

MARKETING A DEPARTMENT: ONE CHAIR'S EXPERIENCE IN CURRICULUM REVISION

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ABSTRACT

As every Marketing professional comes to know, Marketing concepts are easy to understand but difficult to practice. It is only through the practice of disciplined marketing that any given organization can realize the benefits of its marketing capabilities, yet there seems to be persisting difficulty in putting marketing principles into practice due in part to continuing confusion about the scope of marketing operations among practitioners and also due to a lack of commitment, talent, skills, and/or resources. The department chair, as a leader and manager of an academic department, is by no means exempt from the necessity of practicing disciplined marketing. This paper presents the learning experience that the author encountered as she set out to practice marketing in managing the duties of a department chair in a mid-sized state university. The purposes of this paper are twofold: to reinforce the important role of marketing and to encourage fellow academic department chairs to enhance their own effectiveness by putting customer value-driven marketing into practice.

INTRODUCTION

The importance of marketing in the management of academic institutions has long been recognized (Kotler and Fox 1995) and is evident as many universities are making conscious efforts to improve their marketing practice by creating a marketing department and/or by hiring marketing specialists. However, neither the existence of a department nor the knowledge of its personnel guarantees the institution's marketing effectiveness. It is only through the practice of disciplined marketing that any given organization can realize the benefits of its marketing capabilities. As such, a marketing department chair – an individual deeply involved in marketing education and presumably highly knowledgeable about marketing – is uniquely qualified and well positioned to put marketing concepts into practice.

In pursuit of effective marketing management in any context, it is necessary for the manager to take a critical look at the marketing management process and evaluate it from the perspective of the customers. Likewise, this paper takes up the perspective of an academic department's customers – the students and their prospective employers. The purpose of this paper is to share how the core marketing principle of customer-orientation guided a novice department chair through the process of developing a market-based curriculum and an infrastructure for continuous learning and improvement.

BACKGROUND

Upon appointment, the author, who had neither prior knowledge nor experience in chairing a department, learned about her duties and responsibilities from university manuals and orientation programs. The first few months of on-

the-job training left the new chair overwhelmed with the amount of time spent on routine tasks such as handling complaints and fixing problems, rather than doing work that felt more productive and rewarding. Out of a desire to infuse the position with more purposeful work, and guided by marketing principles, the new chair embarked on a mission to advance the interests of the department's constituents – students, faculty, and potential employers of students – through marketing education.

A study of leading marketing educators indicated that the discipline of marketing must increase its relevancy and value to students and their prospective employers (Smart, Kelly, and Conant 1999), implying that students and prospective employers are both customers of a marketing program. Rather than casting students and employers into separate groups, the process point of view considers both students and their future employers as members in the business education consumption chain and as customers of a business program. This new perspective served as the foundation upon which the new chair determined that the job of the department was to satisfy its immediate customers (the students), who in turn needed to satisfy their customers (prospective employers) upon graduation.

The author was convinced that one of the most important responsibilities in her new position was to market graduating students to potential employers. As the marketability of graduates increased, she believed the demand for the department's services would increase, resulting in greater enrollment, which was often a pressing practical issue and criterion for the performance of a department as well as of the university. As marketing theory suggested, the department would be able to accomplish its goal by satisfying the primary need of the students – improved marketability.

The Beginning of the Quest

While visiting career and job fairs in the community to promote graduating students of her college's marketing program to prospective employers, the chair experienced a growing uncertainty about her graduates' fitness to meet the demands of the employers. The chair soon realized that she had been trying to sell when she should have been marketing her students. She had engaged in promoting the graduates based on insufficient information about what they were capable of doing upon graduation, which caused a lack of confidence in effectively demonstrating to employers why they should hire the department program's students.

The chair had unconsciously made the most common mistake in marketing practice. Presupposing the department's offerings were fine-tuned to the unmet needs and wants of customers, she had ventured out without validating her assumption that the department's curriculum and delivery of services sufficiently prepared students for the expectations of their potential employers. By facing the challenge to return to the proverbial drawing board, the chair was able to set clear goals that re-oriented her to follow the due process of creating value for the graduates, which was to increase their marketability.

In order to satisfy students' need for optimal preparedness, the chair determined that the curriculum must better address the requirements of their potential employers. Therefore, it was vital to understand, verify, and reflect the needs of employers in training the students. In other words, the department needed to incorporate outside-in planning in its approach to developing and managing a market-based curriculum. The following section presents steps taken in developing a market-based marketing curriculum.

DEVELOPMENT OF MARKET-BASED CURRICULUM

Understanding Employers' Requirements

The early promotional experiences guided the new chair to identify a list of critical factors which would ultimately help the department improve its curriculum offering and subsequently enhance the marketability of its graduates. Information needed to be gathered about career opportunities in the community, the requirements of community employers as they relate to new hires in marketing, the program graduates' preparedness for the local job market, and the fitness of the curriculum to the demands of the potential employers.

By and large the chair's marketing department, like many others, had been informed about widely accepted criteria of importance in business programs (AACSB 1995) but it became apparent that the department did not

have sufficient information about employers in the local community. The presumption of the university was that the department's curriculum reflected the general requirements of marketing jobs such as communication, problem solving, team building, interpersonal, and organization skills. However, the program's fitness to the community employers' needs had never been checked against the local market reality.

In an effort to understand employers' requirements for marketing jobs, the department conducted a study of marketing careers in the university's immediate service area in the Fall quarter of 1998 (Lee and Ardoin 1998). The specificity of the study area was due to the fact that ninety percent of the graduates remain in the area according to the college's exit survey of the graduates. The exploratory study involved content analysis of marketing position requirements and qualifications of selected companies of various sizes. Marketing job announcements were collected and analyzed in terms of job titles, responsibilities, and required skills for the advertised position. In addition, salary levels were analyzed for marketing positions in the region.

While most of the findings confirmed the previous assumption of employers' expectations of marketing graduates, such as the possession of strong communication, interpersonal, and team building skills, the study findings also indicated a few new key areas that needed to be incorporated into the department curriculum. These items included analytical and research skills, strategic and integrative skills, negotiation skills, an international/global perspective, and leadership skills. Based on this new, data-based understanding of the market requirements, a revised list of required skills sets was developed by the chair.

The study of marketing career announcements identified the set of skills employers reportedly required. However, it did not explore the unmet needs of marketing practitioners in the industry. The discovery of these previously unknown needs and wants of employers was particularly important in addressing the new and growing interest in E-commerce marketing in 1998. During the dot-com proliferation between 1998 and 2000, the industry looked to academia for guidance on how to perform in an E-commerce environment. Unfortunately, the department did not have courses or instructors who were ready to meet that new demand, thus the fast-paced, technology-driven industry practice was a step ahead of the university's instructional preparedness. In order to regain ground and proactively identify potentially new content areas and training, it was necessary to learn more about the academic interests of practitioners regarding traditional and E-commerce marketing and link those interests with course content and delivery. Specifically, the chair desired to know the difference between the traditional marketing and E-marketing as perceived by practitioners, the desired

areas of improvement as perceived by practitioner, and their educational needs and interests in traditional and E-commerce marketing.

The chair participated in seminars, including some offered by the Direct Marketing Association, that addressed emerging interests of marketing practitioners. Participants from a wide range of industries learned how to benefit from E-marketing, use the media and technology to improve their marketing, understand and analyze customer behavior, design web pages and interactive communication programs such as email marketing, and understand the impact of the new development on their current practice.

Many practitioners perceived a gap between marketing theory and technology-induced marketing practice. More often than not, they discovered, the industry was driven by the technology-oriented view rather than the market-oriented view. These seminars revealed a new set of concerns about specific areas in marketing training and also provided insight into how to shape the content of a revised marketing curriculum and introduce E-marketing curriculum.

Eventually, all marketing curriculum would need to address the revised list of skills in the process of delivering customer value through the new technology. That is, a new marketing curriculum needed to incorporate the desired technical skill sets of database analysis and application of information gained from analysis using the technology of E-marketing. The curriculum may require a set of hands-on courses to teach and learn about both front- and back-end responsibilities and operations in addition to integrating strategic/theoretical content. This understanding, coupled with the department colleagues' advice and support, gave directional guidance and confidence to the chair in spearheading the development of a new program in E-Commerce Marketing and courses, as well as revising the existing marketing curriculum.

Putting it All Together: Curriculum Development

After identifying the skills employers were seeking from prospective employees, the next task for the chair was to determine how to go about developing and implementing a market-based marketing curriculum. The interaction with industry practitioners put into perspective how universally-desired skill sets ought to be incorporated into a department's marketing curriculum, suggesting that in order to function effectively in marketing jobs, students needed to be prepared with information skills, process skills, and integration skills. The information about the employers' needs was shared with the department faculty, who supported the idea of curriculum revision and improvement, following the due process of the curriculum development established by the university. The revised curriculum was proposed to the college's curriculum committee in Fall 1999 and became effective

in Fall 2000 and the new option program in E-commerce marketing was proposed in Fall 2000 and took effect in Spring 2002. The Department has engaged periodic minor revisions since its full revision in Fall 2000.

The department's revised curriculum requires all students to learn how to enhance their problem-solving skills through the use of market information and to manage the process of integrating their knowledge and skills in marketing decision-making. Students are required to engage in projects that allow them to apply marketing principles and utilize statistics and computer software programs, and strengthen their teamwork skills, data communication and presentation skills. These elements have been reflected in the content and delivery of all required and elective marketing courses.

The department's curriculum was modified to reflect the new understanding of employers' requirements and needs by developing a number of new courses and new option programs incorporating the topical interests of the industry practitioners and career opportunities in the local community. As a result, the chair was better able to promote her program's students to potential employers and she also gained credibility in marketing her department's program to prospective students.

Preliminary Outcomes and Progress

One of the most visible outcomes of the process was the updated curriculum. As previously mentioned, new course options were introduced in Sales and in E-Commerce Marketing Management. Furthermore, the requirement for the Marketing Management Option was modified to include courses in marketing research and integrated marketing management. The department developed and introduced a series of new courses including E-Commerce Marketing, Business-to-Business Marketing, Product Management, Web Marketing, Customer Relationship Marketing, Environmental Marketing, and Negotiation. The process also led to the revision of existing courses such as Marketing Principles, Marketing Research, Database Marketing, and Integrated Marketing Management in terms of objectives, standards, contents, and exercises in order to teach the desired skill sets. The curriculum revision also resulted in deletion of courses such as Industrial Marketing, Marketing in Non-Profit Organizations, and Import/Export Marketing.

After the implementation of the marketing department's updated course offerings, the college-wide annual exit survey of graduating seniors indicated that students' perception of the value of marketing courses improved, showing a consistent increase in the number of positive comments from the year 2002 to 2004 (The HIRE Center Report 2003, 2004, 2005). In fact, graduates hailed marketing courses as the best value course among all the courses in their college career three times more in 2004 than in 2002. Moreover, new graduates' perception of the

importance of the marketing discipline improved from 75 percent of respondents reporting that marketing was important in 2002 to 81 percent, in 2004. The rise in the perceived importance of marketing was an encouraging development given the generally negative attitudes many students elsewhere held toward marketing as a business practice as well as a career choice (Ferrell and Gonzales 2004). Most importantly, the positive reviews and rankings indicated that the department had well satisfied its primary customer. Table 1 provides enrollment statistics from 1998 to 2004.

As shown in the Table, the department experienced a steady growth in enrollment since the implementation of the revised curriculum in Fall of 2000 with an exception of 2003. The drop in the 2003 enrollment was due to the reduced number of sections resulting from the state's budget crisis that year. Despite the drop, the department enrollment growth rates from 2000 to 2004 actually exceeded those of the college's business program. The chair attributes the enrollment growth to improvement in students' learning experiences resulting from the updated curriculum and instructional effectiveness in delivery as indicated in the annual exit survey of graduating seniors.

The success of the graduates would be the ultimate evidence of the department's educational effectiveness. There has been encouraging anecdotal evidence suggesting that the departments' students have been trained properly to meet the needs of the employers. The department has seen an increase in the number of requests for interns, class projects, and job recruits. The department has received notes from graduates sharing their recent promotions and thanking the faculty for their education. Employers have also contacted the department to share

their positive experiences with the graduates and to request the department's cooperation in future recruiting efforts. Project sponsors from the community have offered voluntary feedback complimenting the quality of work that the students produced for them. The list goes on. Affirming as they are, however, these instances do not preclude the need for a more systematic collection of the program's effectiveness as evidenced in the graduates' success.

Continuous Learning Through Close Partnership with the Business Community: Development of Curriculum Advisory Board

In a recent study of marketing principles students, students indicated that marketing jobs meant sales, advertising, or some other promotional activity-related responsibilities (Ferrell and Gonzales 2004). While such positions do represent a sizable portion of marketing careers, the chair learned there is also a growing need for marketing analysts who possess technical, information, and process skills, especially in the university's service area. Companies demand individuals with good formal and informal listening skills which translate to research and analytical skills, and perhaps most importantly, creative problem solving skills. By focusing on students and their potential employers in the community the department has been able to ascertain which skills are of the greatest value, and the resulting curriculum benefits everyone.

The ever-changing job environment requires a continuous quest for ways for the department's program to remain relevant and engage in continuous curriculum revision. It is imperative to work in close partnership with

TABLE 1
FALL QUARTER ENROLLMENTS 1998-2004

Year	Department Enrollment	% Increase*	College Enrollment	% Increase
1998	786	-3.90%	7692	2.57%
1999	760	-3.30%	7737	0.59%
2000	896	17.90%	8671	12.00%
2001	1049	17.07%	9235	6.50%
2002	1145	9.15%	9711	5.25%
2003	1106	-3.40%	9128	-6.00%
2004	1344	21.52%	8828	-3.29%

*% Increase compared to the previous year

Source: CBE Student Service Center

practitioners in the community in monitoring the pertinent changes occurring both inside and outside the university's walls. Through working with these community partners, the department can continuously learn and gain insights into curriculum improvement.

This interest in building a system of community partnership prompted the chair to form a Department Advisory Board consisting of marketing professionals from various sectors in the service area. Although the importance of an Advisory Council was widely recognized (Andrus 2001; AACSB 2002), the most compelling reason for its creation was that the chair saw it as the natural next step in connecting several important links in the education process. It is unfortunately all too common to find that a department perceives a need for an advisory board, only to fall short of developing and maintaining one over time due to the absence of commitment and a lack of resources (Andrus 2001).

Without a mandate or resources, the development of an advisory board was entirely left up to the department chair. It took strong motivation and clear goals for the chair to engage in the process of developing the advisory board, pointing to the potential benefits of the community partnership as the main selling point to both the university and the prospective board members. One benefit of the advisory council was that it could enable the department to keep abreast of what employers want from new hires, thus empowering the program to keep its graduates marketable and desirable. Secondly, the relationship between the department and the community offers an invaluable avenue for student internships and other mentoring services. Thirdly, the department and the program's graduates become more visible in the community through partnership, which enhances the reputation of the university. Last but not least, the department faculty gains insight into research collaboration opportunities that can further foster the university's contribution to the community.

In forming the advisory council, the chair drew up a list of companies that reflected a range of industries in the community. A contact list of experienced individuals was generated from leads provided by department colleagues and friends of the university. The primary role of the advisory board members was curriculum advising. As such, the board members had to be professionally qualified in terms of education and experiences, as well as have a commitment to the mutual interest of supporting the students. Only the individuals with the desired qualification – prominent marketing professionals with a degree in business, preferably an MBA – were contacted for a personal interview. A questionnaire was prepared to gauge the interests of prospective board members as well as glean information about how they assess qualifications of marketing job candidates. Appendix I presents the sample interview questionnaire and Appendix II, a summary of the board members' responses.

To the surprise of the chair, the responses were extremely positive. At the end of the interview, an invitation was extended to serve on the Department Advisory Board and all of the ten contacted interviewees agreed to serve on the board. The initial development of the board was challenging yet possible even in absence of supporting resources. With effective marketing of the board's value, well-suited candidates were eager to come on board. The next step of continuous management of the board, however, would require not only commitment, but financial resources to enable the department to maintain the valuable infrastructure of continuous learning and improvement. The department is currently in the process of preparing a proposal for resource support to the college, alumni, and friends of the department.

What Next? The Cycle of Innovation

The chair's interactions with the prospective board members reinforced the importance of community connection in improving the department's program. The members have further suggested practical concerns that the department could address to differentiate their graduates from others. For example, there were ongoing concerns about global, cross-cultural/diversity issues in the work environment. The board members indicated that business programs – marketing in particular – should address this issue in the curriculum by adding multicultural communication and negotiation skill building components to the curriculum. They felt that students need to be better prepared to function effectively in a diverse work environment full of conflict and cultural differences.

They also indicated that students need to be technologically fluent in their career field and that it is important for educators to incorporate the up-to-date technological development in the delivery of the learning experience. Students must be able to conduct on-line research, be familiar with database analysis software and process, and to show evidence of their experience in data-to-information process competency.

Furthermore, companies place more and more importance on innovation, entrepreneurialism, and creativity in their search for marketing talent. There seems to be a call for training business students with entrepreneurship courses, inserting exercises that facilitate creative thinking, and giving them an opportunity to be innovative during their college careers. Students must be aware of ethically challenging situations and given opportunities to make decisions based on guided business principles. They also need to learn about leadership and to be given opportunities to build leadership capacities.

While this list of "21st century" skills comes as little surprise to most educators, the challenge lies in the department's ability to translate them into marketing career-related training and make adjustments to the curriculum designed to offer integrated educational experiences. These

adjustments may deal with issues such as how and where to inject the changing workplace requirements in the curriculum, the role of an internship in the program, the emphasis on students' participation in professional student organizations or community services, timely introduction of new technology in the classroom, the need for requiring an integrative database analysis course, the need for and the role of entrepreneurship course/training in the program, and the need to enhance community connection in the classroom. Other marketing educators have also reported the importance of some of the aforementioned concerns including continuous revision of curriculum (Kelly 2005) and teaching methods (Athaide 2005), supporting extracurricular activities (Barr and McNeilly 2002; Schibrowsky, Peltier, and Boyt 2002), and improving internship opportunities (Gault, Redington, and Schlager 2002; Doria, Rozanski, and Cohen 2003). How best to improve and augment the department's educational service remains a challenge due to the limited resources of students as well as the institution. These are some of the areas that the department needs to consider in its efforts for continuous improvement in our service to students.

CONCLUSION

This paper presented the learning experience of a marketing department chair in her quest to increase the marketability of her department's graduates. The chair initially set out simply to promote the department's graduates to the community employers, only to discover a need to revisit the curriculum process. Following the path of the outside-in curriculum planning process not only provided an invaluable learning opportunity for the chair to put into

practice the very skills of marketing that she taught in class, but more importantly, the development of a market-based curriculum and system for continuous learning and improvement continues to be of tremendous benefit to the program and its graduates.

In retrospect, the most critical element in the change process was the department's commitment to create and maintain a relevant marketing curriculum. It should be recognized that the marketing department chair benefitted from the already existing marketing experience and guidance of department colleagues who understood the importance of the customer-focused approach to the curriculum development process. As a result of the cooperation and support, improved curriculum could be put into place that enhances marketability of the department program's graduates, which ultimately benefits the department by increasing enrollment, improving instructional effectiveness, and enhancing the credibility and visibility of the department in the community.

At the end of a seven-year journey as marketing department chair, the author finds that the core marketing principle, customer value-focused marketing, proves to offer a natural course of action that enables a department as a whole to move several steps closer to fulfilling its mission of advancing the interests of the department's constituents through marketing education. It is the author's intent to share the early experiences of trial and error and to offer a witness to the value of the marketing discipline as a guiding principle and process in serving the department's constituents. Academic institutions of all units and sizes can benefit from marketing as they put the principles into practice.

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APPENDIX I ADVISORY BOARD MEMBER QUESTIONNAIRE

When you hire Marketing people, what do you look for?

How do you spot the qualifications? Say for example, how do you identify the desired qualifications mentioned above (e.g., team work, communication skills, problem solving skills, creativity, etc.).

How critical are the candidates’ qualifications in term of their primary field of study in higher education, e.g., Marketing . . . In other words, does formal training in Marketing make any difference?

What advice would you give to faculty who design business/marketing curriculum?

What advice would you give to students of Marketing? (e.g., do you look for meaningful extra-curricular activities? If so, which?).

- ◆ How best can students prepare for careers in Marketing?
- ◆ What does it take to succeed in a Marketing career?

What kind of courses, if any, do you think should be included in:

- ◆ Business Programs
- ◆ Marketing Programs

Do you have different expectations from an MBA with a Marketing concentration and a BS with a Marketing concentration?

What advice would you give to educators? What can we do to better serve the needs of the business community?

Your interest in future partnership with the Department:

- ◆ Advisory Board _____
- ◆ Guest Speaker _____ Topics in: _____
- ◆ Other: Please Specify

APPENDIX II
SUMMARY OF THE ADVISORY BOARD MEMBER INTERVIEWS

What Employers Look for in their New Marketing Hires:

- ◆ Attitudes/Personal Qualities: High energy, Creativity, Intelligence, Enthusiasm.
- ◆ Strong communication skills – writing, verbal, presentation, cross-cultural.
- ◆ Analytical & Problem solving skills.
- ◆ Teamwork.
- ◆ Cross-cultural training, International exposure and a second language.
- ◆ Experiences.

How Employers Evaluate the Candidate's Qualification:

- ◆ Ask deep, pointed questions looking for specific information.
- ◆ Ask for project experiences – the applicant's role and major contribution.
- ◆ Problem solving exercises – “how would you handle this situation?”
- ◆ Team projects – problems encountered and how they were solved.
- ◆ Group interview to see candidate in a group dynamic situation.
- ◆ Examples of previous work – Review work samples for quality and depth.
- ◆ Experience – companies, colleagues, and mentors that they have worked within the past. Reference checks.

Perceived Importance of Formal Training in Marketing:

- ◆ Formal training is required for specialized and mid-level positions. For entry-level positions, a marketing background is suitable for field marketing jobs.
- ◆ Formal training is a big plus but not always necessary.
- ◆ Formal training essential but practical training also critical-a balanced individual in marketing or other related areas. A plus but not enough. The ability to apply educational background to actual marketing problems and decisions is important.
- ◆ Other organizational experiences and leadership capacity helpful.

Advice to Faculty Who Design Business/Marketing Curriculum:

- ◆ Stay connected with the business community. Reach out to the real world. Get real life experiences.
- ◆ Talk to people hiring business graduates. Fast change requires a different set of expectations in hiring. It is important not only in building the curriculum but also the delivery of materials in the classroom.
- ◆ Need to teach theory and practice in balance. Cases, scenarios, live business examples that reflect the day-to-day workplace decision-making.
- ◆ Marketing & strategy is a key component of curriculum – Marketing strategy (similar to R&D) is one of the few business functions that cannot be outsourced. More focus on the external competitive environment and outward customer-facing business processes and job roles.
- ◆ Hands-on problem-solving exercises.

Advice to Students of Marketing:

- ◆ Get experiences. Try to get summer jobs in sales and marketing.
- ◆ Get meaningful extra-curricular experiences that demonstrate leadership potential. Extra curricular activities show drive, leadership, and a desire to be the best.
- ◆ Find a way to demonstrate that they are energetic, bright, willing to work hard and good communicators.
- ◆ Build ability to apply the knowledge and to harness the art and science of marketing.

How to Prepare for Careers in Marketing:

- ◆ Be open and flexible. Be able to learn and grow as you go.
- ◆ Polish their writing & presentation skills – master the art of “sound bites” and “elevator pitches.” Become a PowerPoint “guru.”
- ◆ Practice how to “boil down” large volumes of complex information into simple messages that ask “so what?”
- ◆ Internships and work experience. Retail experience or direct experience working with customers to develop their listening skills.
- ◆ Try to apply their knowledge to work projects outside of the academic institution.
- ◆ Should be able to show that they are able to market themselves.

Key Factors for Success in a Marketing Career:

- ◆ Openness and flexibility, Ability to learn and grow, drive, high energy, ambition. High standards of excellence.
- ◆ Excellent communication skills.
- ◆ Ability to identify and sell good ideas.
- ◆ Teamwork and collaboration.
- ◆ Be informed, competitive, have faith in co-workers, bring value at every level.

Required Courses/Exercises for Business Program:

- ◆ Work study – interns.
- ◆ Creative problem solving – Train to think out of the box.
- ◆ Hands on analysis and reporting on business problems and solutions in the different areas.
- ◆ Courses in: Business strategy and planning, Market research, Competitive analysis, International marketing, and economics, Presentation skills, Business cases, investment analysis, and related disciplines.

Required Courses/Exercises for Marketing Program:

- ◆ A graduate internship.
- ◆ Marketing strategy and planning, Market research, competitive analysis, International marketing and economics, Advertising and marketing communications, Business case framework for marketing programs, Presentation skills, and related disciplines Marketing information systems including database development, web marketing and research, data-mining, database marketing, marketing research.

Expectations from an MBA vs. a BS with a Marketing Concentration:

- ◆ BS – more specialized, a focus on functional areas and implementation.
- ◆ MBA – deeper focus on marketing from a general business perspective rather than a marketing functional perspective. Job experiences, familiarity with analytical tools, experience in marketing programs, events or product creation, practical experience expected.

General Advice to Educators:

- ◆ Collaborate with various business executives to make sure we are communicating to you what our needs are of potential new employees coming out of your institution.
- ◆ Keep the line of communications open with the business community so that you will understand similarities and differences that different sectors are looking for in graduates.
- ◆ Should stay in touch on what is happening in the marketplace. Know the day-to-day issues confronting the marketing decision maker.
- ◆ Place a stronger emphasis on presentation and writing skills.
- ◆ Ensure a global/international/cross-cultural focus in the program.
- ◆ Develop specialty tracks by industry or business process, e.g., High Tech, BioTech, Public Services Marketing, International.
- ◆ Promote and support internships where practical.

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