



STAGES IN THE EVOLUTION OF MARKETING AS A DISCIPLINE

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Abstract *Marketing is, essentially, an activity pertaining to the enterprise, which involves planning and execution of the marketing mix for ideas, products and services in an exchange that not only meets the current needs of the consumer, but also participates and creates future needs that will bring profit. As a discipline, marketing has started to develop about 100 years ago, even at the beginning of the twentieth century. Throughout this period, it went through major changes, the field developing aspects both theoretical and practical that reach much further and much deeper than one might think. According to the 100 years as an academic discipline, marketing studies have been characterized over time by many styles and approaches.*

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1. Introduction

Marketing has emerged and began to be deepened both as science and as a practice in countries with developed economy. Their markets were characterized by an abundance of products and services that were designed to put consumers in a position to choose the product most suited to their own needs. Equally true is the fact that the spread of marketing was done quite slowly, "only in its expansion starting the fifties to be" explosive", companies and other organizations from economies with various structures and levels of development." (Balaure, 2002, p. 16)

The integration of marketing within the developed economies has led to a misconception about the reasons that have propelled it at that period accrediting the opinion that at the basis of the development and strengthening of marketing lies, in fact, the wealth of consumer goods and services from that specific geographical space. It is true that wealth fosters the development of marketing, but it is not the determining factor. On the contrary, the universality of marketing lies precisely in its ability to adapt to any circumstances from the environment in which companies conduct their business.

Thus, in recent decades, when the society faced serious difficulties in ensuring the strictly necessary raw materials and energy, researchers and practitioners have demonstrated that the importance of marketing does not reduce itself, but only changes in manner of use. (Cătoi & Balaure, 1990)

2. Highlights of the Marketing Thought

Currently, there is a widespread opinion that marketing studies have two prominent features.

One is represented by the emphasis on managerialism (Grether, 1965), with the default assumption that the scope of marketing studies is limited by the interests, values and priorities of instrumental order of the managers within an organization.

The other argues that this discipline is conceived as a pseudo-scientific one and does not require a historical perspective.

The question of whether marketing studies have raised to the expectations and values of the first thinkers is a constant source of debate in the marketing literature. It has been suggested that modern marketing neglected the historical perspective, otherwise essential for a critical understanding (Tadajewski & Brownlie, 2008) and therefore had condemned itself to repeat the foregoing ideas (Fullerton, 1987)

One way to respond to these arguments is to study the history of marketing but, while this history is a contested and vibrant area, it is also one that has virtually no presence in the mainstream of typical management - marketing courses.

Early studies in marketing dates back to the 1950s, but the first academic courses, called simply "Marketing" was recorded in the twentieth century in the United States of America (Halbert, 1965). Marketing was originally developed as a branch of applied microeconomics dealing with purchasing behavior and distribution of goods, underlying market clearing processes under conditions of surplus production (Wilkie & Moore, 2003).

Marketing has not been fully defined as a field of study until the period between 1900 and 1920 in the United States. Marketing studies have a long presence in academic education, especially in the U.S. and a tremendous history as a tradition in multidisciplinary thinking and research (Bartels, 1951a). The managerial model of marketing studies (Sheth, Gardner, & Garrett, 1988) which dominate the management of education worldwide comes from the United States, but has not been taken into account in the rest of the world until the early 1960s and 1970s.

Development of marketing as a discipline of study is therefore closely linked to the growing popularity of management in the 70s and the rise of academic specializations in business or management.

But despite its popularity, marketing as a discipline occupies an unenviable place, the biggest criticism against it being that it can be compared to any other economic disciplines (most of the times to management) without having its own status.

Marketing is meant to be multi-disciplinary, often being met in the practice of management, denying at the same time the accusation that it would actually be a tool of cultural dominance that lacks those elements of intellectual order which would recommend it as science. Also, there are critics who argue that marketing studies do nothing but enslave the modern society (Lowe, Carr, Thomas, & Watkins-Mathys, 2005), being in fact a science that promotes immorality as one of its principles.

Another criticism has in the foreground the issue of culture and the marketing management model imposed. It is assumed that, in general, are promoted and, especially, imposed the American values and the neo-liberal marketing model (Witkowski, 2005), which is contradicted by the reality since the marketing principles have been adopted even in non-capitalist economies. This is an extent of the way in which the vision of the management marketing thought, seen as a technical discipline that transcends cultural and political barriers, has become widely accepted.

Monieson and Jones (1990) argue that early marketing studies were based on the desire to provide the management marketing activity with a sound knowledge base. They suggest that the first professors at the University of Wisconsin have been influenced by the German school of social sciences. The purpose of the marketing school in the beginning of the century was to create a new field - Marketing Management. This was reinforced by Paul Converse (1945), 40 years later, in a well-known article, which is often regarded as a milestone in marketing theory. However, the two have demonstrated that the managerial targeting and scientific aspirations of marketing research and

education were taken into account from the very beginning.

While Wisconsin marketing studies focused on the academic analysis of systemic properties of markets, later, at Harvard Business School, emphasis was put on the practical aspects of the discipline. The Harvard strategy evolved subsequently becoming the famous Harvard Business School Method.

The Management of Education at Harvard led to a careful analysis of the real business situation, preferably based on direct experience with visits within companies and discussions with their managers (Contardo&Wensley, 2004), and followed by intense debate during the seminars about possible solutions. The idea was that managers could benefit both theoretically and practically.

In the Mediterranean part of Europe and Scandinavia was attempted the adaptation, both theoretical and practical, of marketing, going on towards the relational-based services, to the detriment of the "classical" principles and theories.

If we were to draw a parallel between the development of the academic discipline of marketing in the U.S. and the rest of the world (especially taking into account the European area), we find that outside the U.S. it has stayed with several years behind, not in the practice of marketing, but in accepting that marketing studies have a place in the university curriculum.

In Britain, for example, marketing has been for a long time regarded as a strictly vocational field suitable for the pre-academic environment. The first marketing department was established in the UK in 1960, at the Universities of Strathclyde and Lancaster. Many leading British universities were even slower to establish business and marketing programs. Said Business School at Oxford University was founded in 1996 (in spite of considerable controversy and opposition) and the School of Management at the University of Cambridge was founded in 1995, although both institutions had management studies for several years.

Royal Holloway, University of London, established its School of Management in 1992 and the first marketing department was established in 2004. Instead, the School of Business at the University of Wisconsin-Madison was established in 1900 and Harvard Business School in 1908. Wharton Business School, University of Pennsylvania, was established in 1881 and offered courses on product marketing in 1904. The Wharton became involved relatively late in the study of marketing since ED Jones from the University of Wisconsin is considered to be the first to held a university course in Marketing (1990), although Jones and Monieson admit that may have existed earlier marketing distribution university courses in Germany.

3. Stages of the Marketing Evolution

William and Elizabeth S. Moore L.Wilkie suggest a detailed chronology of the Marketing thought (2003), based on the classic one offered by Robert Bartels. The development of marketing thought experienced four stages or ages, as can be seen from the following table:

Table 1. The 4 stages of the Marketing thought

Stage	Characteristics
Pre- marketing stage Before 1900	- There is no distinct discipline called "marketing" - Specific marketing problems were "assigned" for solving to other economic domains
I. Discovering the discipline 1900-1920	- first appear the courses that had the phrase "marketing" in the title - Emphasis on Marketing to distribution - Attempts to define marketing activities from an economic point of view
II. Grounding the discipline 1920-1950	- Defining the principles of marketing - The foundations of marketing infrastructure - creating AMA, Journal of Retailing, Journal of Marketing
III. Changing the paradigms 1950-1980	-period of intensive development of marketing thought in the U.S. - reassessment of marketing, in conjunction with other disciplines such as economics, management or other - Marketing is studied from two perspectives: a managerial one and a behavioral one
IV. Reconceptualization of Marketing 1980 – present	- new challenges are arising in the economy with direct impact on marketing: globalization, reengineering etc. - Academic pressures appear like "publish or die" - Field beginning to develop increasingly more going on specializations

Source: (Wilkie & Moore, 2003)

Analyzing the periodization from above, we can draw the following conclusions:

- the two considered the period before 1900 as a pre-marketing period during which marketing was intertwined with the economy. Of course, this does not imply that before 1900 was, in a practical sense, an era pre - marketing.
- Wilkie and Moore argue that the practice of Marketing, research and education have begun to acquire its infrastructure of journals, professional associations and research organizations between 1920 and 1950.

- the 1950-1980 period marked the development of marketing within the science of management. The most popular books dates the applicative approach of marketing in the 1950s (Kotler P., 1965), although the underlying ideas were much older (Baker, 2000). Wilkie and Moore see the fourth step as a point of fragmentation with specialized research and practice on the sub-fields.

Skålen (2006) quotes Hollander (2005), who gives a slightly different (American) marketing periodization of the one offered by Wilkie and Moore, as follows:

- the classic Marketing thought (1900-1960);
- the Marketing Management era (1950-1985);
- the management services (1975 to present).

Also, Philip Kotler (2006) submitted its own periodization of the evolution of marketing:

- Creating the 4 Ps (product, price, placement, promotion) as the key decisions that must be taken into account in preparing a bid. Subsequently, it was found that the 4Ps were not sufficient for the better understanding of consumers, so he turned to the 4 C (solution for the buyer, the buyer cost, convenience and communication with the buyer);

- Later it was launched the idea that the 4 P must be preceded by strategic thinking - STP (segmentation, targeting, positioning);

- The next step was realizing that a company can operate on four levels: mass market, market segment, niche market and individual consumer;

- The enlargement of marketing up to the goods and services, ideas, causes, people, organizations and other entities.

Also Kotler (2010), in his book "Marketing 3.0. From the product to the consumer and the human spirit" suggests an evolution of marketing divided into three stages, as follows: Marketing 1.0 or the marketing-oriented product; Marketing 2.0 or the customer oriented marketing and Marketing 3.0 or the marketing orientation towards values. A general presentation of the characteristics of the three stages is presented in the following table:

Table 2. Characteristics of the three stages of marketing

Characteristic	Marketing 1.0	Marketing 2.0	Marketing 3.0
Objective	Selling products	Satisfying and keeping the customers	Making the world a better place
Potential factors	The Industrial Revolution	The information technology	The new wave in technology
How do	Mass buyers	Smarter	Full human

Characteristic	Marketing 1.0	Marketing 2.0	Marketing 3.0
companies see the market	with physical necessities	consumer, with mind and heart	being with mind, heart and soul
The fundamental concept of Marketing	Product Development	Differentiation	Values
Company's marketing guidelines	Product specification	Positioning the company and the product	Mission, vision and values of the company
Valuable proposals	Functionalities	Functionalities and emotions	Functionalities, emotional and spiritual
The mode of interaction with consumers	Transaction between a company and many buyers	Individual relationship	Collaboration between many businesses and many consumers

Source: (Kotler, Kartajaya, & Setiawan, 2010)

It is obvious that the transition towards the marketing 3.0 was made based on both the increasingly global faster changes in the economic sphere and in the human relationships. It is no longer enough for a company to have a product/service that should sell it to those interested; must respond to a growing need of the consumer, and, even if they are not directly related to the product/service they must have an empathic connection with the consumer and provide him solutions to a multitude of issues that he may have.

4. Conclusions

In conclusion, first, marketing studies theorists saw these studies as the core of an organization, business and education. They revived an older point of view of German universities namely that marketing should be understood through case studies, research-based methods, and descriptive statistics and should be at the same time a practical oriented education.

Thorough studies of Marketing (and practice by the way), were born in the United States, with a dual purpose: definition and discovery of facts and principles of Marketing and communication, in order to improve the overall effectiveness of the organization, welfare of consumers and society as a whole (Wilkie & Moore, 2006).

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