to take such tasks on, such a leader should possess a set of the following rare features:¹⁸

- Above-average openness to new ideas, an insatiable curiosity of the world;
- A strong sense of observation;
- An acceptance of non-standard ways of thinking;
- Predispositions to work on many fronts;
- The drive to discover new things;
- The desire to learn and experiment;
- A good tolerance of uncertainty, risk and also of mistakes and failures.

M. Karlik also adds relentless pursuit of verifying innovative concepts and searching for new technologies and ideas on a global scale.¹⁹

Graduates of universities of management have to be skilled in explaining the advantages that society can gain from the implementation of innovations. They can include technical, economic, environmental and social advantages. These benefits can be treated as the positive outcomes of the implementation of innovations on the personal, company, country and regional scale. The main advantages to companies are also emphasised in literature, which does not necessarily affect the level of social awareness of innovation. The curricula in universities of management should accentuate this in particular. A graduate of a university of management must possess the knowledge and skills to absorb innovation in companies, which is also linked to the organisation of new jobs, preparation of the scope of activities, and the creation of a suitable system of communication within the company because the implementation of innovation is also usually connected with various kinds of reservations and resistance.²⁰

Directions of marketing and the development of curricula in universities of management

The types of marketing present in universities of management are the same as those occurring throughout the higher education sector. Starting with relationship marketing, the bond with commercial institutions and regional and state administration is of great importance. Universities of management should be geared towards providing methodological assistance and support in solving their various problems, including organisational

ones, in the scope of organisation of work processes, production, services and human capital management issues, and, of course, in the management of innovative activity. The main task of internal marketing here is the achievement of the objectives and the mission of the higher education institution. In the case of universities of management, this most of all concerns shaping a strong awareness of innovation in future managers of various organisations. In order to achieve these set goals, it is important that a new specialisation is introduced — management of innovative activity, which should be separated as a discipline of general management studies. The introduction of the new sub-discipline discussed will raise the quality of teaching in universities of management, particularly in the aspect of their role in the shaping of an awareness of innovation. It will also categorise problems in the management of innovative activities, which are currently dispersed in various publications.

The treatment of the management of innovative activity as a discipline of management may be an element accentuating the need to acquire specialist knowledge which is essential to the development of innovation on a national, regional and company-wide and individual level. It can also serve as an important argument when applying for funds for the development of this sub-discipline and for further research aimed at the streamlining and improvement of innovative activities in the broad sense of the word. Experts in the field of the innovativeness of the economy will be equipped to undertake key tasks in the scope of innovativeness as they will, in a sense, have the mandate to execute such tasks.

The substantive justification of separating the management of innovative activity from management studies is the fact that it possesses its own subject of research, which includes: Innovation policy, innovation activity potential, the most important part of which is social and intellectual capital, and, finally — innovative ventures, design and far-reaching nature of innovative systems.

The introduction of the new sub-discipline discussed will raise the quality of teaching in universities of management, particularly in the aspect of their role in the shaping of an awareness of innovation. Within this new sub-discipline, it will be possible to find a place for new directions of research in the scope of eomarketing, social marketing, innovation marketing or for a comprehensive analysis of the growth factors of

innovativeness, e.g. social capital, intellectual capital, potential for innovation or on forms of communication (marketing channels) that are proper to the marketing of innovation. As highlighted by M. Karlik, it is currently difficult to find an employee on the market that would possess the qualifications required to be responsible organising and managing research and implementation activity in a company²¹. No suitable didactic offer is available. It should also be added at this point that entrepreneurs do not voice their need for graduates equipped in such skills and knowledge, which can be deduced from an analysis of published job offers.

Specific examples of innovativeness training are the didactic activities provided by the Warsaw Management University (WMU). The mission of the Warsaw Management University is: preparing highly qualified staff for an innovative economy. The mission of faculties and directions of study are based on the mission of the university. The mission of the Faculty of Management and Technical Science is: educating highly qualified managers for an innovative economy.

The shaping of an awareness of innovation at the WMU is conducted by the provision of suitable courses. The curriculum includes two subjects — An introduction to innovation and management of an innovative economy. During the courses, students are required to refer to various areas of innovation and different fields in which they occur. This applies to both companies where they work as well as other institutions and forms of social life that they can observe which, in itself, is an original approach, since innovation is usually exclusively referred to as technologies and techniques even in the most specialised scientific circles. A lot of attention is paid to the precise definition of terms in the field of innovation, precise knowledge of the innovation process and to familiarity with both the positive and the negative effects of innovation, with identification of the levels of their interaction, e.g. environmental and social effects, etc. It is unfortunate that they fail to mention social awareness of innovation also in relation to such entities as an individual, the country, company, region or even the world. Statements given by students and their work are sometimes published, an example of which is the book that came out in 2008 which was edited by Prof. Lidia Białoń — *Aktywność innowacyjna organizacji. Studia przypadków z prac dyplomowych absolwentów WSM w Warszawie* [*Innovative activity within an organisation. Graduate student diploma case*

studies at the WMU in Warsaw]. A similar book was published in 2015, which was also edited by Prof. Białoń — "*Menedżer marketingu kreatorem firmy innowacyjnej*" [*Marketing manager as the creator of an innovative company*] The generalised and categorised student statements on the effects of innovation became the basis for articles on the effects of innovation. An article was published on the effects of innovation in management processes (Lidia Białoń, Emilia Werner, *Badanie skutków innowacji. Skutki innowacji zarządczych w opinii studentów WSM w Warszawie* [*Investigating the effects of innovation. The effects of innovation in the opinions of students at the WMU in Warsaw*], In: *Zarządzanie Teoria I Praktyka* NR 1(7) YEAR 2013) and on the effects of innovation in the energy sector. (Lidia Białoń, Emilia Werner, *Skutki innowacji w energetyce w opinii studentów WSM w Warszawie* [*The effects of innovation in the energy sector in the opinion of students at the WMU in Warsaw*], In: *Zarządzanie Teoria I Praktyka* NR 1(8) YEAR 2015). The publications of the university staff also contain references to the results of research work undertaken by the students.

Summary

The concept of awareness and innovativeness are broad and appear in a wide range of contexts. Awareness is an important concept in psychology and sociology, especially in terms of it being understood broadly as social awareness. The concept of innovativeness is usually of interest to economists and also of representatives of various other disciplines. We are aware of the fact that what was stated in this article fails to exhaust the methodological issues that these concepts involve. Also, the issue of the impact or effect on consciousness poses an immense problem. In the common experience of various people, their awareness is affected by a great many different stimuli coming from a wide range of sources. Most generally, it depends on the culture of the society in which the given person lives. Greg Urban, American anthropologist, suggested adopting the term "metaculture" when considering the phenomenon of innovation. In order for societies focused on survival to begin to appreciate novelty as a value in its right, an appropriate metaculture is necessary, namely, a way in which

culture talks about itself. In traditional, premodern societies there was a metaculture of repetition, where an attachment to myth as stories founding the community constituted a value. A key element of this metaculture was the technology or reproduction and propagation of this story. It consisted of the most faithful repeating of the history learned off by heart, and process of reproduction and expression combined into one creative act"²² This is how the source of such an awareness of innovation can be explained but how can we approach change in the "metaculture" thus described? Limiting the discussion to the effect on what has been recognised in this article as a social awareness of innovation, it could be stated that higher education institutions have a relatively narrow scope of impact. Apart from that, organisational matters were also not examined. No specific marketing actions attributed to given organisational structures were described. One such problem in its own right is the work of marketing departments at universities.

With reference to the issues posited at the beginning, it should be stated that:

- It would be worthwhile to investigate the problem of awareness of innovation because: as substantiated in the article, it constitutes a serious impediment to its creation and growth.
- Higher education institutions should play an important role in this process by shaping the potential for innovativeness, which is comprised of the quality of the teaching determined by the quality of the curricula and the teaching faculty.
- In order to exert an impact through marketing actions on the social awareness in the scope of innovativeness, higher education institutions should most of all endeavour to influence the development of their own resources by conducting internal marketing conducive to the quality of training and education in the scope of innovativeness. Relationship marketing in the socio-economic environment and in relation to specific graduates and graduate groups conducted by the universities is also highly significant. The applied system of communication and information in the scope of innovativeness is also critical.
- Universities of management play a special role in the shaping of an awareness of innovation, where the necessity of introducing a new

specialisation — the management of innovative activities, which involves the separation of a sub-discipline from management studies.

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