Preface

According to the Associate to Advance Collegiate Schools of Business (AASCB International, 2015), there are an estimated 16,484 schools worldwide granting business degrees at the bachelors level or higher. 21st Century marketing professionals operate in a very sophisticated, dynamic, and hypercompetitive global environment. Thus, they must maintain constant awareness of key factors that can shape markets, direct trends, and, in turn, influence marketing activities. Given the need to develop market offerings that acknowledge people, planet, and profit, leaders of market-driven and market-driving organizations will need human talent that is competent not only in the marketing mix but also in cultural literacy, ethics, analytics, and sustainability.

Global Perspectives on Contemporary Marketing Education is focused on the development and education of future marketing professionals in an age of shifting markets and heightened consumer engagement. A compendium of innovations, insights, and ideas from marketing professors and professionals around the world, this title explores the need for students to be prepared to enter the sophisticated global marketplace. This book will be invaluable to business students, educators, administrators, and professionals who value the infusion of fresh globally-sourced ideas into their courses. This book also will be of use to a broad international and multicultural audience of business academics hoping to improve their approaches to teaching and assurance of learning. The reader should appreciate how this work brings together content from contributors of various ethnic origins working in a variety of countries, such as the United States of America, Spain, Portugal, Taiwan, Israel, Malaysia, Mexico, Pakistan, and Thailand.

If you would thoroughly know anything, teach it to others.
Tryon Edwards, Theologian (1809-1894)

For generations, the marketing community has helped organizations improve their market offerings, value propositions, and relationships with key markets. As academics and practitioners, we have a keen interest in advancing the marketing knowledge that students learn in classrooms, and ultimately apply in the field, office, or boardroom. Edmund Jerome McCarthy, a recently deceased pioneer in the Marketing discipline, offered up 4Ps—product, promotion, price, and place of distribution—which have been absorbed deeply into the mainstream lexicon of business. Acknowledging both our past and present, we conceived this book project as a way to broaden views on what marketing means and how marketing education can be brought to life around the world.

As countries compete to become stronger players in the global market, they have emphasized the need to foster homegrown efforts that develop business professionals with well-rounded experience, exposure, and education. As evidence of this fact, nearly 30% of AACSB’s membership is based outside
of the United States of America. (AACSB International, 2015). We will continue to see more business schools and programs of all sizes trying to achieve, or maintain, the outcomes required for accreditation by AACSB, Accreditation Council for Business Schools and Programs (ACBSP), European Quality Improvement System (EQUIS), International Assembly for Collegiate Business Education (IACBE), and other comparable bodies. Beyond accreditation issues, concerns persist from governments, consumer advocacy groups, and others regarding business’ ability to create value responsibly and sustainably within our increasingly diverse, inclusive, and ever-sophisticated society. Indeed, this book aims to highlight the work and insights of business academe’s teacher-scholars to ensure that marketing students around the world are educated in ways that meaningfully integrate diversity, ethics, analytics, and sustainability, among other topics. In that vein, the book focuses on contribution from some of today’s best marketing teachers in the Americas, Africa, Asia, Europe, and Oceania.

*The mere imparting of information is not education.*
*Carter G. Woodson, Historian (1875-1950)*

This book features innovations, insights, and ideas from globally minded marketing educators who emphasize effective teaching and learning in their pedagogy. Targeted in its scope and broad in its sources, we hope that this book will become a key reference for marketing and business educators looking for quality literature about how to foster excellence among students in the 21st Century.

We realize that higher education’s stakeholders expect us to assess and improve our teaching. Moreover, the public-at-large expects that we will take greater initiative in addressing marketing’s intersections with timeless concerns such as ethics, sustainability, social responsibility, social justice, service learning, and so forth.

*We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.*
*Peter Drucker, Management consultant (1909-2005)*

**ORGANIZATION OF THE BOOK**

In this book, the reader will find a diverse array of chapters that can help advance our understanding of what it means to educate business students whose training can help them become better decision makers, colleagues, team players, and leaders (Smith, 2011). These chapters are produced by people hailing from different cultural backgrounds, national origins, disciplinary expertise, and institutional profiles. We all have something to learn from our fellow teachers regarding utilization of technology, integration of ethics, cross-cultural engagement, curriculum enhancement, as so on. Representing over ten different countries, the contributors in this book provide examples of what they have done and learned in the process of teaching people about marketing.

In order, the chapters are listed below and, thereafter, described in greater detail.

- **Chapter 1: Reflections on Teaching a Global Markets Course at Jesuit Commons Higher Education at the Margins** by Vivian Faustino, University of San Francisco; Carlos Ballesteros Garcia, Universidad Pontificia Comillas; and Mirjeta Beqiri, Gonzaga University.
Preface

- Chapter 2: The Mismatch between Undergraduate Marketing Education and Employers’ Requirements in Portugal by Ana Estima, University of Aveiro and Paulo Duarte, University of Beira Interior.
- Chapter 3: From Marketing Education in a Developing Country to a U.S. Master’s and/or Doctoral Degree in Marketing by Matt Elbeck, Troy University – Dothan.
- Chapter 4: Nature and Geography – Tragic Voids within Marketing Textbooks and the External Business Environment by Brent Smith, Saint Joseph’s University.
- Chapter 5: A Mental Model for Teaching Strategic Marketing Management by Homer Warren, Youngstown State University, and David Burns, Kennesaw State University.
- Chapter 6: Turning Marketing Students into Active Citizens – The Learning of Consumption and Social-Related Marketing in Thailand by Krittinee Nuttavuthisit, Sasin Graduate Institute of Business Administration, Chulalongkorn University.
- Chapter 7: Using Sport’s History to Develop Cultural Competence in Millennial Marketers – Title IX, Stadium Development, and Post-Apartheid Rugby by Stephanie Tryce, Saint Joseph’s University.
- Chapter 8: Marketing Education in Sarawak – Looking at it from the Employers Viewpoint by Balakrishnan Muniapan, Wawasan Open University; Margaret Gregory, Universiti Teknologi MARA; and Edith Lim, Swinburne University of Technology.
- Chapter 10: Two Different Aspects of Technology Regarding Marketing Education by Amiram Porath, AmiPorCon Ltd, Israel.
- Chapter 11: Preparing Students to Use Marketing Technology for Decision-Making by Camille Schuster, California State University San Marcos.
- Chapter 12: Ethical Marketing by Carlos Ballesteros, Universidad Pontificia Comillas, and Dulce Saldaña, Tecnologico de Monterrey.
- Chapter 13: Teaching Peace and Marketing Education – From Pieces to Peace by Maria Lai-Ling Lam, Point Loma Nazarene University.
- Chapter 14: Promoting Effective Learning in Diverse Classrooms by Amir Manzoor, Bahria University.
- Chapter 15: Logistic Issues in Introducing Remote Learning Devices – Case Study by Amiram Porath, AmiPorCon Ltd, Israel.

In the first chapter, “Reflections on Teaching a Global Markets Course at Jesuit Commons Higher Education at the Margins,” authors Vivian Faustino (University of San Francisco), Carlos Ballesteros Garcia (Universidad Pontificia Comillas), and Mirjeta Beqiri (Gonzaga University) detail their development and delivery of an online course for refugees in Kenya, Malawi, and Jordan. Their experience reflects a strong mission-driven effort to deploy education virtually as means to advance social justice, freedom, equality, and human development. This chapter provides insights into how digital pedagogy, culturally relevant curriculum, and collaborative partnerships can sustain the goal of educating persons at the margins.
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In the second chapter, “The Mismatch between Undergraduate Marketing Education and Employers’ Requirements in Portugal,” Ana Estima (University of Aveiro) and Paulo Duarte (University of Beira Interior) examine the debate about how universities can develop marketing education curricula that can address market needs of employers. The authors take a closer look at the state of undergraduate marketing education offered in Portugal per key outcomes, such as employability of students and transfer of innovative marketing knowledge to companies.

In the third chapter, “From Marketing Education in a Developing Country to a U.S. Master’s and/or Doctoral Degree in Marketing,” Matt Elbeck (Troy University – Dothan) compares and contrasts undergraduate marketing education in Saudi Arabia versus the United States. He then describes a pathway taken by students from Saudi Arabia to pursue a Master’s and/or Doctorate in marketing in the United States. The chapter concludes with a rather the unique insight on “brain drain” that distinguishes Saudi Arabian graduate students from other international students.

In the fourth chapter, “Nature and Geography: Tragic Voids within Marketing Textbooks and the External Business Environment,” Brent Smith (Saint Joseph’s University) presents a critique of mainstream marketing textbooks that lack specific inclusion of nature and geography (”natural environment”) within discussions of dimensions comprising the external business environment. Citing myriad examples from industry, Smith argues that industry, more so than business academe, recognizes that nature and geography are uncontrollable forces that affect decisions about markets and marketing activities. Thus, the natural environment deserves (greater) mention next to economic, competitive, regulatory, and other variables typically featured in most marketing textbooks. By making such a change, textbook authors and marketing instructors can provide students a more complete picture of factors that actually impact domestic and international markets and marketing activities.

In the fifth chapter, “A Mental Model for Teaching Strategic Marketing Management,” Homer Warren (Youngstown State University) and David Burns (Kennesaw State University) put forward a mental model to help students understand the heuristic thinking processes that successful strategic marketing managers use in problem solving. The authors argue that this model addresses industry’s demand for managers who can see and comprehend multiple interrelationships of factors in the environment to optimize decision-making. The authors also discuss an application related to seeing the “whole” marketing system and understanding how to integrate marketing knowledge into heuristic thinking.

In the sixth chapter, “Turning Marketing Students into Active Citizens: The Learning of Consumption and Social-Related Marketing in Thailand,” Krittinee Nuttavuthisit (Chulalongkorn University) discusses the learning of consumption and marketing within the context of social-related issues. By turning students into active citizens, she suggests that business and society can be enriched not only by achievement of profit maximization but also emphasis on sustainability.

In the seventh chapter, “Using Sport’s History to Develop Cultural Competence in Millennial Marketers: Title IX, Stadium Development, and Post-Apartheid Rugby,” Stephanie Tryce (Saint Joseph’s University) notes that sport provides marketing educators and students a unique opportunity to examine cultural diversity in a way that ameliorates diversity fatigue from underexposed students. As the United States approaches 2050, it will become a country of minorities. Thus, millennial students must have – possess, acquire, or develop -- the cultural competence required to become first-rate global marketers. The chapter provides relevant diversity language, inclusion terminology, and examples of individual lesson plans.
In the eighth chapter, “Marketing Education in Sarawak: Looking at it from the Employers’ Viewpoint,” Balakrishnan Muniapan (Wawasan Open University), Margaret Gregory (Universiti Teknologi MARA), and Edith Lim (Swinburne University of Technology) examines the past, present, and future potential of marketing education in Sarawak, the largest of Malaysia’s thirteen states. While marketing has garnered greater respect as a discipline, employers and new graduates still struggle to implement it most effectively in professional practice. Thus, marketing educators must evaluate and improve curriculum design of marketing courses. They also must make efforts to understand what public sector and private sector organizations require of graduates in terms of marketing knowledge, skills, and abilities required of a graduate.

In the ninth chapter, “Integrating Big Data Analytics into Advertising Curriculum: Opportunities and Challenges in an International Context,” Kenneth C.C. Yang (University of Texas – El Paso) and Yowei Kang (Kainan University) contend that advertising professionals can utilize new computing technologies to producing better targeted advertising campaigns. While Big Data and analytics courses have been offered by many colleges and universities, they authors find that existing advertising curricula have yet to integrate such courses or related concepts in a significant way. The chapter brings together curricular data from nearly 190 universities around the world to examine how Big Data has posed challenges and opportunities for existing advertising curricula. Findings show that proportionally few advertising programs in the United States have begun to explore the potential of the data analytics tools and techniques.

In the tenth chapter, “Two Different Aspects of Technology Regarding Marketing Education,” Amiram Porath (AmiPorCon Ltd, Israel) states that the role of technology in marketing education can be described from two different points of view: (1) as a tool for marketing education and (2) as part of the curriculum of marketing education. His chapter begins with a general description of the role of technology in education. Porath argues that one cannot be called a marketing expert without understanding the new rules of communication. Given the changing world of communication, marketing educators should consider how marketing practices may be viewed, what new opportunities may be created, and what new threats may manifest. The chapter presents two cases, one involving a threat and another involving an opportunity to illustrate these points while highlighting the role of technology. It ends with recommendations for elective in a marketing curriculum.

In the eleventh chapter, “Preparing Students to Use Marketing Technology for Decision-Making,” Camille Schuster (California State University - San Marcos) looks at how organizations have increased their expectations for new marketing hires, particularly in the area of data analytics. Her chapter describes overall changes occurring in business, and more specifically in marketing, highlighting a longstanding disconnect between demand and supply. Despite the availability of existing tools for teaching marketing research (e.g., survey, experimental, and qualitative methodologies), marketing educators desire to integrate analytics lessons seem to be thwarted by a lack of materials and a huge learning curve. Schuster details how Teradata, Inc., working in cooperation with Marketing Information Systems academics, created TeradataUniversityNetwork.com (TUN) as a place for sharing tools, software, articles, and data so that analytics can be taught in classroom settings. This chapter describes TUN’s range of marketing analytics materials (e.g., software, articles, and videos) available to marketing educators and offers recommendation on how those materials can be used in the classroom.
In the twelfth chapter, “Ethical Marketing,” Carlos Ballesteros (Universidad Pontificia Comillas) and Dulce Saldaña (Tecnologico de Monterrey) address some fundamental ethical issues related to the profession of marketing. They also discuss how these issues may relate indirectly to other decision makers in companies, ultimately guiding organization-wide human action in a moral sense. The main objective of their chapter is to provide different insights for identifying and analyzing ethical problems across various elements of a marketing strategy. The chapter leads the reader to an open invitation to reflect about his/her professional field: How can I contribute from an ethical perspective? From the ethics of marketing, how can I make decisions based on principles such as confidentiality, truthfulness, loyalty, transparency, fairness and accountability?

In the thirteenth chapter, “Teaching Peace and Marketing Education: From Pieces to Peace,” Maria Lai-Ling Lam (Point Loma Nazarene University) presents a peace-centered process of teaching marketing that she implemented during 2002-2015 academic years undergraduate and graduate business students at two Christian universities in the United States. She describes her pedagogical approach as one related to the development of a unified worldview about human life in a culture of peace, healing, and virtue. In her chapter, she discusses four main topics, including: (1) the manifestation of violence in marketing, (2) the concept of a peace-centered process of teaching marketing, (3) the responsibility of marketing educators, and (4) the seven pedagogical strategies for this approach.

In the fourteenth chapter, “Promoting Effective Learning in Diverse Classrooms,” Amir Manzoor (Bahria University) discusses how the multicultural classroom provides an opportunity for students from different cultures to bring and benefit from a range of experiences, knowledge, perspectives and insights to the learning. It is no secret that successful, striving, and even struggling firms are moving increasingly to expand their reach beyond domestic markets. Paralleling this activity, more individuals—students, recent graduates, and new hires—are likely to study and/or work in multicultural environments domestically and internationally. In this chapter, Manzoor explores some issues faced by faculty and students regarding possible adjustments in teaching style, content, and policies to accommodate multicultural learners. Specific recommendations are provided to address these issues.

In the fifteenth chapter, “Logistic Issues in Introducing Remote Learning Devices: Case Study,” Amiram Porath (AmiPorCon Ltd, Israel) describes logistical hurdles that educational organizations face when trying to introduce remote learning with mobile devices. Porath argues that unlike the introduction of a new textbook, the introduction of e-learning may require special adaptations at the physical and human infrastructure levels. He offers a case study that highlights how such a move presented major questions for a regional high school and its stakeholders in Israel. While the answers may differ from country to country, the questions are relevant enough for consideration by any educator or administrator when preparing for the move. The chapter ends with lessons learned and recommendations for the future.

CONCLUSION

Global Perspectives on Contemporary Marketing Education offers a diversity of teaching approaches for helping students understand how to apply, augment, and assess marketing paradigms and functions. A successful marketing department has the power to make or break a business. Today, successful marketing professionals must have broad knowledge and actionable skills that enable themselves, and their firms, to remain competitive in the global market.
As companies compete for international standing, the value of marketing professionals with well-rounded experience, exposure, and education will not subside. The contributions featured in this book capture good examples of how Marketing educators aim to develop the teaching and learning within and across cultural, geographic, national, and other boundaries.

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**REFERENCES**
