In search of a sustainability marketing curriculum

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Expected direction

- Introduction
- Understanding the context of sustainability
- The link to marketing and marketing sustainability
- Knowing you and
- Being inspired to move on.

Introduction

- Growing consciousness for sustainability-concern for people and planet.
- 1972 United Nations conference on the Human Environment
- Brundtland Report (1987)
- United Nations Conference on the Environment and Development (UNCED) (1992)
- Educating for Sustainability Development (ESD)
- Decade of Education for Sustainability Development (DESD): 2005 to 2014.
- Many conferences and agreements that emerged that fuelled the interest in sustainability issues.

Understanding ‘Sustainability’

*Sustainability is a collective term for everything to do with responsibility for the world we live in. It is an economic, social and environmental issue. It is about consuming differently and consuming efficiently. It also means sharing between the rich and the poor and protecting the global environment while not jeopardising the needs of future generation (*McCann-Erikson (2007) *.*

- The agreements and conferences do not prescribe the adoption of a sustainability discourse.
- However, the promotion of sustainability literacy (skills, competencies, dispositions and values for surviving and thriving in declining conditions of the commercial world)…
- Impetus to empower individuals to think critically about society

The link to sustainability marketing

- Sustainability marketing (elusive to define) is built on the premise of the triple-bottom line or three E's (Elkington, 2004).
- Ecological (environmental) sustainability
- Social (equity) sustainability
- Financial (economic) sustainability
- Therefore the broader conceptualisation of marketing's definition in the context of a sustainability world view…

Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large (Lib, 2007).

So what does it have to do with curriculum?

- Ideology of consumption is propagated by academic marketing and corporate marketing practice.
- Legitimacy and hegemony in marketing ideology to all marketing actors for accepting the way in which the market is organised (Marion, 2006).
- Stemmed from the historical context of marketing:
- Era1 (1900 -1920)-development of a distinct marketing discourse, developed courses built on economic theory.
- Era 2 (1920 – 1950)- development of some principles of marketing, established a few academic journals.
- Era 3 (1950-1980)-dominant managerial perspective (power and hegemony), terminologies (4Ps), focus on quantitative studies, emergence of more journals (JAMS).
- Era 4 (1980 to present)- new challenges, philosophical debates around dominant perspectives

Realisation for Curriculum Reform

- The historical context of marketing would define marketing as a practice, a branch of knowledge and an ideology.
- The marketing discourse centred on the Dominant Social Paradigm (DSP), how individuals interpreted their world and legitimised institutions.
- Technology, political liberalism, economic liberalism and self-interest, anthropocentrism, competition.
- *Naisbitt (1982) created the term "megatrend"… a combination of economic, political, cultural, philosophic and technological factors that shape our lives.*
- *Megatrends are seismic in both time and space and differ in their magnitude as they emerge in the context of their times and as a product of the residue of previous megatrends (Mittelstaedt et al., 2014).*
- The neoliberal system has remained a megatrend and the consequence…economic disparities, resource exploitation and consumption ideology.
- Marketing sustainability is the new residue that has emerged.

Why search for the sustainability marketing curriculum?

- To explore the megatrend, you need to make use of critical marketing theory.
- Questioning of the ontological and epistemological basis of marketing knowledge.
- Academic development of the discipline is influenced by its social context, the manner in which marketing knowledge is constructed and the methodological approaches used in the development of theory.
- “cultural theses” in marketing theory is dialectically opposed to a social transformation and social responsiveness ethos that is presupposed by a sustainability marketing curriculum.

Lets start the enquiry…..

1. **What is the nature of marketing?**
2. **What is the core concept of marketing?**
3. **How would you describe the scope of marketing?**
4. **What is the primary responsibility of marketing?**

So… you would be???????

- A. The Apologist
- B. The Social Marketer
- C. The Reconstructionist

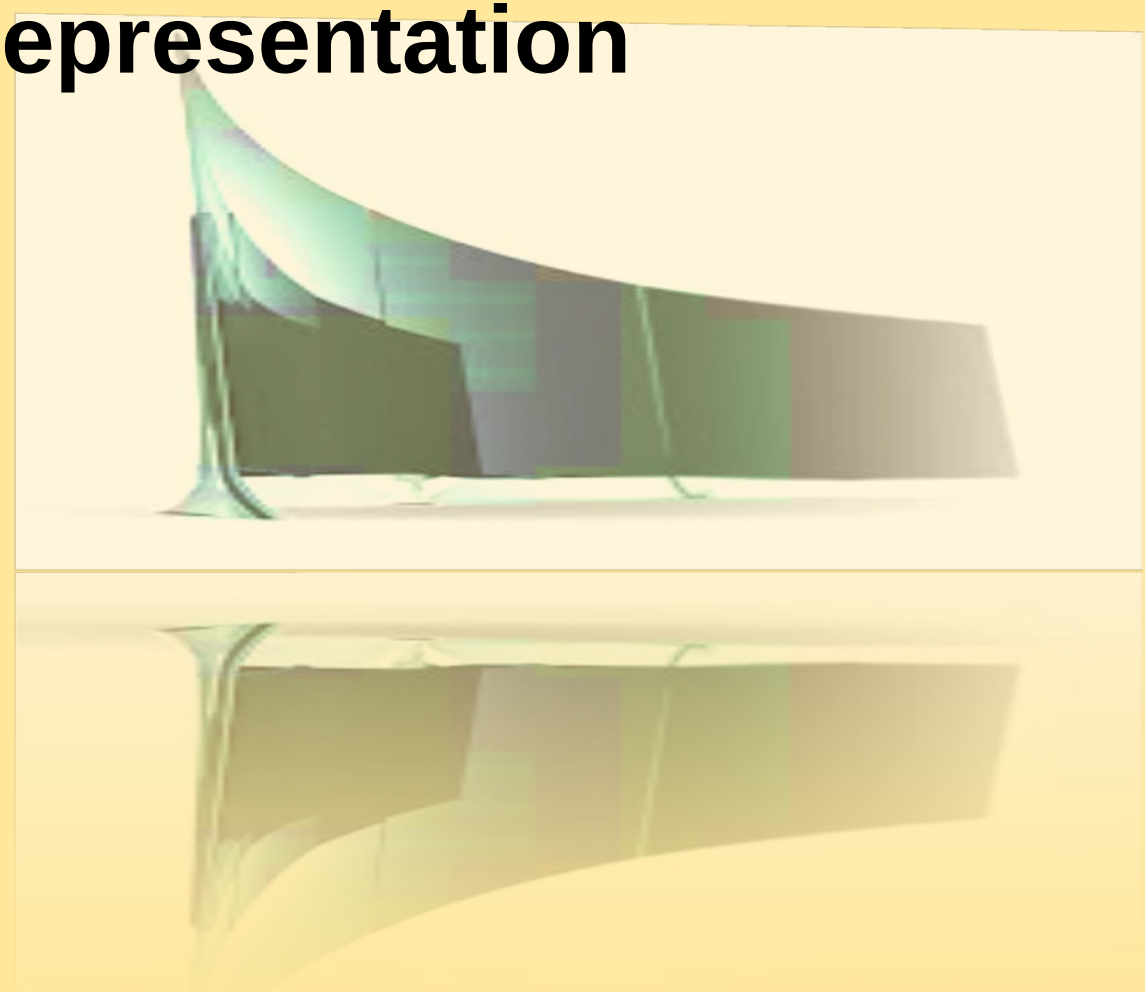
The theoretical and conceptual framework

Value Orientation	Marketing Is Socially Valuable	Marketing Must Recover Its Social Value	
Paradigm	**The Apologists**	**The Social Marketers**	**The Reconstructionists**
Nature	Management Technology Defined by Its Structure Marketing Concept Is Sound	Generic Technology Defined by Its Structure Reinterpret Marketing Concept	Social Process Defined by Its Function Marketing Concept Is Inadequate
Core Concept	Market Transaction	General Idea of Exchange (for example, organization–client exchange)	Broad Exchange of Value (for example, exchange of value between social units)
Scope	Confined to Marketplace	Operationally Extended to Society (for example, marketing technology can have broad social application)	Philosophically Extended to Society (for example, marketing is a social process)
Primary Responsibility	Economic	Economic and Social (for example, efficiency, consumer safety, social justice, environment)	Social (for example, quality of life, humanism)

Figure 1. The conceptual framework for academic marketing paradigms (Arnold & Fisher, 1996, p.124)

Visual and Metaphorical Representation





History of marketing
What marketing still represents.
Apologists and Social Marketers.

Reconstructionists: Challenge to marketing theory

What next?

- links to marketing theory, the history of marketing, the critical marketing paradigm and socially responsive curriculum.
- Realisation that the existing conceptual and theoretical framework did not adequately represent the current viewpoints. There were new paradigms of thinking. There were silences surrounding sustainability marketing curriculum.

Themes	Curriculum Paradigm		
	"Curriculum Stagnators"	"Curriculum non-Traditionalists"	"Curriculum Transformers"
The sustainability discourse trend/fad	Acknowledgement of the sustainability discourse in marketing curriculum but this is considered a trend.	Accepted as a trend	Complete acceptance for sustainability discourses in marketing curriculum
The skilling rhetoric	Practice-based with no theoretical acceptance of the sustainability discourse in marketing curriculum.	Purely practice-based with little acknowledgement for the relevance of sustainability marketing curriculum	Advocates new skill requirement and critically reflexive thinking from deconstruction to reconstruction
Restricted academic agency	Inability of academic agents to effect change	Academia is not viewed as a site of change.	Collaboration advocated for curriculum development to eliminate 'silo' curriculum development
Student participation in curriculum development	Student has no participation in curriculum development.	Little relevance seen for the marketing curriculum, hence student participation viewed as insignificant.	Emancipatory outlook to empower students to have choices regarding theoretical claims in the marketing curriculum

Table 6.1: Curriculum Paradigms for Marketing Sustainability

Key contribution

- The new sustainability marketing curriculum paradigms had implications resulted in three Meta themes.
- **‘Movement from rhetoric to actualisation’**
- **‘Spaces for dialogue: creating agents of ideological change and building competencies in sustainability marketing’**
- **‘Spaces for ideological disruption: the relationship between marketing sustainability consciousness and curriculum redesign’**
- The Meta themes contributed to the creation of a ***sustainability marketing consciousness and curriculum redesign hierarchy.***

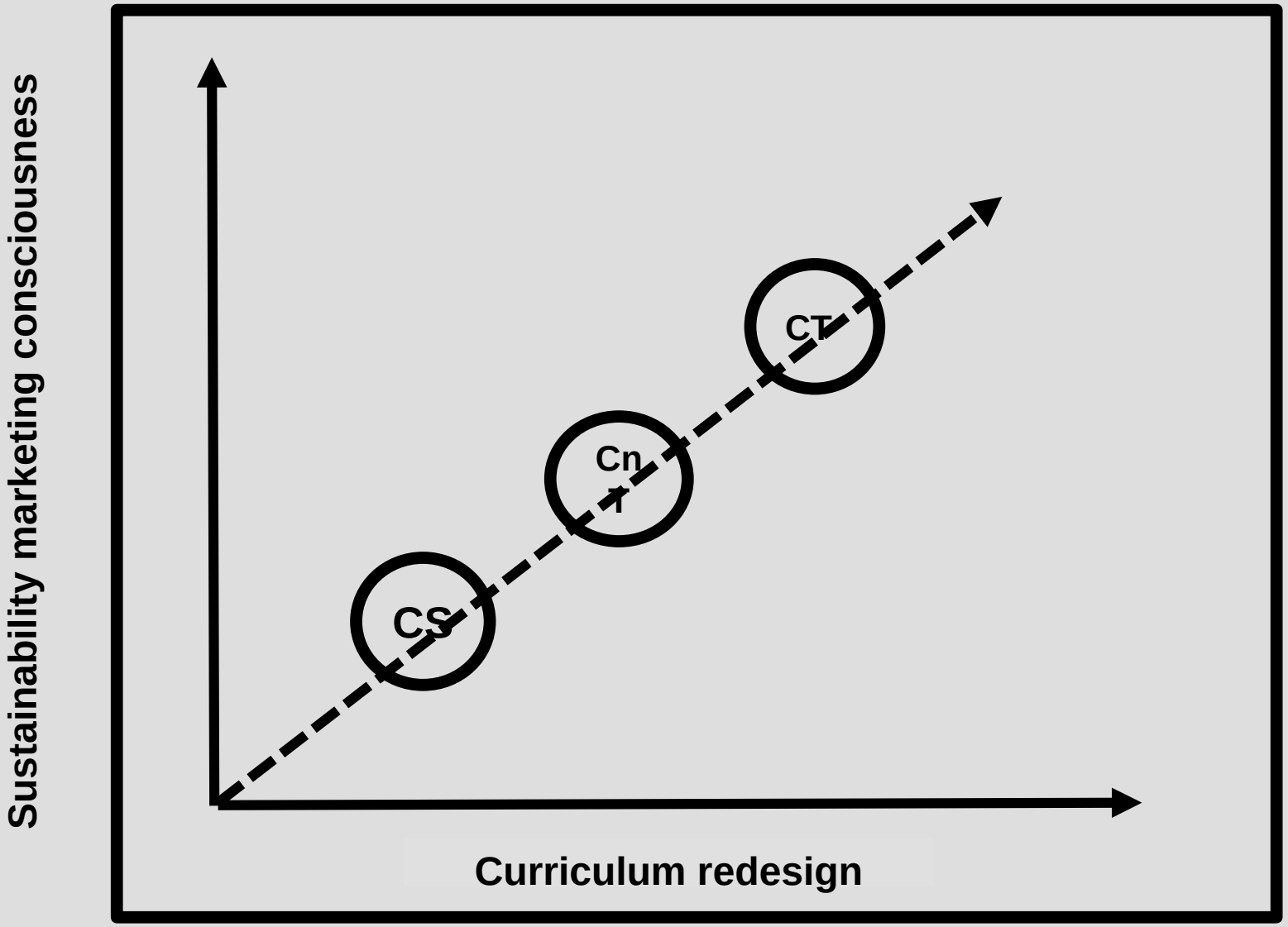


Figure 6.1: The relationship between marketing sustainability consciousness and curriculum redesign

Lets transform knowledge together!!!

Thank you