

Open Research Online

The Open University's repository of research publications and other research outputs

Social marketing: ready to help revolutionise marketing education

Journal Item

How to cite:

Harris, Fiona (2022). Social marketing: ready to help revolutionise marketing education. Journal of Social Marketing (Early Access).

For guidance on citations see [FAQs](#).

© 2022 Emerald Publishing Limited



<https://creativecommons.org/licenses/by-nc-nd/4.0/>

Version: Accepted Manuscript

Link(s) to article on publisher's website:

<http://dx.doi.org/doi:10.1108/JSOCM-07-2021-0154>

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

oro.open.ac.uk

Article Title –

Social Marketing: ready to help revolutionise marketing education

Author's detail

Fiona Harris - Corresponding Author

The Open University - Faculty of Business and Law

Walton Hall , Milton Keynes MK7 6AA

United Kingdom of Great Britain and Northern Ireland

Social Marketing: Ready to help revolutionise marketing education

Abstract

Purpose – This paper explores ways through which social marketing could help to revolutionise marketing education and argues that this change is needed now. The world is confronting a variety of serious challenges, including a global pandemic, an urgent climate emergency, and overdue social transformations. Social marketing, with its far-sightedness, holistic systems thinking and genuine concern for the wellbeing of society and the environment, is ideally positioned to step forward to help accelerate the transformation of marketing education for the next generation of marketers.

Design/methodology/approach – The paper is conceptual and is informed by the literature on social marketing over its 50 years history, supplemented by the wider marketing literature. A SWOT analysis is used to analyse the proposed transformation of marketing education.

Findings - Six strengths are proposed by which social marketing can help to revolutionise marketing education, identified under the acronym COHERE: (i) Collaboration with a diversity of disciplines and stakeholders; (ii) Openness to sharing knowledge, experience and detailed case studies; (iii) a Holistic approach with a longer time horizon; (iv) Engaging authentically with the social good; (v) Research that breaks new ground in theory and practice; and (vi) Ethics embedded at its core.

Practical implications - The opportunities to help revolutionise marketing education offered through these strengths are explored, the weaknesses and threats acknowledged and the implications for marketing and social marketing analysed.

Originality/value – The paper proposes how (through the six identified strengths) and when (now) social marketing can help revolutionise marketing education, by adopting a dual lens of social and commercial marketing.

Keywords Social marketing, marketing education, commercial marketing, marketing practice, knowledge exchange

Paper type Conceptual paper

Introduction

Nearly 20 years ago Peattie and Peattie (2003) posed the question whether social marketing was 'ready to fly solo' and reduce its 'dependence on commercial marketing theory'. Just over ten years later Andreasen (2012, p. 37) argued that 'nonprofit and social marketing comprise not minor applications of commercial concepts and tools but rather the most complex of cases; commercial marketing is the special, narrower application'. Although social marketing has this year reached its 50th anniversary, the balance between commercial and social marketing has still not been addressed in marketing education, with commercial marketing continuing to be the dominant teaching lens. Now, social marketing, this paper argues, is ready to help revolutionise marketing education.

The world is confronting a perfect storm of serious social and environmental challenges: a global pandemic, an urgent climate emergency, a variety of wicked problems (Crowley and Head, 2017), and overdue social transformations, with movements to address pressing social inequalities and injustices, as others have similarly noted (e.g. Chandy *et al.*, 2021; Flaherty *et al.*, 2021; de Ruyter *et al.*, 2021). These testing times require far-sightedness, genuine concern with the wellbeing of society and the environment and a holistic systems perspective. Social marketing is ideally positioned in these respects to help the marketing discipline advance and transform marketing education.

Not only has social marketing's 'dependence on commercial marketing theory' been reduced (Peattie and Peattie, 2003) and could its relationship with marketing be inverted (Andreasen, 2012), but social marketing's time has now come to take a more substantial role in marketing education and be given equal weighting with commercial marketing within undergraduate marketing programmes. This paper makes two key contributions. Firstly, this paper analyses social marketing's potential to help to revolutionise marketing education. Secondly, this paper proposes six strengths of social marketing to achieve this. These six strengths are identified under the acronym COHERE: (i) Collaboration with a diversity of disciplines and stakeholders; (ii) Openness to sharing knowledge, experience and detailed case studies; (iii) a Holistic approach with a longer time horizon; (iv) Engaging authentically with the social good; (v) Research that breaks new ground in theory and practice; and (vi) Ethics embedded at its core. This paper argues that social marketing has the potential to facilitate the transformation of marketing education and enhance students' and future marketing practitioners' social, environmental and ethical awareness.

These contributions align with Jaakkola's (2020, p. 22) theory adaptation approach for conceptual papers, by 'problematizing an existing theory or concept [in this case] and resolving identified dilemmas by introducing a new theoretical lens' (social marketing) which is 'strong in aspects missing from the domain theory' (in this case the dominance of commercial marketing as the lens for marketing education). Other authors have highlighted how social marketing compares and contrasts with commercial marketing (see for example Lee, Rothschild and Smith, 2011 in Lee and Kotler, 2020). However, this paper explores the ways in which social marketing can enhance marketing education through adopting a dual lens rather than a single lens and proposes six strengths of social marketing that can complement the commercial lens that has dominated marketing education.

This paper starts by setting out the rationale for accelerating the transformation of marketing education and proposes a dual lens. It then presents a SWOT analysis of social marketing's potential to help transform marketing education. Six strengths by which social marketing might achieve this are identified. Finally, the implications are discussed.

The rationale for accelerating the transformation of marketing education

The rationale for the need to accelerate the transformation of marketing education draws on research and scholarship, education initiatives, consideration of marketing textbooks, marketing definitions, marketing education and course offerings in social marketing and why it is time for change.

Research and scholarship

Twenty years ago, Catterall *et al.*, (2002) argued that marketing education 'fails to meet the needs of managers who work in the increasingly uncertain and complex world of marketing practice' and needed instead to be 'based on questioning underlying assumptions, practices, and discourses of marketing', pay greater attention to macro issues and consider all stakeholders' perspectives, rather than just those of marketing managers (p. 186). In a recent editorial of the Journal of Marketing, the editors (Moorman *et al.*, 2019, p.1) argued that whilst marketing practice, competition and consumer behaviour had been transformed by dynamic technological and digital change, presenting opportunities for all stakeholders and marketing education to benefit from new knowledge, much marketing scholarship remained bounded and based on 'mainstream assumptions, theories, and methods that tend to reinforce, not challenge our thinking'. Since then, the Journal of Marketing has published a special issue on 'Better marketing for a better world', showcasing 'a wide array of bread-and-butter marketing topics ... [which] apply (or study the application of) these familiar marketing tools to better world outcomes' (Chandy *et al.*, 2021, p. 2). Even so, in their editorial, the special issue's editors revealed that in despite a high awareness among key scholars of the importance of 'better marketing for a better world', this was not yet widely reflected in the foci of the majority of scholarship and conferences, concluding that better marketing ideas had yet to be fully realised (Chandy *et al.*, 2020). Nevertheless, the special issue also acted as a springboard for the launch of the Better Marketing for a Better World (BMBW) initiative, which provides forums, training and resources to support knowledge development and dissemination in this area (BMBW initiative, nd). In their editorial to the special issue of the Academy of Marketing Science on 'Reimagining market strategy: driving the debate on grand challenges', de Ruyter *et al.* (2021) also noted the increasing interest in responsible marketing and called for 'the facilitation of better marketing strategy that will boldly address society's grand challenges, and contribute to tackling the UN SDGs [United Nations' Sustainable Development Goals] through responsible, resilient, and respectful research collaborations with stakeholders'.

Other special issues dedicated to 'better marketing' include the Journal of Consumer Psychology's special issue on 'Consumer psychology for the greater good' and the Journal of Marketing Research's special issue on 'Mitigation in marketing'. There has also been an increase in journals that encourage the integration of social and ethical aspects in scholarly works, with recent additions including the journal *Social Business* in 2011 and the *Journal of International Business Policy* in 2018, and the renaming in 2020 of the journal *Business Ethics: A European Review* to become *Business Ethics, the Environment and Responsibility* in recognition of its broadening scope and coverage.

Chandry *et al.* (2021, p.1) observed that 'Profits will continue to be essential and basic to corporate survival, but the major challenge to business today may be to meet the societal needs of a changing environment'. Rebalancing marketing education to give equal consideration to commercial and nonprofit and social marketing coverage could help marketing students and future marketers to address societal needs and tackle the challenges they face.

Educational initiatives

The Principles of Responsible Management Education (PRME) initiative is designed to enable business and management schools to help future leaders develop 'the skills needed to balance economic and sustainability goals' and accentuate awareness of the UN SDGs (PRME, nd (a)). The PRME principles include: developing students to be capable of generating sustainable value for both business and wider society and encouraging them to strive to make the global economy inclusive as well as sustainable (see Principle 1), embedding global social responsibility into the curriculum (see Principle 2), using methods to foster responsible leadership (see Principle 3), engaging in research into social, environmental and economic sustainability (see Principle 4), working in partnership with business corporations (see Principle 5) and through dialogue with a range of other stakeholders (see Principle 6) (PRME, nd (b)). Brennan *et al.* (2010) argued that such initiatives 'have the potential to open up spaces for the discussion of social and ecological issues' (p. 1176). The most recent study of among PRME signatories' progress in corporate social responsibility (CSR) and responsible management education (RME) (Haski-Leventhal and Concato, 2016, p. 5) revealed that, although the majority of students were attitudinally disposed towards ethics, there was a decline in the level of awareness of the UN SDGs, only 38% of students 'felt they were either well equipped or very well equipped to apply their CSR knowledge in real life', and students agreed there was a need for curriculum that integrated ethical, social and environmental themes and real-world case studies and businesses.

Marketing textbooks

A variety of limitations in marketing textbooks have been noted over the years. Catterall *et al.* (2002) argued that marketing textbooks focused on the perspective of the individual marketing manager to the exclusion almost entirely of 'wider moral, political, and societal contexts' (p. 185). Brennan *et al.* (2010) observed that textbooks have mostly overlooked macromarketing, public policy, and quality-of-life studies, fields which involve ethical consideration of marketing practices, the lack of which they argued absented them from students' view. Andreasen (2012, p. 37) argued that both 'Marketing teaching and textbook writing should begin with the broadest social context and move forward to consider unique applications in social and commercial settings'. He also noted the dominance of 'a business mind-set' in the scope and chapter structure of marketing textbooks, with social marketing restricted to appearing as occasional examples of emotional communication types and allocated a few meagre papers as 'a special – and, minor - application of commercial marketing concepts and tools' (Andreasen, 2012, p. 37).

Marketing textbooks now often refer to the societal marketing concept, sustainability, the need for greater social and environmental responsibility in their opening chapter or as part of the marketing environment, which indicates a growing awareness of the need for marketing to prioritise social and environmental issues, but more detailed consideration of such topics tends in most cases to be covered in the final chapter. Furthermore, there is still very little, if any, acknowledgement of social marketing in most marketing textbooks. There is however, a wealth of excellent social marketing textbooks (for example Hastings and Domegan, 2018, Lee and Kotler, 2020, Basil *et al.*, 2019; French and Gordon, 2020; Lefebvre, 2013) which could complement existing marketing textbooks. If students are introduced to marketing only through commercially-orientated textbooks, they may miss out on benefiting in addition from wider perspectives and learning they could gain from social marketing.

Marketing definitions

Marketing has been defined by professional marketing associations over the years. The Chartered Institute of Marketing's definition has remained constant since 1976 as:

'Marketing is the management process responsible for identifying, anticipating and satisfying customer requirements profitably.'

(Chartered Institute of Marketing (CIM), 1976, 2015, p. 2)

The American Marketing Association, reportedly did not change substantially over its first 50 years (Grundlich, 2007) from its first definition as:

Those business activities involved in the flow of goods and services from production to consumption

(AMA, 1937)

However, over reformulations in 1985, 2004 and 2007 the AMA's definition of marketing evolved to its current form:

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

(AMA, 2017)

The definition of social marketing has also evolved notably over the last 50 years since Kotler and Zaltman (1971) coined the term, from its early definition, which focused on the *application* and *social consequences* of marketing:

'social marketing is concerned with the application of marketing knowledge, concepts and techniques to enhance social as well as economic ends. It is also concerned with analysis of the social consequence of marketing policies, decisions and activities'

(Lazer and Kelley 1973, p. ix)

to concentrating on the *development* of marketing concepts and their *integration with other approaches*, as indicated in the recent 'consensus definition of social marketing' by an international group of social marketing associations:

'Social Marketing seeks to develop and integrate marketing concepts with other approaches to influence behaviour that benefit individuals and communities for the greater social good.

Social marketing practice is guided by ethical principles. It seeks to integrate research, best practice theory, audience and partnership insight, to inform the delivery of competition sensitive and segmented social change programmes that are effective, equitable and sustainable'

(ESMA, AASM, SMANA, iSMA, Asociación Latinoamericana de Mercadeo Social 2017, p. 1)

While Lee and Kotler (2020) highlight a number of key differences between social marketing and commercial marketing (their primary aim – influencing behaviour for individual and societal good versus selling for financial gain, their approach to segmentation – such as magnitude of the social problem, reachability and readiness to change versus greatest sales volume, the nature of competitors – existing or preferred behaviour versus similar offerings), they also recognise many similarities (the imperative of a customer orientation, centrality of exchange theory, the role of

marketing research, use of segmentation, consideration of the 4Ps and value of measuring results). They **consider** that social marketing warrants an expanded role and I argue here that this could be extended to marketing education.

Marketing education

Brennan *et al.* (2018) noted a consensus that students were insufficiently prepared with regard to workforce skills. The marketing education literature appears focused on preparing students for working in commercial contexts, with no discernible recognition of a need for them to be ready to work in non-commercial marketing contexts.

Course offerings in social marketing

Research by Kelly (2009; 2013) into course offerings in social marketing in 2009 and 2013 revealed little growth in the number of universities that offered courses with at least 50% content in social marketing. An update by Lee (2020) reported that there were still relatively few academic institutions offering social marketing courses, resulting in a lack of familiarity or training in social marketing's strategic approach to citizen behaviour change among graduates working in roles in which it was needed.

Time for change

The multiple challenges facing the world and the maturity reached by social marketing over the last 50 years make *now* the time for social marketing to help transform marketing education. Hastings (2020) also noted that the COVID-19 pandemic presented 'a rare moment of global unity and a valuable reminder of how much we have in common, how closely we depend on each other, how important our environment is to us. As a result, we have a unique opportunity to rediscover our humanity, to question our assumptions and to learn'. He also argued that 'we health educators and social marketers need to help people to care more'. Britton *et al.* (2021) also noted that the COVID-19 pandemic offered an opportunity to highlight the interconnectedness between the environment and human health and the importance of encouraging 'a culture of care'. However, the impetus is not limited to the pandemic; Chandy *et al.* (2021, p. 1) also noted that now is the time for better marketing that can make the world a better place to come to the fore in the face of 'the most important challenges facing the world today ... persistent poverty, inequity, illiteracy, insecurity, disease, climate change, pollution, and human trafficking, among many others'. In this paper I propose that by also teaching marketing through a dual lens of social marketing as well as, rather than just, commercial marketing, future marketers may indeed care more and be inclined to embrace BMW.

A dual lens

The potential value of combining lenses was recognised by Okhuysen and Bonardi (2011), who identified two relevant dimensions (proximity and compatibility) against which combinations could be situated, yielding four types: (i) close areas of research with compatible underlying assumptions; (ii) far apart areas of research with compatible underlying assumptions; (iii) close areas of research with incompatible underlying assumptions; and (iv) far apart areas of research with incompatible underlying assumptions. Combining commercial and social marketing lens for teaching undergraduate marketing could arguably be categorised as most resembling the third type: close areas of research with incompatible underlying assumptions. Okhuysen and Bonardi (2011, p. 9) asserted that 'It is in these places where the greatest theoretical leverage of a new approach can be found – where gaps in our understanding are filled through the combination of perspectives'.

In a reflective piece in Dibb and Carrigan (2013, p. 1378) Kotler highlighted the need for a company to 'incorporate features of quality and performance that would make the Product attractive to the intended market'. The same could be said of making marketing education appeal to potential students. Interestingly, in coining the term 'social marketing' (Kotler and Zaltman, 1971), Kotler later reflected in Dibb and Carrigan (2013, p. 1380), that 'We put the word 'social' in front of marketing to suggest that not all marketing can be criticized. There is a subset of marketing practices that marketers and citizens can approve of that seeks to achieve a social purpose rather than a monetary gain'.

In a second reflective piece in Dibb and Carrigan (2013, p. 1385), Polonsky presented a series of representations of the relationship between social marketing and commercial marketing, viewing them as intersecting circles but noting that the extent of their overlap was the subject of debate. Polonsky (in Dibb and Carrigan, 2013, p. 1386) argued that 'we might think of commercial marketers focusing on the benefits to the self, and social marketers focusing on the benefits to society. However, in reality, both social and commercial marketers are focusing increasingly on both types of benefits'.

Polonsky (in Dibb and Carrigan, 2013) observed that commercial marketers are coming to recognise their wider responsibility to society as well as consumers. Furthermore, 'Polonsky suggests that social marketing's positioning as a kind of poor relation is inappropriate, arguing that traditional marketing has something to learn from social marketing applications' (Dibb and Carrigan, 2013, p. 1383). Indeed, 20 years ago Hastings (in Bryant and Durette, 2000, p. 44) argued that 'not only can social marketing learn from marketing, but that the reverse is also true'. Peattie and Peattie (2003, p. 374) also observed that there were areas 'where social marketers sometimes lead, more than are led by, commercial marketers' (such as accessibility issues relating to the P of place in the marketing mix) and others were 'highly comparable' (such as promotion). Similarly, Domegan and Bringle (2010, p. 199) explored how social marketing could potentially contribute to service-learning and offered 'new thinking and tools to those concerned with civic engagement, inequalities and injustices'.

It is also not just the education of marketing students that is at issue. Marketing and specifically social marketing are studied by students in other disciplines, who would also benefit from a dual lens approach. Biroscak *et al.* (2014, p. 158) argued: 'It [the question of whether there is capacity within public health faculties to teach social marketing] also raises the opportunity for cross-disciplinary collaborations to make marketing courses more relevant and useful to students in other disciplines, whether they be public health, social work, business management, health care, or other fields where there is a desire by students and faculty to make a 'dent' in the universe'.

The imperative to address the threat of climate change has been on the agenda for a while. Hastings (in Dibb and Carrigan, 2013) called for 'our unsustainable lifestyles and business models based on perpetual growth ... to be challenged and changed' (p. 1389) and argued that 'the core social marketing challenge ... is to mobilise and empower [people] to change the world' (p. 1393). While there are signs that commercial marketing is beginning to heed the urgent call to improve sustainability (e.g. de Ruyter *et al.*, 2021), rebalancing marketing education to teach marketing through a dual lens of social marketing and commercial marketing would help to challenge unsustainable lifestyles and business models and mobilise future generations of marketers to change the world.

SWOT analysis of teaching marketing through a dual lens

The potential for social marketing to help revolutionise marketing education is analysed using a SWOT analysis, presented in Figure 1. For consistency with the SWOT technique, the term ‘threats’ is used but in the present context, these might be more meaningfully considered as ‘potential impediments’. Deshpande (2019, p. 231) also used a SWOT analysis to analyse and structure his ‘commentary on the present and future role of social marketing research and practice’, setting a precedent for applying the technique to observations and reflections, but here the focus is on social marketing and marketing education.

[Insert Figure 1 here]

Strengths

The six strengths proposed in this paper by which social marketing could help to revolutionise marketing education are identified through the acronym COHERE. These were identified through a process of reflection on what strengths social marketing has that would complement commercial marketing to enhance marketing education and offer value through a dual lens.

COHERE: six strengths of social marketing

Collaboration with a diversity of disciplines and stakeholders

Social marketing involves collaboration with a wider range of disciplines and stakeholders. Its ‘global consensus definition’ includes seeking to ‘integrate marketing concepts with other approaches’ and integration of ‘partnership insight’ (ESMA, AASM, SMANA, iSMA, Asociación Latinoamericana de Mercadeo Social 2017, p. 1). Marketing, however, has been described as having ‘become increasingly insular’ and in need of learning from other disciplines (Sawhney in Sheth and Sisodia, 2005, p. 12). Furthermore, in contrast to commercial marketing’s ‘customer-centric thinking’, social marketing’s embracing of systems thinking involves ‘a multiplicity of people and stakeholder groups interacting to create patterns of behaviors, choices and values over time in a dynamic macro-micro context’ (McHugh *et al.*, 2018, p. 165). Designing learning activities that involve collaboration with external stakeholders helps students develop competencies to act as sustainability change agents (Molderez and Fonseca, 2018). Marketing education will need to prepare marketing students and students from other disciplines to be able to collaborate with a multitude of stakeholders and across disciplines in the complex environment in which they will find themselves.

Openness to sharing knowledge, experience and detailed case studies

Social marketers exhibit an openness to sharing knowledge, experience and detailed case studies. Unlike commercial marketers who closely guard information from potential competitors or restrict access to instruments they develop through proprietary control, social marketers willingly share their learning and are keen to see other social marketing campaigns succeed, exhibiting a spirit of the common good rather than monetarisation of knowledge. This is evident in the greater ease with which detailed case examples of social marketing interventions’ development, execution and evaluation are discoverable than in commercial marketing. Examples include the showcasing of social marketing cases on the National Social Marketing Centre’s web pages (NSMC, nd) and case book (French *et al.*, 2011), social marketing textbooks with a high proportion of space dedicated to detailed case studies (for example, Hastings and Domegan, 2018; Basil *et al.*, 2019), government agencies which make available detailed information about their campaigns, such as Public Health

England (PHE, nd), and social marketing agencies which share example cases (for example, Social Marketing Gateway, 2021). These provide illuminating examples for teaching purposes and not just for learning about social and environmental issues, but also for example, branding, segmentation, targeting, co-creation, the marketing mix, creative execution and particularly evaluation measures, for which detailed commercial marketing examples are scarce.

Holistic approach with a longer time horizon

Social marketing's collaborative and open outlook has also culminated in its holistic approach, with its greater emphasis on coherence and integration. It is also evident in the multi-level approach of systems social marketing and macro social marketing (Flaherty *et al.*, 2020). Systems thinking has been regaining interest in the commercial marketing literature (Vargo *et al.*, 2017) after early work in the late 1950s and early 1960s was 'overshadowed by the marketing management school of thought' (El-Ansary *et al.*, 2018, p. 8). Nevertheless, the more developed approach to systems thinking of social marketing compared to commercial marketing was recognised by Polonsky (in Dibb and Carrigan, 2013). As Flaherty *et al.* (2020, p. 146) put it:

'In short, social marketing's remit for behaviour change is no longer about treating down-mid-or-up-stream audiences and interventions in silos. It is about coordinated, multilevel, systemic change and the transformations of our communities, organizations, societies, and the world we live in.'

A competence of systems thinking – 'the ability to collectively analyze complex systems across different domains (society, environment, economy, etc.) and across different scales (local to global)' – was identified by Wiek *et al.* (2011, p. 207) as a key competence for students of sustainability in higher education.

Social marketing also recognises that changes often take place over a longer period of time, whereas commercial marketing has traditionally been preoccupied with short term performance (Sheth and Sisodia, 2005) rather than long-term impact. Furthermore, achieving change across a system at local through to global levels needs to be viewed as a long-term vision (Gadsby *et al.*, 2020). This also makes social marketing well suited to educating marketing students about marketing in an era of social and environmental issues.

Engaging authentically with the social good

The core principle of social marketing is 'the facilitation of personal and social good' (ESMA, AASM, SMANA, iSMA, Asociación Latinoamericana de Mercadeo Social 2017, p. 4). Although offering value for 'society at large' has been included in the AMA's definition of marketing since 2007, commercial marketing tends to attract criticism, whether justified or not (Kotler and Armstrong, 2016).

In contrast, social marketing more clearly engages authentically with the social good. This is evidenced by the multitude of issues and wicked problems which social marketers devise programmes and interventions to tackle, such as obesity (Venturini, 2016) marine degradation (Britton *et al.*, 2021) and antibiotic resistance (Duane *et al.*, 2018) to name but a few.

Sheth and Sisodia (2005, p. 11) argued that students need to be taught to use the power of marketing responsibly and that 'to counteract the pressure to produce products that are harmful to people or to society, marketing should take the responsibility to educate customers in ways that positively affect the world'. Social marketing has the potential to do this through its authentic engagement with the social good.

Research that breaks new ground in theory and practice

Social marketing research is breaking new ground in theory and practice in areas of crucial importance to the social and environmental changes confronting the world today and with which students of marketing will need to contend. Examples include: systems thinking (Domegan *et al.*, 2016; Kennedy, 2017; Flaherty *et al.*, 2020); the MOAB framework for understanding behavioural complexity (Parkinson *et al.*, 2016); stakeholder participation (McHugh *et al.*, 2018) and co-design (Hurley *et al.*, 2021); partnerships (Duane and Domegan, 2019); reducing prejudice (Campbell and Brauer, 2020); and tackling misinformation and mistrust in relation to the COVID-19 vaccination (French *et al.*, 2020). These developments could help to extend students' understanding and broaden their appreciation of theory and practice **and complement research advances in commercial marketing.**

Ethics embedded at its core

Ethics are embedded within the consensus definition of social marketing: 'Social marketing practice is guided by ethical principles' (ESMA, AASM, SMANA, iSMA, Asociación Latinoamericana de Mercadeo Social 2017, p. 1) and the International Social Marketing Association's 'Social Marketing Statement of Ethics' (iSMA, 2020). Commercial marketing does not privilege ethics in the same way. Indeed, Peattie and Peattie (2003, p. 379) observed that 'marketers rarely engage willingly in debates about the morality of their products or marketing activities'. In contrast, social marketers do not shy away from the difficult questions but instead tackle head on the ethical issues arising from both commercial marketing (Hastings and Domegan, 2018) and social marketing (Dibb and Carrigan, 2013). Teaching marketing through a dual lens of social and commercial marketing would help **increase students' awareness of** ethical considerations and to reflect on them in both contexts.

Weaknesses

Indeed, social marketing is not without its ethical challenges. These include, for example, the possibility for disadvantaged groups to remain disadvantaged even when the social good is collectively determined and the marketisation of relationships through its marketing roots (Brenkert, 2002). Furthermore, Kubacki *et al.* (2019, p. 485) argued that there remains 'a pressing need for ethicality of and social good in social marketing to be addressed by academics and practitioners alike'. Yet, social marketing's championing of ethical concerns and recognition of the potential for unintended negative consequences (Hastings and Domegan, 2018) further justify the adoption of a dual lens in marketing education.

Another weakness is whether commercial marketers would recognise the legitimacy of social marketing to help revolutionise marketing education, given the dominance to date of commercial marketing.

Opportunities

The social and environmental challenges confronting us present a number of opportunities for social marketing to help revolutionise marketing education. Teaching marketing through a dual lens of social and commercial marketing has the potential to amplify the impact of social marketing to address social and environmental challenges. This is not just directly through campaigns focusing on particular issues, (such as encouraging people to have COVID-19 vaccinations and adhere to protection measures, to reduce prejudices and to increase people's environmental consciousness and behaviour), but also indirectly and powerfully, by shaping future commercial marketers' perspectives to adopt a systems perspective and appreciate the interconnectedness between

marketing and the wellbeing of society and the environment. Some support for this is provided by an experimental study of undergraduate marketing administration students at a Brazilian university, in which teaching a seminar on social marketing was found to improve students' wider understanding of marketing science and decrease the detachment between marketing, society and stakeholder groups (Barbosa and da Silva, 2019).

An associated opportunity is for social marketing to enhance the image of marketing through its genuine prioritisation of what ultimately matters most, such as health, social wellbeing and preservation of the environment. This would benefit both marketing, which has long endured a poor image (Borton, 1959; Farmer, 1967; Weinberger, 2000), including among business students (Sheth and Sisodia, 2005), but also relieve the negative associations from it with which social marketing has had to contend. This can be off-putting for the stakeholders with which social marketers engage, such as health professionals (Hastings in Dibb and Carrigan, 2013). Both marketers and social marketers therefore potentially stand to gain from improving the perceptions of marketing.

For social marketing, there is also the opportunity to raise its profile and increase awareness and understanding of the nature and scope of social marketing. This would help to address the misconceptions that have plagued social marketing, such as being confused with social media marketing or equated to social advertising (Hastings and Domegan, 2018; Lee, 2020).

Threats (potential impediments)

Teaching marketing through a dual lens has the potential to lead to the 'cleanwash' (Doherty *et al.*, 2007) of commercial marketing: benefiting from association with the positive attributes of social marketing without signing up to its values. However, this threat could be tempered through the twin approach of social marketing, which effectively involves building on the best of marketing while curbing the worst of it (Hastings and Domegan, 2018).

Another threat is the potential dilution of social marketing's distinct identity. Social marketing might need to 'own' marketing more than it has done previously, which for some may be uncomfortable, having worked to combat the worst harms by some marketing practices or products. This may mean confronting, rather than 'othering' the negative sides of marketing and finding a way of broaching these in ways that alienate neither commercial nor social marketers.

There is also the threat from vested interests. A dual lens would require the acquiescence of not just commercial marketing academic colleagues, but most likely departmental and faculty support and approval. Furthermore, marketing curriculum design and review entails various challenges, such as internal politics, resistance to change, innovations may be considered controversial, and practical difficulties (for example resourcing issues) (Dennis, 2014). The dual lens approach would likely need lengthy piloting to evaluate its reception by students before it could be rolled out more widely.

Discussion and implications

In some ways this proposed transformation of marketing education echoes the debate about whether business ethics should be taught as a stand-alone course or integrated into the curriculum (Dean *et al.*, 2007; Cornelius *et al.*, 2007; Brennan *et al.*, 2010; Rundle-Thiele and Wymer, 2010). In the case of social marketing, however, it is more typically taught as a stand-alone course, if at all, or mentioned as a minor application of marketing. However, it would be more revolutionary to use a dual lens to consider both commercial and social marketing (as well as other marketing contexts) within the same module and explore marketing concepts jointly, noting where and how they diverge

according to each context. Although ambitious, this would avoid some repetition of concepts between modules and ensure that social marketing is given equal prominence to commercial marketing. Brennan *et al.* (2010) noted in the case of ethics education, while a fully integrated approach might be more efficient from a resource perspective, there was a danger that topic coverage might as a result be 'atheoretical, superficial and incomplete' (p. 1169). Although care should be taken to mitigate such a risk with regard to the current paper's proposed dual lens, an integrated approach would also cater for a range of student interests, as well as helping to develop flexibility in students' marketing skills set. Obviously, commercial and social marketing are not the only marketing contexts and the ideal would be to explore a diversity of contexts without privileging any, but this paper focuses on the contribution of social marketing in relation to the dominant teaching frame of commercial marketing.

Where module content is created by the educator, material can be purposely written to take account of both contexts, highlighting special considerations and how those might benefit students' learning across contexts. Where module content relies on set textbooks or readings, students could be assigned chapters (or chapter sections) or readings for social and commercial marketing and then compare how marketing concepts are applied in the respective contexts. Current textbooks tend to focus on either commercial or social marketing. As noted previously, there is already a wealth of social marketing textbooks that would lend themselves to being used as primary texts to complement commercially-focused ones, rather than just used on specialist social marketing modules and by practitioners. The increased demand for courses that develop employability skills make these social marketing textbooks ideally positioned to take advantage of the opportunity to extend and expand their target audiences.

Andreasen (2012, p. 40) concluded 'If we are to fully integrate nonprofit and commercial marketing in teaching, modeling, and research, we need to deepen our understanding of how and where insights can – and cannot – generalize across sectors'. Although he was referring to how each could inform the other, it is also worth considering where commercial and social marketing confront similar challenges. Commercial and social marketing also face some perhaps surprisingly similar issues, which might enrich students' learning by using a dual lens of social and commercial marketing in marketing education. Some examples include sustainability, stereotyping, stigmatisation, and issues of inclusion and exclusion in targeting as will briefly be explored.

While the problems of consumption for sustainability in commercial marketing are well-known, they might be less obvious in social marketing. Brennan and Binney (2008) give examples of environmental trade-offs sometimes made in the course of improving social and economic wellbeing, even while social marketing may be used to encourage people to behave in more environmentally- friendly ways.

Similarly, in both commercial and social marketing, groups of people may feel stigmatised or stereotyped by the way they are represented (for example gender) or an issue that affects them is communicated (for example obesity) in marketing communications. In spite of the UK's Committee of Advertising Practice (CAP) introducing a rule that 'Marketing communications must not include gender stereotypes that are likely to cause harm, or serious or widespread offence' (CAP Code Section 4.9, CAP 2018), advertisements in commercial and social marketing were still banned or pulled for contravening the new rule (Sweney, 2019; Topping, 2021).

Inclusion and exclusion in targeting can also be problematic in both commercial and social marketing. For example, in commercial marketing inclusion of vulnerable consumers or exclusion of

older consumers can raise ethical issues. In social marketing, moral questions are raised when deciding which segments to include and as a result which will be excluded in targeting.

Finally, Andreasen (in Davey, 2010) argued for behaviour as a guiding metric for not just social marketing but commercial marketing in highlighting the benefits of cross-pollination between social and commercial marketing.

Concluding thoughts

This paper has proposed adopting a dual lens of social and commercial marketing to revolutionise marketing education in the face of the many challenges and wicked problems that need to be addressed. Six strengths of social marketing by which this might be achieved were identified and the weaknesses, opportunities and threats were analysed and the implications discussed. For social marketing, sharing centre stage is not without its risks. Yet perhaps one of social marketing's greatest contributions could be to not only tackle important social and environmental issues, but to go beyond critiquing the ills of commercial marketing to address them at its source by helping to revolutionise marketing education. Future research might compare students' learning through commercial and social marketing lens individually to explore their separate benefits as a precursor to piloting combining them as a dual lens.

References

AMA (1937), *American Marketing Association: An Association for the Advancement of Science in Marketing: Proposal for Constitution and By-Laws*. Chicago: AMA.

AMA (2017) *Definition of marketing*. American Marketing Association. Available at: <https://www.ama.org/the-definition-of-marketing-what-is-marketing/#:~:text=The%20AMA%E2%80%99s%20definitions%20of%20marketing%20and%20marketing%20research,for%20customers%2C%20clients%2C%20partners%2C%20and%20society%20at%20large>. (Accessed 21 June 2021).

Andreasen, A.R. (2012) 'Rethinking the relationship between social/nonprofit marketing and commercial marketing', *Journal of Public Policy & Marketing*, 31(1), pp. 36-41.

Barboza, S.I. & da Silva, W.F. (2019) 'Contributions of social marketing in administrator training', *Administração: Ensino E Pesquisa*, 20(2), pp. 286-318.

Basil, D.Z., Diaz-Meneses, G. and Basil, M.D. (2019) *Social marketing in action. Cases from around the world*, Cham, Switzerland: Springer.

Biroscak, B.J., Lefebvre, C., Schneider, T., Marshall, R.J., McDermott, R.J. and Bryant, C.A. (2014) 'Assessment of social marketing education, training, and application in public health settings', *International review on public and nonprofit marketing*, 11(2), pp. 145-160.

BMBW (nd) *Better Marketing for a Better World*. Available at: <https://www.bmbw.org/> (Accessed 19 November 2021).

Borton, W.M. (1959) 'Respectability for marketing', *Journal of Marketing*, 24(2), pp. 47-50.

Brenkert, G.G. (2008) *Marketing ethics*. Malden, MA: Blackwell Publishing.

Brennan, L. and Binney, W. (2008) 'Concepts in conflict: social marketing and sustainability', *Journal of Nonprofit & Public Sector Marketing*, 20(2), pp. 261-281.

Brennan, L., Nhat Lu, V. and von der Heide, T. (2018) 'Transforming marketing education: historical, contemporary and future perspectives', *Australasian Marketing Journal*, 26(2), pp. 65-69.

Brennan, R., Eagle, L., Ellis, N. and Higgins, M. (2010) 'Of a complex sensitivity in marketing ethics education', *Journal of Marketing Management*, 26(13-14), pp. 1165-1180.

Britton, E., Domegan, C. and McHugh, P. (2021) 'Accelerating sustainable ocean policy: The dynamics of multiple stakeholder priorities and actions for oceans and human health', *Marine Policy*, 124, Article 104333.

Bryant, C.R. and Durette, A. (2000) 'An interview with Gerard Hastings', *Social Marketing Quarterly*, 6(2), pp. 28-44.

Campbell, M.R. and Brauer, M. (2020) 'Incorporating social-marketing insights into prejudice research: advancing theory and demonstrating real-world applications', *Perspectives on Psychological Science*, 15(3), 608-629.

CAP (2018) 'Gender stereotyping – new rule and guidance', *CAP News*, 14 December. Available at: <https://www.asa.org.uk/news/gender-stereotyping-new-rule-and-guidance.html> (Accessed: 14 September 2020).

Catterall, M., MacLaran, P. and Stevens, L. (2002) 'Critical reflection in the marketing curriculum', *Journal of Marketing Education*, 24(3), pp. 184-192.

Chandy, R.K., Johar, G.V., Moorman, C. and Roberts, J.H. (2021) 'Better marketing for a better world', *Journal of Marketing*, 85(3), pp. 1-9.

CIM (1976) 'Our history', *The Chartered Institute of Marketing*. Available at: <https://www.cim.co.uk/about-cim/our-history/> (Accessed 26 January 2022).

CIM (2015) *7Ps A brief summary of marketing and how it works*. Chartered Institute of Marketing. Available at: <https://www.cim.co.uk/media/4772/7ps.pdf> (Accessed 21 June 2021).

Cornelius, N., Wallace, J. and Tassabehji, R. (2007) 'An analysis of corporate social responsibility, corporate identity and ethics teaching in business schools', *Journal of Business Ethics*, 76(1), pp. 117-135.

Crowley, K. and Head, B.W. (2017) 'The enduring challenge of 'wicked problems': revisiting Rittel and Webber', *Policy Science*, 50(4), pp. 539-547.

Davey, N. (2010) 'Alan Andreasen: What can brand marketers learn from social marketing?', *MyCustomer*, 11 June 2010. Available at: <https://www.mycustomer.com/marketing/strategy/alan-andreasen-what-can-brand-marketers-learn-from-social-marketing> (Accessed 8 December 2021).

Dennis, J. (2014) 'Designing relevant marketing curriculum: The state of the nation', *The Marketing Review*, 14(1), pp. 49-66.

de Ruyter, K., Keeling, D.I., Plangger, K., Montecchi, M., Scott, M. and Dahl, D. (2021) 'Reimagining marketing strategy: driving the debate on grand challenges', *Journal of the Academy of Marketing Science*, Published online 19 August 2021, <https://doi.org/10.1007/s11747-021-00806-x>

- Dean, K.L., Beggs, J.M. and Fornaciari, C.J. (2007) 'Teaching ethics and accreditation: faculty competence, methods and assessment', *Journal of Business Ethics Education*, 4, pp. 5-26.
- Deshpande, S. (2019) 'Social marketing's strengths, weaknesses, opportunities, and threats (SWOT): A commentary', *Social Marketing Quarterly*, 231-242.
- Dibb, S. and Carrigan, M. (2013) 'Social marketing transformed', *European Journal of Marketing*, 47(9), pp 1376-1398.
- Doherty, B., Tranchell, S., Schaefer, A. and Kerrigan, F. (2007) "'Radical mainstreaming" of fairtrade: the case of The Day Chocolate Company', *Equal Opportunities International*, 26(7), pp. 693-711.
- Domegan, C. and Bringle, R.G. (2010) 'Charting social marketing's implications for service-learning', *Journal of Nonprofit & Public Sector Marketing*, 22(3), pp. 198-215.
- Domegan, C., McHugh, P., Devaney, M., Duane, S., Hogan, M., Broome, B.J., Layton, R.A., Joyce, J., Mazzonetto, M. and Piwowarczk, J. (2016) 'Systems-thinking social marketing: conceptual extensions and empirical investigations', *Journal of Marketing Management*, 32(11-12), pp. 1123-1144.
- Duane, S. and Domegan, C. (2019) 'Social marketing partnerships: evolution, scope and substance', *Marketing Theory*, 19(2), pp. 169-193.
- Duane, S., Domegan, C., Callan, A., Galvin, S., Cormican, M., Bennett, K., Murphy, A.W. and Vellings, A. (2018) 'A wicked problem and the SIMPLE solution'. In Gerard Hastings and Christine Domegan, *Social marketing: rebels with a cause*, Routledge: Abingdon, UK.
- El-Ansary, A., Shaw, E.H. and Lazer, W. (2018) 'Marketing's identity crisis: insights from the history of marketing thought', *AMS Review*, 8(1-2), pp. 5-17.
- ESMA, AASM, SMANA, iSMA, Asociación Latinoamericana de Mercadeo Social (2017) *Global consensus on social marketing principles, concepts and techniques*. Available at: https://isma.memberclicks.net/assets/Documents_Shared_Website/ESMA,%20AASM,%20SMANA%20iSMA%20endorsed%20Consensus%20Principles%20and%20Concepts%20paper.pdf (Accessed: 4 May 2020).
- Farmer, R.N. (1967) 'Would you want your daughter to marry a marketing man?', *Journal of Marketing*, 31(January), pp. 1-3.
- Flaherty, T., Domegan, C., Duane, S., Brychkov, D. and Anand, M. (2020) 'Systems social marketing and macro-social marketing: A systematic review', *Social Marketing Quarterly*, 26(2), pp. 146-166.
- Flaherty, T., Domegan, C. and Anand, M. (2021) 'The use of digital technology in social marketing: a systematic review', *Journal of Social Marketing*, 11(4), pp. 378-405.
- French, J., Deshpande, S., Evans, W. and Obregon, R. (2020) 'Key guidelines in developing a pre-emptive COVID-19 vaccination uptake promotion strategy', *International Journal of Environmental Research and Public Health*, 17, 5893, doi:10.3390/ijerph17165893.
- French, J. and Gordon, R. (2020) *Strategic social marketing*, (2nd edn), London: SAGE.
- French, J., Merritt, R. and Reynolds, L. (2011) *Social marketing casebook*, London: SAGE.
- Gadsby, E.W., Hotham, S., Eida, T., Lawrence, C. and Merritt, R. (2020) 'Impact of a community-based pilot intervention to tackle childhood obesity: a 'whole-system approach' case study', *BMC Public Health*, 20(1), p. 1818.

Grundlich, G.T. (2007) 'The American Marketing Association's 2004 Definition of Marketing Perspectives on its implications for scholarship and the role and responsibility of marketing in society', *Journal of Public Policy & Marketing*, 26(2), pp. 243-250.

Haski-Leventhal, D. and Concato, J. (2016) *The State of CSR and RME in Business Schools and the Attitudes of their Students*, Third bi-annual study, Macquarie University Graduate School of Management and Principles for Responsible Management Education. Available at: <https://d30mzt1bxg5llt.cloudfront.net/public/uploads/PDFs/25MGSMPRMEReport-2016.pdf> (Accessed 23 January 2022).

Hastings, G. (2020) 'COVID-19: our last teachable moment' (Version 2) Emerald Open Research, 21 May 2020. Available at: <https://doi.org/10.35241/emeraldopenres.13603.2> (Accessed 25 June 2021).

Hastings, G. and Domegan, C. (2018) *Social marketing: rebels with a cause*. 3rd edn. Abingdon: Routledge.

Hurley, E., Dietrich, T. and Rundle-Thiele, S. (2021) 'Integrating theory in co-design: an abductive approach', *Australian Marketing Journal*, Published online on 9 Marcy 2021. <https://doi.org/10.1177/1839334921998541>

iSMA (2020) Social Marketing Statement of Ethics. International Social Marketing Association, February 2020. Available at: <http://isocialmarketing.org/wp-content/uploads/2021/04/Statement-of-Ethics-Multilingual-2020.pdf> (Accessed 8 December 2021).

Jaakkola, E. (2020) 'Designing conceptual articles: four approaches', *AMS Review*, 10(1-2), pp. 18-26.

Kelly, K. (2009) 'Social marketing education: the beat goes on', *Social Marketing Quarterly*, 15(3), pp. 129-141.

Kelly, K.J. (2013) 'Academic course offerings in social marketing: the beat continues', *Social Marketing Quarterly*, 19(4), pp. 290-295.

Kennedy, A.M. (2017) "Macro-Social Marketing Research: Philosophy, Methodology and Methods", *Journal of Macromarketing*, Vol. 37 No. 4, pp. 347-355.

Kotler, P. and Armstrong, G. (2016) *Principles of Marketing, Global Edition*, 16th edn. Harlow, UK: Pearson.

Kotler, P. and Zaltman, G. (1971) 'Social marketing: An approach to planned social change', *Journal of Marketing*, 35(3), pp. 3-12.

Kubacki, K., Szablewska, N. and Kennedy, A.M. (2019) 'Social good and ethics in social marketing for wicked problems – guest editorial', *Journal of Social Marketing*, 9(4), 485-489.

Lazer, W. and Kelly, E. (1973) *Social Marketing: Perspectives and Viewpoints*. Homewood, IL: Richard D. Irwin.

Lee, N.R. (2020) 'The future of social marketing: let's get it in orbit by 2025!', *Social Marketing Quarterly*, 26(1), pp. 3-13.

Lee, N.R. and Kotler, P. (2020) *Social marketing. Behavior change for social good*, (6th edn), Thousand Oaks, CA: SAGE Publications, Inc.

Lee, N.R., Rothschild, M.L. and Smith, B. (2011) 'A declaration of social marketing's unique principles and distinctions'. In Nancy R. Lee and Philip Kotler (2020) *Social marketing: Behavior change for social good*, 6th edn, Thousand Oaks, CA, SAGE Publications, Inc., pp. 15-17.

LeFebvre, R.C. (2013) *Social marketing and social change. Strategies and tools for improving health, well-being and the environment*, San Francisco, CA: Jossey-Bass.

McHugh, P., Domegan, C. and Duane, S. (2016) 'Protocols for stakeholder participation in social marketing systems', *Social Marketing Quarterly*, 24(3), pp. 164-193.

Molderez, I. and Fonseca, E. (2018), "The efficacy of real-world experiences and service learning for fostering competences for sustainable development in higher education", *Journal of Cleaner Production*, Vol. 172, pp. 4397-4410.

Moorman, C., van Heerde, H.J., Moreau, C.P. and Palmatier, R.W. (2019) 'Challenging the boundaries of marketing', *Journal of Marketing*, 83(5), pp. 1-4.

NSMC (nd) Showcase. *National Social Marketing Centre*. Available at: <https://www.thensmc.com/about-us> (Accessed 26 June 2021).

Okhuysen, G. and Bonardi, J.P. (2011) 'Editors' comments: The challenges of building theory by combining lenses', *The Academy of Management Review*, 36(1), pp. 6-11;

Parkinson, J., Schuster, L. and Russell-Bennett, R. (2016) 'Insights into the complexity of behaviours: the MOAB framework', *Journal of Social Marketing*, 6(4), pp. 412-427.

PHE (nd) *Resource centre*. Public Health England. Available at: <https://campaignresources.phe.gov.uk/resources> (Accessed 27 June 2021).

PRME (nd (a)) 'What is PRME?' Principles for Responsible Management Education: About. Available at: <https://www.unprme.org/about> (Accessed 23 January 2022).

PRME (nd (b)) 'Six Principles'. Principles for Responsible Management Education: What we do. Available at: <https://www.unprme.org/what-we-do> (Accessed 23 January 2022).

Rundle-Thiele, S.R. and Wymer, W. (2010) 'Stand-alone ethics, social responsibility, and sustainability course requirements. A snapshot from Australia and New Zealand', *Marketing Education*, 32(1), pp. 5-12.

Sheth, H.N. and Sisodia, R.S. (2005) 'Does marketing need reform?' *Journal of Marketing*, 69(4), pp. 10-12.

Social Marketing Gateway (2021) *Case studies*. Available at: <https://www.socialmarketinggateway.co.uk/case-studies/> (Accessed 26 June 2021).

Sweney, M. (2019) 'First ads banned for contravening UK gender stereotyping rules'. *The Guardian*, 14 August. Available at: <https://www.theguardian.com/media/2019/aug/14/first-ads-banned-for-contravening-gender-stereotyping-rules> (Accessed: 14 September 2020).

Topping, A. (2021) 'No. 10 pulls 'sexist' Covid ad showing all chores done by women', *The Guardian*, 29 January. Available at: <https://www.theguardian.com/uk-news/2021/jan/28/no-10-pulls-sexist-covid-ad-showing-all-chores-done-by-women> (Accessed: 9 February 2021).

Vargo, S.L., Koskela-Huotari, K., Baron, S., Edvardsson, B., Reyoso, J. and Colurcio, M. (2017) 'A systems perspective on markets – toward a research agenda', *Journal of Business Research*, 79, pp. 260-268.

Venturini, R. (2016) 'Social marketing and big social change: personal social marketing insights from a complex obesity prevention intervention', *Journal of Marketing Management*, 32(11-12), pp. 1190-1199. DOI: 10.1080/0267257X.2016.1191240.

Weinberger, D. (2000) 'Why everyone hates marketing', *The Journal of Brand Management*, 7(4), pp. 291-295.

Wiek, A., Withycombe, L. and Redman, C.L. (2011), "Key competencies in sustainability: a reference framework for academic program development", *Sustainability Science*, Vol. 6, pp. 203-218.

<p>Strengths</p> <p>COHERE:</p> <ul style="list-style-type: none"> • Collaboration with a diversity of disciplines and stakeholders • Openness to sharing knowledge, experience and detailed case studies • A holistic approach with a longer time horizon • Engaging authentically with the social good • Research that breaks new ground in theory and practice • Ethics embedded at its core 	<p>Weaknesses</p> <ul style="list-style-type: none"> • Social marketing also faces ethical challenges • Would commercial marketers recognise the legitimacy social marketing to help revolutionise marketing education?
<p>Opportunities</p> <ul style="list-style-type: none"> • Amplify social marketing's impact • Encourage a social and environmental orientation in commercial marketing • Improved image of marketing • Improved understanding of social marketing 	<p>Threats</p> <ul style="list-style-type: none"> • Potential clean wash of commercial marketing • Potential dilution of social marketing's distinct identity • Vested interests

Figure 1 SWOT analysis of using social marketing to help revolutionise marketing education