

HISTORY AND PROJECTIONS: TRAINING OF THE MARKETING FACULTY

William G. Browne
School of Business
Oregon State University

As marketing faculty look back they can see many changes in the formal training of marketing educators. They can also recognize where their personal education fits into the evolution of marketing training. This paper describes some of the obvious stages of training of marketing educators. This background helps the reader develop an appreciation of current doctoral programs. The background also sets the stage for speculation for changes in future doctoral programs.

Initial Marketing Education

The 1930's interest in formal education formal departments of business were the departments were housed in the normally an off-spring of economics. Later many of the departments of business and petitioned, usually successful. Within the Business Schools areas of Finance, Production, Personnel, and departments.

Many academics considered the Marketing a bastard of the social sciences. It is apparent in that the staff, for a large part and in many cases were teaching in the areas of formal doctoral training. To gain respect and added focus on the scholarly aspects of marketing, a number of leading schools started Ph.D. programs in marketing. Many of the Ph.D. programs had a heavy social science flavor that represented the interest and formal backgrounds of the initial staff. Writings of the established "scholars" dealt with the application of social sciences (mainly economics) to the practical concerns of the practitioner. Other writings were descriptive in nature, covering topics such as marketing channels, advertising, retailing, and salesmanship.

A Challenge to Marketing Education

In the 1950's a formal challenge faced marketing educators in the form of the Carnegie Report (addressed to the entire field of business education). This caused schools of business, marketing departments, and accrediting agencies to initiate a self appraisal. The appraisals resulted in a shift in the content of marketing education and the marketing training of Ph.D. students. Formal courses in quantitative methods and later computers became a requirement in most Ph.D. problems. The increased focus on quantitative methods produced an army of faculty members looking for situations to use their new

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weapons. Articles appearing in standard marketing journals were based on a heavy dose of quantitative methods reflecting the change in training. Marketing textbook authors began to integrate quantitative methods into their writings.

A Shift in Marketing Education

During the 1960's and early 1970's the marketing concept fully became part of the marketing dogma. To implement the marketing concept, from the scholar's standpoint, methods for understanding the consumer or buyer needed to be developed. Thus, many of the Ph.D.'s with heavy educational doses of quantitative methods and the social sciences quickly gravitated to research in consumer or buyer behavior. Courses in Ph.D. programs reflected this transition and many students concentrated their studies and research in consumer or buyer behavior. As a consequence many articles and books were published on the topic reflecting the backgrounds of this generation of Ph.D.'s.

As the interest in consumer and buyer behavior matured and the business schools satisfied their individual staffing needs for consumer behavioralists, academics search for new concepts that would enhance the understanding of marketing. There was substantial, but short-lived, interest in the general areas of marketing and society, social marketing, marketing systems, marketing decision-making, etc., but these areas never made the impact of previous thrusts. The contributions of each area were quickly integrated into the then-existing courses without making substantial impact on Ph.D. requirements or areas of specialization. Lately, there has been probes into such areas as: service marketing, macro marketing, strategic marketing, and marketing control. There is no clear signal that any of these areas will become the "flagship" of the 1980's. Each topic has or will influence marketing curriculums and each has the potential for becoming a major speciality area in the training of new marketing Ph.D.'s. At this point in time, however, it is difficult to forecast which, if any, of the topics will become the focal point of the 1980's.

The Future of Marketing Education

It appears that when interest in marketing education begins to plateau a new and modified version of marketing is introduced. The scholars are now proposing the ingredients for the next generation of marketing study. Each of the topics suggested in the preceding section has been introduced and has attracted the attention of many educators and practitioners as evidenced by the many special sessions held as part of AMA conferences. There also may be a "sleeper" among the above topics. The sleeper could concern the integration of the marketing function from a modeling standpoint. Strategic Marketing certainly contains the ingredients for an integrative approach, but can it be taught by means other than cases?

The marketing faculty may again have to step outside their domain and borrow from other academic areas to enhance their studies of service marketing, macro-marketing, strategic marketing, marketing control and/or marketing integration. Academic areas such as accounting, management, psychology, sociology, control theory, and systems engineering may provide background and support these studies. If marketing goes to the outside again there will be a major wave of research and writing that will substantially change future Ph.D. training.