

Ссылка для цитирования этой статьи:

Benrachou N., Palei T.F. The competitive advantage of Russia's higher education universities // Human Progress. 2023. Том 9, Вып. 5. С. 11. URL: http://progress-human.com/images/2023/Том9_5/Benrachou.pdf. DOI 10.34709/IM.195.11. EDN QMABUT.

УДК 339.137.2

THE COMPETITIVE ADVANTAGE OF RUSSIA'S HIGHER EDUCATION UNIVERSITIES



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Abstract. The goal of this study was to identify research, stand on the intellectual framework of competitive advantage, identify the reality of research services at Russian universities and institutes, the most important requirements for achieving competitive advantage, and come up with a proposed strategy to achieve a university's competitive advantage using the research services management portal, in which both open personal interviews were used by the. We propose that such a portal describes the university's intellectual resources, which consist of: personality resources, meta- skill resources, personal narratives (job-specific resources). All these resources are described in this article. The ability of universities to provide research services that meet the needs of beneficiaries is linked to their success, growth, and survival, and is based on building the competitive advantage of universities on the following bases: efficiency, quality, innovation, responsiveness to the needs of beneficiaries, and weak mechanisms available to provide and market research services electronically.

Keywords: higher education; strategy; value; competitive advantage; quality.

JEL codes: L20; I23.

Introduction

Fast proliferation of smart systems and smart technologies provides academic institutions, including technical teachers, with training. In addition, these technological advances provide remarkably effective management and administration of the main functions and services of training institutions/colleges/universities. Smart Pedagogy is based on modern teaching and learning strategies, smart learning analytics, academic analytics [1], and various related branches of computer science and computer engineering. The current need for technical teacher training institutions should be in the area of smart pedagogy and be in the area of virtual labs), (2) collaborative learning, (3) adaptive teaching (4) serious games- and gamification-based learning; (5) flipped classrooms and flipped classroom pedagogy; (6) learning analytics and academic analytics; (7) context-based learning; (8) e-books; (9) personal inquiry-assisted learning; (10) crossover learning; and other innovative strategies.

1. Definitions of "competitive advantage" in higher education institutions:

The idea of "competitive advantage" and associated theories have broadened their applicability from product to service, from profit-generating to value creation, and from the quality of a single product or service to an organization's entire performance. While this concept is expanding, there are two things going on at the same time as a profit-seeking or profit-making area that PHEIs have been pushed into because of government budget cutting, marketization of the public sector, increasing student mobility, and the growing knowledge economy [2].

Scholars are still arguing about the definition of corporate reputation, and they have not reached a consensus yet. Nevertheless, most authors agree on the definition published by Fombrun (1996), which states that reputation is “the perceptual representation of past actions and future expectations of a company that describes the company's overall appeal to all its key constituents when compared with others.

Reputation is valuable because it reduces stakeholders' uncertainty and concerns, increasing trust in product quality, value, and differentiation. A positive reputation is a strategic resource Reputation is considered a fundamental intangible asset since it provides an organization with a sustainable competitive advantage built over time, influencing stakeholders' economic choices. This differentiation creates entry barriers for future competitors, so it is vital for organizational growth and survival, and it is difficult to imitate since it takes time to be built. Researchers commonly link positive reputation with

positive firm results, stating that well-reputed organizations perform economically better than others and are more valued [3].

Finally, reputation is very much linked with sustainability and social responsibility. Only organizations that provide positive economic, social, and environmental impacts for all stakeholders may be considered well-reputed. The “economy of reputation” is amplified by our highly connected society, where credibility and trust are always under scrutiny thanks to the great quantity of information available on the Internet and the constant conversation facilitated by social networks [4].

In a networked society, stakeholders are more powerful thanks to the access every citizen has to publish information online. Faced with the growing demand for transparency and social responsibility in an extremely competitive environment, this new challenge involves not just corporate reputation but also organizational legitimacy.

Deep House affirms that legitimacy is “the perceived appropriateness of an organization to a social system in terms of rules, values, norms, and definition”.

In the new globalized environment and weakened state regulatory context, corporate legitimization comes with the assumption of a responsible political role that guarantees the fulfillment of the stakeholders’ social, environmental, and economic expectations. Legitimacy is necessary for organizations' survival, yet it is difficult to get and to keep [5].

2. Creating value for customers:

Competitive advantage is also defined as being ranked, which is ranking related to the concept of “value”. According to him, creating value for customers is an important way to gain competitive advantages. Therefore, the more value an organization can generate compared to its competitors, the more competitive advantage it has.

HEIs must compete with their peers in the sector in order to obtain research funds and receive more funding from the state. Higher education's capacity to acquire talent and generate knowledge has become a vital sign of how much a country can contribute to science and the global economy. In the process, rankings are transforming universities and reshaping higher education. Having been in the spotlight for over a decade, higher education rankings have been the subject of many research papers, and there are studies in the literature that propose alternative models of rankings. QS: Two things are happening at the same moment [6].

As international rankings, namely THE, QS, and ARWU, are heavily criticized for their methodology, consequences for institutions, and factors they utilize, many scholars have come forward

to suggest alternative ways of measuring the overall performance of universities on a global scale. In a 2018 study, Brankovic, Ringel, and Werron suggest a new approach to rankings, which they refer to as “ranking as a type of social operation”, prioritizing globalization, scarification of reputation, and regular publication of findings. As one of the harshest criticisms of the methodology of global rankings (and rightfully so), Daraio and Bonaccorsi (2017) suggest a reformist change in the design and production of performance indicators in such systems. On a different note, Torabian (2019) suggests altering performance indicators in order to facilitate the implementation of sustainable development goals [7].

Apart from these theoretical models proposing changes in performance indicators, there are studies suggesting new methodologies for ranking HEIs based on the revealed preferences of applicants, metrics obtained from activities on the web, specifically social media and media, and using specific software to collect and analyze data to approximate rankings. There are also studies that suggest alternative rankings based on different groupings of HEIs by proposing a five-cluster solution and ranking institutions by reference groups. It is possible to infer from all the studies in the literature that there is an effort to create a better alternative to the global university ranking systems, which is in fact one of the underlying reasons behind this study as well [8].

In general, the table below depicts the theoretical foundations of universities' competitive advantages.

Table 1: Theoretical basis of universities competitive advantages¹

Author	Article title	year	Theoretical basis
Valitov, v. [9]	University branding as a modern form of "winning advantage"	2014	University Brand
Haijing, H.H. [10]	What exactly does competitive advantage imply in the context of public higher education institutions?	2015	Excellence in performance, a good reputation, growth in the number of students, modern buildings, and publication in leading journals.
Ayhan, I., & Ozdemir, A. [12]	A practical from framework for ranking universities by their competitive advantages: a mixed methods studies on foundation universities in Turkey.	2022	Research and publication, education, and management, infrastructure, financial resources, human resources, and social and economic contribution.
Hong, M., & Hardy, L.[13]	Sustainability and the Australian International Higher Education Industry: Towards a Multidimensional Model.	2023	Five competitive forces, namely the threat of entrants, the danger of substitutes, consumer negotiating power, supplier bargaining power, and competitive rivalry, generally refer to resources referring to the campus location, conference facilities, building capacity, and medical research facilities.

¹ Prepared by the researchers

The following are some causes for research and justifications for competitive advantages at universities [15]: perhaps the most important benefit of technological developments is that accessing, processing, and sharing information have become so fast and independent of space that higher education institutions (HELs) are deeply affected by this change. HELs are the main institutions that train the qualified workforce required by the globalizing world.

Therefore, it has undeniable importance both on a national and international level. Universities, which were initially established only for educational purposes, have evolved simultaneously to meet the developments in society and the requirements made compulsory by these developments and have added the mission of “research” among their main objectives. Today, in addition to these two missions, HELs, as structures that produce and transmit information, have also taken on the mission of “making a direct contribution to and economically.

PHELs have to face competition with respect to obtaining governmental and/or research funds, which implies the possession of specific qualities of teaching and research in the institution, in attracting students, which implies specific marketing capability in gaining recognition of their quality, and “in building a reputation which depends on a volatile combination of factors involving everything “from Nobel prizes to athletics.

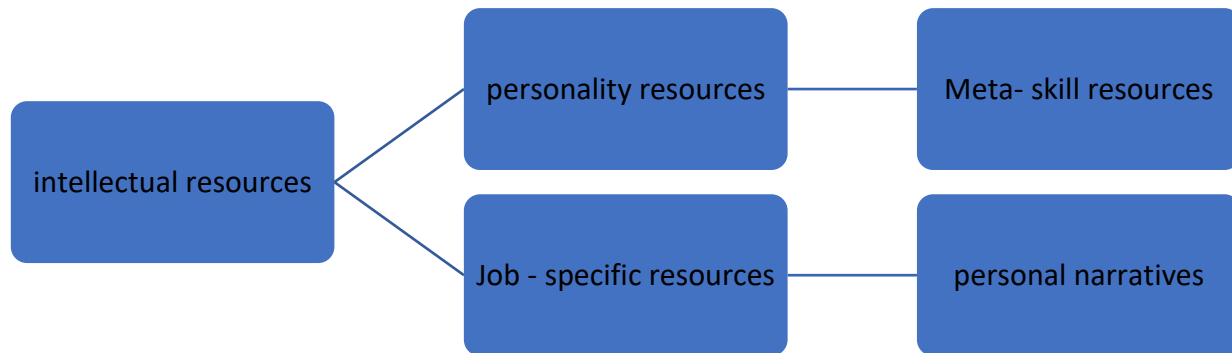
PHELs do not only compete with each other; they are also confronted with the competition formed by private education institutions and companies for market share in the recruitment of international fee-paying students, offering for-profit education and training programmers, or selling education services like language testing or accreditation.

The increasing demand for post-secondary education and the ongoing difficulty students face in securing appropriate work upon program completion highlight the importance of an enhanced understanding of employability resources for university graduates. Justifications achieve a strategic advantage from resources and dynamic capabilities (DCs), university graduates can similarly apply these principles and tactics to be competitive in the job market. and the findings suggest that, in order to increase employability, university students need to assume a DCs view of competitive advantage, as students need to reflect on both their intrinsic and learned resources to create a systematic competitive advantage that is valued, rare and to replicate or substitute [16].

3. Specifics of competitive advantages in universities:

Where the following figure shows specifics of competitive advantages in universities.

Fig. 1: Specifics of competitive advantages in universities²



4. Intellectual resources

Intellectual resources are cognitive skills that are complex, requiring “judgment, analysis, and synthesis; and are not applied in a rote or mechanical manner. that defines intellectual resources as including dimensions associated with performance intelligence, verbal intelligence and full-scale intelligence. Intelligence resources incorporate critical thinking skills, which enable individuals to generate new ideas and reach desired and rational outcomes. Intelligence resources also involve decision making, problem solving, reasoning and knowing how to learn from previous situations. Previous empirical studies demonstrate a strong relationship between intellectual resources and employability across a variety of occupations and contexts.

A consensus exists among scholars that intellectual resources are critical for university graduates. Previous research indicates that employers perceive intellectual capability as a core attribute of all university graduates, which suggests that it is not perceived as unique. Cai (2013) citing signaling theory, suggests that the degree itself becomes a surrogate for ability, and, therefore, the real competitive advantage of intellectual resources may lie in how graduates can combine these capabilities with other resources to maximize value for employers and differentiate themselves from other graduates [17].

4.1. Personality resources

Personality has been shown to explain behavior at both the individual and group level. The five-factor model, which includes dimensions of emotional stability, openness to experience, extraversion, agreeableness and conscientiousness, a valid and reliable measure that remains stable over time .The

² Prepared by the researchers

relationship between personality and dimensions of employability (including career success and satisfaction) has been studied extensively in the past two decades and the use of personality data to guide hiring decisions remains a source of debate among scholars and practitioners. On the one hand, some researchers argue that measures of personality, for purposes of recruitment and selection, are both invalid and unreliable and that any assessments of personality must be undertaken with great care and caution. On the other hand, personality and performance may be intricately linked, and personality may have a direct influence on an individual's leadership ability and style, a team's performance, and the overall effectiveness of a group or organization. Further, personality resources constitute an important element within the employment context, as managers might motivate their employees differently based upon these varied characteristics.

Vocational interests can be seen as an expression of personality and this connects personality with employment choices and outcomes. Research shows that employers perceive specific personality traits as indicators of graduate future performance and contributions because only 11 percent of new hires fail for reasons related to technical skills and knowledge. As a result, a growing recruitment trend is to examine the congruence between personality and employer needs.

Some other research suggests that personality resources are capable of predicting career success. For example, Hogan et al. (1996) conclude that "well-constructed measures of normal personality are valid predictors of performance in virtually all occupations". This seems to suggest that there is value in the early identification and understanding of personality within the employment landscape. Specifically, two personality factors, conscientiousness and openness to experiences, have a stronger relationship to employability than other factors. Conscientiousness includes dimensions such as dependability, organization, goal-driven and being highly organized. Openness to experience includes dimensions such as intellectual curiosity, imagination, creativity and independence. An individual who is high on openness to experience welcomes new ideas and experiences that contribute to divergent thinking, intellectual curiosity and problem solving. While some studies note that conscientiousness showed a consistent relationship to job performance across various occupations, others contend that "intelligence and conscientiousness are excellent indicators of potential, not guarantees of success". As such, intellectual and personality resources alone are not sufficient considerations in the recruitment and selection process of new graduates. Rather, employers seek evidence that graduates have leveraged their intrinsic resources of intelligence and personality to develop new capabilities. The role of these learned resources will now be considered.

4.2. Meta-skill resources

Meta-skills are the effective development and application of an individual's intelligence and personality resources and, as such, both researchers and employers have placed increasing attention on the importance of this capability. While job-specific knowledge is typically context specific, meta-skills are non-academic skills presumed to be useful in a range of working environments. Recent evidence suggests that the development of meta-skills is an important predictor of employability. No longer is academic achievement sufficient for university graduate employment and there is a requirement for "higher education to produce graduates with highly developed and recognizable transferable skills". These skills include listening, communication, teamwork, adaptability, social sensitivity, managing relationships, time management, goal-orientation, and task completion. This growing body of research indicates that graduates who display these skills signal enhanced employability to potential employers.

4.3. Job-related resources

Specifically, these job-specific resources signal to employers that a graduate possesses the minimum proficiencies required to perform a specific role. Passion refers to "a positive fulfilling work-related state of mind that is characterized by vigor, dedication and absorption" and is demonstrated through activities that are personally fulfilling. Further, contend that job-specific passion is a multi-dimensional construct that incorporates cognition (i.e., a rational evaluation that an individual prefers one job over another), affect (i.e., an individual's positive emotional response to a specific job) and behavioral-intentions (i.e., a desire to do this job). As such, individuals may have passion for a specific role and/or passion for a specific firm and evidence suggests that job-specific resources related to knowledge, skills and passion are all considerations within the recruitment and selection process [11].

4.4. Personal narratives

An employer-oriented personal narrative involves the transformation of a student's individual-level resources into a focused, evidence-based story framed by an employer's perception of value. A critical element of this narrative includes a centralized collection of experiences, documentation and other artifacts that build upon the experiences gained through pre-graduation applications as evidence of the acquisition or development of skills and abilities. Similar to a balanced scorecard approach for performance management to advance a firm's strategic outcomes, graduates who can display a diverse and valued range of complementary resources (capabilities) place themselves in a position above others

competing for the same opportunities. Scholars and practitioners have identified a range of mediums that graduates can use to accomplish this, including e-portfolios and LinkedIn. In an experimental study of 64 employers, scholars isolated specific resume characteristics that influence an employer's decision to interview or not interview a candidate. In summary, the objective for new graduates is to differentiate themselves from others seeking employment in a manner that is important to, and valued by, an employer [18].

Conclusion

State is currently Funding a large- Scale reform Package for universities, Higher education (HE) institutions World Wide are experiencing fundamental changes, moving from the traditional Humboldt – Type Model Towards an entrepreneurial model, global trends, the Russian university landscape is being prepared to undertake a great transformation towards international standards in HE. The Russian state is currently funding a large – scale reform Package for universities. the emergence of the fourth-generation university and new innovation, then the participatory economy university, which is the subject of research application, and since the development of Russian universities is still in the stage of research and scrutiny over many years, the researcher saw that the university of the fourth generation, new innovation and the university of participatory economics, which is still shrouded in some shortcomings and ambiguities. In this sense, the researcher's vision has been embodied in how to put and prepare a university strategy into practice, following the following methodology:

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КОНКУРЕНТНОЕ ПРЕИМУЩЕСТВО РОССИЙСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

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Аннотация. Цель этой статьи состояла в том, чтобы определить исследования, обосновать интеллектуальную основу конкурентного преимущества, определить реальность исследовательских услуг в российских университетах и институтах, наиболее важные требования для достижения конкурентного преимущества и разработать предлагаемую стратегию достижения конкурентного преимущества университета с помощью портала управления исследовательскими услугами, в котором были использованы оба открытых личных интервью. Мы предлагаем, чтобы такой портал описывал интеллектуальные ресурсы университета, которые состоят из: личностных ресурсов, ресурсов метанавыков, личных

нарративов (ресурсов, специфичных для работы). Все эти ресурсы описаны в этой статье. Способность университетов предоставлять исследовательские услуги, отвечающие потребностям бенефициаров, связана с их успехом, ростом и выживанием, и основывается на создании конкурентных преимуществ университетов на следующих основаниях: эффективность, качество, инновации, оперативность реагирования на потребности бенефициаров и слабые механизмы, доступные для предоставления услуг по исследованию рынка в электронном виде.

Ключевые слова: высшее образование; стратегия; ценность; конкурентное преимущество; качество высшего образования.

JEL коды: L20; I23.

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