Teaching marketing to non-marketers: some experiences from New Zealand and the UK

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Abstract

Purpose – The purpose of this paper is to explore how marketing can be taught to students originating from non-marketing or non-business backgrounds (non-marketers), so that academics can engage such students in lectures and tutorials.

Design/methodology/approach – The research design involved a qualitative methodology using data from two undergraduate marketing courses (one in New Zealand and one in the UK) that contained a large proportion of non-marketing students. Data were collected from a combination of empirical and archival sources and were analysed using self-reflection techniques, alongside other checks for methodological credibility.

Findings – When teaching marketing to non-marketing students, it is important to integrate theory with practice to help their learning (e.g. through practical case studies). Marketing educators must also maximise their interactivity with their students and have in-class discussions to engage the cohort. Further, lecturers and tutors should relate marketing theories and concepts with non-business subjects to demonstrate the subject's relevance to students with limited commercial knowledge. These teaching and learning strategies were important for students intending to become entrepreneurs after graduating from university, as well as those planning to enter paid employment.

Originality/value – Prior studies have focussed on teaching marketing to specialist marketing students; however, they have scarcely considered how educators can teach non-specialist marketing to students with non-marketing and non-business backgrounds. This viewpoint solves this research problem, by discussing the best ways that academics can maximise such students' engagement. It is proposed that the main way that non-marketers can be engaged is through linking marketing with their subjects-of-origin, to demonstrate how marketing activities apply to all organisations and should not be overlooked. A framework is presented, based on the empirical data, to help academics teach marketing to non-marketers. This paper ends with some directions for future research.

Keywords Market orientation, Student engagement, Qualitative research, Marketing education, Non-marketing students

Paper type Viewpoint

Introduction

Marketing has become a popular subject for undergraduate and postgraduate students across the world (Yoo and Donthu, 2002; Bacon, 2017). Marketing surrounds activities, in which managers and employees create value for their customers, in ways that competitors cannot imitate (Kumar and Reinartz, 2016; Homburg *et al.*, 2017). Marketing education has focussed on various sub-topics, such as strategic marketing, consumer psychology, and market research, to help students understand how organisations can develop their customer value provision and out-perform competitors (Harrigan and Hulbert, 2011). The extant educational literature has typically been written with the key assumption that those who receive marketing education, originate from a marketing (or business-oriented) discipline. While some research has been conducted on teaching non-business students in the capacity of executive education (Mintzberg, 2004; Armstrong, 2005; Hooijberg and Lane, 2009), the teaching and learning strategies available to academics teaching non-marketing undergraduate students (non-marketers) are scarcely available.

For instance, Barr and McNeilly (2001) developed a framework for teaching marketing to nonmarketing students. These authors argued that "understanding the strategic implications of marketing is important to non-marketing majors, just as: finance, accounting, and management are important to marketing majors" (Barr and McNeilly, 2001, p. 152). There is a need to revisit.

Barr and McNeilly's (2001) study, with more recent evidence, about the teaching and learning strategies to boost the engagement of non-business students. Yet, marketing is just one functional area within a company, whereby, marketing activities need to coordinate with other business functions, like: finance, human resources, and engineering (Homburg *et al.*, 2017). As such, the marketing education literature needs to account for the importance of how marketing is managed within organisations; if this can be addressed at the student level, practitioners might have more scope to understand the importance of marketing and implement it correctly within their business strategies.

Additionally, Barr and McNeilly (2001) designed and implemented a professional services marketing course that helped non-marketing students learn about the importance of this subject. Barr and McNeilly (2001) focussed on the value of marketing for practitioners, rather than the theoretical aspects of the marketing subject that students are required to learn to pass their modules. Regarding executive education, Hooijberg and Lane (2009) outlined a conceptual framework for developing effective coaching sessions, as a teaching and learning strategy for non-specialist students. These authors proposed that to develop effective coaching sessions for executive education students, academics must be skilled in their subject area, there should be chemistry between the educators and students, and those intending to learn should be responsible for their own learning. Despite the value for executive education, Hooijberg and Lane (2009) provided scarce insights into undergraduate educational tools.

Armstrong (2005) commented on the work on Mintzberg (2004), in terms of whether master of business administration (MBA) programmes should be taught under the British or American models. In Mintzberg's (2004) book, MBA students are recommended to integrate theory with practice, so that managers can combine their practical experience, with the theoretical concepts that they learn in their postgraduate university education. Typically, MBA students have some managerial experience that they can use to supplement the theoretical approaches taught to them (Armstrong and Collopy, 1996). Undergraduate students are less likely to have any practical experience, particularly, at a managerial level (Turnquist *et al.*, 1991). Thus, despite the teaching and learning strategies proposed within the extant literature (Barr and McNeilly, 2001; Armstrong, 2005; Hooijberg and Lane, 2009), there are currently limited tools to help educators to teach marketing to undergraduate non-marketers.

Therefore, the objective of this paper is to outline the teaching and learning strategies that academics can use when facing the unconventional task of teaching marketing to non-marketing (and non-business) students. Since lecturers and tutors are often judged on their ability to engage their students (for promotion purposes) (Serow, 2000), this study is especially important, as it is intended to help academics improve their ability to boost their students' engagement in an environment that could be outside of their comfort zone. As such, this paper is divided into the following five sections. First, the marketing education literature is reviewed. Second, in the methodology, the: empirical context, data collection techniques, and data analysis techniques are described. Third, in the findings section, some personal experiences of teaching marketing to non-marketing students are discussed. These personal experiences are developed into a framework, which depicts the factors that are likely to engage non-marketers. Fourth, some directions for future research are outlined. The fifth section concludes the paper.

Literature review
The marketing concept and market orientation
The marketing concept concerns the ways that managers and employees create value for their customers and out-perform their competitors (Kumar and Reinartz, 2016; Homburg *et al.*, 2017). The marketing literature contains different assessments of market orientation, the implementation of the marketing concept (Modi and Sahi, 2018). Kohli and Jaworski (1990) argued that to implement the marketing concept, organisations must generate, disseminate,

and be responsive to market intelligence (market-oriented behaviours). Alternatively, Narver and Slater (1990) conceptualised and operationalised market orientation as a corporate culture through three factors, namely, customer orientation, competitor orientation, and interfunctional coordination. By engaging in market-oriented activities, companies are likely to obtain higher levels of performance (like sales) than if they were not customer value-oriented (Ruekert, 1992; Hurley and Hult, 1998; Morgan *et al.*, 2009). The marketing discipline, driven by the marketing concept and market orientation, is described as follows.

The discipline of marketing
There is a debate surrounding whether marketing is an art or a science. Authors who have viewed marketing as an art have suggested that the subject involves the behaviours associated with how managers and employees create value for their customers to a superior degree than competing firms (Cornwall, 2008). If one views marketing as an art, it is important to recognise the subjectivity (and creativity) of how firms engage in their marketing strategies. The authors who have studied marketing as a science have focussed on the quantitative methods used by companies to: understand the wants and needs of customers, create customer value, and measure organisational performance (like sales) (Gneezy, 2017). While it has not been agreed on whether marketing is an art or a science, both approaches have some merit. Consequently, in this paper, the view is taken that marketing is positioned at the intersection between science and art (a social science) (Gummesson, 2017).

Furthermore, there are different ways that marketing can be studied, such as from a functional perspective (marketing management), *vis-à-vis*, an organisational perspective (marketing theory) (Tadajewski, 2010; Hooley *et al.*, 2017). Marketing management involves the development and execution of marketing strategies that are intended to create value for customers (Homburg *et al.*, 2017). Alternatively, marketing theory can be approached in several capacities, but surrounds critical perspectives to the mainstream marketing literature (Varman and Vijay, 2018). Most universities teach marketing (and broader management) courses from a mainstream perspective, but certain institutions have adopted a critical perspective in their teaching – owing the research of faculty members (Burton, 2001). Whether academics teach marketing (and the broader management subject) from a mainstream or critical perspective affects the view that students are likely to adopt, due to the differing political angles that are incorporated (Cummings and Bridgman, 2011).

Thus, there are different philosophical viewpoints that can be used to teach marketing (Tadajewski, 2010). Additionally, in marketing education, there are always questions surrounding the order that marketing theories and concepts should be taught (Burton, 2001). Most marketing textbooks introduce the background of the marketing discipline, with topics like: customer value creation, the marketing concept, and market orientation, before they discuss more advanced issues (e.g. Kotler and Keller, 2010; Hooley *et al.*, 2017). Academic marketing courses typically contain an overview of the sub-disciplines of marketing (e.g. strategic marketing, consumer psychology, and market research), to provide students with a flavour of the academic discipline (Lamont and Friedman, 1997; Harrigan and Hulbert, 2011). Likewise, marketing students often undertake other business subjects in their first year, such as: management, economics, information systems, and accounting (O'Brien and Deans, 1995).

By taking a range of commercial subjects, business students are exposed to introductory-level courses, before they decide which of those subjects they wish to major in (Hugstad, 1997). Hence, by the time marketing students begin to explore marketing theories and concepts in greater depth, they have learned about the principles of the subject (as well as other business-oriented academic domains) (Pappu, 2004). Although it is beneficial for students to possess introductory marketing (and business-oriented) knowledge, before they proceed to more advanced topics, there is still the prevailing issue of how academics can

teach marketing to students who have not experienced such prior education. In the next section, some recent developments in the business-oriented (including marketing) education literature are discussed. These are used to summarise some new ways that commercial subjects can be taught to students.

Recent developments in the business-oriented education literature

Certain academics have explored new teaching and learning strategies to help strengthen the marketing (and broader business) education literature. For instance, regarding entrepreneurship education, Kapasi and Grekova (2018) found that students in the UK can be taught through self-determined learning. However, if educators were to adopt such an approach, they are cautioned about the high degree of risk, as students may perceive that there is little value in self-determined learning and may not help them become employable graduates (or entrepreneurs). Kapasi and Grekova (2018) suggested that self-determined learning can assist entrepreneurship students to foster capabilities that will help them to thrive in the workplace.

In a Vietnamese context, Nkhoma *et al.* (2018) investigated out-of-class communication to help first-year undergraduate students to improve their learning. These authors found that online out-of-class communication developed a social connection between students and their lecturers and tutors, as well as to ask questions about course material, to assist with the development of their independent study skills. Such findings stress how technology can be used to improve students' learning, as new tools make university education more innovative and engaging for students (Beverly, 2014). In the next section, specialist, *vis-à-vis*, non-specialist marketing students are differentiated.

Specialist and non-specialist marketing students

Specialist marketing students are those that bring theoretical and/or practical marketing-based experience to their university education (O'Brien and Deans, 1995). Non-specialist marketing students are that do not bring any theoretical and/or practical marketing-based experience to their university education (Yoo and Donthu, 2002; Bacon, 2017). It is important to recognise that the age and level of study can affect students' knowledge of marketing. Specifically, as students become older, they are expected to become better-aware of how marketing works from the perspective of companies and customers (Vermut, 2005). As people experience the commercial world, they might appreciate how marketing benefits customers, as well as how firms engage in marketing strategies – the latter being experienced through working as a manager or employee (Jones *et al.*, 2017). Students that are slightly older than the conventional undergraduate age of 18–21, might have more knowledge of the marketing discipline, due to having a stronger grasp of how marketing is implemented by companies (Richardson, 1995).

Marketing students should become more knowledgeable on the marketing subject area, as they progress into their undergraduate degrees (Bradford, 1983). As students learn more about the marketing domain, they should have a stronger platform of knowledge on not just how marketing is divided into several sub-domains (like strategic marketing, consumer psychology, and market research), but also, how marketing can be implemented by companies throughout the world (O'Brien and Deans, 1995; Harrigan and Hulbert, 2011). When undergraduate marketing students commence their university education, they might have preconceived ideas about the subject area, perhaps from their secondary schooling. However, while at university, marketing students should become well-versed in the subject area, due to specialising in the topic (Pappu, 2004). By the time of students' third year of university education, they will probably be more confident and trained in their specialism.

If non-marketers are expected to take marketing modules to pass their degree, educators must question: do non-marketing students simply want to pass their marketing classes and

never undertake a similar module again? Or, do such students want to apply the themes of their marketing classes and undertake more advanced modules, with a scope to apply such themes to the commercial world? If non-marketers want to learn about marketing, to the extent where their long-term education and practical knowledge will benefit, they may be more likely to engage with their marketing lecturers and tutors, so that they achieve their personal objectives (Torrance, 2007). If non-marketers are required to take marketing modules to pass their undergraduate degrees, they may have little interest in the long-term value of marketing. Academics should develop engaging teaching and learning strategies to engage non-marketing students (Barr and McNeilly, 2001). Some ways that educators can measure effective teaching and learning strategies follow in the next section.

Measuring effective teaching and learning strategies
Success, *vis-à-vis*, failure of teaching and learning strategies can be measured in numerous capacities. The educational literature has not established the most effective ways that educators can engage their students; yet, useful techniques include: student feedback (short surveys about the issues students found the most and least engaging about their courses) (Uttl *et al.*, 2017), teaching observations (a subject expert, who can provide an outside-in perspective for feedback purposes) (Chappell, 2007), the quality of discussions (the depth of answers students provide) (Hill *et al.*, 2003; Lea *et al.*, 2003), and students' performance in their assessments (Richardson, 1995). This study's methodology follows in the next section.

Methodology
Empirical context
The methodology employed in this paper involved a two-country study of teaching marketing to non-marketers. Between 2014 and 2015, experience was accumulated as a marketing tutor at a university in New Zealand, on the first-year (undergraduate-level) "Principles of marketing" module. Approximately 70 per cent of the class were studying arts-based subjects, such as design, communication, and textiles, but were required to pass the course to complete their various undergraduate degrees. Between 2017 and 2018, lecturing experience was obtained at a university in the UK, through a module entitled the "Principles of marketing for sport and leisure". This module was for second-year undergraduate students, for which roughly 90 per cent of the class were non-business students (many had to pass the module to complete their degrees).

These students originated from sports-oriented backgrounds, like sports science, sports sociology, and sports technology, with little marketing education. This setting served as an interesting empirical context to shape the marketing educational literature, in terms of determining the best ways to teach marketing to non-marketing students. The cross-national comparison between New Zealand and the UK was appropriate, as the two countries have cultural and economic similarities (Smallbone *et al.*, 2012). That is, when conducting cross-country research, scholars should ensure that they are not comparing countries that are vastly different, due to social, cultural, and economic factors (Bell, 1995). Some selected characteristics pertaining to these two marketing modules are presented in Table I. The adopted data collection techniques follow in the next section.

Data collection techniques
Researchers' choice of methods is guided by epistemologies and ontologies surrounding their perceptions of the truth and reality (Lowe and Rod, 2018). While there are several epistemological perspectives that can be used to select research methods (like positivism, interpretivism, and critical realism), scholars should be more concerned about choosing data collection and data analysis techniques that are well-suited to their research objective(s)

Characteristics of the two modules	New Zealand	The UK
Years teaching the modules	2014–2015	2017–2018
Number of students in the modules	300	140
Number of academics in the course team	3	2
Undergraduate degree-level	First-year	Second-year
Undergraduate degree status	Full-time	Full-time
Proportion of non-business students	70 per cent	90 per cent
Proportion of international students	40 per cent	20 per cent
Primary background of the students	Arts-based	Sports-based
Teaching environment used in this paper	Tutorials	Lectures
Number of teaching hours per week	3	2
Number of student assessments	3	1
Formal observation	Yes	Yes

Notes: The "teaching environment" refers to the setting, in which the students were observed for the purposes of this paper. That is, the students in New Zealand had lectures and tutorials, but were only taught by the author of this paper in tutorials. However, the students in the UK were only taught through lectures (tutorials were not part of the course)

Table I.
Selected
characteristics
of the two
marketing modules

(Edmondson and McManus, 2007). As the topic of teaching marketing to non-marketing students is an under-researched area (Barr and McNeilly, 2001), it was necessary to develop and implement a research design that was used to build (rather than test) theory. As such, a qualitative study, comprised of the following components, was utilised to generate in-depth and subjective insights into how marketing can be taught to non-marketers.

The main data collection technique involved personal reflective notes that were made about the quality of the teaching and learning strategies used in all lectures and tutorials (see Hayden and Chiu, 2015). The purpose of the reflective notes was used to record an account of the teaching sessions immediately after a class took place, so that these entries were not influenced by unfair perceptions (whether they are positive or negative). This approach allowed ideas to be planned about the teaching and learning approaches that should (and should not) be used to maximise the students' engagement (see Travers *et al.*, 2015). A decision was made to not collect data from a more conventional research method, like surveys or interviews, as the observational method was a very personal technique (Hayden and Chiu, 2015), that supplemented the ongoing reflection of the effectiveness of the teaching and learning strategies. If interviews or surveys had been conducted, the students may have felt obliged to provide socially desirable answers (as opposed to their truthful perceptions). The selected data analysis techniques follow in the next section.

Data analysis techniques
The constant comparison technique was employed on the reflective notes to outline when prominent issues were arising within the data (Suddaby, 2006); this tool helped to recognise the most effective (and ineffective) teaching and learning strategies that should be used to teach marketing to non-marketers. Specifically, all reflective notes were compared alongside one another, so that similarities and differences could be identified. As well as the re-occurring themes within the empirical data, the constant comparison technique also indicated that a sufficient volume of empirical data had been collected, suggesting that two cohorts served as enough information to achieve the paper's research objective (Crick, 2018). Next, the personal reflections were triangulated with other validation techniques (as described below), to assess the effectiveness of the teaching and learning strategies for when marketing is taught to non-marketers. These sources of data were important, as they could provide an additional degree of confirmation about the quality of the communication to these non-marketing students (Cornelissen, 2017).

Module feedback from students was provided in the courses taught in the UK and New Zealand; this involved a short survey about the quality of the teaching (Uttl *et al.*, 2017). Students were not required to complete this survey, but the ratings indicated that the teaching and learning strategies were effective. The modules in the UK and New Zealand were both assessed by an academic member of staff, who was also a subject expert (Chappell, 2007). This faculty member observed the lectures and tutorials and provided verbal and written feedback at the end. One of the areas of feedback that was requested from the observer was the solutions that might be implemented when teaching marketing to non-marketers. These teaching observations were both passed, suggesting that satisfactory teaching and learning approaches were employed (Chappell, 2007).

In the tutorials for the "Principles of marketing" course in New Zealand, the small groups made it easy to judge the depth of analysis students were applying to the various themes of the module. As the non-marketers were completely unaware of marketing theories and concepts before and during the early stages of the course, the quality of their discussions (over time) was an effective way to judge how much they had learned (Hill *et al.*, 2003). The depth of discussions was also applied to the "Principles of marketing for sport and leisure" module in the UK, whereby, in the lecture theatre, students were provided with in-class exercises. Students' responsiveness to the adopted teaching and learning strategies suggested that over time, their depth of analysis had improved (Lea *et al.*, 2003). Students' performance in their assessments in the UK and New Zealand suggested that they had learned a large proportion of the courses and could apply their knowledge correctly (Richardson, 1995; Jones *et al.*, 2017).

With these validation techniques, the teaching and learning strategies that were used to teach marketing to non-marketers were effective. Also, it was not the purpose of the research design to identify idiosyncrasies. It was much more important to outline the most common themes that students responded to (as described in the next section). The development of all themes from the courses in the UK and New Zealand occurred after all classes were completed. This meant that a long time had passed since certain lectures and tutorials had taken place.

Although this could be a limitation of the methodology, the generation of themes was based upon the written evidence in the reflective notes (Hayden and Chiu, 2015; Travers *et al.*, 2015), not just memories of the positive and negative aspects of the classes, creating richer findings (Suddaby, 2006). Methodological credibility follows in the next section.

Methodological credibility
The terms "reliability" and "validity" are used to describe the quality of quantitative methods (Edmondson and McManus, 2007). As the current research design was mainly qualitative, "credibility" better describes the approaches used in this paper (Morrow, 2005). Credibility was assessed through recording the reflections of the teaching immediately after each class, so that the content was not influenced by biased perceptions of the students' responses to the teaching and learning strategies (Travers *et al.*, 2015). The personal reflections were triangulated with other sources of data (Cornelissen, 2017), namely, those used to assess the quality of the teaching and learning strategies. Triangulation also extended to engaging with recent developments in the marketing education literature about innovative teaching and learning strategies for students (e.g. Bacon, 2017; Kapasi and Grekova, 2018; Nkhoma *et al.*, 2018). The study's findings are presented as follows.

Findings
Themes
The themes (with associated research propositions) that emerged from the data were: the interplay between theory and practice (Theme 1), discussion-oriented interactions

(Theme 2), and the connection between marketing and other subjects (Theme 3). These three themes were used to develop a framework, with a series of research propositions, used to help marketing academics to engage non-marketing students (Figure 1). These themes and research propositions are discussed as follows.

Integrating theory with practice
Regarding Theme 1, the marketing education literature has been used to develop students' insights into how a theory operates (or perhaps does not operate) in a practical scenario (Lamont and Friedman, 1997; Mintzberg, 2004; Harrigan and Hulbert, 2011). In the UK and New Zealand, practical case studies were used, whereby, students read a situation a company is facing and applied multiple theories and concepts to the case. This approach was used to not only to increase their learning, but to develop a "real-world" orientation surrounding how and why marketing unfolds in practice (Barr and McNeilly, 2001). This method was effective, as the students could understand how marketing theories and concepts exist outside of their textbooks. Journal articles, with practical examples (written by the author of this paper), were shared with the classes, to highlight how theory can be applied in practice (reference withheld). Upon reflection, this technique allowed the students to appreciate their educators' ongoing research and how such publications can integrate with their teaching (Serow, 2000).

In these students' assessments, many were well-versed in marketing theories and concepts, with there being clear evidence of a strong understanding in their submitted work. Hence, it is proposed that:

P1. Marketing educators should integrate theory with practice to engage non-marketing students.

Discussion-oriented interactions
In terms of Theme 2, learning was increased through discussion-oriented forms of interactions within the classroom environment. Students had ample opportunities to converse with their peers (providing that they were on topic) and share such discussions with the cohort. Discussion-oriented interactions occurred in both tutorials and lectures, whereby, students were taught a certain marketing theory or concept and were then given
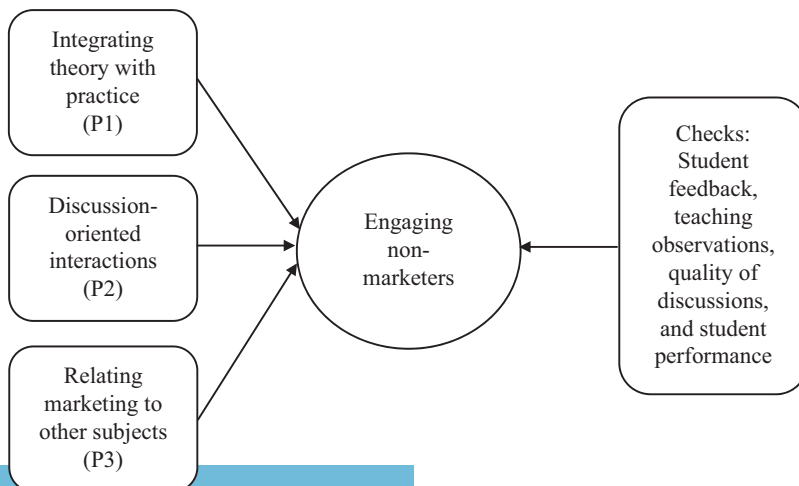

Figure 1.
Factors facilitating the engagement of non-marketers

the chance to apply it to a practical context of their choice (linking with Theme 1). For instance, when lecturing on the "Principles of marketing for sport and leisure" course in the UK, students were instructed to: work in small groups, choose a sporting organisation of their choice (e.g. a sports team or a sports retailer), and use this practical context to better understand a certain marketing theory or concept (Lea *et al.*, 2003). A good example was when students were learning about the macro-level marketing environment, they selected a sporting context and examined the forces of the external business environment. Further, the depth of the students' answers was used to judge their understanding of certain marketing theories and concepts (Hill *et al.*, 2003).

Discussion-oriented interactions were also used in the tutorial environment for the "Principles of marketing" module in New Zealand. As there were fewer students, it meant that there could be a discussion – allowing them to: apply marketing theories and concepts into practical ideas, tease out issues, and to prepare them for the assessments. Discussion-oriented interactions in tutorials were found to: boost students' socialisation, encourage them to be confident, and understand the course material. As marketing was taught from a social science perspective (as per Gummesson, 2017), lecturers and tutors are sometimes instructed to take the mindset that there are no right or wrong answers (Hooijberg and Lane, 2009). In the UK and New Zealand, there was often the paradox between trying to help students learn, but not to destroy their confidence if they misunderstood the content of certain issues. The discussion-oriented interactions achieved a balance between such factors. Thus, it follows that:

> *P2.* Marketing educators should facilitate discussion-oriented interactions to engage non-marketing students.

Relating marketing to other subjects

Concerning Theme 3, practical illustrations were stressed on a continual basis, so that they could appreciate how marketing is a vast subject that applies to all organisations across the world (Lamont and Friedman, 1997; Homburg *et al.*, 2017). For example, in the "Principles of marketing" (containing many arts-based students) module in New Zealand, the practical illustrations that were provided covered issues, such as how creative companies can promote their goods and services (Mills, 2012). These arts-based students were very knowledgeable on the creative aspects of their chosen subject specialism, but were lacking in the businessoriented issues that they may need to be aware of for their post-university careers. From discussions with these students (linking with Theme 2), a large proportion of the class were intending to start up their own arts-based companies (e.g. art galleries and clothing designers) after they graduated from university. The connection between marketing and arts-based subjects seemed to help the students to think as businesspeople (preparing them for their entrepreneurial ventures) (Harris and Gibson, 2008).

When lecturing students on the "Principles of marketing for sport and leisure" module in the UK, this cohort originated from sports-oriented backgrounds and had a very limited amount of business-oriented education. The main way that these sports-oriented students were engaged was through stressing how marketing links with sporting organisations in multiple respects (reference withheld). Students were encouraged to consider how marketing applies to: sports retailers, sports teams (both small and large), and ethical issues in sport. This was advantageous to the students, as they could understand how marketing is a vast subject area and should not be overlooked (Lamont and Friedman, 1997; Homburg *et al.*, 2017). Further, these students were encouraged to consider the importance of the various issues of marketing, to help them understand the commercial issues that exist for sporting organisations for their post-university careers. Specifically, these students were typically more interested in entering paid employment, rather than becoming entrepreneurs.

In the lecture environment for the "Principles of marketing for sport and leisure" in the UK, students were provided with a combination of compulsory (assessed) and non-compulsory (non-assessed) readings. For instance, students were prescribed journal articles written by the module leader and another member of the course team. Such work was discussed during certain lectures, in which the key objective was to relate marketing theories and concepts to practical situations (based upon empirical and/or archival data). As an example, when examining market research in sport, students were referred to a recent study using a case study of a sporting organisation, using various research methods (reference withheld). The purpose of this teaching and learning strategy was to link the themes of a certain component of the module (namely, market research in sport) with a practical illustration that the students would find interesting, since it related to their academic domain of sport. As such, the goal of this tool was to bridge the gap between marketing education and the subject specialisms of the students within this class. This teaching and learning strategy also evaluated the students' engagement and proactiveness to make the effort to read course material (as opposed to simply attending the lectures and not being engaged). Interestingly, students referred to this article in their assessments – suggesting that they were engaged with their course material. That is:

P3. Marketing educators should relate marketing to other subjects to engage non-marketing students.

Directions for future research

As noted earlier, the marketing education literature has scarcely considered how marketing can be taught to students (particularly, undergraduate students) who have relatively little business knowledge (Barr and McNeilly, 2001). Thus, there are certain issues within the extant theory that require additional research. First, despite being validated by certain checks, the assertions made in this investigation were somewhat subjective, in which the teaching and learning strategies that were employed when lecturing or tutoring marketing to non-marketers were predominately based upon a personal account about what methods can be effective in certain scenarios (see Hayden and Chiu, 2015; Travers *et al.*, 2015). More empirical research is needed to explore the teaching and learning strategies that non-marketing students (who are undertaking marketing subjects at degree-level for a specific reason) are most likely to be engaged by. Such empirical research could involve either theory-building or theory-testing approaches to direct future research.

Second, although academic performance was incorporated into this paper, it would be of interest to examine the performance of non-marketing students in their academic assessments, after experiencing the teaching and learning strategies that were discussed in this viewpoint. By understanding the relationship between these teaching and learning strategies and academic performance, educators are anticipated to be able to more effectively structure and deliver their classes to the abilities of their students. By becoming aware of the factors that are likely to improve their non-marketing students' learning, lecturers and tutors should add value to their students' experience, so that they understand the practical applications of marketing activities towards the domains that they originate from. By having an improved knowledge of marketing activities, non-marketers are proposed to be employable graduates or skilled entrepreneurs (Bacon, 2017).

Third, the themes within this paper were developed from personal experiences in the UK and New Zealand. While this cross-cultural teaching experience was useful in obtaining international insights into the teaching and learning strategies that are likely to improve the learning of non-marketers, such observations were from two socially, culturally and economically similar countries (Smallbone *et al.*, 2012). Thus, it is recommended that in future research, the teaching and learning strategies that were discussed in this paper

should be applied to non-marketing students in other countries (Bell, 1995). This will allow marketing academics to better understand what adaptations (if any) need to be made to students across different countries (by language, communication styles, or content). Indeed, by adapting teaching and learning strategies internationally, lecturers and tutors should be equipped to educate foreign students in the academics' home country.

Fourth, the teaching and learning strategies that were highlighted in this study were effective in maximising non-marketing students' engagement in both the UK and New Zealand. It is appreciated that some of these tools are also likely to be applicable to students with some prior marketing (or business-oriented) knowledge. For example, integrating theory with practice is argued to be important to marketing students, regardless of their experience, as they can learn about how certain theories and concepts apply (or indeed, do not apply) in practical situations (Lamont and Friedman, 1997; Mintzberg, 2004; Armstrong, 2005). However, it is believed to be especially important for non-marketers to become aware of the applications of marketing to their subject-of-origin. As such, future research should account for how academics can apply the themes of the marketing subject to the non-business subjects that students (taking marketing courses) might originate from. This investigation is concluded as follows.

Conclusions
The objective of this paper was to outline the teaching and learning strategies that academics can use when facing the unconventional task of teaching marketing to non-marketing (and non-business) students. Guiding this viewpoint were some personal experiences from teaching non-marketers in the UK and New Zealand (alongside some key publications from the marketing education literature), to determine the most effective teaching and learning strategies that are likely to engage non-marketing students. Henceforth, the following three conclusions are made. First, it is concluded that marketing academics should integrate theory with practice. Second, it is also concluded that lecturers and tutors should provide students with ample opportunities to have discussion-oriented interactions. Third, it is finally concluded that marketing should be related to non-business subjects, namely, the subjects-of-origin of non-marketing students. In closing, this investigation should help academics to engage non-marketing students and help them to be aware of the practicalities of the subject in the commercial world.

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