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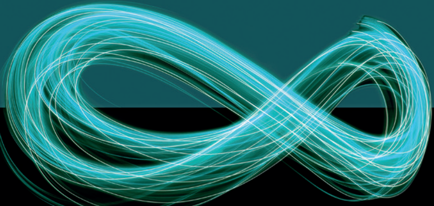
Terry Smith

THE ROOTS AND USES OF MARKETING KNOWLEDGE

A CRITICAL INQUIRY INTO THE THEORY AND PRACTICE OF MARKETING



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For Carol, Natalie and Chris.

"Of the many marketing constituencies, the dominant discourse may be with the academy, but the hegemony is gravitating towards recognition of contextual marketing meaning. The long-established paradigm which shapes the planning and teaching of marketing is under threat from both an academic point of view and from the contextual practitioner world of *ad hoc* application."

(Smith et al., 2015: 5)

Acknowledgements

This book is part marketing knowledge archaeology and part marketing knowledge reconstruction. It's a sort of theoretical and experiential bricolage of a lifetime's experience in industry, in education and in all forms of the marketing academy. There are so many people I need to acknowledge.

To all those inspirational and influential entrepreneurs, academics, authors, teachers and colleagues who have affected my interpretation of marketing, I am eternally grateful. They gave me invaluable experience and expertise, but they instilled in me the greatest gift: enthusiasm.

Qualitative research permits us to interpret and elicit meaning from individual experiential testimony, and, in my case, first-hand exposure to the mechanics and magic of marketing has given me a unique perspective as both observer and participant. To all those who allowed me into their personal experiences as quoted within the pages of this text, I owe a huge debt.

The "roots" of this work were seeded as far back as 1980s industry but were given a formal focus under the auspices of the Doctoral Programme funded by the University of Chester. My gratitude is extended to those friends and colleagues who provided academic challenge and stimulation. In particular, Professor Ruth Ashford offered continual professional and personal support in so many ways which I'll never forget.

I'm grateful for De Gruyter for giving me the chance to reach a wider audience, Steve Hardman for encouragement as well as representing my case, and Maximilian Gessl in expertly preparing the manuscript.

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Contents

Macrostructure of this book

The contents of this book are organised to aid understanding of how the diverse elements of the inquiry link together and build cumulatively in a narrative focus towards the main contribution to knowledge: The *Marketing Knowledge Process Model*.

The book is divided into 2 parts and organised into 9 chapters covering the philosophical underpinnings and theoretical approaches to reaching the roots and application of marketing knowledge – both as theorised by marketing academics and practised by marketing practitioners – together with a comprehensive synthesis of their experiential evidence and detailing the author's contribution to marketing knowledge.

Part 1: Foundations of Knowledge

Chapter 1, *Introduction,* presents a broad overview of the structure, scope, nature and content of the book, stating the aims of the research and expected contributions to marketing knowledge.

Chapter 2, *Philosophical underpinnings for an inquiry into marketing knowledge* discusses the theoretical foundations upon which the empirical evidence of practice and extant theoretical marketing knowledge are set and introduces the various and varied discourses which inform the debate and infuse the inquiry.

Chapter 3, *Knowledge relationships in marketing,* traces theoretical and contextual origins, together with the discourses within which the battle for academic hegemony in establishing the 'normative model' has taken place.

Chapter 4, *Methodological approaches to inquiry into marketing knowledge,* presents the methodological approach taken, the target research participants and methods of collecting rich data from empirical research conducted with academics, managers, business owners, consultants, students and various providers of marketing education.

Part 2: Findings of Inquiry

Chapter 5, *Synopsis of findings*, presents a brief synopsis of findings from contextual, textual and pedagogical empirical research, identifying overall emerging themes from the data.

Chapter 6, *Contextual Perspectives: Marketing as it is practised*, presents contextual narratives examining the generation of commercial marketing knowledge through the praxis of marketing.

Chapter 7, *Conceptual Perspectives: Marketing as it is theorised,* presents textual narratives analysing the production and discussion of academic extant marketing knowledge.

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Chapter 8, *Pedagogical Perspectives: Marketing as it is taught,* presents pedagogical narratives evaluating the pedagogical relevance of marketing theory and practice.

Chapter 9, *A new Marketing Knowledge Process Model,* which has emerged from rich empirical data and creative intuition, is presented and examined in terms of its progenitors, content, process, applicability, and the dynamic, reiterative nature of marketing knowledge creation and use.

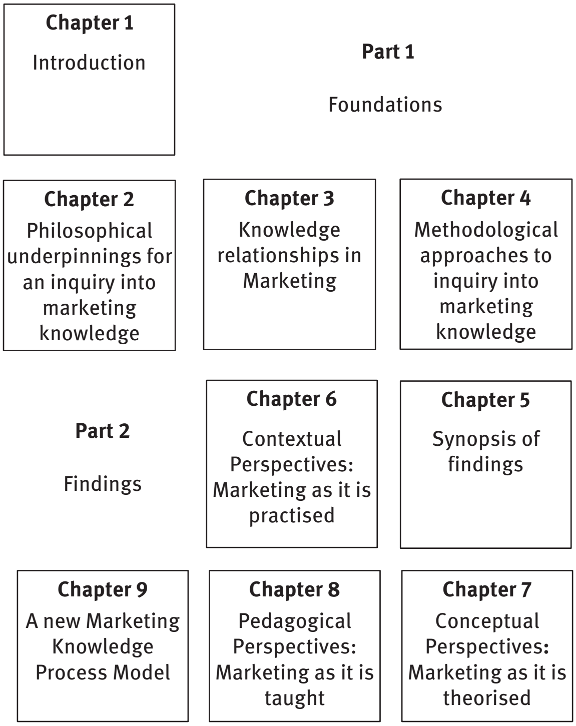

Figure 1.1: MacroStructure of the book.

Part 1: **Foundations of Knowledge**

Introduction to Part 1: Foundations of Knowledge

As a necessary extended pre-amble to Part 2, the purpose of Part 1 is to analyse what may constitute knowledge, examining the philosophical foundations within which the research inquiry can be framed, discussing the key knowledge relationships in marketing, and considering the alternative approaches from which a suitable methodology can be constructed. Drawing on extensive secondary research on the epistemological origins and ontological roots of knowledge, as well subject-specific marketing literature, this helps to “contextualise the background, identify knowledge gaps, avoid conceptual and methodological pitfalls of previous research, and provide a rationale for the study” (Giles et al., 2013: 39).

Chapter 2, *Philosophical underpinnings of the inquiry*, features an extensive literature review analysing the roots and nature of knowledge, together with a strategic overview and thorough assessment of extant marketing knowledge in both theoretical and practical domains. Theory directly related to empirical findings is integrated in Chapters 5, 6, 7 and 8.

Chapter 3, *Knowledge relationships in marketing,* traces theoretical and contextual origins, together with the discourses within which the battle for academic hegemony in establishing the ‘normative model’ has taken place.

Chapter 4, *Methodological approaches to inquiry into marketing knowledge,* provides an in-depth review of the possible methodological direction and a justification for the one selected as most appropriate for this inquiry.

For ease of understanding, Figure 1.2 describes visually the microstructure of the following section.

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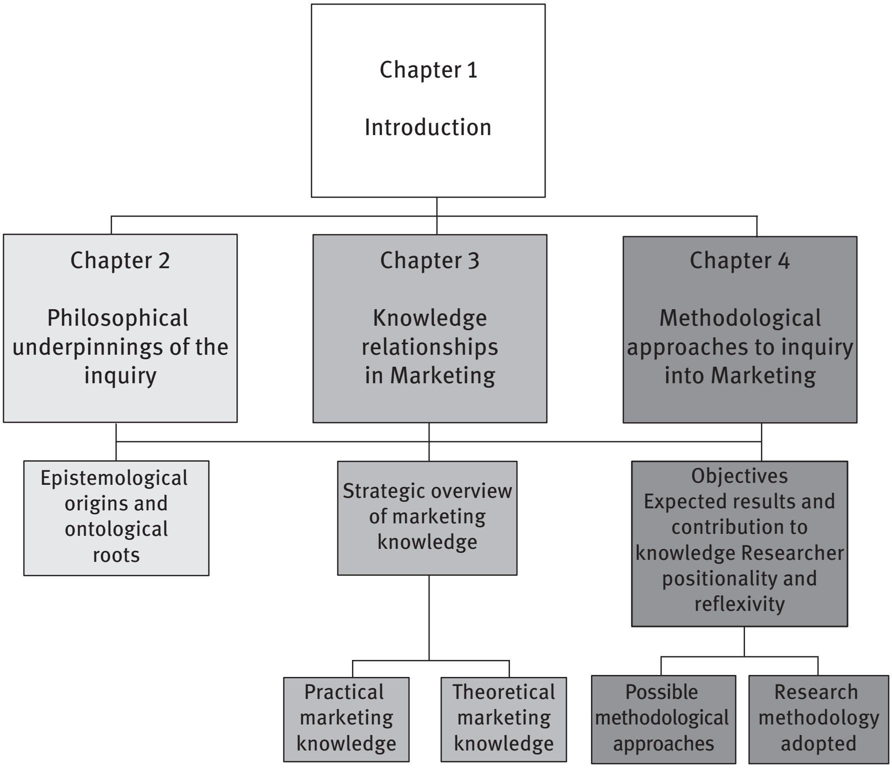

Figure 1.2: Micro Structure of Part 1.

1 Introduction

1.1 Outline of chapter

Whilst this chapter is prefatory to the substance of the content, it will also provide essential context and dynamic to its discussion: to delineate the origins and key dynamics of this inquiry which is to investigate the "the meaning of social action in the context of the life-world and from the actors' perspective" (de Gialdino, 1992: 43). The focus in the title of this text – *the roots and uses of marketing knowledge* – is purposively in the plural as there are many ways in which knowledge is used: functionally, practically, philosophically, pedagogically, as utility, symbolically, as a source of power, identity, even egotistically.

The value of knowledge, and indeed how knowledge is consumed, is a principal epistemological quality and consideration. The epistemological stance of this inquiry assumes that meaning is socially constructed, grounded in context; the scope of the ontological investigation covers different types of marketing knowledge as well as different types of marketing constituents and explores that subjective individual meaning. However, in the tradition of hermeneutic inquiry, this is a mereological approach, in the sense that the parts (types of knowledge and types of constituents) are examined in relation to the whole: the macro perspective aided by the micro contextual insights. Consequently, rich empirical data extracted from a comprehensive range of marketing constituencies – academics, practitioners, managers, consultants, authors, lecturers and students – are analysed in the interpretive paradigm using a phenomenological methodology with grounded theory data capture and thematic analysis.

In its examination of the polarities, hybridity and iterative flow of marketing knowledge creation and consumption, the framework which has evolved presents a unique perspective on the ideologically-driven power relations implicit in the theory/practice dichotomy debate. In place of duality, this new scholarly structure, and its accompanying argument, adds valuable insights into the theoretical, practical and pedagogical representation of marketing and introduces a feasible, holistic perspective created in marketing praxis which posits a cohesive argument for a theory/practice bipartite fusion not dichotomy.

1.2 Brief introduction

Lewin's famous (1951: 169) aperçu "There is nothing so practical as a good theory" (sic) locates the source of knowledge as directly traceable to academe and targeted squarely at the context of practice. In marketing, theory often reflects the contextual dynamics of the marketplace: knowledge in practice is reified in theory; theory

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is verified in practice. It is a performative science where theory and practice often can't be separated – the discipline-knowledge from the discipline-control – since it "simultaneously describes and constructs its subject matter [. . .] and arises in and through unified discourse" as Cochoy (1998: 196) argues. But not always. Sometimes there is synergy; sometime there is separation. Theoretical marketing perspectives, where theory is often developed in isolation not collaboration, are sometimes ignorant of the diversity of marketing practice, evident in "the micro-discourses and narratives that marketing actors draw upon to represent their work" (Ardley and Quinn, 2014: 97). Indeed, the distanced relationship between academics and practitioners – purely theoretical observation – can be what Triana (2009) describes as "lecturing birds on flying". The separation gap is somewhere in the spaces between theoretical rigidity 'in aspic' and empirical dynamism 'in situ', between rigour and relevance, and between a posteriori and a priori knowledge (Smith et al., 2015: 1029). And yet, discussion of theoretical and empirical marketing knowledge – marketing theory and marketing practice in text or context – is often interstitial intelligence in the sense that knowledge occurs in between these two oppositional epistemes.

It was Aristotle who separated theory and practice, distinguishing *thinking* and *doing*. But can there be practice without a *theory* of practice? Isn't *thinking* a form of practice in itself? It is also sometimes a hybrid of the two: a "synthetic and magpie approach" as Sim and van Loom (2004) refer to it. Whilst there may not be a perfect fusion between empirical and philosophical evaluations of marketing, the synthesis of theory and practice – praxis – offers a perspective approaching a rapprochement. Praxis, according to Heilman, (2003: 274) can be described as "a synthetic product of the dialectic between theory and practice". Consequently, marketing knowledge is a product of marketplace dynamics, theoretical observation and speculation, as well as a mixture of both. Practice often has *tacit* knowledge which is not expressed as theory; theory often has *explicit* knowledge not related to practice. This is exactly the locus and, indeed, the focus of this book: an emic and etic inquiry into *the roots and uses of marketing knowledge*.

The nexus of this inquiry, therefore, is the perennial dichotomy between theory and practice, something which Baker (2001: 24) points out "existed long before the subject of marketing became accepted as an academic discipline in its own right". Indeed, discussion on the theory/practice conundrum has been going on for some considerable time now. Marketing evidences a chimerical confusion of disparate yet connected narratives: as a key social phenomenon; a prescriptive managerial framework; and as a subject for intense pedagogical scrutiny. Whether business practice, applied discipline or social institution, marketing is characterised by reciprocity, inter-relatedness, and symbolic symbiosis. It is often presented as a meta-narrative, 'a narrative about narratives' (Hunt, 1994). It is the intention of this text to analyse and integrate these divergent and convergent strands by presenting all of these narratives: empirical, theoretical and pedagogical.

1.3 Origins of the research

Marketing has been described as a triad of philosophy, method and function (Morgan, 1996: 19), but it is often difficult to determine whether the source or sources of marketing knowledge are experiential or theoretical. Although the need for *a posteriori* 'theory' based on scientific principles defines 'marketing' as a philosophy more than just a mere activity, prior to the theory development of marketing progressed by Jones, Fish and Hagerty between 1900–1910, it was viewed as solely an *applied*, practical phenomenon. Bartels (1970: 33) captures this perfectly: "Marketing was a discovery since 'marketing is recognised as an idea and not just an activity [. . .] . Before the idea was created, the term 'marketing' was applied, the simple task had just been called 'trade', 'distribution' or 'exchange' [. . .]". And whilst it is, as Hackley (2009: 643) observes, "a bifurcated discipline occupying two parallel universes", marketing is after all a discursive, integrative discipline of circular, reiterative knowledge production, often located in the situated learning or praxis of the practitioner, often in the reductionist notions of the academic. Yet despite its synthetic and integrative nature, it is a composite of constituencies and constitutive elements, exposed to exogenous economic, social and even political influences (Tadajewski and Saren, 2008), and characterised by endogenous factional rather than collegiate concerns. Mittlelstaedt (1990) recognises its 'magpie' nature; Hackley (2001) identifies its 'anthropological turn'; others critique its Western world view fixation (Gould, 1991; Jack, 2008) and monotheist managerialism (Brown, 1995).

Chote (1999) railed against the myopia of this 'essentialist' academic approach claiming that it is "analysing real world behaviour in ways that are theoretically defensible but palpably absurd". Hollander's (1989) delineation of practice not being entirely bereft of thought and thought as being often driven by practice identifies the crux of the matter. Two extreme approaches in the search for 'knowledge' – rationalism and empiricism – mark out the epistemological territory of this inquiry. Rationalism claims that there is an a priori existence of knowledge which is intrinsically objective and can be obtained *deductively*. Empiricism argues for a posteriori knowledge derived *inductively* from experience. Used as both a verb and a noun, marketing has roots in both rational and irrational domains: the orthodox economist's obsession with perfect market equilibrium in virtual markets set against the sociologist's perspective of socially constructed meaning. It is not just about supply and demand. Nor is it just about its social nature. It is both.

Recently, research on preventing marketing from becoming marginalised and giving it legitimacy in business argues that there should be a closer integration of marketing theory and practice (Baker and Holt, 2004: 564). Under the auspices of the Research Excellence Framework (née REA), the evaluation of the impact of research relevance in Higher Education describes 'impact' as "any effect, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, *beyond academia*" (REF, 2017). Whilst this warns that research should not be confined to the ‘ivory towers’ of the educational institution, it also infers a separation between theory and practice and yet suggests that there has to be a connection to context. A distinction should be made here between ‘context-specific’ knowledge (linked to improving business performance) and ‘context-free’ knowledge (abstract theorising). According to Hyman and Tansey (1992: 1), “Context-bound theorists assume that the historian’s traditional premise that human events are unique phenomena and the historical sociologist’s premise that history is composed of both unique events and evolving patterns of behaviour”. Of course, this chimes perfectly well with the nature of this inquiry. The “time - and context-specific nature of interpretive research” (Hudson and Ozanne, 1988: 513) makes the contextual detail the theory (Laughlin, 1995: 67). In this sense, ‘theory’ is a narrative that explains how researchers and research participants construct their worlds and the relationship between certain events and actions. Here, theory is seen more as a process that involves deriving situation-relative insights that might result in analytical abstractions from the study of data-rich research contexts. The theory-practice link in this case is more complex than for positivistic research; some interpretive scholars argue that this type of research can provide managerially useful insights (Elliott and Jankel-Elliott, 2003), while others make a case for this ‘scientific style’ (Hirschman, 1985) to consider consumption research as an end in itself, not necessarily generating knowledge for marketing managers (Cayla and Eckhardt, 2008; Holbrook, 1985).

Application of marketing theory to the market dynamic has not been wholesale. The discursive and tacit phenomena which constitute practice knowledge is often a fusion of competences, materials and affective engagements (Arnould, 2013: 129). Brownlie and Hewer (2008), note a turn towards practice as an analytic object of management studies with sympathy growing towards research that offers richer and penetrative treatments of context and process. Bolton’s (2014: 1) view would support this, asserting that “explanations of marketing phenomena, like explanations in the physical sciences, inevitably raise new questions for science and practice”. Morgan and Hunt (1994: 13) asserting that the ‘job’ of marketing is to apply theory to practice (eg: segmentation, positioning and diffusion), cite a failure of theory to reflect the co-operative, relationship nature of practice. Ardley (2011: 628), questioning the impact of marketing’s ‘grand theory’ on the practitioner claims that the dominant marketing prescribed framework ignores sporadic *ad hoc* individual action and creation of meaning in organisations.

Hackley (2001) describes practitioner-orientation as “the precondition for the peculiar disjunction which can be seen between marketing’s populist practice-preaching and the esoteric and hermetically (and hermeneutically) sealed world of academic research”. There is, he argues, a view in mainstream marketing that holds that “there is a presumed theory-independent practice-language which can refer to marketing practice without referring to theory” and yet theory should be driven by real-world problems not just “pushed by a deeply naïve prescriptivism” (p. 145).

Baker (2013: 223) asserts that “the real contribution and impact of academic work in marketing should be reflected by its adoption in practice”.

Consequently, this is a study of theory in practice, it is also a study of practice in theory: *text into context and context into text*.

1.4 Interpreting interpretation

In a qualitative inquiry of this sort, interpretation of participant’s lived-in experience and meaning is textually mediated by the author and personally mediated by the reader. It is an interpretive undertaking. Data are subjective; they are an individual’s interpretation. Our interpretation of data is, therefore, really *interpretation of interpretation*.

Examining the often-incommensurable elements of marketing knowledge, this work argues for the type of polyphonic landscape espoused by the likes Saren (2007), Ellis et al., (2011) as well as Ardley and Quinn (2014). But is this examination research, investigation or inquiry? As Guba and Lincoln (1985: 108) state: “*Inquiry* paradigms define for *inquirers* what it is they are about and what falls within and outside legitimate inquiry”. As Cameron and Price (2009: 66) make clear, addressing this question tends to reflect and reinforce our underlying philosophical preferences based on experience, perspective and contingent on context.

To that end, understanding *per se* as well as understanding *for use* will be thoroughly addressed. This is informed by the author’s insider understanding of the phenomenon being studied, developed through expert knowledge of the subject matter, practical experience of the dynamics and the long-term relationships developed with key participants within their particular marketing domains. It is both an academic challenge and a lifetime’s reflection on practice as a marketing practitioner, writer, academic, teacher, entrepreneur and student. Throughout the work, a leit motif is the view that understanding is as important as explanation, that meaning is socially constructed, and that interpretation must be situated. The need to understand objective reality construction is at the heart of what Weber (1930) referred to as ‘verstehen’ which means “understanding something in its context” (Holloway, 1997: 2).

This is critical to this inquiry where the search for contextual understanding through personal and disciplinary reflexivity is key. Interpreting interview data, where transcripts are not necessarily ‘reality’ but rather texts to be subjectively scrutinised, is an essential researcher skill. It is essentially one interpretation of other people’s interpretations of their lived experience.

And how best to tackle such a task? The following quotation from French poet Paul Claudel (1929) may well best describe approaches to research: “To understand the rose, one person may use geometry and another the butterfly”. Measuring dimensions often gives great insight into a phenomenon but understanding context and environment can often offer richer data. Interpretation is critical to the process of trying to understand 'meaning', and it is also the essence of qualitative research. Qualitative research is, according to Denzin and Lincoln (2001: 6), "a set of complex interpretive practices [. . .] [embracing] tensions and contradictions, including disputes over its methods and the forms its findings and interpretations take". Gummesson (2002: 325) puts this brilliantly: "Being an interpreter is probably the more common role for the scholar. He or she describes what is already in progress and lifts it conceptually, thus making it explicit, or repositions and reconceptualises the old and known to fit a contemporary context".

It is worth pointing out at this juncture that it is also based on upholding the highest levels of ethical research (initially conducted under the auspices of the Doctorate programme at the University of Chester). Whilst a broad range of participants reflected authentic and insightful empirical evidence, complete confidentiality has been maintained by anonymising names and using coding labels. What emerges, as Deighton and Narayandas (2004: 19) suggest, is what all solid academic work should have: "the inductive development of theory from phenomena closely observed and thickly described".

1.5 Perception and apperception

The absence of knowledge and complete objectivity of the researcher is practically and epistemologically impossible. Furthermore, as Roth and Breuer (2003: 4) assert, the object of research "cannot be understood independently of the researcher and is therefore tied up with him/her". Baker's (2008) assertion that, on the one hand marketing academics must have practical experience, whilst on the other enjoy the academic freedom to develop new stand-alone theoretical approaches is apposite here. A project such as this, where subject expertise and previous experience is the bedrock of, and at the same time the inspiration for, the focus of the inquiry, brings into the foreground the researcher's perception and apperception. That is, our interpretation of phenomena is often a product of assimilating one's memory of ideas and experiences to make sense and meaning of a new phenomenon: the mental process that we refer to as apperception. It is ironic that in the methodology upon which this inquiry is based – grounded theory – the original authors advocated a research approach without a priori knowledge of the phenomenon being investigated. Not only has this since been proven to be unnecessary, but it has come to be viewed as undesirable. Providing the balance between emic and etic, between allowing the participant's voice to be heard alongside one's own, is the essence of interpreting interpretation. In other words, apperception should be a help not a hindrance. Apperception can be an aid to perception.

Objective analysis of data – critical thinking – is counter-intuitive in some respects when dealing with a subject in which the researcher has inhabited in one capacity or another. To enhance this ability to have analytic distance from the data in order to develop meaningful theoretical insights, Glaser (1998: 164) suggests reading widely in other disciplines. And yet, expertise, experience and enthusiasm for the development and application of marketing has informed a critical perspective underpinning this attempt at examining the dynamics of marketing, challenging its orthodoxy and hopefully changing its delivery. It has been this hybrid (often serendipitous) background and exposure to the mechanics and magic of marketing that has given the author a unique perspective. In taking a critical but experientially empathetic perspective to how marketing knowledge is generated, Tim Ambler's (2009) assertion that "If we are not contrarians, we are not academics" is an inspiration. Whilst this task has been embraced with passion and enthusiasm, it has also been undertaken with a healthy scepticism attempting to throw light on the roots and use of marketing knowledge.

1.6 Methodological approach underpinning this inquiry

Gummesson (2004: 3) describes knowledge as a blend of three interacting elements: the process of knowing (methodology); the knower (the researcher); and, the known (the results). Whilst the use of empirical methods still has hegemony in certain marketing studies, there has been what Prasad (2005: 3) referred to as a "qualitative turn" which provides the researcher of this subject matter with "a dazzling array of methodological choices" within the range of interpretive research approaches. Considering the polyphonic dynamic of the varied marketing constituencies examined in this inquiry, the unit of analysis – the phenomenon of marketing knowledge production and application – is characteristically subjective. As this research draws on a range of individual interpretations, beliefs and a multiplicity of marketing meanings, the most appropriate approach for our purposes is to seek rich data elucidated from a subjective, interpretive, qualitative approach.

Therefore, in accordance with the nature of this interpretivist inquiry, a research study aimed at generating subjective data on the phenomenon of lived marketing experience was conducted with a range of marketing authors, academics, lecturers, practitioners, students and other agencies. A systematic inductive approach, using semi-structured interviews and focus groups, was used as data collection methods.

This approach, specifically 'grounded' research, entails the researcher being exposed to the field of inquiry, immersed in the data, over a long period of time. The author's immersion in the data is manifest in the author's experience as producer and consumer of marketing plans, products, pedagogies, both in text and context. Dayman and Holloway (2010:23) advocate this approach to qualitative research claiming that "being immersed in the data as a researcher aids coding and analysis". When engaging in qualitative research, as Holliday (2007: 122) suggests, "the sense of argument develops through the whole process of data collection, analysis and organisation [. . .] [and] becomes very much an unfolding story". In ethnographic research, patterns and themes are identified from the emerging data "in which social actors produce, represent and contextualise experiences through narratives" (Coffey and Atkinson, 1996: 54). By presenting research as a story, "we can avoid the fragmentation that is inevitable when we break down a statement into concepts and categories" (Gummesson, 2001: 38). This is very much the essence of this piece of work.

Whilst secondary research in the form of an outline Literature Review in Chapter 2, *Philosophical underpinnings of the inquiry*, acts as both counterpoint and foundation to the empirical research, themes from the analysis of texts are to be used to link to empirical findings 'on the page', theory juxtaposed with practice, grounded in context-specific meaning. This is entirely consistent with Grounded Research – the main methodological approach taken – where an iterative interaction between extant literature and empirical data is essential. It is also useful and insightful too. As Charmaz (*ibid* p. 39) posits: "We need to situate texts in their contexts".

This is essentially the key to this inquiry's methodology: subjective evidence in experiential context.

1.7 Chapter review

This opening chapter provided a basic outline of the structure, content and aims of this text. It described what motivated the author to engage in such an in-depth inquiry into the roots and uses of marketing knowledge, and what the origins of the research were. In presenting a background to the study, the need for theoretical sensitivity and critical thinking was discussed. The research problem was introduced, together with a brief plan of inquiry, a justification of research methodology and methods. The scope and limitations of the work delineated what the main focus is and what the results of the work are expected to be. This introductory chapter is an important foundation, allowing the inquiry – a critical examination of the dynamics of marketing practice and marketing theory and evaluation of its relevance and applicability in a pedagogical context – to proceed, and upon which the research strategy to achieve these aims can to be built.

2 Philosophical underpinnings of inquiry into marketing knowledge

2.1 Outline of chapter

In the opening chapter, the aim and scope of the study, together with the framework within which this inquiry into marketing knowledge has taken place, were briefly introduced. Investigating the roots and rudiments of marketing knowledge as it is *theorised*, as it is *practised* and as it is *taught* requires a research framework which justifies researcher positionality set against the assumptions within which appropriate research methodology and methods are chosen. The theories and belief system – the research 'paradigm' – provides a guide for how marketing 'knowledge' will be investigated as well as a framework for how the research project is implemented. This chapter is therefore pivotal in providing delineation and discussion on the key philosophical underpinnings which inform and structure the research undertaken in this text.

2.2 Introduction

Knowledge can be viewed from different perspectives. Indeed, researchers try to "establish the specific viewpoints from which we can apprehend reality in any way whatsoever" (Habermas, 1978: 311). The use of the word 'apprehend' is interesting here: it suggests coming to know something in its constituent form. Certain 'truths' may be apprehended without fully understanding them. To *comprehend* reality embraces a more complete understanding, in a fuller context and with a deeper level of meaning. Eliott's (1914) discourse on knowledge is apposite to this discussion: "Where is the wisdom we have lost in knowledge? Where is the knowledge we have lost in information?" Comprehension, the insight from wisdom, is the whole point of this inquiry: *knowledge in action as a supplement or substitute for theory; knowledge in practice as the root or result of theory*.

Therefore, a starting point in determining the roots of knowledge - in the context of this inquiry – might be distinguishing between practical knowledge and scholarly knowledge. Whether marketing knowledge is always 'useful', applicable and relevant, or whether it differs from the Aristotelian assertion that "what we know that holds true" will be discussed in full below. The classic "what we know that holds true" assumptions of marketing knowledge have created and sustained normative, prescriptive models which are now being critically challenged. According to Wensley, (2002: 351), knowledge here is a process of contestation and challenge with evidence submitted under various rules of procedure and subjected to scrutiny, where "much of the time, explicitly or implicitly, the domain of our discussion is marketing management rather

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than marketing as a whole". Whether knowledge is implicit in practice or explicit in theory, it is essential that both the nature of how it is created and the context within which it is used is examined as part of a holistic entity; that is the focus of this next section.

2.3 The roots and nature of knowledge

Gummesson's (1999: 32) astute observation "Knowledge can unite and divide" hits the nail on the head. He describes knowledge production as a *generative* process (in which knowledge is created), a *productive* process (where knowledge is transformed into value or relevance) as well as a *representative* process (how knowledge is communicated to the consumers of knowledge). It can be concurrently engineered where the process(es) are synchronous, reciprocal and sequential. Badarocco (1991), delineates knowledge that is either *migratory* (can migrate or emigrate from one domain to another) or *embedded* (knowledge that can't migrate or transfer). Embedded knowledge is the equivalent of 'frozen' or tacit knowledge; migratory knowledge is the equivalent of explicit knowledge that can be transferred. Analogous to the 'learning organisation' made famous by Senge (1990), when there is synergy in shared values and vision, a holistic perspective taken, and mutual benefit, there is the possibility, through dyadic fusion of synchronous creation of knowledge. The linkages and disconnections between theory and practice is evidenced in the viewpoints expressed in the various marketing discourses analysed in Section 3.3 below, some fixed by historical hegemony, some by indifference.

Habermas (1978) demarcated three strands of inquiry of knowledge as:

– *technical or instrumental knowledge* characterised by 'means-end rationality';
– *practical or consensual knowledge* expressed through the 'hermeneutic' disciplines; and,
– *self-reflective emancipatory knowledge* most often considered through the lens of the social sciences.

In addition, there is a strained relationship between the dichotomous tension of how reality is perceived: realism and relativism. The former describes 'truth' as being outside of our knowledge or beliefs, where existing variables can be analysed, explained and used to predict action in certain phenomena; the latter draws 'truth' from social interactions, cultural constructions and the experience of everyday life. This is of course contingent on what is valued, and often sociological and psychological analyses are drawn in an attempt to look for experiential truths. The link between knowledge and social processes is evident in the interaction and negotiation (social interactionism) within which meaning is constructed.

Philosophers like Russell claimed that empirical evidence – the 'knowledge of' from direct experience – precipitates 'knowledge-that' evidence. Those roots have to either stem from or be embedded in practice. A more contemporary perspective is that experience-based evidence is a stimulus for 'knowledge-that' research. In order to set it in the context within which it exists, Nonaka and Takeuchi (1995: 21) defines knowledge as "justified true belief". The definition of knowledge as espoused by Davenport et al. (1998: 44) resonates here: "Knowledge is information combined with experience, context, interpretation and reflection that is ready to apply to decisions and actions". The word 'action' is fundamentally important here. According to Rescher (2012: xvii), "knowledge is the situational imperative for us humans to acquire information about the world". Primacy here is on the role of context in cognition and its inquiry is anthropologically oriented: the actor cannot be separated from the environment of action (Suchman, 1987).

The schema of this, a social-scientific interpretation of knowledge in context, is a modified derivative of Weber's *instrumental rationality* (Jarvie, 2013). As well as being grounded in symbolic interactionism and Dewey's pragmatist philosophy (Clarke et al., 2013), it also has its roots in Foucaldian discourse analysis as well as in Haraway's 'situated knowledges'. This idea of *situated* action (introduced by Suchman, 1987) is in part inspired by the notion of 'purposeful action' and the original purpose was not to produce formal theories of knowledge but to examine the relationship between knowledge and action *in context*. Hyman and Tansey (1992: 1) echo this: "Context-bound theorists assume that the historian's traditional premise is that human events are unique phenomena and the historical sociologist's premise that history is composed of both unique events and evolving patterns of behaviour". Of course, this chimes perfectly well with the nature of this inquiry.

The "time-and-context-specific nature of interpretive research" (Hudson and Ozanne, 1988:513) *makes the contextual detail the theory* (Laughlin, 1995: 67). In this sense, 'theory' is a narrative that explains how researchers and informants construct their worlds and the relationship between certain events and actions (Price, 2007). Here, theory is seen more as a process that involves deriving situation-relative insights that might result in analytical abstractions from the study of data-rich research contexts. The theory-practice link in this case is more complex than for positivistic research. Some interpretive scholars argue that this type of research can provide managerially useful insights (Elliott and Jankel-Elliott, 2003), while others make a case for this 'scientific style' (Hirschman, 1985) to consider consumption research as an end in itself, not necessarily generating knowledge for marketing managers (Cayla and Eckhardt, 2008; Holbrook, 1985).

Explanation of actors and agency in action – situational logic or 'logic of situation' – is fundamental to this inquiry. It helps understanding of the nature of, and relationship between, marketing theory and marketing practice. Gamble (2004) describes *procedural* knowledge as being practice, everyday codified knowledge, and *conceptual* knowledge as applied theory and pure theory. Nonaka and Takeuchi (1996) describe how knowledge is acquired through the conduits of socialisation, externalisation, combination and internalisation. Knowledge from practical (often tacit) wisdom – 'phronesis' in the Aristotelian sense – is distinct from analytical knowledge (episteme) and technical knowledge (techne) and is really more than a combination of the two. Phronesis, episteme and techne are all analogous to praxis, theory and practice. Any discussion of knowledge must acknowledge the influence of tacit knowledge on both perception and interpretation.

This presents real challenges for researchers seeking objective, unbiased observations (Cameron and Price, 2009: 11). Praxis suggests trial and error, contextual contingency and the practical pragmatism of immediate action. There is a constant ricochet between means and ends, between thought and action. The 'end' is a result of deliberating about the 'means' appropriate to a particular action (Bernstein, 1983: 147). According to Taylor (1993), word and action, action and reflection, theory and practice are all aspects of the same idea. This is praxis. From contemplation on marketing in action may come generalisable theory reifying practical wisdom (ie: phronesis) which moves between generalised thought to specific situation. As early as 1962 Ramond (quoted in Buzzell, 1963: 34) made this very point: "The businessman's practical wisdom is of a completely different character than scientific knowledge [. . .] In place of scientific knowledge, then, the businessman collects lore".

Equally, *doxic* knowledge, often based on opinion and belief rather than being empirically-proven, must not prescind theory but include it or reference it at least. The *telos* or purpose of a theoretical discipline is the search for 'truth' through critical reflection, often perceived as abstract deliberation. In contrast, a practical discipline is very much anchored in praxis, the telos of practical knowledge and wisdom. Marketing sits uncomfortably between the Aristotelian division of science as theoretical, productive and practical. Its raison d'etre is useful theory or theory for use. Rescher (2012: xiii) puts this well: "If a philosophical analysis is to elucidate a conception that is in actual use, it has no choice but to address itself to that usage and confirm to its actual characteristics."

Knowledge, therefore, must be fit-for-purpose and theory must be relevant to practice, otherwise this exclusion may render knowledge not analytical but anecdotal. This is important to note here since the nature of practical, analytical and technical knowledge encompasses the empirical investigative parameters of this study. There is an inherent distinction between truth based on explanatory universal laws and theoretically-based knowledge with objective reality, and the socially constructed truth which is culturally contingent. Rescher (2012) draws a distinction between 'propositional' knowledge (*that*-knowledge of theory) and 'procedural' knowledge (*how-to*-knowledge of practice). The former has generally been the key focus of attention in traditional epistemology, which is the main focus of the next section.

2.4 Epistemological roots and ontological origins

This section helps to anchor both the research and the researcher in the theoretical perspective adopted. It is implicit in the research aims and objectives and is fundamental to the methods of data extraction and analysis.

Approaches to investigating knowledge in any area of social science inquiry are contrasted on ontological, epistemological and methodological bases (Corbetta, 2003). Whether tacit or explicit (Noanaka and Takeuchi 1995), knowledge production, therefore, is an epistemological issue (Stokes, 2011). In general, social science research, the oppositional territories of the epistemological debate of 'knowledge' are between the polarities of rationalism and empiricism (Benton and Craib, 2002). According to Lyotard (1984), scientific knowledge has been a key meta-narrative of the twentieth century. Rationality, not grounded in experiential truth, is based on the validity of establishing fundamental truths through the universal criteria of logic; empiricism is rooted in the recognition and reiteration of experience.

In Corbetta's (2003) view, consideration of what can be considered the nature of reality (the *ontological* question), the basic beliefs about knowledge (the *epistemological* question), must inform how best to approach investigating what can be expected to be known (the *methodological* question). Indeed, as Guba and Lincoln (1998: 105) suggest, questions of method are secondary to questions of paradigm, not only in choices of method but in ontologically and epistemologically fundamental ways. The ontological question, the object of investigation as it were, is the very logic of enquiry: reflection on the philosophical nature of knowledge together with the reflexivity of the enquirer.

The epistemological framework is at the heart of the discussion about what knowledge *is*, what it means to *know* and what is actually *involved* in knowledge. The key sociological theories are: structural functionalism (how society interacts and functions), conflict theory (related to ower); and symbolic interactionism (in which meaning is created and negotiated (Barkan, 2011). The various epistemological perspectives – objectivism, constructivism and subjectivism – are different ways of describing "what we know".

According to Foucault (1970: 66), "there is always one 'episteme' that defines the conditions of possibility of all knowledge, whether expressed in theory or silently invested in practice". Any research into social behaviour – attitudes, experiences, or indeed contextual meaning – implies an intellectual commitment or stance with regards to epistemology. It underpins the assumptions of the results of the research in any way reflects 'the truth'. Epistemology, the study of knowledge and *what it means to know*, and ontology, the study of being and *what constitutes reality*, condition the choice of research methodology. It is concerned with the nature and forms of knowledge (Cohen et al., 2007: 7). The generation of theory through examination of subjective meaning or by applying causal inference describes the epistemological choice in social research.

It can be argued that the distinctions between epistemological and ontological stances, specifically in constructivist research, are minimal; they are complementary: if one position is adopted, so is its complement. Epistemology, according to Dillon and Wals, (2006: 550) is about "how we make knowledge". It concerns the nature of the relationship between the knower and what can be known (Guba and Lincoln, 1998: 201). Ontology, according to the Oxford English Dictionary (OED), is the "philosophy of being, existence or reality in general" (2001: 996). It concerns the latter and is about the nature of reality (Lincoln and Guba, 1985: 37). Its roots are Greek: όν (being) and λογία (science, study, theory), whereas the etymology of epistemology is έπιστήμη (meaning 'knowledge') and λογία (science, study, theory). Both are interrelated, but as Crotty (1998: 10) suggests: "to talk about the construction of meaning [epistemology] is to talk of the construction of meaningful reality [ontology]".

Ergo, the research 'philosophy' upon which an 'argument' is logically reasoned is the development of the research background, research knowledge and its nature (Saunders and Thornhill, 2007). That is, the research *paradigm*. But what is meant by 'the research paradigm'? The word paradigm has roots in the Greek word παράδειγμα (paradeigma) which means 'side by side' or pattern (apposite in this discussion of diverse discourses juxtaposed and integrated with experiential evidence) and was first used by Thomas Kuhn (1962) to denote a conceptual framework shared by a community of scientists which provided them with a convenient model for examining problems and finding solutions. According to him, the term paradigm refers to a research culture with a set of beliefs, values, and assumptions that a community of researchers has in common regarding the nature and conduct of research (Kuhn, 1977).

It is an analytic lens, based on the set of shared assumptions, values, concepts and practices (Johnson and Christensen, 2005), a way of viewing the world and a framework from which to understand the human experience (eg: Peirce's *pragmatist* approach with its socially constituted nature of sense and logic). Put simply, paradigms are "belief systems based on ontological, epistemological and methodological assumptions" (Guba and Lincoln, 1998: 217). In other words, as Guba (1990) states, paradigms are recognised by the specific holistic interpretation of how something is known to be (epistemology), what reality is assumed to be (ontology), and how this can be explored (methodology).

Recent iterations of epistemology have challenged the traditional ontological notion of *being* with one of *becoming*, learning, interacting and the lived experience (Chia, 2002). Epistemology "provides a philosophical background for what kinds of knowledge are legitimate and adequate" (Gray, 2009: 17); ontology pinpoints what exactly is meant by 'social': either constructed or independent of construction. The Durkhemian perspective that 'social facts' are phenomena *sui generis* (of its own kind) asserts that meaning is a collective, negotiated phenomena. Any philosophical discussion on marketing theory has realism and relativism at its epicentre. Epistemology and ontology are often confused and conflated: "being is reduced to knowledge and knowledge is reduced to being" (Kavanagh, 1994: 31).

Ernst's (1994) consideration of epistemology as being composed of theory of knowledge and theory of learning is apposite to this book which is concerned with inquiry into the principles, practice and pedagogy of marketing. This infuses a practical, contextual dynamic into this inquiry, enhancing its application.

Table 2.1 is an illustration of the ontological, epistemological and methodological approaches of the four main scientific paradigms of Positivism, Constructivism, Critical Theory and Realism. Approaches often adopted in social research cover qualitative methods which try to examine interpretations and quantitative methods based on a positive approach derived from a natural science methodology. As such, this provides a philosophical basis for the methodology and methods described in Chapter 4,

Table 2.1: Four scientific paradigms.

	Ontology	**Epistemology**	**Methodologies**
Positivism	Reality is "real" and is apprehensible.	Findings true – researcher is objective by viewing reality through a "one-way mirror".	Concerned with testing of theory. Mainly quantitative methods (surveys, experiments and verification of hypotheses).
Constructivism	Multiple specific, contextual "socially constructed" realities.	Created findings – researcher is a "passionate participant" in investigation.	In-depth unstructured interviews, participant observation, action research and grounded research.
Critical Theory	"Virtual reality" shaped by social, economic, ethnic, political, cultural and gender values crystallised over time.	Value-mediated findings – researcher is "transformative intellectual" changing the social world of the participants.	Action research and participant observation.
Realism	Reality is "real" but only imperfectly apprehensible and so triangulation from many sources is required.	Findings probably true – researcher is value-aware and needs to triangulate perceptions.	Mainly qualitative methods such as case studies and convergent interviews.
How this applies to this inquiry	The ontology of this inquiry is that meaning is an individual, experiential phenomenon.	Taking both emic and etic perspectives augments the analysis of the rich data extracted and enhances creativity of the analysis.	The experiential evidence extracted from case studies, in-depth interviews and questionnaires have been grounded in context.

Source: Based on Parry et al. (1999) and Guba and Lincoln (1998)

Methodological approaches to inquiry into marketing knowledge, framing the inquiry beyond simply a technical data collecting exercise, elevating it to a philosophical investigation into how the world is understood and the purpose of understanding. Whilst an objectivist epistemology which claims there to be an objective reality existing independently of consciousness, and a constructivist epistemology which argues that reality is constructed, differ in terms of their theoretical positions, they claim the same ontological positions of ‘being’ (Chia, 2002).

In plain language, ontology describes what is being studied, epistemology how we can know about what is being studied, axiology focuses on what specific questions to ask and why they should be studied, methodology asks how these questions are to be investigated and criteriology is about how the inquiry can be evaluated. Kavanagh’s (1994: 31) insightful comment above that “being is reduced to knowledge and knowledge is reduced to being” illustrates how epistemology and ontology have tended to be conflated. The difficulty of empirically proving or disproving the disparate assumptions about ‘reality’ and ‘knowledge’ marks out the territory for the debates on paradigmatic differences: constituent tensions and constitutional contradictions. The range of possible options available to conduct research is as diverse as the subject matter being examined. That is the subject of the next section.

2.4.1 The paradigmatic politics of knowledge production

Irresolvable philosophical debates about epistemology, ontology and methodology have often led to irreconcilable differences between incommensurate theoretical standpoints. The arguments for paradigmatic hegemony marks a leaning towards the dogmatic rather than pragmatic. Separatist (if not sectarian) interests have often acted as a simpliciter, occluding a fuller range of perspectives and therefore precluding any real debate. Although there has been some degree of magnanimity, this unconditional narrowing of views has polarised orientations and has been counter-productive to researching marketing practice and principle. This is what Sil and Katzenstein (2012: 35) are suggesting here: “[Polarisation] detracts from the attention to practical real-world problems while widening the chasm between academia and practice”.

This on-going debate suggests either a hegemonic struggle between ‘incommensurable’ opposite ‘meta-narratives’ on the one hand, or a continuum of alternative inquiry approaches on the other. Hintikka (1988: 16) argued that “the frequent arguments that strive to use the absolute or relative incommensurability of scientific theories as a reason for thinking that they are inaccessible to purely scientific (rational) comparisons are purely fallacious”. The debate over whether there are differing standards between paradigms can be traced back to Burrell and Morgan’s (1980) original 2 X 2 framing where they posited four “mutually exclusive views of the social world”: radical humanist; radical structuralist; interpretive and functionalist.

Some have questioned the mutual exclusivity of the cell structure, criticising the simplistic dimensionality as not always appropriate for complex situations. On the question of paradigmatic incommensurability, Lowe et al. (2005: 185) claim that "paradigms are symptomatic of an epistemological trap that privileges knowledge to the detriment of other vital virtues". Maxwell (2005) claimed that the conceptual framework serves two purposes: it demonstrates how the work of the researcher fits into existing theory and research; and it states its intellectual goals by demonstrating how the research makes an original contribution to the field.

Any social inquiry, such as this, tries to analyse the 'truth' about knowledge from different individual perspectives. Each contributor to the marketing knowledge debate is, therefore, wittingly or not, part of the tug-of-war struggle for paradigmatic precedence, often separated by factions rather than facts.

In the search for knowledge, marketing scholars aspire for objectivity in their research, and yet, as Tadajewski (2014: 303) points out, "many of the debates that are explored reveal a degree of intellectual intolerance and this is refracted through the institutional system that structures marketing discourse". The search for objective truth in social inquiry is always subjective. Similarly, knowledge is always provisional, as new data – presented through different parallax views - may refute it.

The paradigm 'debates' – essentially the paradigmatic politics of knowledge production – were a commitment to specific philosophical and theoretical perspectives which influence the appropriate selection of data collection and analysis methods. Some saw quality and quantity as "the fundamental dichotomy in social science research – the flags waved by the warring factions of interpretation ethnographers and positivistic scientists respectively" (Robson, 1998: 303). This view is reinforced further by Latour and Woolgar's (1986: 285) observation that "Each text, laboratory, author and discipline strive to establish a world in which its own interpretation is made more likely by virtue of the increasing number of people whom it extracts compliance".

This debate is all about interpretation and representation: theoretical and philosophical assumptions are replaced; a new perspective, a different world view, takes precedence. However, the creation and use of marketing knowledge is not solely for the purpose of generating knowledge *per se*; motives are intellectual, social, political and personal, all refracted through publication (Brown, 2012). Tadajewski (2014: 323) notes that any "intellectual debate is not solely limited by the search for knowledge and truth but also deeply political and inter-subjective in nature". However, Brown (2012) believes that these debates have raised the philosophical knowledge of the field; what they reveal is a collective but inter-subjective set of practices (Bradshaw and Brown, 2009).

This is important in the context of this inquiry as it conveys how paradigms are essentially "worldviews" of how knowledge is seen and therefore open to interpretation and demarcation of researcher belief and group stance. It is subjective, and therefore the researcher is using subjective methods. And therein lies the essence of the discussion: *different perspectives of different people in different groups*.

Examination of the power struggles between the orthodox consensus of positivism and interpretivism, of theoretical perspectives over practical application, is at the centre of this debate. Scientific realism (Hunt, 1990) is based on the premise that the world exists independently to how it is perceived. Arndt (1985: 12) argues that marketing's perception as an applied discipline is due to the influence of logical empiricism. Mottier (2005: 2) describes the "Cartesian ideal of methodic doubting, the subjectivity of the researcher is seen as a bias which obscures the accurate view of reality, whereas the object of study, social reality, is conceptualised as an external object". This typifies the perspective of positivist social scientists who view the concept of subjectivity perjoratively. Empiricism argues that knowledge is a posteriori, dependent upon the evidence of experience, underpinned by inductive reasoning from observation and therefore referred to as indirect empirical knowledge. More to the point, its etymological roots - the Greek words for experience and more specifically 'empiric' for practitioner – is a counterpoint to instruction from theory: *practical experience*.

The word 'positivism' (ie: the *scientific* paradigm), which was popularised by Comte (Crotty, 1999: 18) asserts that phenomena exists independently and can be 'known' through observation (Pring, 2000: 59). Knowledge can be developed from generalisable theoretical statements with reliability and replicability the key underpinning pillars of 'rigorous' research. From the 1930s until the late 1960s, Positivism dominated. Non-rational perspectives were eschewed for those based on rational observed data. "The scene was set for the escalation of a scientific panacea as the hegemonic episteme" (Smith et al., 2015: 3).

This is the very reason Hunt (1994) advocates "reasoned thinking". He questions contribution to the general strategy dialogue with its focus on dysfunctional rather than functional relationships and the lack of acceptance of qualitative studies in marketing. His clarion call for a traditional scientific approach to research in marketing marks out the positivist territory: "The time for obfuscation and obscurantism masquerading as profundity has passed; the time for reasoned thinking is just beginning" (p. 16). Williams and May (1996: 27) claim that positivism to be "one of the heroic failures of modern philosophy". Science, they claim, does not begin with observations but from the theory to make observations intelligible. Positivism for them was 'theory-laden'. Kuhn (1996) called this a "paradigm crisis".

Arndt (1985: 21) comments on logical empiricism as being the dominant marketing paradigm: "The control technology and instrumentalism of the logical empiricist paradigm may well be compatible with the problem-solving needs and pragmatism of marketing practitioners". He criticises the emphasis on "rationality, objectivity and measurement" and which legitimises "the status quo and producing a one-dimensional science" (p. 21). Alvesson (1998) even suggests that this 'functionalist' paradigm is the product of a managerialist agenda. Hunt (1991: 398) takes issue with this claiming that the marketing discipline has not been dominated by one single philosophy. He gets support from Laudan (1977: 74) saying that marketing has borrowed from many disciplines: “Virtually every major period in the history of science is characterised both by the co-existence of numerous competing paradigms, with one exerting hegemony over the field, and by the persistent and continuous manner in which the foundational assumptions of every paradigm are debated within the scientific community”.

The Neo-Kantian positivist foundational argument that humans do not directly experience ‘truth’ but interpret sensations, is reconstructed by Weber’s (1930) claim that *verstehen* (understanding) of phenomena is the purpose of social science: to underpin and characterise a view that rejects the positivist belief that natural scientific research methods are applicable to studying human behaviour. (The roots of this are present in his ‘vitalism’ living organisms doctrine). Indeed, this derives its validity from the conditions and context of consciousness in which it arises (ie: “the totality of our nature” is the epitome of the epistemology of what is described as the *interpretive* paradigm: subjectivism).

Cameron and Price (2009: 58) make a telling point about the positivist perspective: “It might work in a business inquiry […] but would be foolhardy to ignore the complexities of business situations in the interests of scientific rigour”. Maclaran et al. (2010) argue that by limiting research to the empiricist orientation and logical empiricist paradgims, marketing has remained essentially a one-dimensional science.

All this backlash against “number-crunching empiricism and positivism” is identified by Bechholer (1996) as a victory for interpretivism in the so-called ‘paradigm war’. Williams, Hodgkinson and Payne (2004) plot a migration in sociological research to qualitative methods with over 80% of published articles and conference papers being either non-empirical or not using qualitative data. This qualitative bias is not true of social research outside of the confines of academic research which is generally quantitative (May 2005). This epistemological ‘objective science’ cage has provoked the likes of Anderson (1983: 18) to assert that “it is a problem of demarcation […] inextricably linked with the scientific method”.

Avicenna’s concept of ‘tabula rasa’ (clean slate) provides the ‘empirical familiarity’ stick of Empiricists Locke, Berkley and Hume to beat the rationalism of Descartes, Leibniz and Spinoza. And yet research which does not have theory as its anchor is often dismissed as ‘naïve empiricism’, even if the examination of evidence such as literature can be justifiably seen as proxy: *theory implicit in text*. Similarly, ‘Post-positivist’ and ‘interpretive’ are binary, oppositional approaches; the former with a reliance on the rigour of provable and repeatable patterns; the latter anchored in social constructionism. This social domain holds multiple meanings which are perpetually constructed, negotiated and re-constructed (Denzin and Lincoln, 2000), tracing a tension of at once ideological and material experiential sense-making (Alvesson and Sköldberg, 2000).

In stark contrast to positivist perspectives, Interpretivism views reality not as something external but as a subjectively experienced construct, articulated around the notion of the social and cultural world as a milieu of meaning (Herman, 1988: 45).

Alternative takes on this concept are: Heidegger's 'Umwelt', Husserl's 'Lebenswelt', Dilthey's 'Geisteswelt', Shutz's 'common sense world' and Wittgenstein's 'form of life'. Critical perspectives, whilst resonant with social constructionism, examine more pointedly the effect of power in socially-constructed relationships.

Arndt (1985: 11), in opposition to Marketing's managerialist metaphors of warfare, offers an alternative 'paradigm' to Burrell and Morgan's (1980) 'functionalist' framework. He claimed that: "Paradigms are not value-free and neutral. Rather, paradigms may be viewed as social constructions reflecting the values and interests of the dominant researchers in a science and their interest groups". He suggested a new marketing epistemology for breaking free from what he referred to as the conformity pressures of "paradigmatic provincialism" (p. 14) reflecting four main 'world views'. Organised along two dimensions of 'objective-subjective' and 'harmony-conflict' (developing the 'subjective' and 'objective' binary fields as Burrell and Morgan), Figure 2.1 illustrates the various orientations, metaphors and puzzle-solving activities in marketing: 'Radical Structuralist' and 'Functionalist' orientations are replaced with 'Logical Empiricist' and Socio-political' paradigm; 'Radical Humanist' and 'Interpretative' are replaced with 'Subjective World' and 'Liberating' paradigms.

The 'subjective world' paradigm (shaded for reference) resonates most with the ontological and epistemological positions of this inquiry.

All have differing fundamental assumptions and epistemological bases:

- *Logical empiricism*, emphasising "measurability and intersubjective certification", assumes a concrete real existence independent of the observer, equilibrium at its heart with the consistency of immutable laws reinforcing its objective and value-free ontological philosophy.
- The *socio-political paradigm* is defined by certainty: the regularity of behaviour with predictable, uniform outcomes. This paradigm has "ontologically real" structures but differs from the former in that there is a recognition of actor's variability due to interdependency. Hunt's (1976) refutation of relativism, asserting that knowledge must be objective, contrasts with Mick's (1986: 207) assertion that "objectivity is impossible" [...] and researcher objectivity and inter-subjective certifiability are chimeras – they cannot be achieved". Indeed, Giorgi (1994: 205) goes further suggesting that "nothing can be accomplished without subjectivity, so its elimination is not the solution. Rather how the subject is present is what matters, and objectivity, by itself is an achievement of subjectivity".
- The *subjective paradigm* rejects the notion of a fixed reality and proffers that reality can only be known through the individual's experience of the social construction of meaning.
- Whilst being similarly rooted in socially constructed meaning, the *liberating paradigm* draws attention to the 'pathology of consciousness'. Morgan (1980: 609) puts this well claiming that researchers inspired by the liberating paradigm are

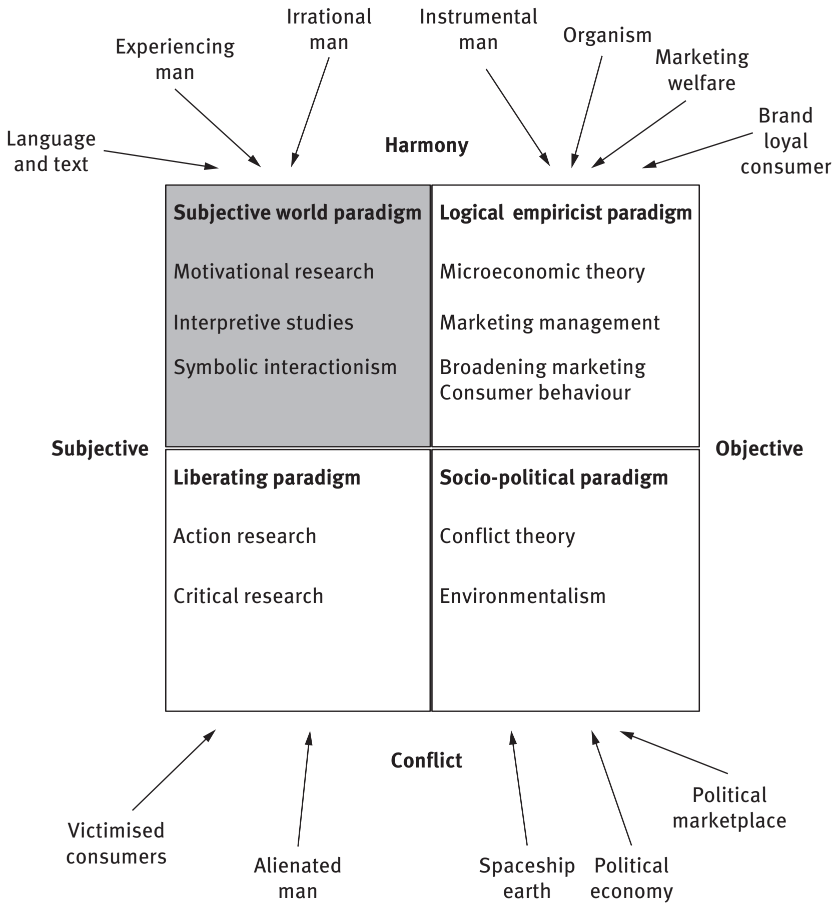

Figure 2.1: Four marketing paradigms according to Arndt (1985).

concerned with "discovering how humans can link thought and action (praxis) as a means of transcending the alienation" caused by psychic and social processes.

The paradigm debates in the development of marketing theory, and its suitability in practice, charts a range of perspectives: a management narrative of formulaic, prescribed control; a social fabric encompassing consumption and a thread of social conscience citizenship; and an academic discipline which at times is of an abstruse and abstract nature separated from practice. As Hunt (2007: 278) suggests, "the fact that all marketing research projects have philosophical foundations is that there will always be differences among marketing researchers as to the most appropriate philosophy for guiding research. Therefore, in a very fundamental sense, marketing's philosophy debates will never be over".

2.4.2 Epistemological role of metaphor in marketing knowledge

As a literary device to facilitate understanding, metaphor in research and marketing is omnipresent. Drawing on symbolic ideas to make concrete often abstract and complex concepts is a ‘well-trodden path’ (!). Metaphors are “partial truths and incomplete models” (Arndt, 1985: 17). Root metaphors in marketing tend to illustrate complex dynamics by using human characteristics or emotions: relationship marketing; brand loyalty; the personalities of brands; brand as an intangible asset; brand as a perceptual point of differentiation. Brand as role (Davies and Chun, 2003), brand as psychosocial narrative (Dahlen et al., 2010) and even the personification metaphor as a measurement strategy in the assessment of both the internal and external facets of reputation (Davies et al., 2001) provide potential for broadening scope and application.

In Table 2.2 is listed commonly used metaphors within that framework.

2.4.3 Possible appropriate theoretical paradigmatic approaches to research

The truism gleaned from the above sections is that, whether explicitly stated or implicitly inferred, engaging in any research without an epistemological and ontological position is impossible. Every paradigm has “differing assumptions of reality and knowledge which underpin their particular research approach” (Scotland, 2012: 15). The difference between the natural sciences tendency for unified ‘nomothetic’ system of laws where consistencies in the data are sought and ‘ideographic’ orientation of the social sciences which examines the actions of the individual is the distinction between subject and object.

Out of the disenchantment with positivist approaches, a plethora of qualitative methodologies have become seen as increasingly appropriate for examining social phenomena including phenomenology, ethnography, grounded theory and hermeneutic phenomenology (Denzin and Lincoln, *op. cit.*). According to Vasilachis de Gialdino (1992: 153), qualitative methods “presuppose and draw on interpretive paradigm assumptions”. Indeed, since the 1980s, an “interpretive turn in social sciences” (Rabinow and Sullivan, 1987) has seen an expanding choice of different interpretive perspectives such as hermeneutics, symbolic interactionism ethnomethodology, phenomenology and discourse theory all with the common link of construction of meaning. Whereas the *scientific* paradigm seeks to generalise, and the *critical* paradigm seeks to emancipate, the *interpretive* paradigm seeks to understand; (Scotland, 2012: 15).

Interpretivism, described by Crotty (1998: 67) as “culturally derived and historically situated interpretations of the social life-world”, offers a serious paradigmatic alternative to a positivistic perspective. Here, social reality is different from natural reality: contingent on situation, arguing that knowledge lies in the subjective negotiated

Table 2.2: Metaphors in marketing.

	Instrumental main purposive decision-making
Logical empiricist metaphors	Organism in relation to an organisation's environment.
	Militaristic or warfare such as competition, objectives, strategies and tactics, campaigns, guerrilla operations, intelligence, propaganda, groups.
	Brand loyalty meaning the instrumental outcome of an entity.
Socio-political metaphors	Political marketplace of scarce resources and competition.
	Political economies.
	Spaceship earth metaphor captures the nature of inter-relatedness and interdependencies in an eco-system with societal responsibilities and corporate governance.
	The irrational man (borrowed from psychology) with emotional non-economic.
	The phenomenological approach of the 'experiencing' man in terms of the expressive behaviour of consumption.
Subjective world metaphors	Language and text is evident in narrative brand development and co-created stories with consumers.
Liberated Metaphors	The passive 'alienated' man as consumer.
	Victimised consumers unable to take advantage of the system.

Source: Arndt (1985: 16)

cultural 'meaning'. Interpretivist research is concerned with understanding meaning negotiated between social members in any given social situation (Schwandt, 1994: 118): knowledge and meaning are acts of *interpretation*. From an interpretivist perspective, the social 'world' is ontologically different to the natural 'world'. Studies of natural sciences are driven by culturally-oriented values where the phenomena are ripe with symbolic, subjective meaning. As previously discussed, this is Verstehen, the reiteration, the reconstruction of this experiential subjectivity and is central to any social science inquiry.

Social scientists try to make 'objective' depictions of subjective phenomena by making patterns, grounded in empirical observation, from the abstractions (eg: 'meaning' in marketing). That is the key to the aim of this inquiry.

There is a relational, symbolic element to social phenomena where meaning is socially constructed. Knowledge is not revealed to the observer but discovered, and to the observer, according to Husserl, it is as if only see facing surfaces of a solid, opaque object can be seen, the values set aside (or "bracketed"). [This is discussed at length Below in Section 2.6.3 where the 'positionality' of the individual researcher is explicated. Here, the point is made that researchers view the same phenomena through individual perspectives or interpretation]. These views originate with Dilthey (although they have been challenged by Rickert and Weber), but there can be no doubt that social knowledge is temporal and culturally contingent; it is not observed but socially mediated.

2.4.4 Phenomenology and social constructionism

Husserl (1970) – and then Simmel (in tandem with Weber) – claims that positivistic approaches are not suitable for capturing, studying and describing human phenomena; phenomenological perspectives are more appropriate because they are free from hypotheses or p.reconceptions. Phenomenology, as originally formulated by Husserl (1890–1938), is a qualitative method rejecting the rational perspective that "aims to focus on people's perceptions of the world in which they live and what it means to them; a focus on people's lived experience" (Langdridge, 2007: 4). Hines (2012: 252) observes: "Life is a temporal stream of experience that, if we are to understand it, needs to be kept at bay (bracketing it). In doing so, it is as Husserl said at the 'horizon of experience, pre-theoretical" and it is that emphasis on critical reflection (separating reality that is seen as 'objective' from subjective essences) from which understanding of phenomena emerges.

In opposition to the Cartesian perspective (which sees the world as objects), phenomenology is fundamentally about the structures of consciousness and how phenomena appear in individual *intentional* or conscious acts. It has philosophy and a theory of knowledge at its heart. Lester (1999:1) reinforces this: "Epistemologically, phenomenological approaches are based on a paradigm of personal knowledge and subjectivity, emphasising the importance of personal perspective and interpretation". Explanation rather than description is of the essence. Phenomenological methodology is anchored in the 'science of experience': the systematic reflection of *intentionality*. Intentionality can be manifest in abstract emotions such as perception or symbolism. Consciousness is simultaneously *actional* and *referential* in that it is always doing something and referring to something. Hines (2012) examines this phenomenological contradiction: intentionally trying to understand the limits of rational thought on irrational objects. Sartre (1939) tries to explain Husserl's 'central idea', rejecting Decartes' consciousness epistemology, claiming that "Consciousness and the world are immediately given together: the world, essentially external to consciousness, is essentially related to it". He describes intentionality as being like an explosion *towards* an object.

The intuitive, tacit knowledge which practitioners often have and then try to generalise action from resonates with this notion of intentionality. "Often intuition is little more than the visualisation of causal effects that are expected to occur in given or anticipated situations" (Johnston, 2014: 208). Husserl's phenomenology rests heavily on the Greek words for content ('noesis') and intentional act ('noema'), and Merleau-Ponty (1962) alludes to this in describing phenomenology as the study of experiences as they appear in the human consciousness. It is a personal, inter-subjective reality.

Inquiries using a phenomenologically methodological approach are therefore an essentially "interpretive sociology" (Weber, 1930) focusing on meaning and action, examining realities that are not real but constituted, existing in individual and collective social experience. Schutz's (1967) "phenomenological sociology" is basically a synthesis of these fundamentally interpretive approaches: transcendental phenomenology and action theory.

Phenomenologists make the following assumptions about human nature:

- 'Consciousness' is the essential condition. (Husserl's (1936: 91) desire for a "phenomenology of consciousness as opposed to a natural science about consciousness" exemplifies this).
- In consciousness, there is no dualism between objective and subjective because reality is socially-constructed. Experience is temporal, 'of the moment' and, as such, continually reconstituted.
- Meaning is not exclusive or definitive, it is individual interpretation: understanding how a phenomenon is experienced specifically by the person experiencing it.

Meaning can only be understood through the knowledge (described as "reflective intentional act" by Schutz, 1967) of the actors involved. This self-reflexivity decrees that knowledge relates to the identity of the subject that produces the knowledge. This is reflected in the research of this inquiry where the experiential knowledge of the researcher is viewed alongside the experiential knowledge of the participants.

This theory is referred to as a "sociology of knowledge" by Berger and Luckmann (1966) who positioned phenomenology not so much as an alternative paradigm but as another perspective. This has resonance in Gidden's 'structuration theory' (structure and agency) as well as Polanyi's 'tacit knowledge'. In doing this, Schutz (1967) laid the foundations for social constructionism. Social constructivists argue that knowledge and truth are a result of social perspective (Schwandt, 2004: 125) and interaction. Some postmodern researchers, such as Lyotard (1984), claim that reality is a 'narrative', a consensual discourse. Crotty (1998: 42) covers this very well, claiming that the epistemological view of social constructionism is "that all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context". Whilst phenomenology shares with social constructionism the examination of the human experience as central to any knowledge inquiry, it is critical of the cultural bias in understanding phenomena and promotes that which is inherently true not through acculturation.

Grbich (2007) described this as an approach to understanding the hidden meanings and the essences of the shared experience. It is about grounding our world of consciousness, experience and the life world. Here, the phenomenon speaks for itself; the 'internal logic' is sought. Moran (2000: 4) suggests that phenomenology attempts "to get to the truth of matters, to describe phenomena, in the broadest sense as whatever appears in the manner in which it appears, that is as it manifests itself to consciousness, to the experiencer". In other words, experiential meanings are expressed in the phenomena *as it is lived*. Hines (2012: 260) points out that phenomenology is "a movement, a method, and a methodology offering understanding and meta-theoretical insights into our everyday lived experiences". In this respect, a phenomenological research methodology is particularly suitable to this inquiry as this approach is appropriate for giving the participant a voice in the research, drawing out individual perceptions, judgements, emotions and experiences.

Compare this to traditional 'normative' marketing paradigms where subjectivity, individual perspectives, tacit knowledge, intuition and homogeneity are barely recognised. Wertz (2005: 175) captures this succinctly: "Phenomenology is a low-hovering, in-dwelling, meditative philosophy that glories in concreteness of person-world relations and accords lived experience, with all its indeterminacy an ambiguity, primacy over the known". This is a double interpretive process: as the research participant interprets the meaning of their social context, the researcher must make sense of the participant, retaining the individual's voice whilst maintaining the pertinence of their testimony.

A paradigmatic paradox here is that phenomenology tries to make an objective study of that which is subjective. Phenomenologists try to capture higher forms of subjective knowledge – experiential essences – and give an objective, empirical grounding. This goes to the heart of this inquiry.

Marton (1986) described this as "a qualitative, interpretive approach that investigates the ways in which people experience, conceptualise, perceive and understand the various aspects of, and phenomena of, the world about them". Phenomenological epoché (Husserl, 1936) – when all perceptions are temporarily suspended - rejects objective research and attempts to group collect subjective assumptions ('capta' rather than data) about the existential nature of reality, about lived experience. It tries to capture the phenomena in its 'purest' lived form. This 'bracketing' of biases (suspension of belief) amounts to a rejection of the reductionism of rationality, helping us to inquire about the nature of reality in terms of our subjective experience. This is referred to as the 'phenomenological attitude' and contrasts with the 'natural attitude'. van Manen (1990: 14) discusses critics of phenomenology as "promoting an unregulated rhapsodising on the nature of lived experience, or as seeking to repudiate science view of the world". This is not to suggest that 'phenomenological attitude' is not a conscious approach; on the contrary, what Husserl (1936) referred to as 'intentionality', is very much a theory of consciousness of reflexivity on one's environment (based on Brentano).

Ardley (2011) highlights the focus on individuality and the subjective interpretation of situation in phenomenological perspectives, (something he stresses is absent from the general marketing framework). In other words, from a social constructionist perspective, notions of reductionism are rejected. In this respect, phenomenological research has overlaps with other essentially qualitative approaches including ethnography, social constructionism, symbolic interactionism and hermeneutics, and indeed hermeneutic phenomenology.

2.4.5 Hermeneutic phenomenology

Whilst it has its origins in the theological examination of sacred texts, from a social sciences perspective, Hermeneutics has expanded its original orientation and is concerned with the interpretation of human action by human actors. It is not outside the notion of 'meaning' but implicated in the actions and interactions of experience; it is about how a phenomenon is 'read' and how it is to be ontologically interpreted in terms of its 'meaning'. Hermeneutics, in its broadest sense *the theory of searching for understanding in the interpretation of texts and other forms of discourse*, has its earliest roots in ancient Greece. Indeed, the Greek word ἑρμηνεύω means 'interpret'. It is, according to Ferraris (1996: 1) "the art of interpretation as transformation [...] [contrasting to the view of theory as] contemplation of eternal essences unalterable by their observer". Hermeneutics is literally *the study of interpretation*. Hermeneutic phenomenology is literally the *phenomenology of interpretation*.

Phenomenology becomes hermeneutical when there is an interpretive rather than purely descriptive methodology to the inquiry. Hermeneutic Phenomenology, initially linked to phenomenological philosophy, is a qualitative research methodology based on the premise that our experience of the world is already full of meaning (van Manen, 2014), and which aims at reflecting on the lived meaning of this experience. Research of this type tries to examine phenomena before theorisation or even before interpretation itself.

The most prominent proponents of 'hermeneutic phenomenology' are: Heidegger (who emphasised the ontological perspective of 'Being' or *Dasein* and 'Being and Time' or '*Sein und Zeit*'); his prodigy Gadamer ('Truth and Method' or '*Wahrheit und Methode*'); Ortiz-Osés ('The Sense of the World'); and Ricouer who advocated the presence of social mediation. At its heart, hermeneutical analysis requires searching for concealed truth, to extract from our research a new perspective of existing phenomena (ie: Heidegger's 'hermeneutic circle' of existing truth and new interpretation).

Laverty (2003) distinguishes between phenomenology and hermeneutic phenomenology. The most appropriate way to examine a phenomenon is to use the 'hermeneutic cycle' or 'self-reflexivity': reading, reflective writing and interpretation. (Charmaz, 2005: 509) refers to this as "locating oneself in the realities". Here, for the researcher to understand the lifeworld, the lifeworld of others through their experience must be explored. However, the strain applied today owes much to the philosophical hermeneutics of Martin Heidegger - shifting the emphasis from understanding to existential - and the subsequent synthesis of Hans-Georg Gadamer (often referred to as 'Gadamer's Hermeneutics'). This is not in the sense of a 'hermeneutical system' but rather the cumulative interpretations of interpretation. Or, as Schleiermaker puts it, the art of avoiding misunderstanding: understanding not just the writer's words but their character, point of view, intent. To this end, Gadamer emphasises the importance of the experiential in understanding. The inspiration of Herder – building on his progenitor Ernesti – is evident in the discussions of the principle of holism and the so-called 'hermeneutic circle': the examination of part in order to understand the whole and vice versa.

This has particular resonance with this inquiry as the examination of individual testimonies within their various constituencies, juxtaposed with a holistic view of knowledge domains, is the key foci and approach of the research strategy. This echoes Bakhtin's (1981) description of 'polyphonic voices': analysing the various parallax perspectives of the respective marketing constituencies. Austin and Skinner refer to the "illocutionary force" – an act which constitutes an intended action – of a text implicitly and holistically expressing a point of view. Indeed, Heidegger (2008) referred to the need for "a special hermeneutic of empathy" which located understanding in *context*.

Furthermore, his observation that interpretation, (ie: understanding a text hermeneutically), has to be viewed in the cultural, historical and literary context within which the genre is set helps to better understand a work. By this he means the "general purpose together with certain rules of composition which serve it". This is particularly relevant when examining normative models of knowledge and indeed this book which has the reciprocal nature of text and context (Heidegger's Hermeneutic Circle) as the golden thread running it. This iterative, integrative, interrogative process can be seen in Schwandt's (2001: 112) definition of "construing the meaning of the whole meant making sense of the parts and grasping the meaning of the parts depended on having some sense of the whole".

Table 2.3 illustrates how the basic tenets of a hermeneutic approach are applied to this inquiry.

The fact that a hermeneutic approach recognises that interpretation has to be *situated* reverberates with the essence of this inquiry: the contextual praxis of the marketing practitioner with meanings grounded in perception.

Gadamer (1996: 306–307) refers to a 'fusion of horizons' in describing how understanding is reached: "The horizon of the present is continually in the process of being formed [. . .] [as it] cannot be formed without the past". A *fusion of horizons* must include concepts of the past, form part of our own comprehension of them, and yet must go beyond this historical past. As this "historical horizon is projected, it is simultaneously superseded". Here Gadamer's hermeneutics, (with its origins in Heidegger) is distanced from Husserl's (1936) phenomenology: differentiating between seeking an essential 'universal truth' and truth as contextual with different meanings at different historical moments. Interpretation is subjective and subjective research is really a 'double process' of joint construction where the interpretation of the researcher and the interpretation of the participant are fused in a joint *social*

Table 2.3: The basic tenets of a hermeneutic approach applied to this inquiry.

Principles of a hermeneutic approach	How this applies to this inquiry
Looking not for explanation but understanding.	Throughout the work a leit motif is the view that understanding is as important as explanation, that meaning is socially constructed and interpretation must be situated.
Recognising that this understanding resides in the situation within which interpretation is set.	The inclusion of empirical evidence collected from the real-life experiences of each constituency.
Frames inquiry as conversation.	The actual conversations from insiders' perspectives (Merriam, 1998) 'theoretical conversation' in the reflexivity of this inquiry is integral.
Meanings are really 'word usages.	How words have been used to describe action and thoughts articulated through marketing discourse has allowed a deeper investigation and enhanced understanding of the philosophy, practice and function of marketing.
All thought articulated through discourse is bounded by the thinker's capacity to articulate.	The 'immanent' (emic) aspect of the inquiry evidences the author engaging and interpreting the data.
Meanings are grounded in perceptions.	The whole inquiry is an investigation into perception and apperception. The data is grounded in the perceptions of the participants in this inquiry.

Source: Developed from Herder

construction of a phenomenon. In the qualitative tradition, researchers are encouraged to be conscious of being an integral part of the research process – not separated from the domain(s) in which the data are produced – as well as being aware and receptive to the thoughts of others. Heshusius (1994) referred to this as "participatory consciousness"; Lynch (2000) called it "methodologically self-conscious". The presence or personality of the researcher continually affects, and is affected by, the subject being investigated. As Steedman (1991: 53) suggests: "Knowledge cannot be separated from the knower."

Furthermore, the researcher is placed in a potentially compromised position and "can never assume a value-neutral stance and is always implicated in the phenomena being studied" (Orlikowski and Baroudi, 1991: 35). By its very nature, interpretive inquiry is subjective, something which Thomas and Davies (2005) suggest should be actively embraced by the researcher. The nature of a subjective inquiry being what it is, this reflects a holistic epistemology in this book, and one where the validity is a question of hermeneutics since a researcher's positionality affects interpretation. Therefore, a key element in this process is reflexivity, necessitating an "immediate, continuing, dynamic and subjective self-awareness" (Finlay, 2003: 108) of reiterative questioning.

Whilst it is, as Charmaz (2005) states, impossible to recreate the experience of the participants of research, the author's experience of these various domains, bilingual theory/practice skill and enthusiasm for the subject provided the insider's touch and a panopticon vision to supplement the "collective wisdom" of heterogenous participants (Marshall *op. cit.*), the "knowledgeable agents" as Goia, Corley and Hamilton (2012) refer to them. Therefore, the role which the researcher adopts in essentially *interpreting the interpretive experience of individuals* needs to be made explicit (Quinlan, 2011: 420). Indeed, selecting the use of a subjective means of inquiry is done knowing that there is not a separation between the researcher and the topic being researched. Disclosure of researcher positionality is advocated by Oliver (2004: 25) in order to enhance the veracity of the inquiry: "There should be a declaration of personal and subjective perspectives or prior interpretative frames". Partington (2002: 141) also advocates this: "Theoretical frameworks which make explicit the researcher's ontological and epistemological assumptions provide the best foundation on which to construct and defend a theoretical argument".

Therefore, as knowledge in this context is a social and cultural construct, the researcher should always be aware of his/her role in the process in order to use a "personal interpretive framework consciously as the basis for developing new understandings" (Levy, 2003: 94). This "personal interpretive framework" makes research methodologies an "individualised application of differing ontological and epistemological positions [which] often lead to different research approaches towards the same phenomenon" (Grix, 2004: 64). Denzil and Lincoln (2002: 18) concur: "Every researcher speaks from within a distinct interpretive community, which configures, in its special way, the multicultural, gendered components of the research act". Behind the three interconnected, generic activities which define the qualitative research process – ontology, epistemology and methodology – "stands the personal biography of the [situated] researcher who speaks from a perspective [. . .] who approaches the world with a set of ideas, a framework (theory, ontology) that specifies a set of questions (epistemology) which are then examined (methodology, analysis) in specific ways" (Denzil and Lincoln, 2012: 14).

As Bryman (2004: 500) suggests, the researcher is "implicated in the construction of knowledge", but hopefully with knowledge being cumulated not contaminated. Charmaz (2016: 30) makes a telling observation about her experiences with epistemology where she concludes that "much objectivity is by inter-subjectivity, by consensus. If a group of scientists agree that a concept fits certain types of observations, there is a subjectivity involved here that often gets wiped out. At the time, social constructionists in the 1980s were looking at the social construction of everything by other people, but not their own constructions of their analyses in a self-critical way."

Where the researcher is required to be immersed in both the subject *and* the data, the researcher in a very real sense is what Fetterman (1989: 33) refers to as "the human instrument". Knights (1992: 515) describes this phenomenon as being "representational", as it privileges the "consciousness of the researcher who is deemed capable of discovering the 'truth' about the world". Researcher positionality, therefore, in terms of "discovering the truth", is a kind of 'bricolage' directed and driven by the researcher; the researcher may be viewed as bricoleur as Denzin and Lincoln (2011: 8) claim, "producing a pieced-together set of representations that are fitted to the specifics of a complex situation".

In fact, as Charmaz (2016) reminds us, interpretive research *needs* to be reflexive. In order for the researcher to be aware of the need for conscious engagement with the research process, it is important, as Alvesson and Sköldberg (2000: 4) advocate, to have "reflective or reflexive empirical research" as opposed to 'qualitative research' *per se*. Researchers, however, may remain "innocently unaware of the deeper meaning and commitments of what they say or how they conduct their research" (Oancea, and Pring, 2008: 89) and how the philosophical assumptions made will affect the outcome of the research (Kincheloe and Berry, 2004: 6).

This reflexivity, the researcher's personal philosophical position (ie: researcher positionality of research approach chosen), is perfectly captured by Denzin and Lincoln (2005: 22): "All research is interpretive; it is guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied." Corlett et al. (2017) explore researcher reflexivity in qualitative research claiming that an individual's epistemological assumptions affect positionality and "influences the research we do and the knowledge we produce". Alvesson and Sköldberg (2000: 317) go further declaring that anyone who defines research as 'rational' is misguided: " [. . .] we adopt the view of research as a provisionally rational project in which the kernel of rationality is a question of reflection rather than procedure".

The notion of *intentional critical reflection*, deliberately placing objects and phenomena in a perceived 'horizon' of constituent possibilities is of vital importance. Hines (*op. cit*, p. 260) draws on Husserl's (1973) notion of 'horizons of experience': "It often appears to social researchers that we begin to explore ontological and epistemological questions by drawing on our historical biographies and philosophical repositories to make sense of who we are, only to find that after we have done so, we arrive at the place we started from". In other words, circular, iterative reflexivity between the part and the whole, the objective and the subjective, rational and irrational is at once hermeneutic and phenomenological: focused and holistic. Husserl's (1973) view of 'horizon' differs from Nietzsche's: the latter a limiting, closed-horizon outlook; the former with a more open, fluid perspective where "the horizons of one experience flows into that of another so that in the continuum of experiences there is a constant flux of horizons" (p. 494).

This notion of intentional critical reflection of our temporal positionality as researchers is in accord with the approach to this inquiry as understanding the subjective self in relation to the objective world (Hines *op. cit.)* is crucial to the researcher being immersed in the context and reflexive of its meaning.

If a phenomenological approach is used, this necessarily implicates researcher subjectivity in the research inquiry: it is the intersubjective interconnectedness between the researcher's positionality and the subject matter of the inquiry – the phenomenon being investigated – which is a key characteristic of phenomenology. The researcher's positionality determines the assumptions and approaches to how knowledge is formed and how it can be examined. Taking a phenomenological approach to research – examining the 'lived experience' of participants – is also a lived experience for the researcher as he/she is at one with the ontological nature of the inquiry whilst learning to see the phenomena through their own lens of pre-reflective, taken-for-granted understanding and prejudices (van Mannen, 1990). The researcher's positionality here is that of a signpost pointing towards essential understanding of the research approach as well as essential understandings of the particular phenomenon of interest (Kafle, 2011: 89).

Here, the reflexivity implicit in that process is, in effect, the researcher's voice amongst the research and the participants but also within the data. Locating the author's voice and reflecting on the impact or bias in the research may qualify the value of the research in terms of the contribution to knowledge, but also gives a distinctive and real authentic flavour. As Holliday (2007: 122) suggests, "the voice and person of the researcher as writer not only becomes a major ingredient of the written study but has to be evident for the meaning to become clear". Writing reflects our interpretation, is positioned within a philosophical position, and is something that we must accept as researchers. Meaning is participative and thus cannot be reproduced by the interpreter (Schwandt). Guba and Lincoln (1994: 108) posit that it is vital to understand the nature of the relationship between the researcher (or 'would-be knower') and what can be known. And yet Scotland (2012: 11) suggests that "the researcher and the researched are independent entities".

The reflexive *reflex* in qualitative research describes the relationship of the inquirer to the inquiry. This is a key characteristic of this inquiry as it is the intention to identify the author's experience and love of the subject being investigated implicitly in the research, writing and ultimately key contribution of the work.

Gardiner (1999: 63) perfectly captures the *active* role of the researcher (of the knower) in the hermeneutic approach stressing that "the goal is not objective explanation or neutral description, but rather a sympathetic engagement with the author of a text, utterance or action and the wider socio-cultural context within which these phenomena occur". However, positionality, does allow for both a subjective and objective narrative placement whereby the researcher is *situated* within the many aspects of research perspective (Lave and Wenger, 1991). Of course in a very real sense the role of the researcher differs between the different methodological approaches: the researcher is 'translator' in objectivism, an 'interpreter' in constructionism and 'engaged advocator' in subjectivism (Jones et al., 2006). Guba and Lincoln (1998: 115) delineate this slightly differently: the inquirer's voice in terms of a positivistic approach is that of "disinterested scientist"; the "transformative intellectual" (Giroux, 1988) in critical theory, expanding knowledge and adding further insight; and that of the "passionate participant" in terms of constructivism (Guba and Lincoln, 1994). Using a grounded methodology (see Section 3.10.3) conceptualises the researcher as a 'witness', observing phenomenon, engaging with participants, developing theory from the rich data. The researcher represents and interprets; grounded theory does not capture social reality but is itself a social construction of reality (Charmaz, 1990: 1165).

2.5 Chapter review

In this chapter, the philosophical foundations within which the research inquiry is framed, and upon which a suitable methodology has been constructed, have been described and discussed. Consideration of the key research paradigms – scientific, interpretive and critical – and the respective epistemological, ontological and methodological interrelationships were seen to help justify the rationale of investigating what is often an irrational subject. An analysis of values, ideas and paradigmatic conventions formed the structure of a debate about the roots and nature of knowledge and critiqued the complementary perspectives of adopting epistemological and ontological positions in doing so. At the centre of this was the determination of what the purpose of the inquiry is, how qualitative research may be suitable for addressing the aims of the research strategy and looking for gaps in the literature.

3 Knowledge relationships in marketing

3.1 Outline of chapter

This section acts as a strategic overview of marketing knowledge, tracing theoretical and contextual origins, together with the discourses within which the battle for academic hegemony has taken place. From the observation of marketing being practised 'intuitively' as a marketplace mercantile phenomenon to theoretical perspectives becoming established as the normative model, this chapter looks at key developments in our examination of what constitutes marketing knowledge.

3.2 Origins of marketing knowledge

The search for marketing knowledge in a practical context is evident in early marketing scholars' examination of practising institutions (such as farming and retail). Witness Weld's (1917) observation about economic theory intersecting with practice: "I am not denouncing theoretical economics by any means [. . .] but valuable contributions can be made to theory [. . .] by getting out into the market place with a reporter than by cogitation in a closet" cited in (Kemmerer et al., 1918: 267). Howell counterbalances this: "knowledge involves interpretations of facts derived from data as well as abstract comprehensions of phenomenon [. . .] [whereas] theory provides ways of explaining or giving meaning to understandings extrapolated from data".

Although the word 'marketing' was first used in 1897 (Brussière, 2000), the Universities of Wisconsin and Harvard are attributed as having the original centres of influence on the development of marketing thought (Bartels, 1962). And yet, despite the weight of the American influence on marketing, it did not originate in the United States until 1911 (Dixon, 2002: 738). Nor did formal marketing education begin in America: Jones and Monieson, (1990) claimed that German courses were evident before the 1900s. As Shaw and Jones (2005) assert, there were many schools of thought and differing branches of marketing scholarship, some inspired by the scientific management analyses of Taylor, some with a more societal view of marketing's impact.

Marketing, as it is now called, was a direct 'product' (pun intended) of the production and sales-oriented eras of the 1850s and 1950s respectively. But is this a convenient text book/pedagogical categorisation? Not only is there evidence which supports the existence of some form of mercantile 'marketing' model prior to this 'production' era, but also of theoretical marketing working in tandem with production. Fullerton (1988: 111) questions the myth of the production era in analyses of marketing's evolution, pointing out that "It ignores the dynamic growth of new

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marketing institutions outside the manufacturing firm". He argues that a consumer-driven approach to production (infused with the importation of behavioural sciences such as Psychology and Sociology) is a more accurate way of describing the transition from production to marketing-orientation. He suggests a 'complex flux model' with four distinct eras (Table 3.1).

Table 3.1: Origins of marketing knowledge.

	Eras of development in marketing knowledge
Setting the stage: the era of antecedents.	The period 1500 in Britain and Germany and 1600 in North America where the advantage of trading grew out of a period of mainly self-sufficiency.
Modern marketing begins: the era of origins.	The era of 'persuasive' stimulation of demand (Britain in 1759; Germany and USA in 1830s).
Building a superstructure: the era of institutional development.	Where the main marketing institutions started to appear (Britain 1850; Germany and USA between 1870 until 1919).
Testing, turbulence and growth: the era of refinement and formation.	How words have been used to describe action 1930 to the present day.

Source: Fullerton (1988: 111)

Baker (2000: 10) describes three key phases in the development of the concept of marketing:
- 1850's saw the emergence of the 'mass market';
- what came to be known as the 'modern marketing concept' from the 1960s; and,
- the post-1990 transition from transaction to relationship marketing.

Kerin (1996: 5) pinpoints a turning point in the 1960s when marketing literature started to feature a more technical approach: "Marketing phenomena, originally addressed by intuition and judgement, were increasingly studied with fundamental tenets of the scientific method". The establishment of theoretical perspectives as the normative model is a key development in our examination of marketing knowledge.

The history of marketing knowledge 'in thought' is, according to Belk (2014), nothing if not the positioning of individual perspectives against those of others. To attempt a broad perspective on this theory-practice dichotomy, one must put it into some sort of historical context. Marketing historians, following in the academic tradition of economists, originally examined marketing by separating the practice from theory by dividing "roughly into marketing history and the history of marketing thought" (Jones and Shaw, 2002: 39). Initially, marketing scholarship was not expressed in published journals dedicated to the theory of marketing. Indeed, an article on marketing was actually published in the *Quarterly*

Journal of Economics, which existed long before the equivalent *Journal of Marketing*. Sivadas and Johnson (2005: 339) describe the "cumulativeness and the diffusion of knowledge emanating from academic journals in marketing" where intellectual influence and knowledge transfer may be traced by examining the relationship between citation incidence and perceived quality of journal rather than the accessibility of the journal.

Bartels (1962: 12) noted that "By 1900, the body of economic thought consisted of many theories that had been developed in England, France, Austria, Germany, the United States and other places." His 1988 complex compilation is undoubtedly the seminal work on marketing as a discipline in terms of signposting what constituted marketing; reading his successive editions is a monumental documentation of the development of marketing thought. Wilkie and Moore (2003) identify four discrete eras of marketing thought acquisition and use where the development of marketing as it affects and is affected by external factors can be seen:
- Pre-Marketing (before 1900);
- Founding the Field (1900–1920);
- A paradigm Shift (1920–1950); and,
- The Shift Intensifies – A Fragmentation of the Mainstream (1980s– present).

The first era shows the embryonic emergence from economics into a stand-alone discipline, universities offering courses in distribution and selling. The generalised principles and concepts then started to develop via parallel professional associations and journals. From the start of the 1950s, the discipline started to move towards a managerial problem-solving school with roots in quantitative methods and informed by the behavioural sciences. Finally, internal and external reflexivity – manifest in critical perspectives – is characteristic of a more critical, quizzing perspective of marketing.

The notion of what was to become known as 'marketing' was "firmly ensconced within the field of economics", evident in the works of Smith, Malthus, Jevons, Ricardo, Mill and Marshall (Wilkie and Moore, 2003: 116), and 'market' precursors back to the ancient Greeks. Indeed, Powell (1910) is attributed with coining the term 'marketing' as a description of fruit exports from California. Early marketing scholars served a kind of 'knowledge apprentice' in Germany as part of the German Historical School where emphasis was on learning from actual practising managers in industry in which a disciplinary self-reflexivity (as well as a social conscience) was instilled. This was a departure from classical Economic theory and developed "inductively and deductively general contingent principles that were historically and delimited [exhibited temporal and locational relativism]" Tadajewksi, 2016: 3). When this was transported back to Harvard and Wisconsin, it had the effect of softening the prevailing paradigmatic perspective of positivism, although certain retail-oriented academics in this embryonic period (eg: Paul Nystrom) advocated systems of marketing practice based on both academic and empirically-informed research. A 'science of retailing' approach however, with precedents in the scientific marketing management inspired by Taylorism, was supplemented by a much broader marketing canvas embracing the behavioural sciences (particularly Kyrk's (1923) *The Theory of Consumption* provided a blueprint for the emerging 'softer' science approach).

Indeed, the period 1930–1970 offered a perfect platform for the application of a behavioural scientific approach – drawing on anthropology, psychology as well as psychology – with the likes of Dichter being a touchstone for motivational and social researchers. The concept of branding and the general approach to 'targeted' marketing stem from this period. Most saw academic value in broadening the reach of marketing; some in terms of an embracing of philosophical pluralism; some as an "imperial drive" (Monieson, 1988) of the marketing concept into new territories. This shift towards the application of behavioural science logic, juxtaposed with the managerial orientation of profit-maximisation is certainly the first paradigm debate: the hedonism of the consumer versus critical marketing.

Figure 3.1 plots the developments in marketing theory. Set against this period, the post-80s saw a much more rancorous debate amongst the various camps of positivism, scientific realism and relativism. The marketing academy certainly has evidenced skewed power relations with questionable objectivity, sometimes manifest in the acceptance of top institutions as having superior credibility. Levy's (2006: 7) comment is an accurate reflection of the situation: "Dominant paradigm

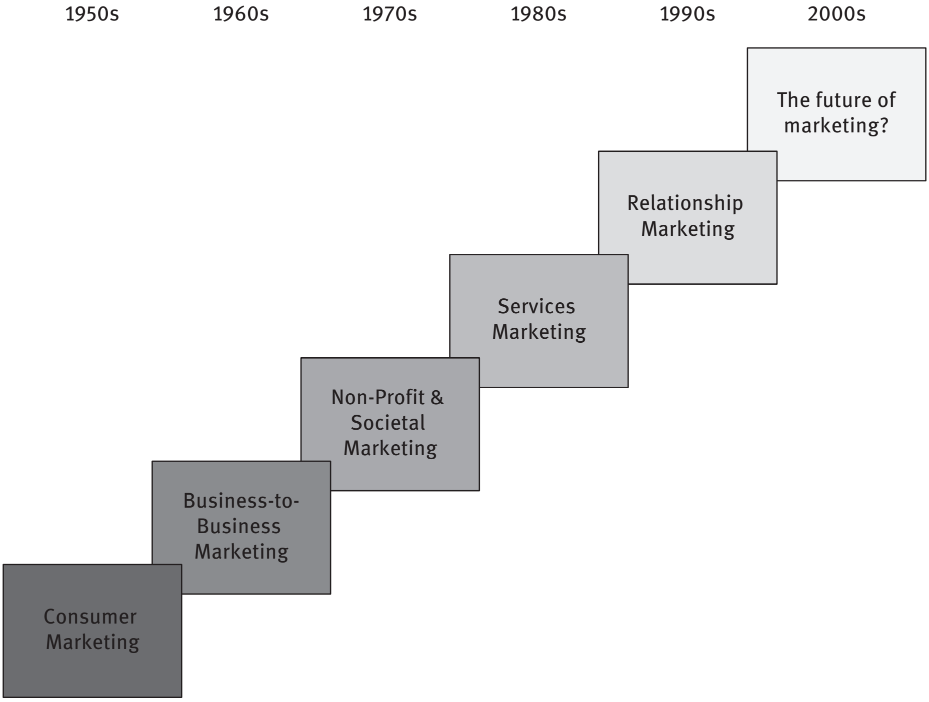

Figure 3.1: Development in marketing theory.

people often resist [. . .] They are defensive, unrealistically acting as though their livelihoods are jeopardised by the projective techniques and ethnographies that they imagine will replace surveys, regression and multivariate methods". Brown (2005: 105) gets even tougher, calling this magnetism to positivism as "Mid-Western Empiricism: the hypothetico, quantifactory, varimaxed, conjoined, Lisrelised, experimentissimo, big-science-or-bust mindset". Certainly, those with other 'parallax views' (such as interpretive, consumer-oriented, humanist, feminist, critical management, critical marketing and post-modernist) have, and are registering, their paradigmatic footprints in the shifting sands of the positivist 'world view'. On the other hand, Hunt, a chief proponent of positivism, states his allegiance to "an eclectic blend of logical empiricism and realism". Sheth et al. (1988) delineate the separate 'schools of marketing thought' illustrated in Figure 3.2.

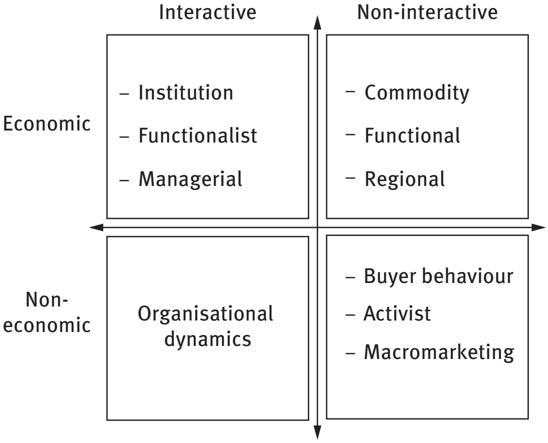

Figure 3.2: Schools of marketing thought.
Source: Sheth et al. (1988).

Shaw and Jones's (2005: 244) analysis (illustrated in Table 3.2), looks at schools comprising: marketing functions, commodities, institutions, management and systems, as well as from the perspectives of consumer behaviour, macro-marketing and exchange. Whilst this is descriptive of the roots of marketing thought, it is also indicative of the disconnects.

3.3 Discourses in marketing knowledge

In order to trace the roots of marketing knowledge, a brief discussion on what constitutes marketing discourse will aid understanding. Discourses, by their very nature

Table 3.2: Schools of marketing thought.

School	Selected marketing pioneers	Question(s) addressed	Level or focus of analysis	Key concepts and theories
Marketing functions	Shaw 1912, Weld 1917, Cherington 1920, Converse 1922, Maynard et al. 1927	What activities (ie: functions) comprise marketing?	Macro: – Marketing middlemen	Value added by marketing activities
Marketing commodities	Shaw 1916, Cherington 11920, Copeland 1924, Breyner 1931	How are different types of goods (ie: commodities) classified and related to different types of marketing functions?	Macro: – Trade flows – Types of goods	Classification of goods: – Industrial and consumer – Convenience, shopping & sport – Products & services – Search & experience
Marketing institutions	Weld 1916, Nystrom 1915, Clark 1922, Maynard et al. 1927, Breyer 1967, Mallen 1967, Stern 1969, Bucklin 1970	Who performs marketing functions on commodities?	Macro: – Retailers – Wholesalers – Middlemen – Channels of distribution	Channels of distribution: – Market gaps & flows – Parallel systems – Depots – Transactions & transvections – Sorts & transformations – Postponement & speculation – Conflict & cooperation – Power & dependence
Marketing management	Alderson 196, 1965, Howard 1956, Kelley and Lazer 1958, McCarhy 1960, Kotler 1967	How should managers market goods to customers (clients, patrons, patients)?	– Micro: – Business firm as seller/ supplier – Any individual or organisation as supplier	– Marketing mix – Customer orientation – Segmentation, targeting & positioning

(continued)

Table 3.2 (continued)

School	Selected marketing pioneers	Question(s) addressed	Level or focus of analysis	Key concepts and theories
Marketing systems	Alderson 1956, 1965, Boddewyn 1969, Fisk 1967, Dixon 1967	What is a marketing system? Why does it exist? How do marketing systems work? Who performs marketing work? When is it performed?	– Micro: – Business firm as seller/ supplier – Any individual or organisation as supplier – Macro: – Channels of distribution – Aggregate marketing systems	– Interrelationships between parts & whole – Unity of thought – Marketing systems – Micro & macro marketing – Societal impact
Consumer behaviour	Doichter 1947, Katona 1953, Engel et al. 1968, Kassarjian and Robertson 1968, Howard and Sheth 1969, Holloway et al. 1971, Cohen 1972	Why do customers buy? How do people think, feel, act? How can customers/ people be persuaded?	– Micro: – Business buying – Consumer buying – Individual or household consumption	– Subconscious motivation – Rational & emotional motives – Needs & wants – Learning – Personality – Attitude formation & change – Hierarchy of effects – Information processing – Symbolism & signs – Opinion leadership – Social class – Culture & sub-cultures

Macro-marketing	Alderson 1965, Fisk 1967, Dixon 1967, Hunt 1976, Bartels and Jenkins 1977	How do marketing systems impact society and society impact marketing systems?	– Macro: – Industries – Channels of distribution – Consumer movement – Public policy – Economic development	– Standard of living – Quality of life – Marketing systems – Aggregate marketing performance
Exchange	Alderson 1965, Kotler 1972, Bagozzi 1975, 1978 & 1979, Shaw and Dixon, 1980, Houston and Gassenheier 1987, Wilkie and Moore 2003	What are the forms of exchange? How does market exchange differ from other exchanges? Who are the parties to exchange? Why do they engage in exchange?	– Macro: – Aggregation of buyers and sellers in channels – Micro: – Firms and households – Any two parties or persons	– Strategic & routine transactions – Social, economic & market exchange – Barter & market transactions – Generic exchange//

Source: Shaw and Jones (2005: 244)

context-specific phenomena, help structure the social world and the relationships of embedded subjects; in this case marketing theory and practice. Social reality expressed through discourse can be shaped by extant power and knowledge relations (Foucault, 1980), where normative perspectives are presented and represented axiomatically. Bernstein (1999: 157) draws a distinction between *horizontal* discourse (which is the knowledge developed through practice), and *vertical* discourse (which is the knowledge developed through hierarchical structures of academic knowledge). Marketing discourses are predominantly represented textually in a micro-context (Potter and Wetherall, 1987) and, as Watson (1995) points out, can frame action, be the focal point for the formation of ideas, constitute particular forms of subjectivity and be able *to inform practice*. Authors contributing to marketing knowledge through texts have mainly done so explicitly from a discourse-analytic and a less than pluralistic normative perspective. For example, Felleson (2011) discusses how customers become enacted through discourse; Elliott et al. (1995) examine the discourse of symbolic consumption patterns; Copley (2010) demonstrates the nature of marketing in SMEs through discourse. Similarly, Fougère and Skålén (2013: 24) posit that "the mainstream marketing management discourse currently aligns to an orthodoxy devoid of reflexivity, characterised as a discipline which never views a world outside of its 'customeric' ideology, irrespective of context or temporality". Brownlie and Saren (2004) refer to an imposition of sterile and simplistic view of how organisations work.

A functionalist perspective of marketing knowledge generation – that it is a prescriptive pre-programmed technology and not the product of human agency – is the orthodox 'Grand Theory' view. Marketing *thought* – rather than marketing *deed* – has been the overriding conceptual framework and fountain of wisdom. It is the dominant authoritative academic discourse of marketing management theory and assumed to be axiomatic. Brownlie and Saren (2004: 2) make the claim that this principal source of knowledge dictates our perceptions of marketing "where there exists an invariable and privileged structure of predetermined categories". This normative model often overlooks intuition, individual action and meaning in small enterprises. The disparity between theory and practice is clearly delineated by Hills et al. (2008) who describe successful entrepreneurs practising without reference to leading textbooks which espoused 'received wisdom'.

This rational, linear, pseudo-scientific (and very often formulaic) model (Wilson and Gilligan, 2005), common in most marketing texts and suggested as universally applicable, has been relatively unchallenged as a normative framework. Cochy (1998), describing marketing as a "performative science", details early market-led developments in America and the call for theoretical marketing knowledge to lead rather than follow practice, for a shift from descriptive to prescriptive approaches, from inductive to deductive methods of analysis. Some academics, such as Hackley (2003) and Brown (2005) have criticised the lack of practitioner 'voice'. This echoes the earlier work of Whittington (1996) who urged that academics take seriously not just the work but the *talk* of marketing practitioners. This is very much the territory of researchers from the Critical Marketing School who target the "invariable and privileged structure of predetermined categories" (Brownlie and Saren, 2004: 2). Implicit in these different perspectives is a tension for hegemony. To examine the power of knowledge, therefore, knowledge of power must be examined.

3.4 Power relations in the creation of marketing knowledge

There has been a dichotomy of theory and practice characterised by the driving of practice by theory (Hollander et al., 2005: 32), a force predicated on the economic theory of the market as opposed to the social interaction of the market's actors. Embedded in this is the reliance on, and dogmatic belief in, "power/knowledge of a modernism and positivism that is prevalent in mainstream marketing research" (Skålén, 2008: 6). Hackley (2001: 39) admonishes this type of research as "a political thing constructed through texts". Tavory and Timmermans (2014: 10) plot the "triple marginalisation" that Glaser and Strauss (1967) claimed qualitative researchers (and particularly those practising grounded research) faced: in a micro-context:

– *theoretical marginalisation* by functional theorists spinning grand theories and looking for straightforward empirical verification;
– *methodological marginalisation* in which qualitative research was relegated to the production of hypotheses to be tested by statistical quantitative methodologies; and,
– *a marginalisation within the field of qualitative analysis*: ethnographic researchers were said to conduct unsystematic, atheoretical research".

Part of the 'practice-into-theory' challenge, as Hackley (2001: 735) expertly posits, is determining what it is to be "an expert at marketing management and strategic levels of decision making, and how might theory in marketing conceptualise this expertise in such a way as to promote its acquisition". At the heart of transferring knowledge from context to text to context is the debate about research-informed practice and practice-informed theory. This has implications for both the practice and teaching of marketing and is the key focus in this investigation. As Hackley (2003: 1326) states, the lack of critique of marketing wisdom "is problematic not only because marketing has turned into a general managerial discourse; its managerialism is also invested with power based on truth claims that are legitimated by its position as an academic discipline and expertise". Cornellisen and Locke (2005: 165) underline this by claiming that: "particularly lacking are studies from a practitioner perspective as opposed to science-centrist accounts of the relevance and dissemination of academic theory in practice". The problem with a 'science-centrist' approach, they claim, is that a linear view of the relationship between acedemia and practice is deficient in terms of: under-valuing the impact practitioner knowledge has on the assessment and use of academic research; presents a static perspective on a dynamic environment; doesn't account for power relations or situational constraints; ignores largely academic-based knowledge in favour of narrow instrumental uses; and ignores the problem of academic theory and practitioner-based knowledge integration (Cornellisen and Locke, 2005: 168).

Although there is evidence of the managerialist meta-narrative being challenged, a lack of empirical research into *how marketing is done* reinforces this perspective. Gummesson (1991: 65) posits that "there is a lack of empirical, inductive research geared towards marketing and sales". Harris and Ogbonna (2003: 483) echo this: "practitioners appear to be bombarded with conflicting and contradictory prescriptions for the organisation of marketing" Skålén et al. (2006) apply Foucault's concept of governmentality to marketing in terms of how and whom governs marketing. He describes an "episteme of action" as consisting of discourses, institutions, knowledges and practices, the epistemological inference being that knowledge is grounded in the "experience of order" of a specific age. A Foucauldian perspective on power in the production of knowledge is that representations of power are made through different forms of discourse: oral, written, audio-visual etc. His assertion is that power determines truth. In other words, power and knowledge are inextricably linked.

Furthermore, Fougère and Skålén (2013) applied the concept of 'customerism' in relation to the managerialistic ideology of marketing theory and how this has been developed through various discourses. And yet, many empirical marketing studies "do not pose the primary socio-phenomenological question: What is marketing work?" (Svensson, 2007: 275). The 'practice turn' or 'performative turn' in social sciences changed the emphasis from external reality to one based on action and interaction.

Skålén et al. (2007: 6) suggest that "the domination of managerial research has never been counterbalanced by a systematic critical analysis which is problematic given the assumed legitimisation of the managerialism that ensued". Their central argument is that managerial marketing has promoted a customer-centric government of organisations effecting a shift in power promoted by traditional marketing discourse without a sufficient social critique or articulation by practitioners. This discourse reinforces a rhetoric, stipulating a particular type of rationality (Skålén et al., 2008). Practitioners have their own internalised 'informed' intuition "immanent and insistent experience and knowledge" (Saren and Brownlie, 2004: 7). Whilst (Tadajewski, 2010) advocates examining and promoting the connections between marketing actors, Skålén et al. (2007: 6) is sceptical that prescriptive academic discourse is used in organisations. This debate focuses on the essence of where this inquiry, philosophically, should be focused: the lack of critique to challenge the hegemony dominated by science-centric perspectives and provide a practitioner perspective which is lacking in the literature.

Marketing has often received criticism for being ideologically-driven (Whittington and Whipp, 1992) and with an orthodox consensus which is seen normative and prescriptive in terms of the approach to research and pedagogy (Brown, 1995; Hackley, 1998; Wittowski, 2005). If we are to examine knowledge of power as stated above, we must acknowledge Lash's (2007: 60) assertion that "power has become ontological rather than epistemological: epistemological power characterised by scientific discourses imposed on its subjects; ontological power doesn't build on representative knowledge but on activist interventions". Because marketing is a practice where meaning is created and negotiated in a social setting, the crux of the debate centres on the question of what knowledge is and how the dominant paradigms and perspectives have gained and maintained hegemony through epistemological bias. Indeed, the roots of marketing knowledge, with its American micro-level view and the German product-oriented, consumer-centric singular quest for profit maximisation, can be said to display a colonial epistemology which has privileged the originators of marketing thought: the academics and writers of marketing. Harvard Business School's close links with management practice was instrumental in the development of the *Harvard Business School Case Method* in which analyses came from the direct experience of real business situations (Contardo and Wensley, 2004) which spawned a "classical education rhetoric" "conceived as a social scientific exercise in the broadest sense" (Hackley 1998: 23).

Although the School of Business at Wharton, Pennsylvannia was established in 1881, the School of Business at the University of Wisconsin-Madison (1900) and Harvard Business School (1908) paved the way in terms of marketing education in America. As a knowledge-based subject, the common aim was to "discover management principles and communicate them to practising or aspiring managers, for the general betterment of organisational effectiveness, consumer welfare and society as a whole (Wilkie and Moore, 2006). The ready adoption of positivist, Western prevalent paradigms has made change difficult, the adopters viewing (ironically Weber's *verstehen*) through the very same dominant epistemological lens. This manifests a kind of paradigm positionality, where texts as the written architecture of discourse exhibit this embedded in theories but where change in the marketplace often comes from the need for competitive advantage as opposed to any *ideological force majeure*.

A reflexive engagement with marketing texts is required to enhance understanding of the implicit power in the published word. Gadamer (1976: xxix) captured this well stating that "our possession by language is the ontological condition for our understanding of the texts that address us". Ideology expressed through marketing discourse can be seen in various neo-Marxist critical theory perspectives of consumerism, objectivism, ethical behaviour as well as authority and power relations (Brownlie et al., 1999).

This bifurcation that Hackley (2001) refers to – on the one hand a critical social scientific orientation manifest in the diverse and fiercely contested outpouring of marketing scholarship; on the other a naïve managerial perspective with a prescribed set of universal problem-solving techniques – describes a kind of schizophrenia: interrelated but opposing, incommensurable epistemes. Marketing knowledge can be codified *in texts* (Bannock et al., 2002), and the important role of tacit knowledge *in context* (Kohlbacher, 2008) has been neglected. Often, it is from within the routine interface with customers, partners and competitors that knowledge is produced. But whilst there is evidence of an expanding inclusiveness of marketing theory, its application has often been met with opprobrium. Increasingly, the failures of marketing practice have been attributed to marketing research and marketing education. Lowe et al. (2005: 198) even claim that "marketing studies legitimise an 'amoral scientism' as the guiding principle of marketing practice". Indeed, some such as (Scott, 2007: 7) accuse marketing studies as reinforcing a "relatively homogenous and uncritical business school agenda".

Figure 3.3 is a graphical illustration of the roots of marketing knowledge development. The boxes developing from the top of the figure indicate 'claimed' theoretical input, emanating from the domain of academe; the ones emerging from the bottom indicate knowledge which derives directly from, or observation of, marketing practice. Whilst it could be argued (indeed has been argued elsewhere in this work), that most theory originates from observation of practice, it is not within the scope of this inquiry to definitively debate the origins (represented in the diagram). Space, time and the main focus of this inquiry does not allow a comprehensive list of all developments which have impacted on the development of marketing knowledge. Rather it is the illustration of the role of practice in informing and, in fact, forming theory.

3.5 Practical marketing knowledge roots

As Baker (1995: 41) points out, "in an increasingly information-saturated world, knowledge needs to be firmly rooted in order to be distinctive and meaningful". To all intents and purposes, Marketing was created in the 1900s, Services Marketing in the 1980s, Business-to-Business and Relationship Marketing in the 1990s, with the 'paradigm shift' of a service-dominant logic 'emerging' much later. Except that this is all pseudo-scientific sleight of hand. Marketing manuscripts are often palimpsests bearing the faint hallmark of existing insight and well-established praxis. As Gadamer (1960) asserts: "historical consciousness is always filled with a variety of voices in which the echo of the past is heard [. . .] we have, as it were, a new experience of history whenever a new voice is heard in which the past echoes". Observation is often mistaken for discovery. Like some latter-day Columbus, sailing into an already inhabited landscape of indigenous marketers, marketing academics have sometimes 'discovered' various iterations of the marketing concept and intermittently stabbed their flags of intellectual ownership into the existing soil of marketing practice. Often, different parallax perspectives masquerade as paradigm shifts; conceptualisation can sometimes ignore or lack acknowledgement of contextual knowledge formation.

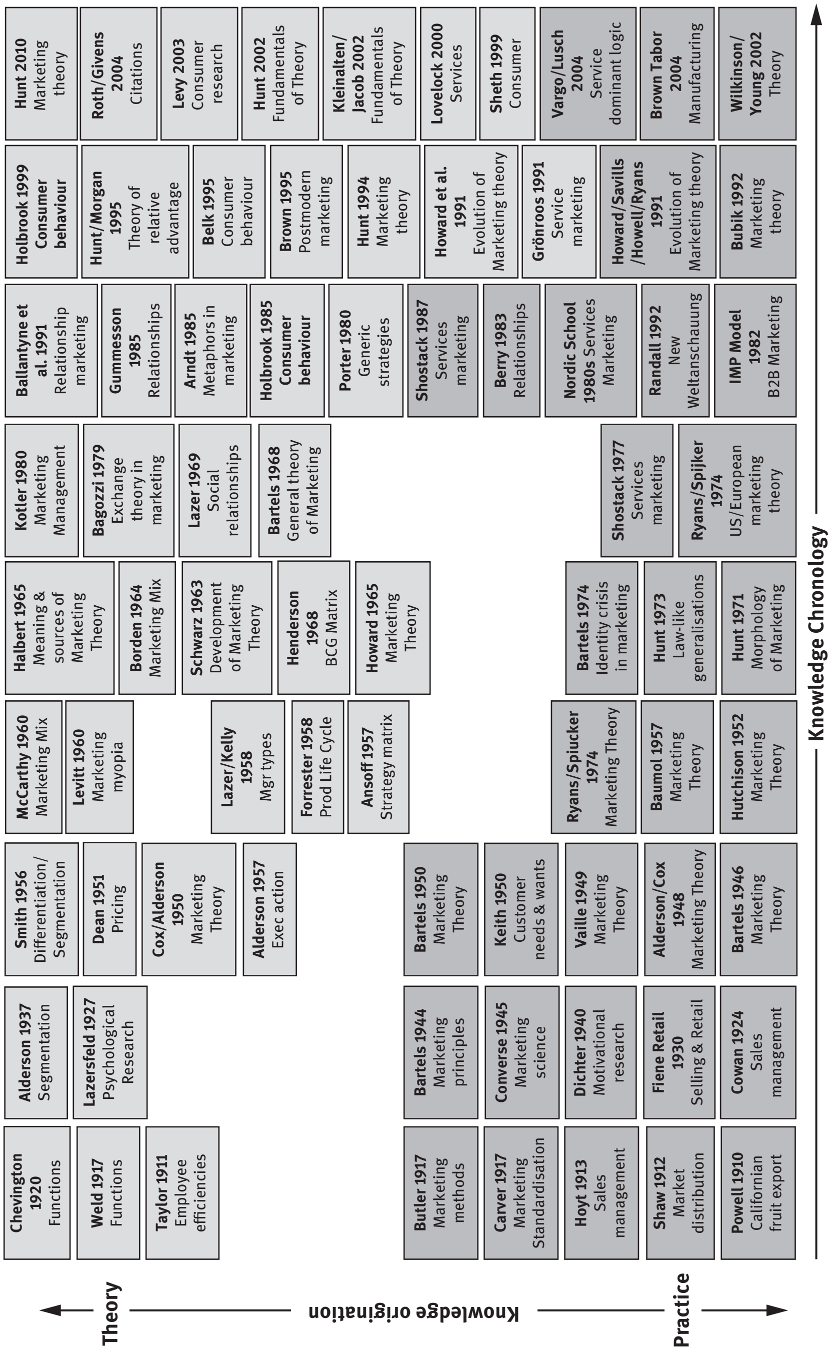

Figure 3.3: Origins of marketing knowledge.

Vargo and Lusch's (2004) acclaimed signal – and some would say single – contribution to marketing history championed a supposed new model of marketing which viewed the product-dominant logic of marketing as inappropriate and, indeed, incorrect. The 'model' is a synthesis of existing practice and focuses on: demand-side rather than supply-side; the emphasis on value creation; oper*ant* (invisible, intangible) rather than oper*and* resources; and the distinction between service not services. This 'new' logic "opened up an international dialogue on the output of marketing as *value propositions* rather than as goods and services" (Gummesson, 2007: 114). Certainly, the re-emphasis on value rather than services (and rather than products before it) is progressive thinking and makes sense, but this is not new territory. Scratching the surface of this particular marketing palimpsest reveals a landscape which bears the imprint of familiar forbears of all forms of customer-interface dialogue and deliberation. It does, however, present a good synthesis of previous marketing theory and, also acknowledges good practice. It characterises the phenomenon of reifying practice in theory and describes a sort of marketing *mise-en-abîme*: a sometimes-characteristic microcosm of marketing placed inside, and indicative of, the broader marketing landscape.

For every 'marketing myopia' (Levitt, 1960) strategic insight (which *does* sound like an optical contradiction!), there is a kind of 'structural amnesia' (Connerton, 2008:64), a "forgetting as planned obsolescence" which sometimes marks out the false reification of theory by academics. Tadajewski and Brownlie (2008) rehearse the evidence of context before text described by the likes of Borsch (1958) and McKitterick (1957) where organisations indigenous to the marketplace in the 1920s and 1930s had enacted marketing before it was *scripted*. What is indisputable is that marketing through a rational 20th Century lens of economics was manifest as a managerial discourse focusing on the demands of the market rather than the requirements of a broader franchise. Therefore, it is that phrase 'to all intents and purposes' – or to correctly acknowledge its origins 'for all intents, constructions and purposes' – which is the focus of this study.

Whilst the critical lens through which the review of marketing discourse is refracted in this study is *panoptic* not reductionist, two factors fix this debate: the relevance of research and the evidence of experience. The acceptance of practice-based theory has been hitherto prevalent with practitioners and practitioner consultants, and yet marketing scholars have yet to comprehensively embrace experience as an academically robust concept (Palmer, 2010). Hackley (2009) describes the 'striking contradiction' of the parallel universes of theory and practice: a highly packaged brand with a remarkably uniform identity as a set of universal managerial problem-solving techniques; a diverse body of critical marketing scholarship and research.

Many practitioners believe that marketing practice should be viewed as a profession; many marketing academics argue that marketing should be taught and researched as a professional discipline (Hunt, 2010). The production and dissemination of marketing theory has been essentially a managerial imperative, locked within often formulaic, mainstream marketing and strongly institutionalised within marketing academic discourse. Even the American Marketing Association's definition of marketing focused on 'marketing management' centred on the firm not the broader marketing canvas. According to Hubbard and Lindsay (2002), marketing phenomena is described in 'empirical generalisations' which frequently precede and indeed drive marketing theory. Seeing this from the perspective of complementarity rather than competition, Wensley (2002: 397) suggests it is "much more of a duality than a dualism".

This is fundamentally important to this inquiry. The dualisms of objective/subjective and theory/practice form the bedrock of this examination of the textual and contextual domains or opposing epistemes. The dialectic of negation between orthodox logic and interpretive perspectives of knowledge is challenged by the promotion of a complementary duality with equal status with compatible, reciprocal relational possibilities. But the debate is becoming ever more centred on actual practice and how that often concealed 'tacit' knowledge can be uncovered.

3.6 Tacit knowledge and practice analysis

The issue of knowledge and its characteristics has been widely discussed in the scientific literature. Knowledge has *practical value* – it permits humans to define, characterise, evaluate, and learn to solve problems (Krogh et al., 2000). The inference in the normative perspectives of marketing knowledge is that 'good' theory reinforces the profession of management and advances scientific knowledge. Whilst this may be true of 'pure' disciplines, what of more *applied* disciplines which have an empirical, practical orientation such as Marketing? Practice often has tacit knowledge which is not expressed as theory; theory often has explicit knowledge not related to practice. It is, as previously stated above, a discursive phenomenon which fuses competences, materials and affective engagements (Arnould, 2013: 129). Nonaka and Takeuchi (1995) describe how knowledge is acquired through the conduits of socialisation, externalisation, combination and internalisation:
- *socialisation* (from tacit to tacit);
- *externalisation* (from tacit to explicit);
- *combination* (explicit to explicit); and,
- *internalisation* (explicit to tacit).

The idea behind this process is one of dynamic interaction between tacit and explicit knowledge and pays homage to Polanyi's (1962) research on the distinctive between tacit and explicit knowledge. According to Nonaka and Takeuchi (1995), the knowledge creation process involves a dynamic interaction between tacit and explicit knowledge, which is commonly known as 'knowledge creation spiral' in the SECI model. This model achieved almost paradigmatic levels of acceptance even allowing for the empirical criticisms. The overall process consists of four different modes of conversion, the first one being the transfer from tacit knowledge to tacit knowledge, or the socialization process. The second process deals with the integration of different forms of explicit knowledge, which is called as combination. The third and fourth modes of knowledge conversion take into account the interactions between tacit and explicit knowledge. The process of making tacit knowledge into explicit knowledge is externalization, whereas the conversion of explicit knowledge into tacit knowledge is called internalization. Each of these four modes possesses distinctive practices and the interplay between them constitutes a dynamic process of knowledge creation (Nonaka, 1991; 1994). As Mende (2005:189) suggests, knowledge consists of *process* knowledge and *product* knowledge: knowledge *about* knowledge. This is 'meta-knowledge.

Where explicit knowledge is formulated and expressed textually, tacit knowledge, a term first introduced by Polanyi (1967), stems more from intuition, common sense, or personal experiences. This type of implicit situated learning comes from actions, routines, values, and emotions (Nonaka et al., 1996), and consists of both experiential perception and tacit apperception: pre-existing and learned knowledge from interpreting the requirements of the environment as well as the historical context within which that environment is set. It is contingent on temporality, experience and situational complexity. can also be individualised, not recorded formally, a result of imitative, memetic behaviour. Explicit knowledge is rational and objective, while tacit knowledge is experiential, intuitive, and subjective (Nonaka and Von Krogh (2009).

There is a growing, some would say, anti-Cartesian movement in general management academia to highlight the importance of tacit knowledge as the key psychological condition of activity. Indeed, Schatzki et al. (2001: 16) claim that mental entities, once the principal root of knowledge, to be "irredeemably contaminated by the 'Cartesian' interpretation of them as occupants or aspects of a distinct space or realm". There is a growing rejection of a formulaic marketing 'process' which minimises external concerns, is objectively-driven or has no recognition of tacit knowledge in organisations (Hackley, 1999). Instead, they (practice theorists) privilege practical capacities such as know-how, skills, disposition and tacit understanding. This reflects the dynamic within which an alternative view of knowledge creation – practice theory or practice analysis – has emerged. Practice theory describes the dialectic between human agency and social structure: how people make and understand the world they live in. The pressure to impose scientific rules on tacit practice have been largely resisted. Pickering (1997), suggests that there is no need to look for hidden structures; a social theory of the visible is enough. Slettli and Sighall (2017: 19) refer to this as indigenous knowledge which is culturally-specific. Tacit knowledge serves as a foundation of social practice and change

(Tsoukas and Vladimirou, 2002). Individuals acquire diverse tacit knowledge as they participate in various social practices.

Reckwitz (2002: 243) traces "theories of social practice" in the work of cultural theorists such as Bourdieu's (1972) 'praxeology', Giddens' (1984) 'structuration', with antecedents in Wittgenstein and Foucault's 'praxeological' analysis of the relationship(s) between bodies, agency, knowledge and understanding. Wittgenstein stated that the meaning of a concept is to be understood through its use, through the knowledge gained from social interaction. The 'motor skills' metaphor Polyani gives of learning to ride a bicycle is apposite to determining what is tacit knowledge. Riders may not know the theory, the science, behind cycle propulsion but learn by observation and practice.

The tacit knowledge of practitioners thus becomes a source of creativity and inspiration for seeing problems in a new light and searching for solutions (e.g. Leonard and Sensiper (1998). However, the general critique of the scholarly literature is the lack of attention to the role of social practices for knowledge conversion (Nonaka and Von Krogh, 2009). Brown (2005: 4) puts this well: "The tragedy for marketing is that it continues to disavow its discursive roots in the hope that it will be taken seriously by the scholarly community in general and the social, sciences in particular". The irony is that marketing executives and practitioners barely read academic literature (McKenzie et al., 2002). Brown (2004: 322) gives the most damning – and therefore most worrying – verdict on this state of affairs: "They get nothing from it. They regard the leading journals as vehicles for scholarly advancement rather than founts of eternal marketing wisdom. They turn to Jack Trout, not *JM*, to Tom Peters, not *JMR*, to Sergio Zyman, not *MS*, when they're looking for meaningful marketing insights". Day (1994: 10) claimed that tacit knowledge – that gained from experience – is most likely to be "the most influential knowledge". Schegelmilch and Penz, 2002: 7) declare that valuable knowledge in the marketplace is "unique and mostly context-specific [...] difficult to obtain". Ichijo (2002: 478) draws a distinction between knowledge that can be categorised as 'exploration' (intellectual capital within an organisation) and knowledge that can be categorised as 'exploitation', (enhancing this intellectual capital with existing knowledge).

Figure 3.4 illustrates the wide range of knowledge – product, process, competitor, customer supply chain, market and strategic knowledge – which may be generated from the day-to-day operations in the form of tacit knowledge or imported from reports and surveys etc. in the form of explicit knowledge. These combined and synthesised will constitute a holistic view of a practitioner's marketing knowledge systems.

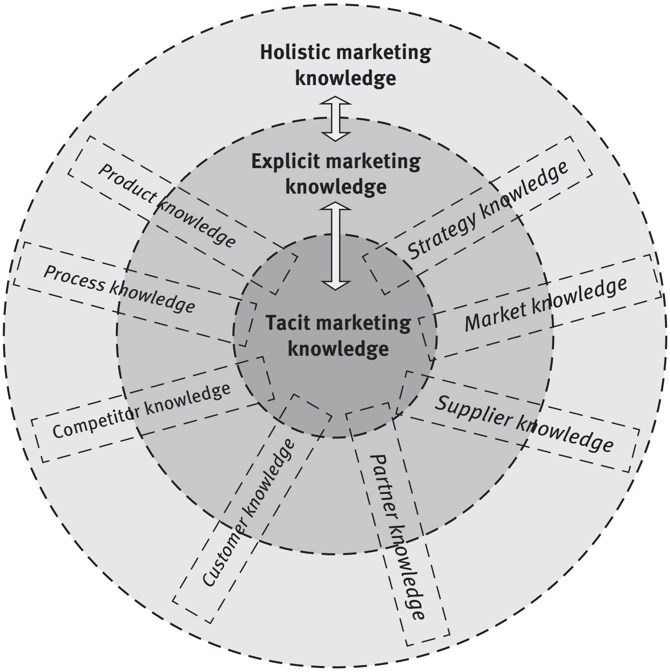

Figure 3.4: Practitioner's view of marketing knowledge.
Source: Kohlbacher (2007:199).

3.7 Intellectual perspectives of marketing practice

Kumar (2015: 1) discusses how "the marketing discipline has experienced changes in terms of its dominant focus, thought and practice" and how this has accelerated since 1996. Howard (1983: 91) suggests a framework for how marketing practice is represented from an intellectual perspective with axes of:
- *empirical* (customer and functions within the firm) and,
- *axiomatic* (competitor and contribution and present value).

Lambin et al. (2007) draw a distinction between operational (the prescribed '7Ps' tactics) and strategic marketing (long-run competitive advantage). As can be seen in Table 3.3, the former is an *action-oriented* process which is all about targeting, positioning and segmentation; the latter is an *analysis-oriented* process with the aim of producing economic value.

This illustrates the two often-polarised domains of practice and theory: the former with an inward-looking internalised perspective of operational activities and often short-term timelines; the latter with a longer-term external view of the environment. This helps to put the research aim "To examine and evaluate the epistemological

Table 3.3: Comparison of operational and strategic marketing.

Operational Marketing	Strategic Marketing
Action-oriented	Analysis-oriented
Existing opportunities	New opportunities
Non-product variables	Product-market variables
Stable environment	Dynamic environment
Reactive behaviour	Pro-active behaviour
Day-today management	Longer range management
Marketing function	Cross-functional organisation

Source: Lambin et al. (2007)

bases and values of what constitutes marketing knowledge in theory and in practice and critically analyse perceived and actual disconnects between these two epistemes" into context. It was around the 1980s when the emphasis on *strategic* marketing took hold where market share, sustainable competitive advantage (Porter, 1985) and the correlation of profitability suggested a more prescribed formula. PIMS (the Profit Impact of Marketing Strategy) did much to raise the credibility of applied marketing (until critics exposed the root was correlational not causal). In addition, critical marketers – particularly those of a Scandinavian persuasion – questioned whether marketing had begun to move away from its original orientation: the customer's perspectives. Fuelled by the likes of Arndt, Day, Howard and Hunt, who claimed that the neo-classical, micro-economic school of marketing was patently inadequate and starting to look radically out-dated, the 'relationship marketing' paradigm, with antecedents in the notion of social rather than economic exchange (Anderson, 1982) was beginning to be largely influential. It is interesting to note that the Scandinavian 'IMP' Group (*International Marketing and Purchasing Group*), with its industrial (soon to be Business-to-Business) orientation, created the foundations for the 'interactive' service-oriented models of Håkansson (1982), Gummesson, (1987, 1993) and Grönroos (1990) and the subsequent extensions into CRM (Customer Relationship Management) (Webster, Malter and Ganesan, 2004). Ambler (2004) uses the metaphor of a "marketing elephant" to illustrate how author's views of what constitutes marketing is a product of their own perspectives: one market-driven (Day, 2004); one value-creating (Prahalad, 2004). These views are not incompatible but are not comprehensive. Heuristic analyses are required: to comprehend the whole elephant, claims Ambler (2004), one must include all valid perspectives.

Table 3.4 illustrates Cornellisen's (2000: 322) guide to using academic 'knowledge' theories which have practical application including:
– *instrumental* (a rational, scientifically-derived problem-solving model);
– *conceptual* (linking ideas to practical solutions); and,
– *translation* (a hybrid of mutually influential theory and practice entities).

Table 3.4: Using academic theories in practice.

Model	Point of departure	Type of supply	Implementation of knowledge	Application to this inquiry
Instrumental	External effects of science as matter of rationalising, one-way relations	Discrete knowledge	Direct, solution to problem, short-term	The localised, specific short-term theoretical application of marketing knowledge is resonant of the ‘solutions to practical problems’ asymmetrical ethos of consultancy.
Conceptual	External effects of science as matter and rationalising, one-way relation	Diffuse knowledge, concepts and generalisations extracted	Indirect, long-term, generalisation and particular concepts used as knowledge base for policy	Whilst this is a more generalised and longer-term theoretical application of marketing knowledge, it is still mainly asymmetrical.
Translation	Science as a source of knowledge, science and practice mutually influential entities	Discrete and diffuse knowledge, selectively received, shaped and used	Intro existing interpretation schemes (reflective practitioner), information actively shaped and translated	This represents the perspective espoused by the author in this work: symmetrical, hybrid and mutually inclusive and respectful of theoretical and practical perspectives.

Source: Developed from Cornellisen (2000: 322)

The ‘instrumental’ model, which is characterised by discrete, one-way knowledge, maybe doesn’t offer concrete solutions to practitioners, but rather provides general visions or illustrations, empirical interpretations becoming reduced models with limited practical application. The ‘conceptual’ model offers diffuse knowledge, generalised for wider usage. The ‘translation’ model, however, is based on a synthesised template of both frameworks where science and practice are intertwined but knowledge is adapted not adopted: transformation of knowledge a process of reinterpretation and perhaps reinvention to suit localised heuristics and environmental factors. The emphasis here is on the acceptance of theory’s relevance to practice by the “reflective practitioner” (Schön, 1983), an active engagement of praxis with both theory and practice. It is an relational model which suggests a dyadic fusion rather than separation. This version has more resonance with the author's own proposal, developed in relation to the aims of this inquiry. 'Instrumental' models exhibit the localised, specific short-term theoretical application of marketing knowledge is resonant of the 'solutions to practical problems' asymmetrical ethos of consultancy. 'Conceptual' models offer a more generalised if asymmetrical longer-term theoretical application of marketing knowledge. 'Translation' models represent the author's perspective in this work: symmetrical, hybrid, mutually inclusive and respectful of theoretical and practical perspectives. A comprehensive literature review of Knowledge Management (KM) in small and medium enterprises (SMEs) undertaken by Massaro et al., (2016), found fragmented and mostly unrelated research with little practical application.

3.8 Theoretical marketing knowledge roots

Early identification of the need for a theory of Marketing rested on the shoulders of the likes of Alderson, (1957), McGary (1953), Bartels (1968) and McInnes (1964). Palda's (1964) measurement of cumulative advertising effects on sales marked one of the earliest connections of scientific theory to practice from which a theoretical knowledge – rooted in the disciplines of psychology, economics, sociology, statistics and anthropology – base has been built. This collective inspired a half century of debate about the very fibre and nature of what Marketing Theory was and could be about. The 'science or art' debate, initiated by Alderson and Cox (1949), countered by Vaille (1949: 522) ("marketing will remain an art"), polarised on the pseudo-scientific and the vocational. Those who advocated the need for a theoretical approach argued for a mimicking of the natural sciences; those with a managerialsist leaning looked for theory anchored in practice. On whether Marketing was actually a 'science', Buzzell (1963:34) expressed doubts: "Marketing would appear to be primarily an area for application of findings from the sciences (primariy the behavioural sciences) and not a science in itself. Should then the attempt to make it a science in itself be abandoned as a wild-goose chase?" The mimicry of the natural sciences is evident in Firat Firat's (1985: 143) observation that "by accepting temporal and contextual facts and truths as universal and eternal truths" this presented marketing as an ideal ideological vehicle for deconstruction. Hackley (2003: 1325) refers to the rhetorical strategy in marketing management discourse. The inference here is that "ideology represents implicit belief systems and values that are woven within the normal social and linguistic practices of groups". Willmott (1999) criticises the assumption that there is an ontological parallel between the natural world and the social world. The 'scientism' paradox he describes sees the focus on the need for managerial relevance might make academic study of Marketing less relevant to practice. As Tadajewksi (2004: 303) suggests, "the recognition of the epistemological assumptions underpinning marketing theory and academic practice has a long pedigree beginning with the German Historical School". The German Historical School, studying marketing practice in the marketplace, laid down the initial foundation stones for developing a science of marketing (Jones and Monieson, 1990). In America, *The Marketing Science Institute* (MSI) was founded in 1961 to "create knowledge that will improve business performance" (Lehman and Jocz, 1997: 141).

According to Ramond (1964, quoted in Buzzell, 1963: 34) "the business man's practical wisdom is of a completely different character than scientific knowledge. Whilst it does not ignore generalities, it recognises the low probablity that given combinations can or will be repeated [. . .] in place of scientfic knowledge, then, the businessman collects lore." Baker (2011) disputes this claiming that "adducing the paucity of managers' use of marketing models and theories is not suffcient to refute the posssibility of the development of scientific theories in marketing". Hunt (1976: 65) suggested that "Theories are systematically related sets of statements, including some law-like generalisations, that are empirically testable. The purpose of theory is to increase scientific understanding though a systemised structure capable of both explaining and predicting phenomena." Here, he basically concluded that advocates and critics concurred in terms of their polarised beliefs about theory (Hunt, 1983: 10). And yet, Kerin (1996: 5) pointedly (in a review of Marketing's first 60 years), claimed that Marketing literature had become "more scientific" with an emphasis on quantitatve analyses and a fixation with the need for provable theory: "Marketing phenomena, originally addressed by tuition and judgement, were increasingly studied with fundamental tenets of the scientific method". Anderson (1983: 25) questioned the veracity of Hunt's positivistic orientation: "Despite its prevalence in Marketing, positivism has been abandoned by these disciplines [philosophy and sociology of science] over the last few decades in the face of overwhelming historical and logical arguments that have been raised against it."

This is a crucial turning point in the debate as it marked a signficant shift in focus: it wasn't about whether Marketing should have a scientific theory but what *type* of scientific theory it should take. The notion that there wasn't (nor could be) one 'correct' method for evaluating Marketing came really from this period of debate (and obviously fuelled by Kuhn's insightful paradigm declarations). It was a debate about realism and relativism. Lüdicke (2006) documents steps in the development of a theory of marketing delineating theory, observation and practice. Lusch and Watts (2018) describes how the complex marketplaces characterised by global competition, accelerating sustainability concerns and an increased focus on innovation risks fragmentation of thought much more severe than that which Theodore Levitt articulated in '*Marketing Myopia*' (1960). Hunt (2017) posits that the four 'eras' of marketing thought had significant promise when first founded (1900–1920), neglected in 1920–1950, rose to prominence between 1950-1980, has become fragmented from 1980 and has prospects that are both promising and problematic. This is, as Edwards (2018) suggests, due to the difficulty of applying marketing theory to practice in such a "diffuse and protean contextual backdrop". She argues that "where there is imprecision there is scope for amateurs and self-servers to seek to inveigle their way into the cannon". There are a growing number of researchers and management practitioners who believe that conventional marketing theory is often ill-suited to the challenges of the modern business environment (Maclaran, Chatzidakis and Parsons, 2018).

As briefly outlined above, one recent attempt to construct a General Theory of Marketing is 'Service-Dominant Logic' (Vargo and Lusch, 2004). With its focus decidedly on the centrality of service, it has as its major tenet the focus on integration of resources (née 'Resource-Based View'), both intangible and dynamic, with 'operant resources' (knowledge and skills) seen as the basis of exchange. At the centre of discussions on the notion of value in the application of marketing knowledge is whether this occurs *in exchange* or *in use*. A further modification – *value-in-context* (Vargo, Maglio and Akaka, 2008) – is suggested, accounting for: co-creation, the integration of other resources as well as the contextually specific nature of consumption. According to Vargo, Akaka and Vaughan (2017: 1), value is phenomenological, experiential, is always co-created and both multidimensional and emergent. Value-in-use has its origins before the service-oriented movements – both academic and in practice – of the late '70s and '80s, but the popular 'service dominant logic' articulation attributed to Vargo and Lusch (2004; 2017) of a 'service ecosystem', emphasises the importance of an extended context perspective (Akaka, Vargo and Schau 2013) and a 'service for service' rationale. The definition of such a service ecosystem as "a relatively self-contained, self-adjusting system of resource-integrating actors connected by shared institutional arrangements and mutual value creation through service exchange" (Vargo and Lusch, 2016: 11) focuses on the phenomenological value derived from exchange and the application of resources. Value is always individually and phenomenologically determined by the beneficiary "because value is idiosyncratic, experiential and meaning laden" (Vargo and Lusch, 2008: 7). Findsrud, Tronvoll and Edvardsson (2018) put forward the view that resource integration is vital to value co-creation despite evidence-based research which focuses on competencies as enablers of resource integration, particularly the role of motivation as a key driver.

The initial iteration of 2004 was further synthesised in *The Service-Dominant Logic of Marketing: Dialog, Debate and Directions* (Lusch and Vargo, 2006), and has recently been modified accommodating a broader range of applications and acknowledging many academic reservations. As with a considerable amount of the 'premises' of SD Logic, there is resonance with (if not regurgitation of) past marketing concepts. The 'integration of resources' (née 'Resource-Based View') has roots inextricably linked to Porter's 'Value Chain'. When the 'people' element was added to an extended marketing mix, Berry, Bitner et al. were progenitors of the idea that knowledge and skills (ie: operant resources) supplemented, and to some extent supplanted, the physical product. Similarly, the notion of 'co-creation' resonates with the concept of 'symbolic interactionism', espoused by the authors of consumption, branding and a plethora of integrated marketing communications texts and papers, where symbolic symbiosis is the essence of 'the meaning of consumption'. Furthermore, Holbrook (1985) would posit (an argument that cannot be articulated within the scope of this book), that value is both active and *re*active: the consumer is not always *pro*active (or 'operant') in the creation of value. Reactive value (when things are done *to* a consumer by an object), as well as the value-*depleting* nature of consumption, needs to be accounted for if a broadened theory of resources is to be developed.

To reiterate from above, whilst the logic is reasonably sound criticism stems from the fact that SD Logic either purports to, or has been received as, a new paradigm. Shostack's (1977: 73) seminal 'breaking free from product' work predates the authentic initiation of this thought process: "The classical 'marketing mix', the seminal literature, and the language of marketing all derive from the manufacture of physical goods [. . .]". This insight not only shattered marketing myths but laid the foundations for a more comprehensive panoramic paradigm of marketing extolled by the likes of Schlesinger and Heskett (1991), Normann and Ramirez (1993), Grönroos, (1994), Gummesson, (1995), Hunt and Morgan (1995). Even Vargo (2018: 720) admits that the essential essence – that 'service-for-service' exchange value is co-created – has deeper roots: "As with all 'new' ideas, neither of these was entirely new and the credit for the development of S-D logic extends considerably beyond Vargo and Lusch". This somewhat contradicts the self-proclaimed 'conceptual turn' of the idea of 'co-production': mutually-beneficial network benefits of the original iteration. Vargo (2018: 729) admits as much: "It also should not be ignored that S-D logic, even at a metatheoretical level of abstraction, has normative implications". Vargo et al. (2010: 127), in an honest review and reassessment of SD Logic, qualify the claims that it is a "dominant worldview": "Although SD Logic is not a paradigm [according to Kuhn's definition of scientific practice drawing on models of coherent traditions of scientific research], it functions at a paradigmatic level and provides an alternative lens, a mindset". It is the discipline, they proclaim, that will define whether SD Logic becomes a world view, bottom-up not top-down.

Furthermore, there is an inherent contradiction in its ontological and epistemological bases. On the one hand, scientific realism – the insistence that there is one reality – appears to be its main ontological stance (Vargo 2018: 733); on the other, it espouses the validity of experiential, contextual 'truths' (ie: individual interpretation). A previous claim that "ontological reality, of which the social is a part, and its 'natural laws' can be approximated, particularly from a metatheoretical level of abstraction, applicable to all levels of aggregation" (Vargo and Lusch, 2017) hints at compromise not conviction. Tellingly, particularly in relation to the organic 'emergent' nature of SDL, Vargo (2018: 735) states that "whereas predictability is desirable, explanation might be the more essential condition of theory", which essentially highlights the problem with the "presence of downward causality" in its theoretical base. The goal of a general theory of marketing – a more applicable, relevant normative theory of marketing for practitioners – is not fully realised here, and Wroe Alderson's (1957) clarion call for "not an interpretation of the utility created by marketing, but a marketing interpretation of the whole process of creating utility" is not satisfied. At best, as Vargo (2018: 733) suggests, "theory ties together more basic elements – e.g., lawlike generalizations, sub theories, and insights and provides explanation". Wright and Russell (2012: 218), whilst acknowledging the impact SD Logic has had, suggest that "the arguments to date have overlooked issues of testability, over-explanation, and normative power, and they are undermined by a definitional slide in the justification of service-dominant logic". O'Shaughnessy and O'Shaughnessy (2009:145) question whether SD Logic is not a "backward step" arguing that it is "neither logically sound nor a perspective to displace others in marketing". Further still, they reject the notion that viewing *all* businesses as service entities is not a progressive approach [. . .] [recommending] a disjunctive definition of service which would throw up service categories that needed to be studied in their own right if progress is to be made" (O'Shaughnessy and O'Shaughnessy, 2011: 1310). Levy (2006: 62) offers a realistic summary: "Those practitioners and scholars of a 'service-centred' frame of mind will feel reinforced, maybe enthusiastic or annoyed because they always thought that way anyway". Further still, Deighton and Narayandas (2004: 19) question whether this is a new dominant logic or "a familiar set of contingencies" and the answer lies in the inductive development of theory from phenomena closely observed and thickly described".

Those dismissive of the 'ground-breaking insight' claim that SD Logic replaces 'service' for 'value-added' or is "firm-centric not experience-centric" (Prahalad and Ramaswamy, 2004), argue that the logic is too abstract (Shugan, 2004), or that there is no real 're-orientation' implied (Levy, 2006). Hunt (2004) suggest that SD Logic may be considered a rework of Boyd and Levy's *New Dimensions in Consumer Behaviour Analysis*, implying that it is merely "a more effective articulation rather than a new framework".

3.9 Creating theoretical marketing knowledge

Whilst research is a creative conduit for producing new theory, theory is essentially a conceptual framework used for explanation of knowledge. Attempts at developing a normative theory of marketing are predicated on prescriptions of principles and practice aimed at developing valuable, sustainable customer relationships. Any inquiry into what may constitute a theory of marketing knowledge should have a definition of what is meant by 'theory'. Emory and Cooper's (1991: 65) definition serves this purpose: "A set of interrelated concepts, definitions and propositions that are advanced to explain and predict phenomena". And yet concepts and contexts are contingent on dynamic competitive environments, changing customer requirements and political pressures which determine its nature and application.

Marketing as theorised by academics has sometimes presented a nomothetic, reductionist, introspective view of the discipline, characterised by a fixation with formula not form and with mechanics not magic. According to Hackley (2001: 74), marketing is "textually worked up as an empirically bounded, normatively ordered and problem-categorisable field of enquiry". This restrictive approach describes a sort of insular dwarfism of auto-communication rather than collegiate dissemination of the discipline, sometimes seen as an incestuous insider game of abstraction not application (Smith, 2013). November (2008: 435) refers to this as a kind of marketing knowledge myopia, claiming that academics have become "production-oriented, with the objective of producing as much of it [theorised marketing knowledge] as possible".

Ardley (2008: 189) questions the appropriateness of academic text books as practical guides to applied theory, their "penchant for universal truths and positivistic approaches to social reality serve only to obscure the interpretive nature of knowledge". To state that there is a divide between marketing academe and marketing practice, as Hunt (2002) suggests, is certainly a truism. The locus of this discussion is whether the pursuance of a normative, prescribed model of marketing knowledge has become a counterpoint rather than complement to marketing practice, and the negative consequences of disciplinary fragmentation (Wilkie, 1999) have created a self-sustaining schism. Academics, according to Alvesson and Deetz (2000: 84), "are often viewed as ideologists. They serve dominant groups through socialisation in business schools, support managers with ideas and vocabularies for cultural ideological control at the workplace level and provide an aura of science to support the introduction and use of managerial domination techniques".

Boddy (2007: 46) points to a strong focus on scientific research in the marketing discipline which "has caused a form of academic myopia and precipitated a debate on the role of research in business schools". There is a perceived character of management research, expressed in terms of the problematic status of its 'relevance' for management practice. Indeed, debate concerning the general topic of knowledge production in management studies led, in the UK at least, to a much publicised chracterisation of management research on the basis of the degree to which users and producers of knowledge products were integrated within managed networks of activity and collaboration.

Has marketing's 'Grand Theory' locked us into an intellectual cage which has become less and less applicable in practice? Indeed, the difficulty with researching and constructing a general theory of marketing, which by its very nature should be applied, is that all academic writing is filtered through: author positionality; assumptions about research methodology; the selection of favoured theories and belief systems; and general intellectual disposition to what marketing 'knowledge' is and how it can be investigated.

3.10 The need for theory *in* marketing and *of* marketing

A distinction needs to be made between a theory *of* marketing and theory *in* marketing: the former is concerned with trying to explain the dynamics of marketing as a theory and a practice; the latter attempts to explain specific phenomena in which marketing researchers and scholars are concerned with. The need for theory to supplement the empirical evidence of practice – the analysis of experience – is essential in order to have a formal structure, to enhance understanding of the holistic marketing process, to help practitioners make better decisions and to reduce reliance on other disciplines. Alderson (1948) and Brown (1948) were the first academics calling for theoretical marketing theory having primacy over the empirical, practical 'art'. Bartels (1951: 325) claims that marketing "can scarcely be said to have attained scientific status" because of its lack of general theories and principles.

Contributions are varied and valuable in terms of theory in marketing; thought and deed, theory and practice, lie at the epicentre of the debate and discussion of the need for a theory *of* marketing. And yet one single definition of 'theory' is not something marketing scholars can agree on. As far back as 1946, Bartels posited the notion that there was "no *one* theory of marketing but there may be *many* theories" (p. 70). Under a 'General Theory of Marketing', (Bartels, 1968) later combined seven individual theories covering: economic market separations, market roles, social initiative, flows and systems, behaviour constraints, social change and social control of marketing. Other early pioneers such as Hunt sought a theory of marketing which aimed at increasing "scientific understanding through a systemised structure capable of both explaining and predicting phenomena" (Hunt, 1983: 10). Bartels (1970: 73), a decade earlier had distilled a possible theory framework into five fields: marketing functions; historical institutional evolution; small versus large-scale activity; integration; and specialisation. Hunt (1983) focused on four "fundamental explanada": exchange, buyer behaviour, the institutional framework to facilitate this, and the societal consequences of this activity. A theory *of* marketing would attempt to examine and explain how all these elements combine together; a theory *in* Marketing would concentrate on one of these elements.

The complexity of these individual aspects proved to be a stumbling block in any attempts at synthesising these linked but different strands into a macro-theoretical coherent framework. Bartels (1970: 129) more-or-less summed up the state of play: "Traditionalists in marketing have not thought in the terminology of behaviourists who do not think as do quantifiers who do not always think as managerialists or comparativists. One is compelled to ask whether or not this is a breakdown in our knowledge of marketing, in the cohesiveness of this field of scientific endeavour".

Dependent upon philosophical orientation, theory can mean:
- a range of semi-applicable abstract concepts;
- market-oriented value propositions;
- a general principle of predicting and/or verifying facts; and,
- law-like generalisations to explain phenomena.

Often, because of this, an objective, scientific label is attached to marketing theory. Whilst it can be a useful way to examine commercial and social activity, it cannot be value-free and, as Venkatesh (1985: 63) points out, there has been a "crisis of relevance" for some considerable time now. The two key drivers for applicable theory – better operational efficiency but also intellectual curiosity with the intention of a formulaic, consistent approach to practice seen as a liberation to marketing practitioners – are often conflicting and polarised goals. Baker (1995: 20) has been influential in establishing "the recognition and acceptance of the need to improve our understanding of the manner in which the marketing system works which underlies the need to develop a workable theory of exchange". Significantly, he suggests the benefits as being the satisfaction of intellectual curiosity and improved operational performance.

Baker's (1995: 28) summary is illustrated in Table 3.5.

Table 3.5: The need for theory in marketing.

	Advantages of good theory
Practical value	Better theories will improve managerial decision making and problem solving.
Knowledge creation	Theory provides direction and structure to academic enquiry and helps 'make sense of facts'.
Academic status	Marketing is an academic discipline. It requires its own theory. It cannot rely on borrowing from other disciplines.
Intellectual curiosity	Only theory can provide the basis for understanding how the marketing system works and explaining the underlying foundations and forces.

Source: Baker (1995: 28)

The effectiveness of marketing theory to marketing practice is a central issue in the development of marketing theory. He suggested that this was because: marketing theories did not reflect the business realities or language of the user but of the builder; marketing theory often presents solutions to practical marketing problems which are too complex when practitioners want simple solutions to complex problems; marketing theories are often logically correct but impracticable. This last one throws up a number of separate problems:

– Many theories should focus on tactics and offer advice for implementing this and not be fixated with strategy.
– Content relevance is the not the academic criterion but *process*.
– Academic theory tends to focus not on problem solving but problem formulation.
– There tends to be a pro-theory orientation.

Baker (1995: 41) points out "academics are not only producers of marketing knowledge, but also merchandisers, retailers and consumers of it as authors, researchers, teachers and consultants". He stresses the need for theory as a way of anchoring marketing knowledge to set it in context as the "product life cycle of marketing knowledge is shortening and therefore the capital value of marketing knowledge has a shorter shelf life" He declares that an essential aspect in developing marketing theory "is the understanding of its historical evolution, the current knowledge base, its relative strengths and weaknesses, potential dangers and future direction".

As has been previously discussed, not only does content and context affect different perceptions and analyses of what constitutes marketing knowledge, observer perspective is critical. Rossiter's (2001) project into what constituted 'marketing knowledge' yielded four categories: marketing concepts, structural frameworks, strategic principles and research principles. Surprisingly, a framework of empirical facts and generalisations ('speculative assumptions' if you will) is entirely and, it would have to be said, erroneously omitted. Segmentation is included but not any real analysis of consumption. Cornelissen and Lock (2005: 174) draw a distinction between practitioner use of marketing knowledge and that of academics: practitioners focus on action; academics focus on the relationships between concepts. They propose a typology for marketing theory generation illustrated in Figure 3.5 below.

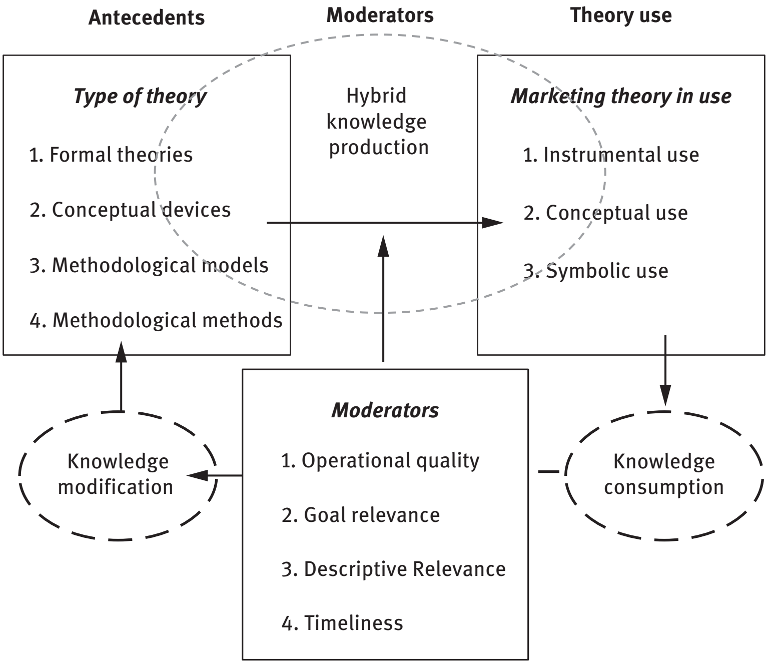

Figure 3.5: Marketing theory use and the factors affecting it.
Source: Adapted from Cornelissen and Lock (2005).

Within Cornellisen and Lock's framework, 'types of theory' – formal theories, conceptual devices, methodological models and methodological methods – provide a framework consisting of *antecedents* from which theories are constructed. However, the picture presented is incomplete. The author has re-set the features cited in the original model – antecedent types of theory, theory in use and the moderators which affect knowledge production – to reflect the additional elements of hybrid knowledge, knowledge consumption and knowledge modification. [The dotted lines are indicative of the author's augmentations to the original model]. These augmentations emphasise the reiterative nature and hybridity of knowledge production and consumption, as well as acknowledging the 'context into text into context' modification process. This also recognises Baker's (1995) observation regarding joint production and consumption.

Included in this inquiry are formal marketing-specific theories but also those from other disciplines. Models based on conceptual marketing thought, as well as those taken from research on methodological approaches are featured throughout, together with appropriate methods. Amongst contributions antecedent to the current debate on marketing theory, Charnes et al. (1985: 97) refers to "understanding" and "understanding for use". These types of theories can be further delineated as: *procedural* knowledge for action (marketing practice) which are referred to as 'methodological models'; and *declarative* knowledge or 'methodological methods' which describe quantitative data analyses. 'Moderators' here refer to the factors which affect the usability of the theory. The application of these theories is described as: *instrumental* (the technical rationality or usability of the research to a specific task); *conceptual* (aimed at general enlightenment and managerial reflexivity); and *symbolic* (for managers to legitimise the use of theory).

Research *into* Marketing is, more often than not, about searching for and extracting social meaning embedded in discourses – or discursive practice – of situation, experiences and subjective interpretation: the data *in text* and *in context*. Stokes (2011: 42) decsribes discourse as being "inextricably connected to what has become termed the 'linguistic turn' in the social sciences wherein language, signs, stories, narratives and symbols among other things are seen as criucially important in creating meaning and sense-making in understanding situations and contexts". The process of building knowledge through qualitative experience conditions both practitioner and researcher perspectives; it is fundamental to qualitative research. As Silverman (2000) makes clear, it is the focus on actual practice *in situ*, on social interaction, where qualitative research is most helpful. And yet a holistic approach, with interconnection and interrelatedness being at its core, is critical to a comprehensive examination of extant knowledge acknowledging all marketing constituencies. It is the *sine qua non* of this methodology. Its compatibility with the author's stance and ontological position – a panoptic, all-inclusive perspective – makes a qualitative approach a natural choice for the research proposed in this book. Qualitative research allows a very flexible, panoramic framework upon which to investigate such a complicated and complex subject matter. Connecting context with theoretical explanation is a vital element in this study. Mason's (2002: 4) view that researchers shouldn't be limited in the scope of research but use methodologies which celebrate richness, depth, nuance, complexity and that's exactly what a qualitative approach allows.

Marketing only really developed as an academic discipline, according to Shaw and Jones (2005: 269) during the 20th Century, coalescing into divergent and convergent "schools of marketing thought". They trace the metamorphosis from the conventional domain of business behaviour to the broader one of social behaviour highlighting the numerous approaches from conceptualised theories, research streams and consensus on what constituted marketing subject matter: 'traditional approaches' covering the subject matter of function, commodities and institutions; an 'interregional trade' approach; then 'marketing management', 'marketing systems', 'consumer behaviour', 'macro-marketing', 'exchange' and 'marketing history'. Whilst the practice of marketing is a highly contextualised, localised activity, marketing textbooks have often been predicated on a prescriptive, implicit systems-based model.

3.11 The practical purpose of marketing theory

Baker (2013: 242) reflects on the fact that theory takes on the character of its subject, arguing that theory in marketing is "fast-moving, fashionable, numbers-focused and attention-seeking [...] and these characteristics, to some extent, explain the problems with marketing theory". As Lovelock and Gummesson (2004: 22) conclude: "Developing general marketing theory requires either integration of new lessons at a higher conceptual level than the theory already in existence, or more radically, a change in its very foundation". In pedagogical terms, "the practice is the horizon, the aim of the theory" (Gadotti, 1996: 67). What this shows is that as marketing has developed, its purpose and impact is a paradox, sometimes at variance with societal needs, sometimes theory at variance with practice. Certainly, the potentially damaging 'academic-practitioner' divide is evidence that "academics deal in theory and neglect practice while practitioners follow the conventional wisdom and mistrust theorising" (Hill et al., 2007: 654). This was by no means a recent phenomenon: the likes of Day (1992: 324) articulated what was a general concern that within academic circles "the contribution of marketing, as an *applied* discipline, to the development, testing and dissemination of strategy theories has been marginalised". The desire for a better theory of marketing is illustrated in this quotation from Alderson and Cox (1948: 139): "Only a sound theory of marketing can raise the analysis of such problems above the level of an empirical art and establish truly scientific criteria for setting up hypotheses and selecting the facts by means of which to test them". Baumol (1957: 160) alludes to tacit knowledge by describing facts as "silent and therefore theory is needed to describe and explain the working of facts". This goal of the academy was then reiterated in the Marketing Science Institute's (MSI) mission to "create knowledge that will improve business performance" (Lehman and Jocz, 1997: 141).

3.12 Chapter review

This chapter provided a foundation for the inquiry which dissects context-specific discourse extracted from the contextual dynamics of actors and agencies in both theoretical and practical knowledge domains. In it, knowledge relationships in marketing knowledge were discussed: origins, discourses, power, as well as an exploration of the different types of marketing knowledge. The notion of the situated knowledge of practice set against the intellectual perspectives of marketing theory – the polarities of text and context – was introduced and provided a backdrop to a debate on the discourses of marketing knowledge which characterise the arena within which theories and practice of marketing are formed. Ideologically-driven power relations at play in the creation of marketing knowledge were discussed demonstrating how have gained and maintained hegemony through epistemological bias. This called into question the lack of empirical research into practice and the proliferation of often contradictory prescriptions of marketing theory.

4 Methodological approaches to inquiry into marketing knowledge

4.1 Outline of chapter

An overarching goal of this work is building on previously published thoughts, adapting and augmenting extant knowledge in order to develop a new theory of how marketing knowledge is created and deployed. In Chapter 2, *Philosophical underpinnings of the inquiry*, the roots and rudiments of knowledge were discussed, as well as the philosophical approaches to how the topic may be investigated. Chapter 3, *Knowledge relationships in marketing*, examined what constituted a normative marketing knowledge model tracing theoretical and contextual origins. The purpose of this chapter is to examine the general direction of the inquiry as well as explaining how the formulation and execution of the topic has been researched. As such, it is a discussion covering: an outline of the key methodological foundation of the research design; how looking for themes and relationships in the data was intended to be achieved; how the various marketing constituency discourses in the study are contextualised; and how a new 'knowledge model' may emerge from a synthesis of theoretical literature and empirical evidence grounded in practice.

4.2 Introduction

The methodological dilemma of method and representation (ie: how best to plan and approach research and how to determine the appropriate sample of participants) is a crucial aspect of any inquiry. The theoretical perspective, which informs the methodology, provides a "context for the process and grounding for its logic and criteria" (Crotty, 2003: 7). This inquiry is anchored in the interpretive paradigm, attempting to capture phenomena through the eyes of the actors who experience a situation in context and is, therefore, appropriately phenomenological in nature. Here, *meaning* is a central facet of phenomenological understanding, and perception is regarded as the primary source of knowledge (Moustakas, 1994). It examines how and why knowledge is produced and consumed through the interpretation of meaning contingent upon individual perception and *context* as expressed through *truthful accounts of experience*. Gallagher's (2008: 67) question "How do the voices of theory and the voices of 'research subjects' struggle to be heard in our research narratives?" is apposite here. Often, making sure that voices are heard is addressed by taking either of two approaches to research: an external or *etic* perspective or an internal *emic* one. Pike's (1967: 37) anthropological application of "etic [being a] viewpoint [which] studies behaviour as from outside a particular system [and] the emic viewpoint resulting from studying behaviour as from inside the system" sets our context well.

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An emic perspective is culture-specific, focused on communities, and “attempts to capture participants’ indigenous meanings of real-world events” (Yin, 2010: 11). Here, the experience of the participants is of paramount importance and this approach tries to “look at things through the eyes of members of the culture being studied” (Willis, 2007: 100). This perspective can never comprehensively capture participants’ individual experiences, and, therefore, must be supplemented by an etic perspective where universal comparisons are identified. There is, however, tension between those who advocate either of these approaches: using only an emic approach would be impossible due to the frame of reference and experiences a researcher brings to the inquiry; using only an etic approach may miss the nuances of meaning which can only be extracted from actual experience as recorded in interviews or by observation.

4.3 Problem orientation

Inquiries about marketing can often be more about collecting data than connecting ideas. Qualitative research, particularly that of a phenomenological nature, can offer explanation rather than mere description, providing better insight into knowledge normally shrouded in received wisdom. Examining subjective perceptions gained inductively through qualitative methods such as interviews, focus groups and observation is a proven strategy for inquiries of this type.

The role of the researcher is to discover these data and determine the theories they imply (Charmaz, 2006). Examining both conceptual and contextual perspectives of marketing knowledge production and dissemination, set within a pedagogical framework, the focus of this work is about constituency, discourse, interconnectivity and divergence. The research problem of this inquiry therefore focuses on the nature of marketing knowledge and the connections and disconnections implicit in terms of marketing philosophy, principles and praxis.

4.4 Research aims

In qualitative research, often there is a ‘grand tour’ question (Werner and Schoepfle, 1987) or “overarching framework” (Cameron and Price, 2009:201) designed to encapsulate the predominant aim of the inquiry. As previously stated, this book has *the roots and uses of marketing knowledge* as its key line of inquiry, and the aim is to conduct a critical examination of the dynamics of marketing practice and marketing theory covering:

- the *separation* (between marketing theory and marketing practice);
- the *flows* (of knowledge from context to text to context: theory into practice/ practice into theory);

- the *symbiosis* (how theory and practice co-exist and co-create); and,
- the dynamic and static (in situ/in aspic) *nature* of their duality. (Smith et al., 2015).

4.5 Brief plan of inquiry

The research illustrated here combines *empirical findings* from the marketplace in the form of a phenomenological study of marketing as it is practised as well as *theoretical insights* from the academic community.

Key features of the research exercise are:
- *Design* used both hermeneutics to critically interpret the published theories of the academic as well as being anchored in grounded research to analyse the empirical experience of the practitioner.
- *Participants* were selected from a comprehensive range of heterogenous, influential of marketing constituencies.
- *Data collection* was drawn from focus groups and in-depth unstructured and semi-structured interviews, together with structured online questionnaires.
- *Analysis of data* was based on a phenomenological study employing a reiterative process using grounded theory and thematic data capture and analysis.

All were interviewed, where possible, *in situ* in quasi-laboratory conditions (ie: the natural habitus usually associated with their profession or consumption of marketing knowledge).

4.6 Selection of research participants

The most appropriate participants for research were chosen with the research aims in mind. The challenge in selection is reflected in the following criteria:
- the scope of the research design;
- the nature and character of the participants;
- the nature and character of the researcher;
- ethical considerations;
- the proposed data collection methods;
- the possible collaboration with participants and researcher.
- the generalisability in the selection of participants refers to whether the research findings can be generalised based on the type and nature of the participants selected; and,
- the representative nature of the sample of the constituents.

For this inquiry, the selection of a wide range of influential participants involved in marketing knowledge formation and use was selected as being representative of the main marketing discourses: theoretical, practical (and hybrid) as well as those engaged pedagogically in the production, dissemination and consumption of marketing knowledge. Selection was from as wide a spread of constituencies and as influential a group of participants as possible to try and achieve what Marshall et al. (2013: 20) describe as the "collective wisdom" of many heterogenous participants. In total, 40 different interviews took place from across all marketing constituencies: 3 Pilot Interviews; 2 Case Analyses; 18 Face-to-Face In-depth Interviews; 3 Focus Groups; 2 Online Interviews; 3 Online Questionnaires; as well as 1 Online Discussion.

Because meaning is an individual interpretation, it is impossible to recreate exactly the experience of the participants of research (Charmaz, 2006). Because individual interpretation is a social, collective phenomenon, facts about experience, as has been asserted above (Durkhem, 1897), are *sui generis*: of its own kind. However, it is a vital part of subjective research to "attempt to understand phenomena through accessing meanings participants assign to them" (Orlikowski and Baroudi, 1991: 5). Indeed, as Saunders et al. (2007: 109) argue, valid inquiry must "seek to understand the subjective reality of these [social actors] in order to be able to make sense of, and understand their motives, actions and intentions in a way that is meaningful". In this respect, the assumption here is that interviewees are "knowledgeable agents who know what they are doing and can explain their thoughts, intentions and actions" (Goia, Corley and Hamilton, 2012: 17).

Figure 4.1 indicates the knowledge domains from which the selected participants have been drawn.

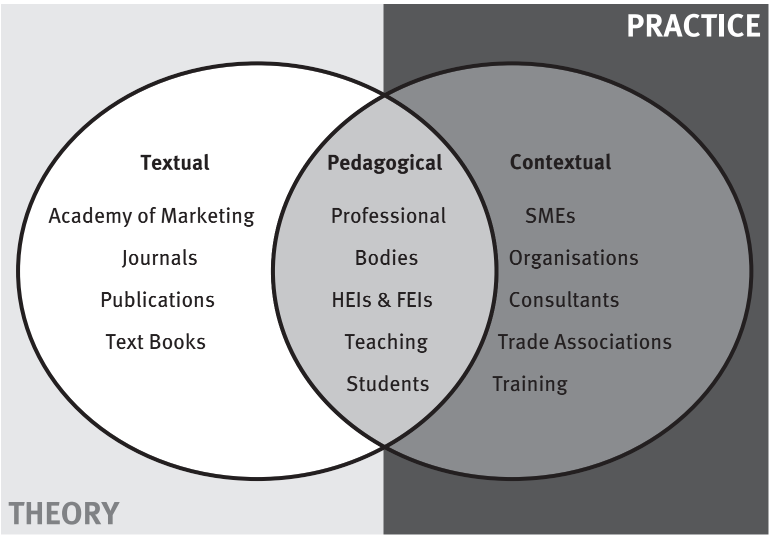

Figure 4.1: Areas of inquiry into marketing knowledge.

A full account is given in Chapters 5, 6 and 7, but a brief summary of participant as selected on the basis of representation of organisational or constituent type is presented here for the purposes of clarity:

- *Contextual*: practising marketing and non-marketing consultants, SMEs, managers, executives and other practitioners.
- *Textual*: influential academics, text book authors, marketing institutions, educational distributors and members of the marketing academy.
- *Pedagogical*: lecturers with and without practical industry knowledge, as well as students with and without practical industry knowledge.

Essential ingredients in the way this inquiry has been conducted is the researcher immersion in the dynamics of the participants' contexts and how they have not only been well-briefed on the aims of research but encouraged to be actively reflective of their perceptions and interpretations of what constitutes marketing knowledge production and consumption.

This is amplified in Figure 4.2 which shows the breadth of constituency, individual participant type, type of interview and method of data collection and analysis. It features the anonymous identification coding referred to in the empirical evidence cited in Chapters 5, 6, 7 and 8.

The findings discussed in Part 2 are a selection of some of those interviews.

4.7 Research design and methodological approaches

Consideration of the most suitable approach to research, according to Guba and Lincoln (1994), takes precedence over instruments of data capture: that is, methodology over method. Often in investigations of this sort, the word 'research' is anathema to those exploring the phenomena of a social nature where lived experience, contingent on interaction and negotiated meaning, is the primary focus of study. As Maxwell (2013: ix) suggests, some "prefer the term 'inquiry' to 'research', seeing the latter as too closely associated with a quantitative or positivistic approach". As Packer and Addison (1989) suggest, four key areas must be compared as possible routes to take in our proposed inquiry:

- the *kind of domain* that inquiry is considered to be directed towards;
- the *origin or* source of knowledge;
- the *form of explanation* that is seen as the goal of the inquiry: and,
- the *manner of inquiry* that is deemed most appropriate.

Where individual meaning is extracted in an inductive process of building general theory from particular contexts, and attempting to render the complexity of a situation, this is qualitative research (Cresswell, 2013). One methodological problem with this type of research is "the relationship between theory and empirical research"

	CONTEXTUAL	TEXTUAL	PEDAGOGICAL
Pilot studies	**Independent Marketing Consultancy Group (MCFG)** Open forum semi-structured focus group involving 6 independent consultancies in Face-to-face, email and WhatsApp fora	**AOM Academic Group (AOMFG)** Open forum semi-structured informal focus group involving 4 AOM academics via SIG workshop and 3 individual academic discussions	**PG Student Group (PGSFG)** Informal semi-structured focus group involving 4 PG students
Case studies	**Micro SME Microbiological Manufacturer (SME1)** Two-year longitudinal quasi-consultancy KTP **Micro SME Garden Furniture Manufacturer (SME2)** Set of in-depth face-to-face personal interviews		
In-depth interview	**Global Auto Brand (GAB1)** Regional Marketing Manager **Premier League Club** Communications Director **(PLFC1)** **Premier League Club** Marketing Manager **(PLFC2)** **Advertising Agency (AA1)** Account Manager **Retail Business Consultant** Owner/driver **(RBC1)**	**International Marketing Education Provider** Head **(MEP1)** Marketing Manager **(MEP2)** **AOM** Academics **(AOM1)** **AOM SIG** Various academics **(AOMSIG1)** **AOM Branding Conference** Various academics **(AOMBL1-6)** **Authors' Workshop** Various academics **(BL1-6)**	**HE Lecturer (HE1)** **HE Lecturer (HE2)** **FE Lecturer (FE1)** **MEP Centre Lecturer (MEPL1)** **Influential Author (IAA2)** **PG Student (PGS1)**
Focus group		**Marketing Education Provider** PG Curriculum Development Task Force **(MEP3-6)**	**UG & PG Students (PGS1) (UGS1)** Informal semi-structured focus group involving 3 UG and 7 PG student groups
Online interview	**Independent Marketing Consultant (IMC1)**	**Influential Academic Marketing Author (IAA1)**	
Online questionnaire/discussion	**Sales Consultant (SC1)** Formal semi-structured **Procurement Mgr** (PSPC1) Formal semi-structured	**Academics Online Forum (RGA1)** Informalad hoc discussion	

Figure 4.2: Data collection methods by participant type.

(Hammersley, 1989: 133). Charmaz (2006: p. 15) suggests letting the research problem shape the methods chosen but cautions against elevating methods above methodology: "Methods are merely tools [. . .] [but] They do have consequences [. . .] *How* you collect data affects *which* phenomena you will see, *how*, *where* and *when* you will view them, and *what* sense you will make of them".

Epistemology dictates the theoretical perspective which is implicit in the research question; in turn, methodology will inform research methods of data capture and analysis. Developing an appropriate methodology to address a research problem affects researchers at all levels (Bryman and Bell, 2011) and is a critical factor in both academic development (Saunders et al., 2007) and the production of research practice (Crotty, 1998). When 'the research design', is referred to, this is describing the framework within which this research is set: a cogent rationale for collecting and analysing appropriate data. This helps us explore and examine how meaning is constructed and maintained by specific groups (in this case, academics, practitioners, teachers and students constitute these stakeholders).

The very nature of interpretive, qualitative research means that it should not be seen as necessarily providing 'meaning' of texts or contexts, but as being a basis for providing 'thick description', borne out of the shared reference between participant and interviewer. This makes it easier to link practice to theory by locating the concrete discourse of experience within a theoretical academic context, and vice versa.

Guba and Lincoln's (1994: 216–217) comprehensive list of qualitative research criteria, together with a version by Ely et al. (1991), provide an excellent framework within which to consider qualitative research. Table 4.1 demonstrates how the key ingredients of this inquiry are consistent with these characteristics, giving a definitive justification for using qualitative research and providing the essence of the methodology adopted.

Table 4.1: Characteristics of qualitative research applied to this inquiry.

Guba and Lincoln (1998)	Ely et al. (1991)	Application to this inquiry
Human behaviour cannot be understood without the meanings and purposes attached to activities by human actors.	Events can be understood adequately only if they are seen *in context*. Therefore, a qualitative researcher immerses her/himself in the setting.	Taking a 'panopticon' perspective of the research and appreciating the context(s) within which knowledge is created and implemented is an essential part of this inquiry.
Research which only gives an etic (outsider) perspective and not an emic (insider) perspective will not produce rich data.		The inquiry proposes, and indeed adopts, both *emic* and *etic* approaches to enable the researcher to be immersed in the research and observe behaviour and meaning-making.
Often general data is not applicable to individual cases (known as the 'nomothetic/ideographic' disjunction).	Qualitative methods are appropriate as there is no one general method.	A range of qualitative approaches – grounded research, hermeneutic, phenomenological, and case analysis – have been adopted as appropriate to individual constituents and their contexts.

Table 4.1 (continued)

Guba and Lincoln (1998)	Ely et al. (1991)	Application to this inquiry
There is an exclusion of the source of the hypotheses in quantitative research, an absence of understanding "the discovery process".	The contexts of the inquiry are not contrived; they are *natural*. Nothing is predefined or taken for granted.	The meanings negotiated by the participants have been allowed to emerge from the data rather prove a pre-determined theory.
The need in quantitative research to keep theory and facts separate ("theory-ladenness of facts"), is not realistic and the two are not *in*dependent but *inter*dependent.	Qualitative researchers attend to the experience holistically, not as separate variables. The aim of qualitative research is to understand experience as unified.	Methodology is grounded in the experience of the participants Empirical evidence and published theory are combined 'on the page', consistent with this method of data analysis.
There is a problem of 'induction' ("under-determination of theory") whereby facts support theory and it is never possible to arrive by induction at a single ineluctable theory.		A theory-led approach has been resisted with an open-mind to actor's and motivations rather than draw out a theory.
Just as theory and facts are inter-dependent in qualitative research, so too are values and facts (ie: the "value-ladenness of facts") and the value-free objectivity claimed in quantitative approaches is compromised.	Qualitative researchers want those who are studied to speak for themselves, to provide their perspectives in words and actions.	The notion that participant's testimony is value-free is rejected and experiential evidence of the individual is interpretive and then interpreted by the researcher.
There is (and needs to be) interactivity between the inquiry and the inquirer (known as the "inquirer-inquired dyad").	The process entails appraisal about what was studied. Qualitative research is an interactive process in which the persons studied teach the researcher about their lives.	The nature of some of the methods used – interviews, focus groups and case analysis – necessitates an interactive approach.

Source: Developed from Guba and Lincoln (1994); Ely Anzul, Freidman, Garner and Steinmetz (1991)

The inquiry synthesises a range of qualitative approaches – grounded research, hermeneutic phenomenology, and ethnography (case analysis) – in an immersive, 'panopticon', inside and outside (emic and etic) perspective of the participants' place of action to evaluate contextual, experiential 'meaning'. Similarly, empirical evidence and published theory are integrated 'on the page' and reiterated, consistent with the iterative method of data analysis.

Phenomenological methods are particularly effective at bringing to the fore the essence of experience and perceptions of individuals from their own perspectives, and therefore at challenging implicit structural or normative assumptions of experience. Adding an interpretive dimension to phenomenological research, enabling it to be used as the basis for practical theory, allows it to inform, support or challenge assumptions. As Husserl (1973) suggests, a phenomenological approach allows the researcher the freedom to think creatively with interpretation being a cumulation of personal knowledge and received wisdom, the researcher being conscious of this whilst executing the research method. Van Manen (1999: 39) captures the joy of embarking on such a project: "Phenomenological inquiry is not unlike an artistic endeavour, a creative attempt to somehow capture a certain phenomenon of life in a linguistic description that is both analytical, evocative and precise, unique and universal, powerful and sensitive".

Applying a critical phenomenological perspective (Berger and Luckmann 1966) is not a common methodology, particularly in an inquiry about marketing management theory and practice. However, having a phenomenological perspective is appropriate where people – in this case marketing constituents – construct individual interpretations of the creation and application of marketing knowledge: through experience rather than any technocratic framework. Here, Minger's critical approach is particularly useful. He identifies four features which represent a critical approach:

– A critique of rhetoric questions the actor's position and motives.
– A critique of tradition questions the traditions of the customs and practices.
– A critique of authority questions the hegemony of a single viewpoint over the plurality of perspectives.
– A critique of objectivity questions the notion of knowledge being value free.

4.7.1 The appropriateness of inductive qualitative research in marketing inquiry

Despite the debate between choice of either quantitative or qualitative research approaches, according to Campbell (cited in Miles and Huberman, 1994: 40), "all research ultimately has a qualitative grounding". Indeed, as Gummesson (2003: 482) asserts: "Let's stop fooling ourselves. All research is qualitative". Alveson and Deetz's (2001: 55) claim that qualitative research "may be defined as research aiming at reducing ambiguity through transforming perceptions into pre-structured quantifiable categories" makes this very point. It is an approach which "implies a direct concern with experience as it is "lived" or "felt" or "undergone" with the aim of understanding experience as nearly as possible as its participants feel it or live it" (Sherman and Webb,1988: 7). Denzin and Lincoln (2011: 8) suggest that qualitative research "implies an emphasis on the qualities of entities and on processes and meanings that aren't experimentally examined or measured [. . .] [and] qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry". This study is entirely consistent with these views and is essentially a phenomenological study, something described by Cresswell (1998: 51) as gathering "deep" information and perceptions of the "lived experience".

The qualitative research paradigm elicits participant accounts of meaning, experience or perceptions, producing descriptive data (De Vos, 2002: 79). Qualitative research emphasizes and values human interpretive aspects of exploring the social world (Ritchie and Lewis, 2004:8). And yet Silverman (1993) argues that it is not just about meaning but *practices*. This analysis of practices within participant context (rather than from the fixed framework of theory) makes this approach *inductive*, aggregating the specific to the general. Because of the exploratory nature of an inductive approach to research, there has been a positivist tendency to consider the use of induction as a mere precursor to deduction (Welch et al., 2013: 252). Gubrium and Hostein (1997: 200) suggest this very notion, that naturalistic qualitative researchers could do this by "considering the contingent relations between the 'whats' and 'hows' of social life". Inductive approaches offer flexibility, space for the development of theory, conceptualisation and contextualisation of phenomena. Corbin and Strauss (2014: 35) suggest that qualitative research "is not meant to have a lot of structure or rigid approach to analysis [. . .] [as] it is an interpretive, very dynamic, free-flowing' process". It is an inductive approach based on subjective experiences, where there is a reciprocal relationship between data collection, analysis and emerging theory in the form of themes and patterns which emerges from the data. Gradual extraction of data, where theory emerges and is inferred, is an inductive approach; induction with contextual judgement is abduction. And, as Glaser and Strauss (1967: 239) famously claimed: "Clearly, a grounded theory that is faithful to the everyday realities of the substantive area is one that has been carefully induced in the data". Indeed, grounded theory is known as "an inductive or ground-up approach to data analysis" (Marvasti, 2004: 84).

Guba and Lincoln (1994: 106) comment on what they describe as the "disjunction of grand theories with local contexts" in reference to the 'etic/emic dilemma'. They suggest that qualitative data are useful for uncovering emic (insider) views but should be qualitatively grounded in "exploration and interpretation" (Palmer, 1994:109). This is developed in detail below in the next section.

4.7.2 The difficulties with subjective interpretation

Interpretivists argue that knowledge is not *found*, rather it is constructed through subjective meaning-making. Knowledge is "always already there" (Crotty, 1998:44).

Qualitative research *is* interpretation and this requires, as Herder puts it, *Einfühlung* (imaginative reproduction) or "feeling one's way in". This implies that interpretation requires the interpreter to perform some sort of imaginative reproduction of an author's meaning – internal sensations (this is an important aspect of Herder's notorious thesis that interpretation requires interpretation). Charmaz (2005: 37) rejects neutral observational language claiming it to be "both a quixotic rhetorical device and a contradiction in interpretive work". She describes this as co-produced research as there is social interaction between researcher and the phenomenon being researched and this "produces data and therefore the meanings that the researcher observes and defines" (2000: 525).

The nature of the researcher as well as the nature of the research needs to be considered: there is a danger in interpretation. It can be contested whether themes present themselves or are imagined. Caution must be exercised with this approach; the seductive nature of inductive methodology can effect a kind of pareidolia, where patterns, themes and relationships are imagined.

In subjective research, there is a fine line between validity and verisimilitude of interpretation: what appears to be true and legitimate can be distorted by subjectivity. In qualitative research, validity cannot be proven, but it can be supported. Although neutrality in inquiry is almost impossible, it is incumbent on the researcher to look for assumptions – both of the researcher and the research participants – hidden in the data. This acts as a cautionary check as this work is progressed.

In other words, *empirical* reality is not being captured but an *interpretation* of empirical reality. Further still, in some instances researchers are interpreting participant's *interpretations* of tacit knowledge. As the overall objective of this work is to take a panoptic perspective of how marketing knowledge is generated, and how it is both reported and recycled, an interpretative structure with an inductive approach is adopted using a constructivist methodology, and it aims to be both emic and etic in its ethnographic immersion of the narratives of the constituents' experiences, echoing Lee and Lings' (2008: 6) observation that "research is about generating knowledge about what you believe the world is". Heidegger's (2008) ''hermeneutical circle' referred to earlier, alludes to a pre-existing, communally-informed 'interpretation' which equates almost to *a priori* knowledge. But whilst reality relates to the rationality of previous experience (Jankowitz, 2005), inductive reasoning follows the chain of events as they unfold and reveal truth and knowledge (Zikmund et al., 2010). However, it is only an interpretation of the truth and what constitutes knowledge seen through the "perceptual filters in interpretation" (Voros, 2005), through the "subjective meaning in social action" (Bryman and Bell, 2007: 728).

A cautionary note must be expressed when considering data interpretation and the presentation of the empirical evidence of experience: whilst it is incumbent upon the inquirer to drive the process, to look for clues from the research, it is of paramount importance that there is a need to be aware of contextualising researcher subjectivity. Qualitative research allows researchers to interpret and draw meaning from personal experience (Mason, 2002: 1), and that's exactly what the essence of this work is. And yet, as researcher, the author is aware of being locked in that reflective 'hermeneutic circle': the experience of interpreting experience and the circularity of learning-juxtaposed and yet symbiotic. Here, this refers to all understanding being context-dependent, components of knowledge being independent but interdependent, separate but part of the whole. Understanding is therefore circuitous as well as circular and this comes from interpretation of the micro by understanding the holism of the macro.

Understanding and interpretation are inextricably bound together. Gadamer (1960: 389) declared that "understanding occurs in interpretation" which takes place within an individual 'horizon' (ie: all within a person's perspective), but this horizon can be extended beyond our interpretation. There is, therefore, never a definitive definition of interpretation (Annells, 1996). Because of the subjective nature of qualitative research, and its characteristic creative element, applying scientific rigour or validity criteria as with quantitative methods can be difficult. Validity criteria for this inquiry is comprehensively covered in Section 4.9.

4.7.3 The iterative nature of qualitative research

Social science involves a constant reassessment of what may constitute meaning. According to Giddens (1984), "all social actors, it can properly be said, are social theorists who alter their theories in the light of experience". This "double hermeneutic" (Giddens, 1993: 154) describes interpretation of an already interpreted experience: a *subject-subject* reflexive relationship with the subject being investigated. Qualitative research, the integration and synthesis of both data collection and reflexive analysis, is an iterative process which "should be fluid and flexible, following the data, theory emerging rather than a rigid, sequential structure" (Mason (2002: 16). Berkowitz's (1997) description of a "loop-like pattern of multiple rounds of revisiting the data as additional questions emerge, new connections are unearthed, and more complex formulations develop along with a deepening understanding of the material".

The essence of good research is the effort put into analytical reflexivity. Therefore, the role of iteration in qualitative research is, as Srivastava and Hopwood (2009: 76) suggest, key to developing meaning through insightful inquiry "not as a repetitive mechanical task but as a reflective process".

4.7.4 Interdependence of ontology, epistemology, methodology and method

Whilst there is a level of consensus on the relational aspects of epistemology and ontology, there are positions which are incommensurable. Those, like Gregory

(2000: 226), argue that "ontology is grounded in epistemology", or like Smith (1996: 18) that "ontological claims without an epistemological warrant is dogma". Counter views such as "ontology logically precedes epistemology" (Hay, 2006: 8) maintain that the nature of the context within which knowledge is to be acquired must inform our epistemological position (ie: what we *can* know).

In an interpretivist inquiry, the ontological perspective is that there can be multiple realities and that these can be changed dependent upon how they are viewed by the researcher. Realities are not more or less true but more or less informed (Denzin and Lincoln, 2000). Here, epistemologically speaking, the relationship between knowledge and knower is inseparable and not, therefore, value-free. From a methodological perspective, meaning may evolve between the researcher and the participants of research.

Smith (1996) concedes that he sees neither ontology nor epistemology as "prior to the other, but instead sees the two of them as mutually and inextricably interrelated". However, it is important to establish the directional dependence between ontology, epistemology and methodology, as well as examining the relationship between methodology and method in the research plan: they are all interconnected, but they are separate entities.

The framework within which knowledge is perceived and investigated – research methods, methodology, epistemology and ontological position – impact on one another and help formulate research practice. Each research method can be traced back through its research methodology and epistemology to an initial ontological position. Denzin (1970) comments on the interrelationship of theory and method and that every method has a different relevance to theory. This is referred to as the research paradigm, described by Guba and Lincoln (1994: 105) as: "a basic system or worldview that guides the investigator, not only in choices of method but in ontologically and epistemologically fundamental ways".

There is often an erroneous amalgam of methodology and methods: a confusion of two linked but separate conceptual elements which are scientific investigatory tools (methods) and the underlying principles which determine their deployment and eventual interpretation (methodology). Methodology is a preamble and prerequisite to method; it is the philosophical foundation upon which research methods sit. When a methodological position is declared, individual perspectives of the nature of reality are also declared. Indeed, Quinlan (2011) places fundamental research philosophies at its foundation (as Crotty (1998) had done before him) stating that epistemology informs theoretical perspective, which in turn feeds methodology and ultimately methods of data collection.

Therefore, the appropriate method of empirical inquiry is both informed *and* constituted by the basic philosophical premises or philosophical 'commitments' upon which the inquiry is based. Philosophical commitments are a necessary step in research design, but they can be challenged because an assumption is always made about what constitutes knowledge: the nature of what is being studied (ontology);

how the researcher can have knowledge of the subject being investigated (epistemology); and why this particular study is studied (axiology). In this inquiry, the underlying premise (or philosophical commitment) is that for any belief to have meaning, it must be anchored in the real world, a product of the empirical evidence of experience. If these philosophical commitments are confused with merely being research *tools*, their significance is compromised.

Sobh and Perry (2005: 1194) make the connections for us here: "Essentially, ontology is reality, epistemology is the relationship between that reality and the researcher and the methodology is the technique used by the researcher to discover that reality". Therefore, 'methodology' is an account of the theoretical foundation of a research inquiry and 'methods' the range of tools used to collect and analyse the data. And yet, as Charmaz (2006: 15) argues, researchers must "see through the armament of methodological techniques and the reliance on mechanical procedures". In simple terms, methodology is essentially about how logic, reality, values and what constitutes knowledge inform research; methods are the techniques and procedures followed to conduct research and are determined by the methodology (McGregor and Murname, 2010: 419).

Hay's (2002: 314) model showing the interrelationships and directionality of the three components has been developed above in Figure 4.3 and applied to the development of the methodology used for this inquiry. Applying this to this inquiry:

- the ontological perspective is attempting to understand *why* marketing knowledge is produced and *how* it is consumed;
- epistemological considerations attempt to understand *how* the different subjective positions inform different knowledge claims; and,
- the constructivist methodology encapsulates the ethos that research is inextricably linked with the researcher's values.

The author subscribes to the view that whilst ontology may be the starting point of the thinking process, it is inextricably linked with epistemology in the execution of the research process. As Stoker and Marsh (2002: 11) suggest, "ontology is concerned with what we can know about the world and epistemology is concerned with how we can know it". That is the driving force of this inquiry.

The researcher must "take cognisance of an 'insider' perspective" (Grant et al., 2001: 67). Therefore, since the objective is to understand human action and interaction (Bryman and Bell, 2011), the following choice of research methodology is adopted as illustrated in Figure 4.4 and in the bullet points below:

- Research philosophy: interpretivist, subjectivist, constructivist
- Research approach: qualitative inductive (abductive)
- Methodological: qualitative multi-method
- Research strategies: grounded theory, phenomenology, hermeneutics
- Research timelines: longitudinal, cross-sectional
- Data collection methods: focus groups, in-depth interviews, questionnaires

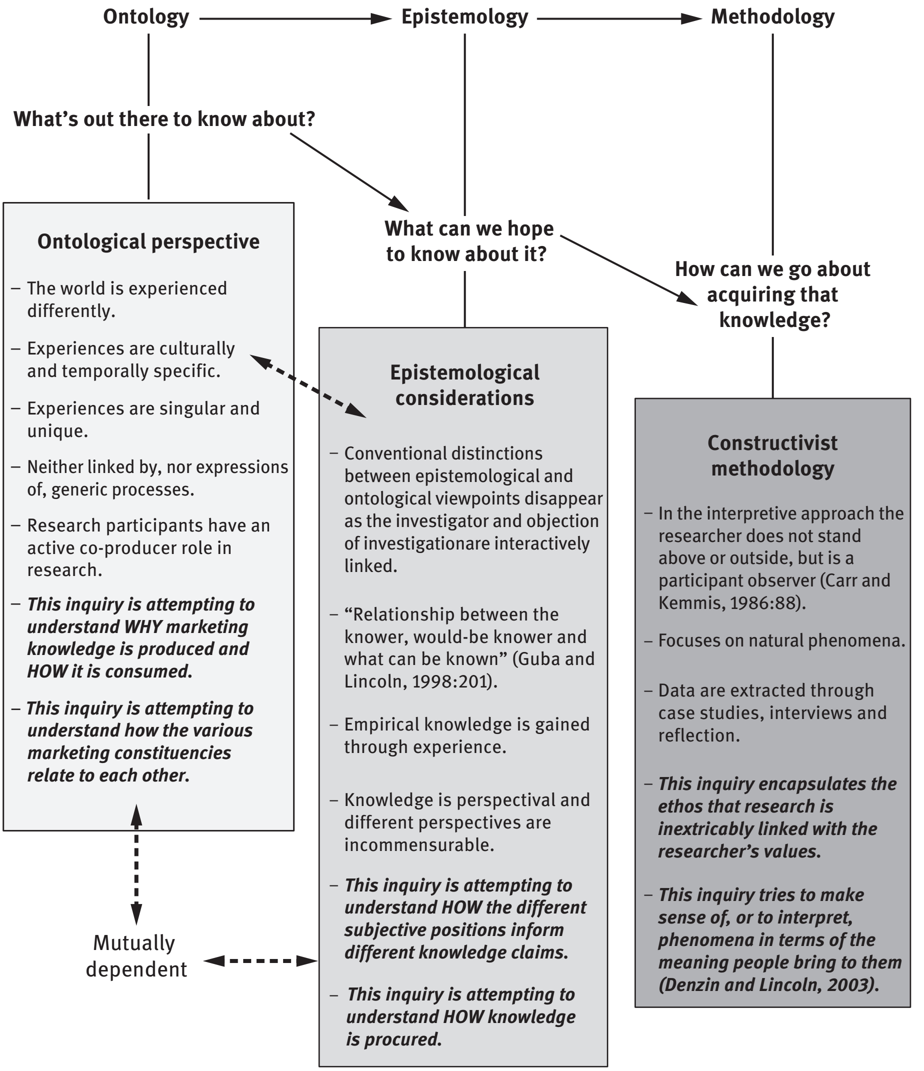

Figure 4.3: Directional dependence of ontology, epistemology and methodology.
Source: Adapted from Bryman and Bell (2011).

Although there are some overlaps between different qualitative approaches – phenomenological research, ethnography, symbolic interactionism and hermeneutics – the common thread is explanation rather than description and starting from the premise that hypotheses and preconceptions are not part of the criterion (Husserl, 1970).

As has been stated above, the very nature of interpretive, qualitative research means that it should not be seen as necessarily providing 'meaning' of texts or contexts, but as being a basis for providing 'thick description', borne out of the shared

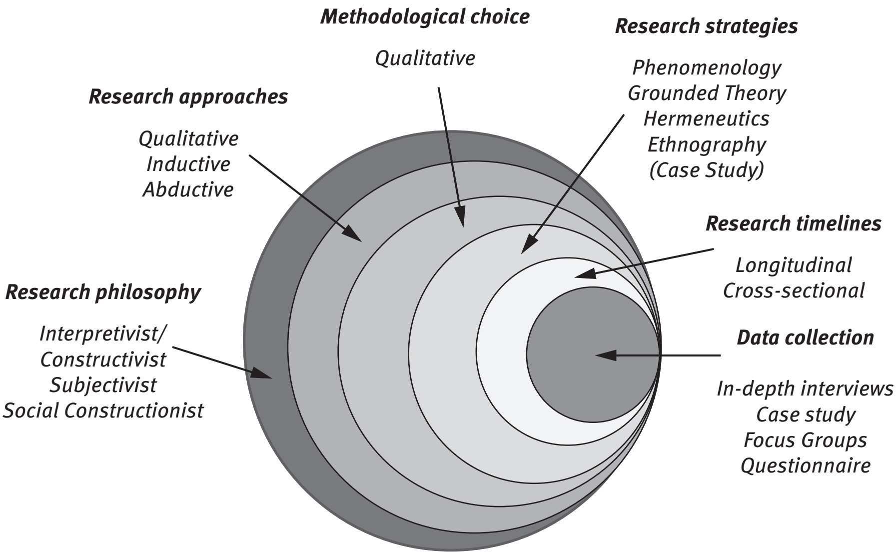

Figure 4.4: Choice of research methodology.

reference between participant and interviewer. This makes it easier to link practice to theory by locating the concrete discourse of experience within a theoretical academic context, and vice versa. Corbin and Strauss (2014:35) suggest that qualitative research "is not meant to have a lot of structure or rigid approach to analysis [. . .] [as] it is an interpretive, very dynamic, free-flowing' process". It is, according to Schurink (2009: 810), a "particular inductive approach" based on subjective experiences, where there is a reciprocal relationship between data collection, analysis and emerging theory in the form of themes and patterns which emerges from the data.

4.7.5 Induction and abduction in grounded research

Gradual extraction of data, where theory emerges and is inferred, is an inductive approach; induction with contextual judgement is abduction. This type of reasoning is referred to as 'ampliative' as findings rely on inference and are augmented by creative supposition which seeks 'best explanation' of data. Whether inductive or abductive, 'coherent perception' (Reichertz, 2010) is the most compelling reason for using a grounded theory methodology to underpin this inquiry.

Alveson and Deetz's (2001: 55) claim that qualitative research "may be defined as research aiming at reducing ambiguity through transforming perceptions into pre-structured quantifiable categories" makes this very point. It is an approach which "implies a direct concern with experience as it is "lived" or "felt" or "undergone" with the aim of understanding experience as nearly as possible as its participants feel it or live it" (Sherman and Webb,1988: 7). Denzin and Lincoln (2011: 8) suggest that qualitative research "implies an emphasis on the qualities of entities and on processes and meanings that aren't experimentally examined or measured [. . .] [and] qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry". This study is entirely consistent with these views and is essentially a phenomenological study, something described by Cresswell (1998: 51) as gathering "deep" information and perceptions of the "lived experience".

Adopting a grounded research approach is consistent with a constructivist epistemology and ontology as priority is "placed with the phenomena of study and seeing both data and analysis as created from shared experiences and relationships with participants" (Charmaz, 2006: 330). Used widely for socially-oriented research, it has the advantage of not being manacled by the presence of *a priori* knowledge, allowing 'emergence' from the data and having the capacity to interpret complex phenomena (Charmaz, 2003). She advocates that researchers should "focus on the meaning" (Charmaz, 2000: 510). Initially, Charmaz (2000) argues for an openness to all theoretical understandings, developing tentative interpretations about these data and through codes and nascent categories. As it is a 'constant-comparative' method of data collection and analysis, grounded methods enhance this flexibility by allowing data to be shaped and re-shaped.

The qualitative research paradigm elicits participant accounts of meaning, experience or perceptions, producing descriptive data (De Vos et al., 2002: 79). Qualitative research is "ideographic, holistic and typically aimed at understanding social life and the meanings that people attach to it" (Schurnink, 2009: 803), emphasising and valuing human interpretive aspects of exploring the social world (Ritchie and Lewis, 2004:8). And yet Silverman (1993) argues that it is not just about meaning but *practices*. This analysis of practices within participant context (rather than from the fixed framework of theory) makes this approach *inductive,* aggregating the specific to the general. As previously stated because of the exploratory nature of an inductive approach to research, there has been a positivist tendency to consider the use of induction as a mere precursor to deduction (Welch et al., 2013: 252). Gubrium and Hostein (1997: 200) suggest this very notion, that naturalistic qualitative researchers could do this by "considering the contingent relations between the 'whats' and 'hows' of social life". Inductive approaches offer flexibility, space for the development of theory, conceptualisation and contextualisation of phenomena. Grounded theory is an inductive discovery methodology where theory and meaning grow out of dormant data whilst simultaneously *grounding* the account in empirical observations or data. And, as Glaser and Strauss (1967:239) famously claimed: "Clearly, a grounded theory that is faithful to the everyday realities of the substantive area is one that has been carefully induced in the data". Indeed, grounded theory is known as "an inductive or ground-up approach to data analysis" (Marvasti, 2004: 84). Howell (2013: 152) posited that "grounded theory involves phenomenological interpretivist positions with pragmatist underpinning". It looks at a particular situation and tries to understand what is going on as part of an inductive process (Kervin et al., 2006).

4.7.6 Hermeneutical research orientation

The emphasis in qualitative research, according to Kinsella (2006: 3), "is on understanding and interpretation as opposed to verification". For this reason, hermeneutic methodology is often used in qualitative research because, as Freeman and Chung (2014: 34) state, "it looks to interpretive inquiry". Put simply, hermeneutics *is* interpretation and qualitative research is the interpretation of interpretations of experience: the life-world of people. Using a hermeneutical approach as a methodology is appropriate since the logic of beginning with a holistic view of a phenomenon, examining the particular, and then returning to the whole again (Weinsheimer, 1985: 22) is an approach prominent in this inquiry. This suggests that the knowledge domains for this book (action in context and textual representations and the analytical readings thereof; the grounding of knowledge; practical understanding) finds sympathy with a hermeneutic perspective. Furthermore, in terms of the method adopted (the relationship to that being researched), familiarity with practices and participation in the participant's shared culture, is exactly what the inquiry entails.

Hermeneutic theory tells us that 'horizon of expectations' is contingent on the context within which interpretations take place. Part of this inquiry is the interpretation of marketing knowledge expressed in academic journals, text books and all other written forms. The exegitical interrogation of a text, for example, leads to a fusion of horizons in which the 'reality' of the text becomes the same as that of the reader's and the text only has meaning when in relation to a horizon (Gadamer, 1975). This is a hermeneutical experience where "one intends to understand the text itself [...] but the interpreter's own thoughts too have gone into re-awakening the text's meaning" (Gadamer, 1996: 388). In other words, the researcher's own 'horizon' is decisive in interpretation. The very words and concepts which are used are in fact a medium for our thoughts. Indeed, that is exactly what hermeneutics is: the interpretation of intent (eg: of an author) within an historical and cultural context. Theory published in text books and academic journals; marketing plans written as statements of strategy and intents; consumer behaviour implicit and explicit in marketing communications campaigns; these are all textual artefacts of marketing business culture. Horizon of expectations (or fusion of horizons) suggests a moving landscape or context within which the text is set. Understanding is really an integration of what is unfamiliar, into the individual's familiar context: other people's knowledge is fused and, consequently, our knowledge is extended, and our mind is broadened.

The point made elsewhere in this work that "Marketing manuscripts are often palimpsests bearing the faint hallmark of existing insight and well-established praxis" is apposite here since reading and re-reading of a text often reveals a re-writing of previous established works.

4.8 Outline of data capture methods

The common thread which runs through all the variations of interpretive methodology is the notion of social reality not being an exterior object but a subjective concept where socially constructed meaning is accepted. The reflexive nature of this subjectivity are one assumed to be shared by both the researcher and the research subjects and infers a critical view of what is interpreted as 'data'. Data are not seen as external facts remote from the researcher but constructed within a negotiated, interpreted process. For instance, data collected from a symbolic interactionist perspective are not considered to be of a passive nature but interactive, constructed inseparably: it is socially constructed, negotiated, symbolic meaning. For this reason, numeric, secondary data analyses as a means of extracting data have been generally spurned by interpretivist researchers.

Approaches to data collection and analysis in grounded theory are nuanced. From a purist paradigmatic and methodological perspective, grounded theory (what Charmaz referred to as 'Objectivist GT' and Glaser calls 'Classic GT') can be too rigid and not feasible in all contexts. 'Informed' GT, as espoused by Charmaz, takes a constructivist perspective and advocates the role of the researcher as an influential actor in data handling and supports the view that 'plausible accounts' rather than new theory is produced.

Figure 4.5 illustrates how the cyclical nature of knowledge generation through integration of primary data coding and secondary research literature review works. The imposition of prior interpretation, or the existence of theoretical frameworks, could undermine the authenticity of the new data. This shows the iterative nature of qualitative research and, more specifically, how data has been collected and interpreted in this inquiry. It depicts: the immersion of the researcher/author in the data; the flow and dynamics of this data collection approach; the range and richness of that empirical data drawn from case analyses, extended interviews, focus groups; and the juxtaposition and integration of extant knowledge. Alongside the sequential movement of data

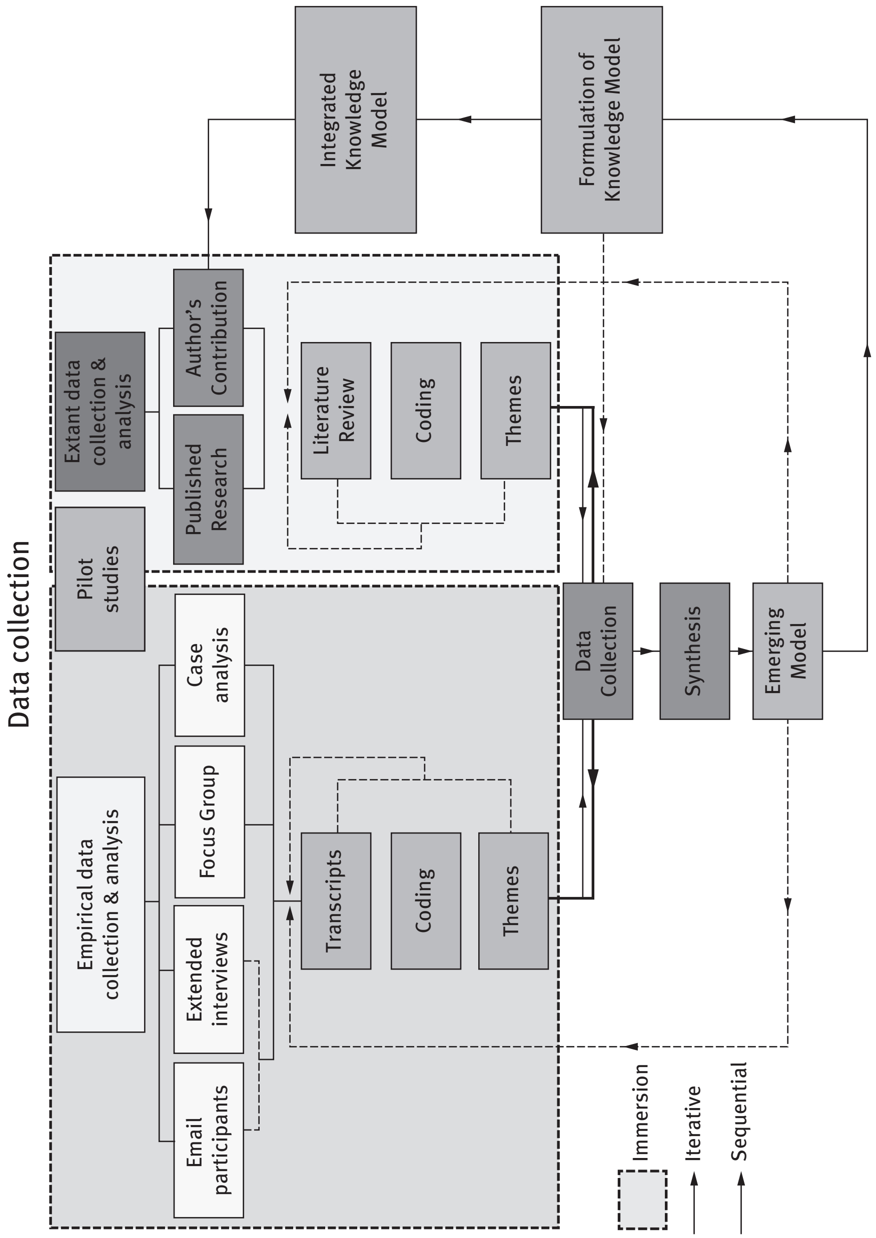

Figure 4.5: Research framework and marketing knowledge model synthesis.

analysis is the recycling of data interpretation. This act of reiterative reflection and interpretation is a product of the level of immersion and personal involvement the author has with the subject matter and context of this study.

4.8.1 Choice and justification of data capture and analysis methods

Data capture and analysis methods are selected based on research aims and the nature of the inquiry, in this case one of interpretation. According to Marshall and Rossman (2006: 154), "qualitative data analysis is a search for general statements about relationships and underlying themes". This suggests structure, interpretation, subjectivity. The reflexive nature of this subjectivity is one assumed to be shared by both the researcher and the research subjects and infers a critical view of what is interpreted as 'data'.

Therefore, the most appropriate types of data for this inquiry is deemed to be qualitative data. Mason (1996: 54) describes three alternative approaches for collecting these types of data:
- 'literal' (analysing language structure);
- 'interpretive' (attempting to interpret the 'meaning' participants' have of phenomenon) and,
- 'reflexive' (the researcher's experience of collecting the data).

The basis of data collection in this inquiry is interpretive and reflexive.

4.8.2 Interviewing as the chosen data capture method

The methods chosen for data capture in this inquiry – interviews, focus groups and questionnaires – are used most frequently in qualitative research. Interviews are empirical phenomena in which the narratives produced are situated accounts of experience, a "productive site of reportable knowledge itself" (Holstein and Gubrium, 1995: 3).

The purpose of the interview is, as Kvale (1983: 174) claims "to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena", enabling individuals to think and to talk about their predicaments, needs, expectations, experiences and understandings (Nunkoonsing, 2005). Kvale (1983: 1) asserts that qualitative interviews can have objectivity by "letting the investigated object speak" in the description of the phenomenon. In the case of this inquiry, the 'investigated objects' of the phenomenon of marketing knowledge are examined within the domains of theory, practice and pedagogy.

Any inquiry which aims to critically examine the dynamics of marketing practice and marketing theory and evaluate its relevance and applicability in a pedagogical context, must attempt to get inside the 'lifeworlds' of the various marketing constituents in their respective constituencies. To this end, the received wisdom in qualitative research is that interviews are the best method with which to "enter into the other person's perspective" (Patton, 2002: 341). Whether in the form of focus group, face-to-face, longitudinal interrogation, or a long-distance email conversation, the use of interviews in this inquiry is seen as most appropriate because it is, as Kazmer and Xie (2008: 258) suggest, "the most direct, research-focused interaction between research and participant".

Furthermore, it is, of course, important to consider the *context*(*s*) within which research takes place, as well as recognising both the researcher and participant in the process. Fontana and Frey (2000: 663) suggests that interviews can be seen as "negotiated accomplishments of both interviewers and participants that are shaped by the *contexts* and situations in which they take place". More importantly, as Ryan et al. (2009: 310) cautions, "it is pertinent that the type of interview is congruent with the research question and aims and objectives of the study". Indeed, Schultze and Avital (2011: 2) posit that the researcher should "take a more reflexive stance toward their craft by considering the contextual details of the interview setting and process".

Interviews allow the gathering of rich, complex data, and having both semi-structured and unstructured interviews allowed a lot of flexibility and freedom for the participants.

4.8.3 Transcription of evidence and interviewee participation in the process

When adopting an appropriate research methodology, a pertinent question which helps guide our approach to research is 'What is actually meant by data?' According to Glaser (2002), "All is data": both the research setting, participants and everything about the research topic can be construed, and more importantly, used as data. Qualitative research can provide a more flexible method of investigation by analysing *whilst the data is being captured*. It is a realistic approach to research, where social phenomena are observed in context. Quantitative researchers tend to regard experiential empirical data extracted by qualitative interview as "unreliable, impressionistic and not objective" (Denzin and Lincoln, 2011: 12). From a qualitative perspective, however, interviews can provide insightful data if interviewers have "a respect for and curiosity about what people say, and a systematic effort to really hear and understand what people tell you" (Rubin and Rubin, 1995: 17).

A key element of data capture and analysis is the transcription of evidence. Davidson (2009) describes two methods used by qualitative researchers: 'naturalised' transcription and 'denaturalised' transcription. The former is not filtered or altered and focuses on discourse detail and tries to let the data 'breathe'; the latter presents evidence which has been altered to extract some socio-cultural characteristics. Naturalised transcription allows a more authentic interpretation of data, reporting the actual words and nuance of the participant's experience. For that reason, all data captured have been recorded in the naturalised transcription manner.

Though not a common occurrence in qualitative research, some researchers advocate a more active role for interviewees in the transcription process (Hagens, Dobrow, and Chafe, 2009). This may ensure validity (Polit and Beck, 2007), enhance the quality of data capture or underline the credibility of the transcripts (Davidson, 2009). Of all the data capture in this inquiry, the two case analyses and three of the face-to-face interviews allowed access of transcripts or mid-interview clarification or amplification to take place. Where online interviews or questionnaires were used, this was not deemed to be beneficial nor necessary.

4.8.4 Identifying patterns in the data

Identifying patterns in the data and analysing recurring themes, looking for inter-group occurrences can be helped by a pre-specified scheme of coding. Coding is a method of constructing an analytical framework and is pivotal in data collection, meaning-making interpretation and identifying any themes in the data. The purpose of coding is: to try to reduce the data without losing any of the essential meaning, collecting any significant ideas which refer back to the research objectives; understand the phenomenon being analysed; and to develop a theory or construct from the emerging categories and themes (Saldana, 2013). This is done in a sequence: coding, sorting, synthesising and theorising. Identifying 'themes' or patterns in qualitative research is essential in data analysis in order to identify and describe phenomena. Themes are patterns (or sometimes abstract concepts) which can be targeted before (in the form of the research aims and objectives) and identified during and after data collection. Thematic analysis can be done using extant knowledge in the form of texts (review of literature) and from the context of the phenomena being investigated. Social science researchers induce themes from data: open coding is used in grounded research; qualitative analysis or latent coding are used in content analysis.

4.8.5 Experiential empirical data collection methods

In terms of the methodology used for empirical research with the various marketing constituents, this was undertaken in the tradition of Gadamer's (1960/1998) and Heidegger's (1927/2008) hermeneutic phenomenology using 'conversational' interviews (van Manen, 2001). Marton (1994) suggests that "Whatever phenomenon or situation people encounter, we can identify a limited number of qualitatively different and logically interrelated ways in which the phenomenon or the situation is experienced and understood". Phenomenological perspectives (and therefore, the 'phenomenographic' interview) advocates allowing people to reflect on their *Lebenswelt* (life world) from the 'inside'; rich data is captured from experience of the interviewee. In the spirit of this approach, a strategic choice of it is based participants – purposive sampling – representative of all significant marketing communities participated with the intention of gleaning individual narrative evidence experiential. Participants were asked to discuss: how they had initially been exposed to Marketing; what their orientation (eg: practitioner, academic, teacher etc.) was; and what was their perception of and perspective on marketing knowledge and its usage in theory and/or in practice. This methodology can produce rich data from these types of interviews because it is based on the participants' subjective interpretations of their lived experience within their respective habitus. Bourdieu (1985:170) described habitus as "a structuring structure, which organises practices and the perception of practices"

4.8.6 The application of coding and interpretation of data in this inquiry

In trying to explain the application of coding in this inquiry, Drake's (2010:88) remark that the interpretation of data is "not a matter of looking harder or more closely but of seeing what frames our seeing" is particularly apposite. Coding involved using a first cycle of 'pre-set codes' (these are often referred to as '*a priori*' codes) and relate directly back to the research objectives and reflect the conceptual nature of this inquiry: the roots and uses of marketing knowledge; the perceptions of the different constituencies; the nature of tacit and explicit knowledge.

4.9 Validity of methodology adopted

Proof of the quality and rigour of the research is of paramount importance. Qualitative research is fundamentally different in philosophical approach and methodology, and, because it is based on contextual, subjective, individual interpretation, questions of validity come under much closer scrutiny. As previously stated validity in qualitative research cannot be proven, but it can be supported. For research to be deemed 'valid', robustness must be demonstrated in ensuring quality through rigour, credibility and ethical behaviour. Brownlie, Hewer and Ferguson (2007) declare that relevance is all about the researcher making choices between theory and appropriate methodology. For example, the process of using phenomenology as an analytical method is questioned in some quarters as being without scientific rigour. Credibility refers to truth, value or believability (Leninger, 1994), but also authenticity and trustworthiness. Paterson and Higgs (2005: 352) suggest that "an important way to achieve credibility is to enact the research philosophy or, in other words, for method as logic of justification to inform method as technique".

Qualitative researchers who practise an alternative subjective philosophical approach compared to hypothetico-deductive research reject the quantitative mono-criteria for validity as not being reflective of qualitative research (Guba and Lincoln, 1994). Their comparison with quantitative validity (shown in Table 4.2) is an excellent delineation of comparative criteria for quantitative and qualitative research methods.

Table 4.2: Criteria for judging validity in qualitative research.

Traditional criteria for judging quantitative research	Alternative criteria for judging qualitative research
Internal validity	*Credibility*: Since the aim of qualitative research is to present and analyse the phenomena in its correct context, establishing the credibility or believability of findings from triangulation and acknowledging the perspective of the participants in the research.
External validity	*Transferability*: If the context within which the original research takes place is thoroughly explained, the results can be transferred or generalised into other contexts.
Reliability	*Dependability*: Reliability measures dependability and consistency. Usually this is assumed to be replicability or repeatability, but observing the same thing twice is disputed by qualitative researchers. More relevant to qualitative approaches is the idea that context, which is constantly changing, must be clearly explained.
Objectivity	*Confirmability*: The extent to which the results can be corroborated with others. The data needs to needs to be audited to check for bias or distortion. The degree of reflexivity shown can enhance confirmability.

Source: (Guba and Lincoln, 1998)

Whilst the arguments for alternative criteria for assessing validity in interpretive inquiries may be sound, the comparisons do have their limitations such as 'external validity' and 'reliability' which have statistical sampling and true score as their bases and are not directly applicable to qualitative research which uses non-numeric methods. The very nature of qualitative research does present problems. For example, the *positionality* of the researcher does make objective analysis of subjective subject matter difficult. The 'insider' researcher, immersed in the capture and analysis of data, may be susceptible to data distortion because of bias. There might be inaccuracy of description or inferred bias because of observed behaviour or verbal participant accounts being reflected through the subjective lens of the researcher. In addition, the case study used or range of sample data extracted might be too specific or non-representative. One of the 'before' difficulties with case study research is generalisability (Yin, 1994) in making the data generalisable. Case analyses are necessarily defined by, and therefore restricted by, context. Transferring data findings from one context to another may be not be possible. The research might offer a limited view of the phenomena as the researcher's data might not be comprehensive or omit key perspectives. The research might reinforce existing theory, reflect a 'normative' view of the phenomena and not be critical of established premises, thus limiting creativity.

However, there are some ways in which these problems can be addressed:

- Accuracy of 'description' can be improved by accurate recording of data and possibly verifying with the research participants themselves; accuracy of 'inferred meanings' by using a wide range of participant 'types', using the language expressed by participants to ensure 'thick' descriptions are representative, repeating the exercise by reiterating data and by considering alternative perspectives.
- Generalisibility, whilst difficult with this type of inquiry, can be ensured by: demonstrating the representative nature of the sample used; checking that it is consistent with research aims and objectives; using rich descriptions of the context within which the research has been extracted; linking theories and approaches to other fields.
- In addition, whilst the use of qualitative interviews in an empirical study such as this is entirely appropriate, justification of what constitutes validity in terms of authenticity and credibility of interviewees must be proffered. The dominant publication and PhD book conventions dictate method of participant selection, data retrieval and reflexive commentary on researcher involvement, bias and validity. According to Patton (2015), "this implies a need to state the number and characteristics of participants interviewed and the reason for their selection". In order to enable new insights and rich understandings, validity depends on the participants chosen and the balance between their coverage and the quality of data within their responses (Alvesson and Ashcraft, 2012). Debate about this varies between qualitative scholars (Baker and Edwards, 2012) about what is considered methodologically valid, dependent upon individual philosophical perspectives.

The notion of *cumulative collective knowledge*, contingent on cultural context, is essential here. Antecedents of this perspective can be seen in Dewey's (1938) observation that "neither inquiry nor the most abstractly formal set of symbols can escape from the cultural matrix in which they live, move and have their being" (p. 20). Indeed, the pragmatists' perspective is that new knowledge, integral to experience, must be empirically checked by peers within the group being researched. This is an important aspect as to whether this type of research has ‘validity’. Dewey (1929) asserted that the “test of the validity of the idea by the consequences of these operations establishes connectivity with concrete experience” (p. 114). Knowledge feeds into action; action feeds into knowledge. In other words, marketing knowledge in practice is reified in theory; marketing knowledge in theory is verified in practice.

Yardley, (2000: 219) offers a comprehensive summary for assessing the validity of qualitative research: sensitivity to content; commitment to rigour; transparency and coherence; and impact and importance. This comprehensive list has been used as a framework to offer proof of validity for this inquiry and is discussed in Table 4.3.

Table 4.3: Proof of validity for this inquiry.

Yardley’s (2000) criteria for judging validity	Criteria applied to this inquiry for judging validity
	Sensitivity to content
Contextual theory and previous research on the phenomenon	– A comprehensive literature review, analysing the origins and development of knowledge both philosophically and subject-specific.
Extant knowledge from relevant literature	– Rigour in analysing and integrating relevant extant literature – complete immersion in specific texts and published research as well as peripheral but compatible research from other disciplines. This has taken the form of an exegesis of a broad and extensive literature review. – Reiteration and integration of theory with data captured. – Adherence to hermeneutic principle of examining whole to specific to whole: marketing meta-narratives, power, incommensurable epistemes, specific contexts.
Awareness of socio-cultural setting	– The ‘ontological dimension’ described in Figure 9.1 in Chapter 9 illustrates how the various marketing constituencies are grouped together, the shared characteristics and dynamics of their ontologies in their social setting.
Empathy with participants’ perspectives	– Competency criterion met: researcher expertise as a marketing academic, teacher, writer and practitioner is enhanced by the quality and expertise of the participants and the expert guidance of supervisors. – Dialogue between researcher and participants. – Reiteration of data with participants. – The ‘horizons’ of the participants and knowledge of their particular contexts and backgrounds.

Table 4.3 (continued)

Yardley's (2000) criteria for judging validity	Criteria applied to this inquiry for judging validity
Ethical issues	– Informed voluntary consent was obtained prior to any interviews, focus groups or questionnaires. – No coercion to take part. – Participants fully informed of the intent and purpose of the inquiry and expectations of the individual participant. – Trust in non-disclosure was achieved by the anonymity of concealed identity. anonymity of participants, individual or organisational names (except for obvious institutional entities such as the Marketing Educational Provider and the Academy of Marketing) were carefully coded (see Section 3 above). Informed consent was granted by prior communications. – No manipulation of data or slant put on findings (only interpretation). – Participant validation of data.
	Commitment to rigour
In-depth engagement with the subject matter	– The project aims at examining the roots and uses of marketing knowledge to add to the body of knowledge, add value in a creative manner and propose both a knowledge model and a better approach to marketing pedagogy. Therefore, the project was deemed to be worthy of undertaking and these aims have been met.
Methodological skills (The key here is reliability (dependability and consistency).	– Use of multiple indicators and data capture methods. – Use of pilot tests prior to interviews and questionnaires. – Development of clearly conceptualised ideas developing emerging theory. – Discussion of findings with participants to reinforce interpretations.
Thorough data collection	– Grounded research methods, across a broad range of marketing participants, through varied qualitative methods of data capture and analysis, were used to provide rich and comprehensive data. – Verbatim accounts of participant testimonies.
Depth and breadth of analysis	– Thematic coded analyses, extracted from a broad range of marketing constituencies, through varied qualitative methods of data capture and analysis, were used to provide accurate rich and comprehensive data analysis and interpretation.

Table 4.3 (continued)

Yardley's (2000) criteria for judging validity	**Criteria applied to this inquiry for judging validity**
Method and data analysis transparency	– All interviewees were fully briefed and inducted in the objectives, method and intention of the research methods. – Accuracy of recording and transparency of interpretation.
	Transparency and coherence
Clarity and strength of argument	– Research aims are clear with a broad range but precise focus.
Fit between theory and method	– A unique integration of theoretical and empirical perspectives is present throughout Chapters 5–8.
Reflexivity	– The author is conscious of his role in the etic and emic nature of the inquiry and the researcher's positionality in engaging with the subject and subjects of research. – Accounting for personal bias in collection and analysis.
	Impact and importance
Enrichment of understanding	– The author believes the findings of this work will have a major contribution to marketing, theory, practice and pedagogy.
Fit between theory and method	– The methodology uses grounded theory principles throughout and is consistent with the 'apperception' logic of *a priori* knowledge (eg: literature review).
Socio-cultural relevance	– The changing nature of education and the evolving need for practical impact of theory is reflected in the relevance of the work.

Source: Based on Yardley (2000)

4.10 Chapter review

In this chapter, an exposition of the general direction of the inquiry, the framework for research design and methodological approaches taken, as well as the formulation and execution of the research plan were discussed in detail. An in-depth review outlining the rationale of the choice and justification of data capture and analysis methods, themes and relationships in the data, together with an elucidation of how the various marketing constituency discourses in the study are to be contextualised, formed the main structure and content. Relating methodology to the achievement of the research aims, justification for the appropriateness of an inductive qualitative research approach in marketing inquiry, with its separate elements of grounded theory hermeneutics, was given. A detailed account of how and why research participants were selected, together with the influence of researcher positionality has on the research approach chosen complements this broad explanation. Possible approaches to research, together with the rejection of unsuitable methodologies were reviewed. Discussion on the iterative nature of qualitative research, the importance of subjectivity, the danger of interpretation and the need for reflexivity, flavoured this debate. Finally, the question of criteria for validity and reliability in this inquiry together with the ethics of representing the 'true' participant voice whilst maintaining researcher objectivity is covered.

This chapter, together with Chapter 2, *Philosophical underpinnings for an inquiry into marketing knowledge*, acts as an extended preamble to Part 2 where the results of the data captured and analysed from all constituencies both textual, contextual and pedgaogical marketing knowledge domains are discussed in detail. It is of vital importance in describing the philosophical logic – the epistemological bases and values of what constitutes marketing knowledge in theory and in practice – as well as the methodological integrity and the contexts within which the programme of case analyses, individual in-depth interviews, focus group discussions and questionnaires have taken place, and begin to look at the impact various marketing constituencies have on the production of marketing knowledge.

Part 2: **Findings of Inquiry**

Introduction to Part 2: Findings of Inquiry

As outlined in the opening chapter, the aims of this inquiry are to examine and evaluate the epistemological bases and values of what constitutes both theoretical and practical marketing knowledge, showing how these two often diverging but disparate epistemes connect and disconnect. Set against the discussion on philosophical underpinnings in Chapter 2, the examination of knowledge relationsips in Chapter 3, and the justification for the chosen research methodology and methods in Chapter 4, the contents of this section – Part 2: *Findings of Inquiry* – discusses the results of all the empirical evidence collected and analysed from all constituencies in all marketing knowledge domains. Findings are split into three distinct narratives – contextual, textual and pedagogical perspectives – and are illustrated in relation to each other in Figure 5.1.

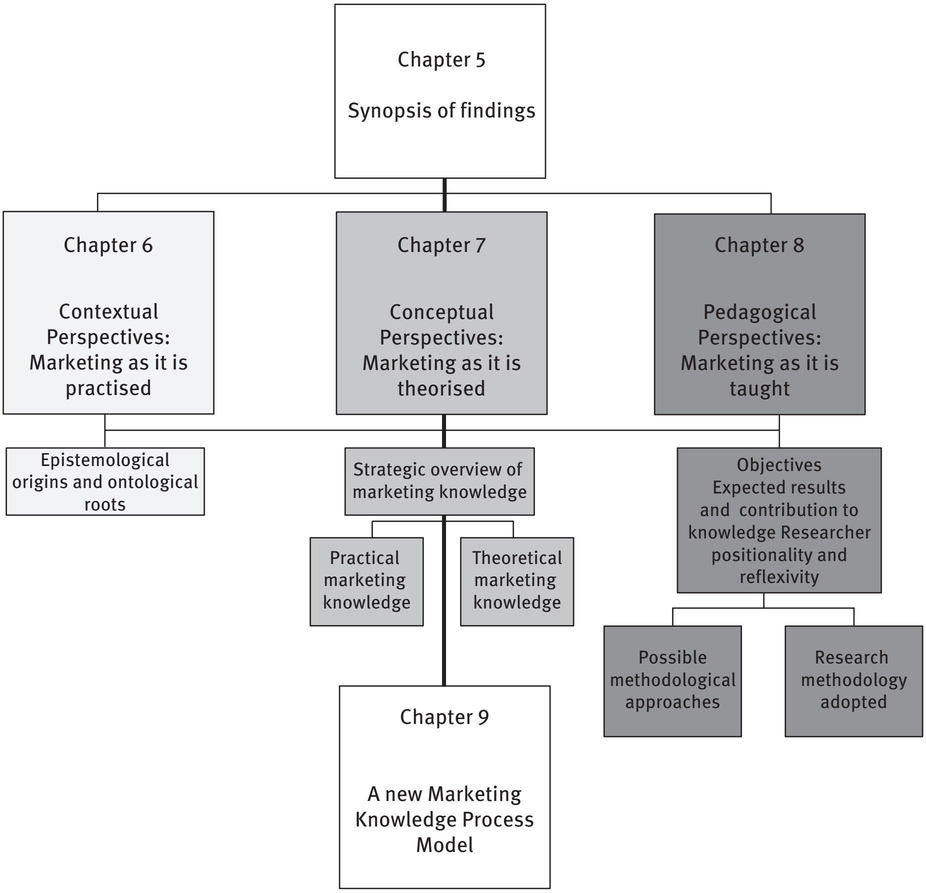

Figure 5.1: Microstructure of Part 2.

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This is a brief summative introductory chapter – Chapter 5: Synopsis of findings – which discusses in general the outcomes of the research. The subsequent presentation and analysis of data in Chapters 6, 7 and 8 features a unique juxtaposition of documentary word and deed, combining literature review *in text* with rich empirical data *in context*. This echoes the structure of this book and has the advantage of helping to more easily demonstrate the linkages between marketing theory and marketing practice.

5 Synopsis of findings

5.1 Outline of chapter

This chapter provides a brief introduction to the detailed discussion of data in the following Chapters 6, 7, 8 and 9. It maps out the key coding themes which have emerged from the data, how they are related to each other and shows how this is consistent with the research aims of this inquiry. It provides a brief summary of the findings of extensive research and the subsequent thorough discussion of data, presenting a synopsis of the outcomes of empirical data taken from the interviews for all marketing constituencies featured in the research exercise. It demonstrates how, together with extant knowledge, the findings have been amplified by the author to offer original insight into how marketing knowledge is conceived and consumed.

5.2 Introduction

Research findings, in a very real sense, are conditioned by the choice between research paradigm, the type of data required, and what is deemed to be the appropriate collection methods. In constructivist research, "the investigator and the object of investigations are [. . .] interactively linked so that the 'findings' are literally created as the investigation proceeds" (Lincoln and Guba, 1985: 207). As Cupchick (2001) observes: "In the social world, phenomena are difficult to observe because they are not restricted to sense-data but involve the application of judgement", possessing a coherent structure and observed against a social background. Accordingly, this section will show that this inductive methodology is largely supported by abductive argument as both the reasoning and indeed the conclusions are not based on deductive, syllogistic reasoning but rest on *inference*. What is presented in this chapter is the 'best explanation' of the phenomena being examined: it is the author's interpretation of the individual participant's interpretation of their perception of that phenomena.

The findings described in the following sections are extracts from research which was undertaken over a period of years, both formally and informally, both intuitively and consciously. The findings, and indeed the process, are the result of exposure to marketing over a lifetime as practitioner and academic and have previously been channelled into a formal doctorate. The argument is ampliative, augmenting the original conception of marketing knowledge, with an original perspective which has emerged from rich experiential data.

Before the detailed specific discussions and commentary in the following chapters, it is useful to describe and consider the overall findings individually and how they relate to each other as part of a holistic perspective from which the *Marketing Knowledge Process Model* has emerged. This is a characteristically hermeneutic way

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of examining data and will help appreciation of the comprehensive nature of this framework and its practical application. It frames the author's original contribution to knowledge, attempting to explicate and contextualise the full range of empirical experiential evidence from all constituencies and augmenting understanding by integrating theory with data.

By using grounded theory within a phenomenological methodology, this inquiry has interrogated qualitative data captured through case analyses, interviews, focus groups and questionnaires using a process of thematic analysis. The method of generating and identifying replicated categories, (which can therefore be grouped), was used, allowing coding to extract meaning from collated themes. This process, done systematically from participants' actual experiences and interpretation, provided a degree of rigour and robustness needed to ensure its relevance in use.

5.3 Brief synopsis of findings

In general, the findings are consistent with the research aims of this inquiry and are confirmation of the dynamics of marketing theory and practice and how marketing knowledge is conceived and consumed. They are illustrated in relation to each other as well as to the inquiry's research aims in Figure 5.2 and summarised below.

- *The imbalance of power*: There is evidence that the hegemony of power still lies with the academy although the need and indeed desire for practice-based theory is becoming much more prevalent. One interesting aspect of the findings was that the confirmation of asymmetry of influence in knowledge generation was not just a reflection of the vested interests of the separate knowledge domains of theory and practice, but also acknowledgement of the silo effects of those domains. In other words, they accentuate difference and indifference.
- *The polarities and connections between the two epistemes of theory and practice*: Whilst there is an undoubted historical separation or disconnection between the knowledge domains of theory and practice, there is also evidence of communality and collegiality. Reinforced by pedagogical perspectives, a possible hybrid approach combining practice-based theory and theory-based practice is borne out by the data.
- *The evidence of both tacit and explicit knowledge*: Data from practitioners emphasises the 'informed intuition' of tacit knowledge often entrenched in the confined world of practice, often without reference to theoretical or conceptual guidelines. The data shows that where theory which is practicable is evident, this is in fact reified in practice. Giving concrete conceptual form to practice is necessary but there is evidence that this does not bring academia closer to practitioners merely regurgitates theory and offers little new to practitioners.

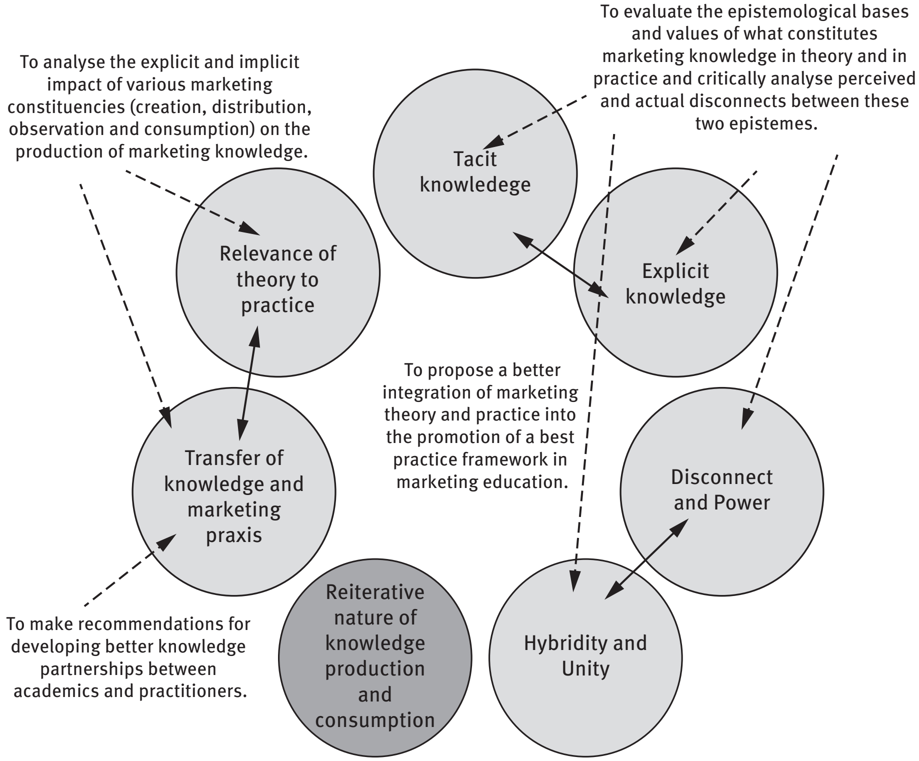

Figure 5.2: Final coding themes related to each other and to research aims.

- *The transfer of knowledge and the relevance of theory to practice*: Transferring tacit knowledge successfully from practice to theory can be difficult. Findings in this area locate *practical* knowledge and *theoretical* knowledge as separated by ontology (what knowledge is 'true') and epistemology (what method is best to find that 'truth') and the 'gap' between the two is nearly always framed as a knowledge transfer dilemma. Evidence shows that the diffusion of marketing theory, translating conceptual frameworks into context is a barrier because of the lack of practicability and also reluctance of practitioners to risk altering practice heuristics. An engaged scholarship (van de Venn and Johnson, 2006) is required. There has to be what Szulanski (2000) referred to as "sticky knowledge" and this is evident from the data.
- *The reiterative nature of knowledge production, distribution and consumption*: Knowledge production and consumption are often represented in normative models of marketing as respectively process and product in a linear cause-and-effect, input-and-output chain. Here the author has amplified the evidence from the data and suggests that practice counters this showing both are not always separated but part of a symbiotic, recursive and reiterative circle of production and

> consumption. Distributors of knowledge are becoming more practice-oriented in the presentation and evaluation of theory. This identification of the reiterative nature of knowledge identifies and acknowledges the interrelatedness, indeed inseparability of theory and practice as part of the same entity.

The essence of qualitative data analysis is discovering themes: emerging but often abstract constructs detected during and often after data collection, echoed in extant literature, induced from texts, reinforced by experience of the subject matter. In grounded theory, this *open* or *latent* coding is where the real rich data emerges. The process of analysis is not linear in nature but circular, iterative: themes may emerge in one interview and be sought after in subsequent interviews. It is a process which feeds back into itself. However, whilst this is organic in its execution, it still must be systematic. In the case of this inquiry, interviews were recorded or transcribed, and the incidence of recurring similar words or regular phrases were teased out of the transcripts. Textual comparison with extant literature was intentionally done alongside theme selection for comparison and guidance. '*Common*' codes (which are concepts occurring regularly in more than one transcript) and '*Specific*' codes (peculiar to the participant's specific context) are explained fully in the following Chapters 6, 7, and 8 where they are translated into 'concepts' and 'categories' in detail.

For immediate consideration, these initial data codes from all three domains have been grouped and summarised in final coding themes in Table 5.1. From this range of emerging and collated themes, a framework of elements and dynamics has been developed in the form of a new *Marketing Knowledge Process Model* which both includes and integrates the essence of the data captured. This exercise was a result of received wisdom, a summation of literature review, the application of experience and focusing on the research aims set out before data collection occurred. As Moustakas (1994: 10) reminds us, "interpretation unmasks what is hidden behind the objective phenomena". The subsequent analysis is, therefore, *an* interpretation of *their* interpretation of *their* experience which is taking place. The evidence, therefore, appears from the data; the appearance of reality is through individual interpretation.

5.3.1 *Final coding theme 1:* Tacit knowledge

One of the keys to knowledge creation, as Nonaka and Takeuchi (1995: 20) claim, "lies in the mobilisation and conversion of tacit knowledge". It is a relatively virgin territory in the case of applied fields, where "it appears that the practices related to the phenomenon of knowledge management and knowledge creation have accelerated faster than the scholarly work to explain them" (McLean, 2004: 1). The data which throws light on the phenomenon of tacit knowledge is drawn from the accounts or stories of the participants. The most prominent factor which concerned the theory/practice duality which emerged from the data in this inquiry was tacit

Table 5.1: Initial emerging and final coding themes summary.

Final summative coding themes	Initial coding themes emerging from the data
Tacit knowledge	– Process knowledge – Practical strengths – Apperception – Improvisation – Function not philosophy – Learning in situ – Common sense – Informed intuition – Inherent – Learning by doing – Learning through observation – Forecasting guesswork – Recording action – Situated learning – Subject matter expertise – Innate business/marketing skills – Handed down knowledge – Instinctive – Trial and error – Internal processes – Practice-informed knowledge – Family firm custom and practice – Questioning practice – Practical objectives – The 'norm' – Business-to-business history
Explicit knowledge	– Prescribed – Impractical – Theoretical – Useful – Scientific – Formulaic – Systems – Process – Knowledge transfer – Distribution/pricing/promotion – 4Ps/7Ps/Marketing Mix – Integrated Marketing Communications – Planning – Branding – Applied principles – Effectiveness – Institutionalised teaching – Text book teaching

Table 5.1 (continued)

Final summative coding themes	Initial coding themes emerging from the data
Disconnect and Power	– Academics write history – Academics distort reality – Restrictions of publication – Dichotomy – Values – Theory and practice – Domains of practice and academe – Too complicated – Internalised/incestuous – Theory not appreciative of real-life business – Domains of practice – Dis-location between strategy and practice – Overbearing Cartesian assumptions of theory – Dominant discourses – Cartesian separation of mind and body – Penetrating discourses between strategists and practitioners – Narratives, metaphors – Rationality and subjectivity
Hybridity/Unity	– Glue between customer and company – Dealership dynamics – Marketing dynamics – People – Knowledge – Organic linked – Interdependency of theory and practice – Joined aims – Pedagogy – Reciprocal relations/partnership – Dialectical – Subjectively negotiated – Duality – Fusion – Bilingual – Parallel/symbiosis – Dyadic relationship – Theoretical – Practical application – Parallel developments/roots

Table 5.1 (continued)

Final summative coding themes	Initial coding themes emerging from the data
Reiteration	– Continuous reinvention – Hybrid reiteration – Adoption and adaption – Data collection and analysis
Transfer of knowledge and marketing praxis	– Sector expertise – Category management – Tutoring – Strategic issues – Transfer of knowledge – Coaching – Formal training in theory and best practice – Applied principles – Subject matter expertise – Theory to practice mix – Useful – Employability – Formal education in marketing – Disseminator of marketing knowledge – Managing/channelling expertise – Responsibility without knowledge – Misunderstanding of marketing – Lack of brand ownership – Trial and error – Community of practice – Situated learning – Following market practice – Integration of applied and practical – Cost of paying for knowledge – Practical knowledge transfer
Relevance	– Purpose of theory – Not appropriate to real-life business – Too complicated – Just another language – Some of it not practical – Reflecting practitioner perspectives in academia – Vocational – Instrumental learning – Employment – British qualification – Real-life examples – Qualification

Table 5.1 (continued)

Final summative coding themes	Initial coding themes emerging from the data
	– Pool of knowledge – Wealth of experience – Drawing examples from the lessons that have been experienced – Practical application – Relevance to work – Progression – Confidence – Case studies in seminars – Case studies in text book – Tutor knowledge – Experience of tutor – Employability – Examples from the tutor experience – Assignment preparation

Source: Author's representation

knowledge: *informed intuition* (often counter-intuitive), established in the vacuum of historical practice, has an unshakable hold on the application of marketing.

Tacit knowledge does not arise only from the implicit *acquisition* of knowledge but also from the implicit *processing* of knowledge. When discourse occurs in a micro-context, tacit knowledge – situational learning – can be insular and unrecorded. As Saren and Brownlie (2004:7) suggest, the partly intuitive world of the practitioner whose "immanent and insistent experience and knowledge cannot be given expression through the received concepts and language of marketing", is often not expressed in text. Skålén and Hackley (2011: 1) are persistent champions of the need for 'bottom-up' empirical research into marketing practice; Ardley and Quinn (2014) present an analysis examining the micro-discourses and narratives of marketing actors; whilst Herzog (2016: 289) advises that analysis of practitioner discourse "can analyse practices and material realities and help immanent critique overcome its empirical deficits".

Witness this expressed by the Microbiological Organisation (*SME1*) when asked about how the company's product was 'marketed':

> Common sense. Doing things instinctively. We don't have a blueprint or a marketing manual. We're too focused on producing our product.

The immanent critique used in this inquiry (which can help ground the normative claims of discourse), offers an insider perspective on practitioner tacit knowledge. Immanent, in this sense, refers to the practice and beliefs which typify the experience of a group of participants located in a context in a specific society, examined

on *their* terms. It is an internal perspective, and to be internally consistent, evidence must be grounded in the experience of the participants. Eraut (2004) suggests that tacit knowledge exists in three forms:
– situational understanding rooted in experience;
– automatised, routinised procedures; and,
– the rules embedded in intuitive decision-making.

The process of coding extracted recurring incidents of this in examples such as: apperception, improvisation, learning *in situ*, common sense, informed intuition, inherent, learning by doing and through observation, situated learning, innate business/marketing skills and handed down knowledge. Whilst this is evident in a lot of the interviews with practitioners, there is an interesting point from the data of the inconsistency of practice. Because of the 'internal' often isolated nature of the practitioner, horizons can be, therefore, internalised. Amongst the wide spread of practitioners interviewed, their experience is in contexts where traditional marketing theory often has little impact. There is a discernible gap between what is said and what is practised.

However, dependent upon the historical and structural nature of the businesses examined, theory may or may not be applied, or at best not recognised in tacit knowledge production and use even if this is the case. This does make the application of theory – even one grounded in practice – difficult to transfer. There would be a certain practitioner resistance to adoption of practice given an unnecessary theoretical basis.

5.3.2 *Final coding theme 2:* Explicit knowledge

Explicit knowledge, particularly with a practice-based phenomenon such as marketing, is knowledge that can be codified through concepts, articulated in text, and can be expressive of assumed formulaic practice, and, perhaps most importantly, can be communicated to others. But as Firat (1985: 143) points out, marketing's blind adherence to the accepted normative paradigm of natural science in terms of "accepting temporal/contextual facts and truths as universal and eternal truths" undermines its application.

The results of this inquiry have shown evidence of the hegemony of power being with explicit marketing discourse and this not always being reflective of actual practice. An International Marketing Manager for a Global Automotive company (*GAB1*) confirms this as

> applying basic principles – relationships, positioning, branding and so on – but the numbers are smaller in the dealerships.

Cornelissen and Lock (2005: 180) suggest that "the use of marketing theory is a complex and multifaceted process, and ultimately depends upon practical assessments by practitioners concerning the currency, timeliness and relevance of a certain theory for a practical problem or situation". Using academic theories in practice can sometimes be seen as lacking real-world credibility or applicability. Cornellisen (2000: 357) argues that "academic knowledge can often be considered as rather abstract and conceptual in nature" with limited applicability. Pavlik and Toth (1984), on the other hand, argue that knowledge captured in academic theories can often provide a solid framework for practitioners. This is where the gold dust of marketing theory lies: the reiteration of theory in practice and the reification of practice in theory. As with the tacit experience of the practitioner given above, the process of extracted codes revealed recurring incidents of this in examples such as: theoretical, prescribed, impractical, scientific, formulaic, systems, process, applied principles and effectiveness. The evidence of institutionalised and text book teaching, often without practical reference, throws a pedagogical element explored later on. An important element of this inquiry is how these two knowledge domains connect and disconnect. This is the next theme which emerged, as discussed below.

5.3.3 *Final coding theme 3:* Disconnect and power; symmetry and asymmetry

The received wisdom is that the established relationship between marketing theory and practice is a dichotomy. Certainly, there is plenty of evidence to support a disconnect between these two epistemes. A comprehensive literature review of Knowledge Management (KM) in small and medium enterprises (SMEs) undertaken by Massaro et al., (2016), found fragmented and mostly unrelated research with little practical application. Brownlie et al. (2008: 461) describe this as "positioning management practice on the one hand as romantic, but ultimately mundane and un-reflexive as habitual action; while on the other hand there is theory, the sphere of abstract knowledge, framed within the academy and characterized as dry, erudite, perhaps reflexive, but reductive and limited in scope".
One of the themes to emerge from the data in the inquiry is '*Disconnect and Power*'.

Figure 5.3 includes elements which support this: domains of practice and academe, academics write history and distort reality, not appreciative of real-life business, differing domains and dis-location between strategy and practice, and the dominant discourses of theory over practice. Whilst these knowledge domains are heterogeneous but overlapping spheres, any analysis of this binary 'gulf' has to acknowledge the trophic levels in between and the role and influence of intermediaries.

The asymmetrical dispersion of power and influence is shown (though it must be pointed out NOT to scale) by the disproportionate size of the 'theory' and 'practice' globes demonstrating the power skewed towards theoretical perspectives. This is illustrative and not indicative of size distribution.

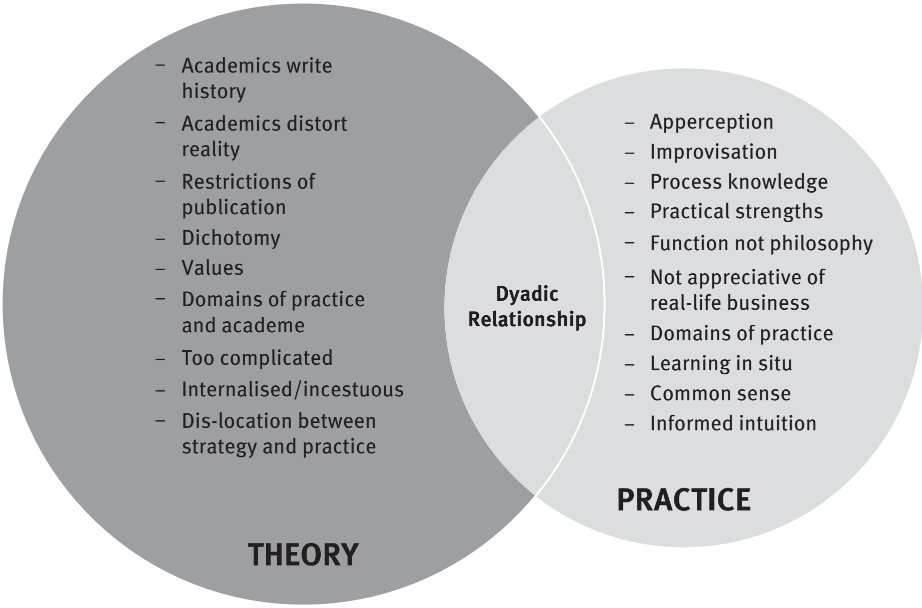

Figure 5.3: Theory/Practice Relationship.

This can be seen in the Head of a major international educational provider (*MEP1*) when asked about where knowledge power is located:

> Knowledge generated by the academy, academics, text books. We have to reflect what is relevant to our customers: good practice, conceptual ideas, theory. The MEP synthesise and distribute that knowledge.

This is further illustrated by an academic (*AOM1*):

> It's that dislocation between strategy and practice. The dominant discourses. Strategy is abstract 'dead', separated. The practical world is the opposite. Your "in situ/in aspic" theme. The two worlds are separated by different logics. Practice gets a raw deal. Theorists rule the roost and have a self-appointed privilege. Because it's not scientific.

The history of marketing thought informs the view that this lack of connection is an indictment since history started with observations of practice. Indeed, Hackley (2001) suggests that marketing has forgotten its own history; the roots of theory formation – practice – has suffered from academic appropriation. Baker (2013: 223) suggests that "the real contribution and impact of academic work in marketing should be reflected by its adoption and application in practice". Brownlie et al. (2007: 1) comment that closing the perceived gap between theory and practice assumes the proportions of "a heroic struggle between the sacred and the profane;

between the abstract high-mindedness of theory and the lowly but useful deeds of practice". The 'sacred' and the 'profane' is an interesting way to observe this dichotomy since it marks out the polarities and delineates the perceived pecking order of the theorists. Brown's (2001: 255) certainly captures this well: "If academic marketing is to move forward intellectually, if it is to attract practitioners back into the fold, if it is to transcend its current crisis of representation, if it is to enter the twenty-first century with renewed confidence, it must abandon its futile fixation with science, and it must abandon it forthwith".

In the light of November's (2004) reference to academic *marketing knowledge myopia,* this is an important comment in this debate. The discourse(s) between the various marketing constituencies examined sometimes are, and sometimes are not, in a dialectical relationship with each other. Even in collegiate collaboration, the tension between marketing *in situ* and marketing *in aspic* often manifests itself as a dialectical separation. Fundamentally, what is really being examined here is the power relations in the generation of knowledge, and as Jorgenson and Philips (2002: 2) suggest, "the struggle between different knowledge claims could be understood and empirically explored as a struggle between different discourses which represent different ways of understanding aspects of the world and construct identities".

5.3.4 *Final coding theme 4:* Hybridity and unity

Whilst there is evidence in the data that the polarities of the theory and practice knowledge domains form a duality, there is also evidence to support the view that there is, and can be, common ground: theory and practice need not always be seen as in binary opposition but can also co-exist to mutual benefit.

It is pertinent that the Head of an international educational provider (*MEP1*) when asked whether knowledge was theoretical or practical, his answer was telling:

> Yes of course. All the latest advances in academia and all the requirements of being a marketing practitioner. Our centres deliver curricula that a) reflects our customer demand for expert tuition, and b) the 'received wisdom' from the academy.

The views of a Marketing Manager at an international educational provider (*MEP2*) on theory or practice-orientation:

> I think that marketing is very closely aligned with the commercial practice as business, marketing and sales go very closely together. If there is a synergy amongst them then there is a high probability that we produce desirable results on a consistent basis.

This echoes Wensley's (2002: 351) argument that the perceived gap between marketing academe and practice is in some ways a flawed diagnosis as well as an ineffective prescription. These discrete and often distant fields of study have intersected at various junctures and the history of marketing would be incomplete if practitioners and academics were disassociated from one another (Hollander et al., 2005: 33). The search for a hybrid knowledge model, combining the tacit knowledge of practice with the explicit knowledge of theory, is the aim of this book. There is a need for polyphonic voices in marketing discourse. Figure 5.4 Theory/Practice Fusion features extracts from the data showing evidence in the empirical findings in this inquiry that this dichotomy or discursive gap could be pursued as a dyadic fusion.

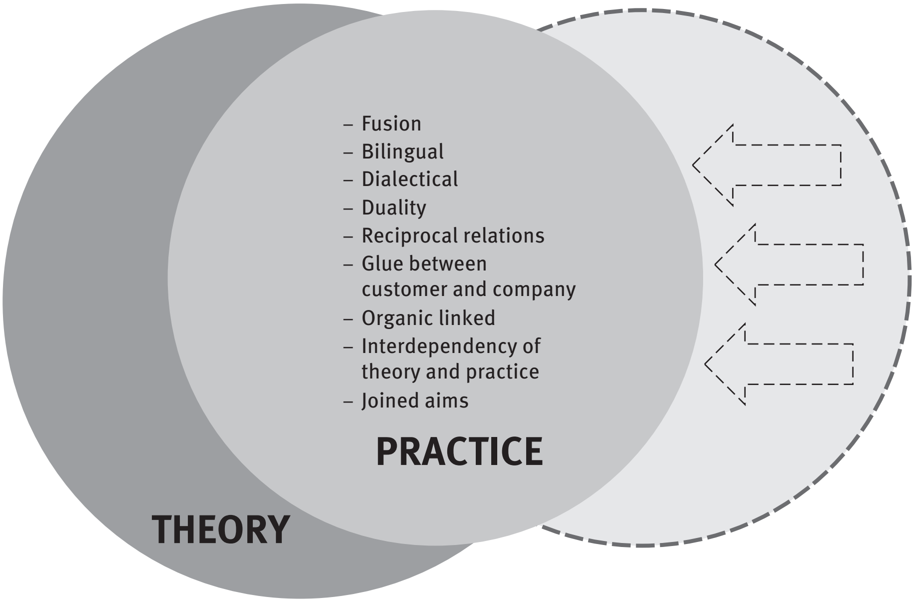

Figure 5.4: Theory/Practice Fusion.
Note: The relative size of these 'globes' of knowledge domains are featured here for illustrative purposes only and not meant to be based on actual quantitative calculation.

Some of the themes which highlight the possibility of some sort of engaged dialogue – such as fusion, bilingual, dialectical, duality, reciprocal relations, glue between customer and company, organically-linked joined aims and interdependency of theory and practice are shown in the Theory/Practice Fusion in Figure 5.4 where the opposing domains of theory and practice merge in joined venture and application Marketing knowledge production is often a circular perpetual movement construction demonstrating the continuous generation and consumption of marketing knowledge.

5.3.5 *Final coding theme 5*: Reiteration

Models are often used as visual metaphors to demonstrate key elements, linkages, disconnections, causes and effects, interrelationships and so on, often linear, showing input and output, sometimes circular demonstrating movement and complexity. The nature of the interchange (sometimes collaboration) between theory and practice is one of statement and re-statement of praxis: the *reiteration of theory in practice* and the *reification of practice in theory*.

Evidence of reiteration of knowledge creation can be seen in this quote from an International Marketing Manager for a Global Automotive company (GAB1):

> The company has well-established procedures and knowledge based on Operations and Manufacturing, but we've imported marketing knowledge through graduate employment, consultative input, agency input, the executive team's skills and experience. All marketing planning is highly systemised and part of a corporate network of handed-down formulae and functional reporting. It's a sort of cycle: we import knowledge brought in by our Graduates who convert that theoretical formula into applicable process and then I suppose that gets regurgitated back into academia in our presentations and papers.

In previously published work, the author proposed that "the all-consuming clamour for reliance and relevance of theory to practice dictates that the form, function and philosophy of marketing must be co-created in the practical pragmatism of praxis. Praxis is practice informed by theory and theory informed by practice, a cyclical process of experiential, contextual learning" (Smith et al., 2015: 1027).

In this model, theory and practice are not seen as linear stages. As can be seen in Figure 5.5, the revolving circles of textual and contextual elements, and the interaction between the two, demonstrate the lack of linearity and the key feature of regurgitation and re-creation. It is not a static process but more like a homeomorphic Möbius

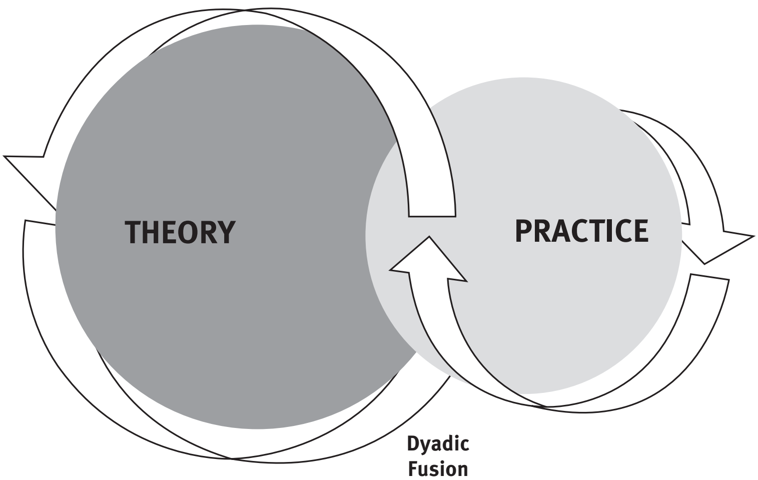

Figure 5.5: Reiterative knowledge creation.
Note: The relative size of these 'globes' of knowledge domains are featured here for illustrative purposes only and not meant to be based on actual quantitative calculation.

Strip where theory and practice are part of the same reiterative process, presented here as a sort of 'perpetual motion' machine with lots of individual cogs or interactions feeding into the main context to text process. Again, visualising the parts individually and then as part of a holistic picture is both hermeneutically consistent and a key aim of this research inquiry. This reinforces Gadamer's (1981) claim that the 'hermeneutic circle' of interpretation, with its iterative, ongoing examination of part and whole, whole and part, is a model of circular analysis. As has been established above, the dynamic creation, generation and dissemination of marketing knowledge is a circular, continuous, reiterative *process* which shows how action is converted to practical theory, which then reinforces practice and recycles theoretical interpretations of practice.

Gadamer (1976: 117) describes this type of circular hermeneutic and relationship with the movement of understanding as moving "constantly from the whole to the part and back to the whole". The 'translation' model suggested by Cornellisen (2002) acknowledges equity between academic thought and the experiential, intuitive knowledge of the practitioner and this is apposite to this knowledge framework.

Here, the dynamics of the process are being investigated: whether the original source of marketing knowledge is theory or practice. This author challenges the received wisdom that these polarities are often seen as opposing epistemes when in fact they can be, as stated above, coterminous. There are overlapping similarities and boundaries and there should be acknowledgement of the fusion. The baseline for marketing knowledge is debatable. Marketing practice was 'practised' before it became to be known as 'marketing'. As discussed above, commercial activities (aka 'marketing'), whilst formally discussed in the late 19th century, has existed prior to this. However, it took till the early 20th century for there to be any sort of formal academic perspective.

5.3.6 *Final coding theme 6:* Relevance

As can be seen from Figure 5.5, the convergence of the two domains is where marketing knowledge is synthesised. This highlights the need to clarify what is meant by the 'relevance' of marketing and marketing research. And yet, the climate of accountability, sustainability and social salience (Smith, 2010) is replacing the institutionalised fixation with a prescriptive formulaic approach; stakeholder engagement and community responsibility and the importance of research being oriented towards "publicly desirable goals" will lead to a real marriage between theory and practice suggests Knorr-Cetina (2006: 7). Similarly, Hackley and Skålén, (2011: 190) argue for a "stronger focus on marketing-as-practice (MAP) in marketing which engages with critical perspectives and opens up a mutually enriching dialogue between MAP and the more established strain of practice research". Codified marketing knowledge, like any other form of practical knowledge, has a relation to professional practice which is not necessarily reflective of the cognitive style of experts within its domain (Hackley, 1999). It has been argued that closing the gap between the dominant theoretical discourse and the practical application of marketing may present a chasm of incommensurable opposites. Bridge building or creating a platform allowing a varied micro-discourse approach may offer a better alternative.

There is increasing pressure for marketing practitioners and scholars to become more accountable in terms of the impact of marketing on shareholder value; the question of relevance must be applied to theoretical marketing knowledge. The ESRC (2014) 'Pathways to Impact' policies encourage knowledge generation which is socially and politically relevant and can contribute to the 'double hurdle' of scholarly and practical impact, namely academic rigour and practical relevance. This has become over-simplified; the engagement with the world of practice and academe is plural not singular. Lee (1999: 27) questions the evidence for lack of relevance: "Research on the topic of relevance to practice would need to accomplish more than just provide empirically grounded statements on the state of relevance". According to Doyle (2000:56), increasingly "intermediate outcomes are measured by non-financial measures such as attitudes and behavioural intentions", these representing the chief marketing assets of brand equity and customer equity. The perceived "lack of accountability has undermined marketing's credibility, threatened marketing's standing in the firm, and even threatened marketing's existence as a distinct capability within the firm" (Rust et al., 2004: 76). Starke and Madan (2001) argue that the relevance gap between academics and practitioners is a transition to M2K pedagogy rather than M1K, the former with a narrow theoretical bias, the latter based on a practice orientation. A hybrid approach, where practice based-theory has equal standing to theory-based practice is certainly reflective of the findings of this inquiry. The very fact that marketing theory is constructed and maintained by the marketing academy itself (Zwick and Cayla, 2011) maintains the two separate views of academe and practice. One possible solution is the development of 'practice theory', explanation of phenomena as it occurs in practice. Brownlie et al. (2005: 22) suggest that "relevance and being critical are qualities widely attributed to efforts that close, contest or interrogate the gap between theory and practice" in the production, distribution and consumption of knowledge. As evidenced in the findings documented in Chapter 7, published marketing scholarship doesn't always advance marketing knowledge. It is often a representation of practice through rhetoric and a uniquely marketing lexicon and authors designed to "ground, and give credence to, their perspective" (Parker 2006: 6). Mainstream marketing, as expressed through text, "has bought into an essentially anti-intellectual vision of practical theory and contributes a great deal of confusion to public, intellectual and commercial life through a view of social scientific theory which is distorted to fit the myth of practitioner-orientation" (Hackley, 2003: 1327).

As Fullerton (1988: 109) asserts, "Theory must specify the context(s) in which it applies and those in which it does not. Marketing theories are not necessarily universal, but rather legitimately temporal and within spatial bounds. The quality of a marketing theory is not synonymous with its universality". Section 7.3 below describes the experiences of a broad range of academics, text book authors, educational providers and so on whose influence is through the written word.

An established influential author (*ITBA1*) when asked about how relevant his text book was stated:

> I wanted to make it as authentic as possible to give students a taste of theory applied to an actual practical context. Because theory without context is not as real. Not as authentic. I applied the rules of strategy [theory] to the facts as I saw them applied by companies operating in that sector: distribution, margins, promotion, pricing. You know, the push through the channels and so on.

5.3.7 *Final coding theme 7*: Transfer of knowledge and marketing praxis

According to Carlile and Rebentisch, (2003), knowledge transfer is an area of knowledge management concerned with the movement of knowledge across the boundaries created by specialised knowledge domains. Knowledge transfer and knowledge translation between situated practice and academic theory is a two-way, reiterative process linking these two epistemes. The phenomenon of exchanging expertise, experience and skills between academia and industry is illustrated in the Knowledge Transfer Partnership (KTP) of *SME1* cited in Chapter 6. This arrangement, which can give practical insights for academics and theoretical direction for practitioners, is also about *how* to transfer knowledge: it has to be contextualised; it has to be translated or 'interpreted'. That is, transfer of knowledge has to be accompanied by *transformation* of knowledge. Holden and von Kortzfleisch, (2004) advocate the application of 'translation theory').

It is the element of interaction which is the crucial dynamic here, since the evidence of polarisation between academe and the marketplace – theory and practice – is the essential key linkage. The school of thought which describes knowledge transfer as unidirectional communication of knowledge between individuals, groups or organisations is only part of the process. A model based on mutuality and equality is much more productive.

Discussions with a Marketing Manager for Premier League Football Club (*PLF1*) focused on the nature of marketing knowledge:

> The club recruited me as a Marketing Graduate. I tried to transfer the knowledge and skills across from University, the theory and the exercises we did, my thesis which was on Retail not football but still useful I thought.

Praxis is the contextualized reflection that may lead to action and even transformation. A praxis perspective removes the false dichotomy of theory and practice and creates instead a dynamic environment for the exchange of ideas; it is practice informed by theory and theory informed by practice. As Van Manen (1999: 13) points out: “theory needs to be connected to practical, lived experiences both outside and within the classroom”. It is the “synthetic product of the dialectic between theory and practice” according to Heilman (2003: 274).

Examining how knowledge is transferred from context to text (and vice versa) is a growing focus for organisations. However, according to Schlegelmilch and Chini (2003: 220), “there is a dearth of research on knowledge transfer in the field of marketing”. Nenonen et al. (2017) have addressed the “widening theory-praxis gap in marketing” by engaging practitioners as “active, reflective and empowered participants” producing knowledge which is relevant. According to Kohlbacher (2008), “the creation and transfer of marketing knowledge [. . .] through knowledge-based approaches to marketing will become more and more crucial as determinants for corporate competitive advantage and the survival of firms”.

Tacit knowledge, by its very nature experiential and opaque, is very often difficult to register and record. Bjerre and Sharma (2003: 123) acknowledge that this is knowledge is ‘market-specific and difficult to codify’ making transfer of experiential, tacit marketing knowledge difficult. Kohlbacher (2008) argues for a holistic view of marketing knowledge incorporating both explicit and tacit knowledge.

5.4 Chapter review

This chapter acted as a summative account of all the inferences made from empirical data which has emerged from the interviews and provided a brief introduction to the detailed discussion of data in the following Chapters 6, 7, 8, and 9 where detailed analyses of all textual, contextual and pedagogical marketing constituencies are featured. Together with extant knowledge, the findings have been amplified by abductive argument to offer original insight into how marketing knowledge is conceived and consumed. This chapter presented the author’s interpretation or ‘best explanation’ of the phenomena being examined considered results in relation to the aims and objectives of the inquiry.

6 Contextual perspectives: Marketing as it is practised

6.1 Outline of chapter

The essence of this inquiry is investigating the reiteration of theory in practice and the reification of practice in theory. This chapter attempts to complement and contextualise the evidence of 'marketing thought' (which is discussed at length in Chapter 7 with the practical contextualisation of marketing). It demonstrates how the marketing discipline is embedded in marketing practice and how marketing practice exists sometimes with (but quite often without) the structure of formal theory. Results are inferred from the empirical evidence of contextual marketing constituencies, the data captured from the personal 'lived-in' experience of practitioners.

6.2 Introduction

It is important to restate and expand on Denzin and Lincoln's (2011: 19) assertion quoted that "there are no objective observations, only observations socially situated". The continuation of that quotation is apposite to this section here where empirical evidence is discussed in detail: "[...] there are no objective observations, only *observations socially situated* [...] between observer and the observed [...] individuals are seldom able to give full explanations [...] all they can offer are *accounts*, or stories, about what they did and why [...]" (italics added for emphasis). This indeed is the essence of empirical evidence: "accounts, or stories, about what they did and why".

Consequently, a wide range of influential participants involved in marketing knowledge formation and use was selected as representing the practical dynamics of marketing discourses and interviewed, where possible, in quasi-laboratory conditions (ie: the natural habitus usually associated with their profession or consumption of marketing knowledge). Theory has been integrated with empirical evidence in order to best synthesise theoretical knowledge and actual practitioner experience. This is consistent with Mason's (2002: 4) view that "connecting context with explanation means that qualitative research is capable of producing very well-founded cross-contextual generalities, rather than aspiring to more flimsy de-contextual versions". Integration with theory 'on the page' in narrative form is a feature of this section.

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6.3 The empirical evidence of contextual marketing constituencies

For clarity, the list of contextual research participants is listed below in Table 6.1 modified to indicate the method of data capture. The empirical evidence of marketing practice is taken from: 2 case analyses (one a 2-year longitudinal study) (*SME1* and *SME2*), 7 face-to-face, in-depth interviews (*GAB1, PLFC1, PLFC2, AA1, AA2, IM1, DA1 and DA2*), 1 On-line interview (*IM2*) and 2 questionnaires (*PSB1* and *IC1*), a selection of which is discussed below.

Table 6.1: Contextual research participants including data capture method.

Marketing constituency	Data capture method	Research label
Independent Marketing Consultancy Group Pilot study	Open forum semi-structured involving interviews of 6 independent consultancies in Face-to-face, email and WhatsApp for a	*IMCFG*
Microbiological Manufacturer SME	Case analysis	*SME1*
Garden Furniture SME owner-driver Global Automobile Brand	Case analysis Face-to-face in-depth interview	*SME2* *GAB1*
Premier League Football Club 1	Face-to-face in-depth interview	*PLFC1*
Premier League Football Club 2	Face-to-face in-depth interview	*PLFC2*
Advertising Agency, Leeds 1	Face-to-face in-depth interview	*AA1*
Independent Marketing Consultant	On-line Interview	*IMC2*
Retail Business Consultant	Face-to-face in-depth interview	*RBC1*
Public Sector Procurement and Contracting Manager	Questionnaire	*PSP1*
Independent Sales Consultant	Questionnaire	*ISC1*

Source: Author's representation.

For clarity, the presentation of data capture and analyses in each of the three sections has data taken from the interviews for all constituencies has been organised in the following manner:
- Precisé vignettes discussed as reflective of praxis.
- Individual summative extracted compared 'common' and 'specific' coded data. ('Common' data are that which recur frequently; 'specific' data are those peculiar to the context of the participant).
- Verbatim transcripts are available to view in the appendices.

The first two examples of evidence feature two different micro-SMEs: one involved in the manufacture and distribution of microbiological vials; one, a family business manufacturing garden furniture. This echoes Eisenhardt's (1989:534) claim that a case study is a research strategy which "focuses on understanding of the dynamics present within single settings". These two case studies allowed close observation of marketing *in practice* and were useful in capturing the hands-on testimonies of companies engaged in marketing in deed but not necessarily in name.

6.3.1 Case Analysis: Microbiological Knowledge Transfer Partnership (*SME1*)

SME1, a UK-based Micro-biologicals micro-SME B2B manufacturer of specialist glass pharmaceutical and diagnostic vials, were part of a tri-partite Government-funded Knowledge Transfer Graduate Supervision partnership with the University of Chester (UOC) and the Department of Trade and Industry (DTI). This afforded a 2-year case analysis method which helped gain deep understanding of a phenomenon that has real-life complexities and complicated dynamics (Lewin and Johnston, 1997), allowing an excellent evaluation of a theory into practice holistic experience observing the phenomenon over a long-time period. The most appropriate form of analysis was case analysis and semi-structured, face-to-face in-depth interviews. This allowed for extended observation *in situ* but also necessitated quality lengthy discussion of real-life complex and complicated dynamics. As Yin (1994: 13) suggests, it was "an empirical inquiry that investigates a contemporary phenomenon within a real-life context especially when the boundaries between phenomenon and context are not clearly evident".

Below is a summary of the emerging themes from *SME1*'s evidence (essentially selected extracts taken from meetings with the MD as part of this scheme) which will then be expanded on and related to relevant theory.

Table 6.2: Initial transcript coding (*SME1*).

Common codes	Specific codes
Prescribed	Systems
Formula	Processes
Strategy	Development from marketing input
Common sense	Practical strengths
Process	Inherent strengths
Mis-understanding of marketing	Process knowledge
Knowledge transfer	Market knowledge
Expertise	Customer knowledge
Commercial common sense	Branding
	Hybrid Production-orientation
	Lack of brand ownership

The need for development from marketing input of a prescribed, formulaic, strategic system and process is evidenced in *SME1*'s need:

> to develop a new marketing strategy and put in place systems and processes that can be used as a basis for future development.

The practice of marketing was seen as:

> Common sense. Doing things instinctively. We don't have a blueprint or a marketing manual. We're too focused on producing our product.

SME1 is a production-orientated company which has a common mis-understanding of marketing exemplified in comments like:

> Our business is producing product. Promotion is not as important. Well promotion is marketing isn't it? A synonym for marketing,

Miles and Huberman's (1994: 25) definition of case analysis being "a phenomenon of some sort occurring in a bounded context" is particularly pertinent to *SME1*. Production-orientation is an accepted implicit condition in their operation and philosophy.

Similarly, the depiction of life as 'The way it is' is evident in comments such as:

> Relationship with our customers is mainly through local agents in the field who have a portfolio of products and sell, on our behalf, to companies who use our products as part of their own offer.

The lack of brand ownership (a common failing of small B2B companies remote from the end market) and 'transfer of marketing' to others can be seen in:

> We are in the position where our product is part of somebody else's portfolio or offer. People buy their brand not ours.

Knowledge is seen as a cost and from an instrumental perspective:

> Well, there's our knowledge as scientists. That's the main source of what we do. Then there's the knowledge of process, of customers, the knowledge our customers have. We pay for that in terms of discount. Access to market.

The application of 'marketing' was seen as trial and error, intuitive and commercial common sense:

> Common sense stuff. If I'm being honest, we copy our competitors. We have used agencies, but mainly it's trying what I'd call commercial common sense and reviewing as we go.

6.3.2 Case Analysis: Family-owned Garden Furniture Manufacturer (*SME2*)

Polyani expressed a view that all explicit human knowledge is mainly informed by knowledge acquired cumulatively through experience. This is tacit knowledge:

frequently unstated; intuitive; learned from experience; situational. A good example of this is *SME2*, a family-run Garden Furniture Manufacturer. *SME2* make product for garden centres and have a limited on-line presence. They have established a good name for quality and reliability. One of the directors, son of the owners, was interviewed as being university-educated but also a practising member of the *SME2* management team.

A summary of the emerging themes from *SME2*'s evidence (taken from meetings with one of the directors), augmented and related to relevant theory is presented in Table 6.3.

Table 6.3: Initial transcript coding (*SME2*).

Common codes	Specific codes
Community of practice	Informed intuition
Situated learning	Family firm 'custom and practice'
Praxis	Handed down knowledge
Communal action	Learning by doing
Tacit apperception	Instinctive
Customer-orientation	Inherent
Theoretical knowledge	Daily tasks
Prescribed	
Formulaic Strategy	

The view of 'marketing' was:

> My parent's business placed me in a position whereby I (and everyone else) was 'marketing' without actually realising it! Learning in this way captures what must be done and needs to be done in business. If you are to meet and exceed your customer's expectations and desires so that they want to return, enabling the business to remain competitive. Learning from my business idols (my Mum and Dad) was second to none and what had to be done to gain and retain our customers became an inherent part of everyday duties.

This is reminiscent of what Quinn et al. (2007: 440) describe as "aspects of marketing management practice which are anchored in intuition, part of a broader complex social environment and reach beyond narrow theoretical prescriptions and generalisations".

Marketing is essentially:

> Providing practitioners with a guide for strategy. Informing commercial practice.

Knowledge was very much about family firm improvisation and 'custom and practice:

> handed down as well as made up on the spot when trying to work out the best option for production and how to get satisfied customers. Very much hand-me-down in a sort of family knowledge way.

Again, the evidence of tacit knowledge – informed intuition – is evident in this learned behaviour, acquired without much reference to theory.

Knowledge has:

> always been inside the company. When it comes to family firms, most I would say have a sort of intuitive knowledge that they pass on without a formalised, written agreement or modus operandi. Especially in marketing. Other areas like production, finance etc. are very much process-driven by marketing knowledge is a sort of given, common sense thing. New knowledge – like customer records, deliveries etc. – are not really co-ordinated. We don't have a marketing plan as such, but I suppose we have used some of my knowledge from outside.

The nature of informed intuition and tacit knowledge is echoed in Ardley's (2008: 374) evidence of practitioners who " [. . .] have a gut feel for what is going to work and what isn't going to work".

Evidence of situated learning (Lave and Wenger, 1991), praxis and communal action encapsulated in:

> Having been raised in a family business environment, the importance of marketing as a concept was introduced to me at an early age. In-house and external promotion, merchandising, attraction of customers and the understanding of buyer behaviour soon became the 'norm' when operating in our business environment.

Asked about formal marketing input:

> None really. I studied business of which there was elements of basic marketing. The marketing mix (7ps) was used. I have used the logics but it sort of overlays our exiting practices like customer policies, promotion, merchandising, but not any real understanding of how the customers behave. As a lecturer, I was asked to deliver some CIM sessions at Deeside College. Similarly, teaching short courses like 'Starting your new Business' required a marketing input such as exploring marketing objectives and strategies. I actually used some of this in my marketing plan for SME2.

This shows tacit apperception, previous knowledge forming a framework for new prescribed, formulaic knowledge.

Informed intuition rather than applied theory is prevalent:

> I believe in business it is easy to become 'conditioned' to what one considers that marketing (sic) is actually all about. Learning by 'doing' rather than emphasising a purely theoretical stance appears to reap rewards in real business. Although, I am also a believer in carefully examining the views, opinions and theories put forward by others and will use tools and techniques accordingly as well.

The case analyses of *SME1* and *SME2* above are good examples of the sort of implicit learning where acquired knowledge consists of both "what must be done" (experiential perception) as well as retrospective cumulative learning which "became an inherent part of everyday duties" (tacit apperception): interpreting the contingent constraints of the operating milieu set in historical context. This is interesting as it almost perfectly mirrors Alvesson's (1998: 972) observation that "doing the job is reported to call for intuition and feeling rather than linear marketing models". And yet, the need for an 'advantage' to match competitors with a 'fuller marketing package' exposes an anti-academic and perhaps ignorance of marketing. The key phrases of "became an inherent part of our everyday lives" and "became the norm when operating in our business environment" in the *SME2* case resonate with the notion of tacit apperception, an intuitive (but ironically *learned* phenomenon) kind of 'knowledge capital' implicit in the community of practice behavioural characteristics of situated learning (Lave and Wenger, 1991).

6.3.3 In-depth interview: Global Automobile Brand Marketing Manager (*GAB1*)

GAB1 is a Marketing Manager for a global automobile brand who entered the workplace as a Marketing Graduate. His remit is the analysis and implementation of global marketing strategy for the UK. Whilst this is a world-wide co-ordinated strategy, designed by HQ, he has some level of regional autonomy with regard to dealer campaigns and application of localised data. Below is a summary of the emerging themes from *GAB1*'s evidence (Table 6.4) which is then discussed on and related to relevant theory.

Table 6.4: Initial transcript coding (*GAB1*).

Common codes	Specific codes
Marketplace dynamics	Glue between customer and company
Framework	B2B
Strategy	Daily tasks
Prescribed	Blueprint
Plan	Integration
Branding	Interpretation
Distribution	Common sense methods
Consumer	Marketplace dynamics
Marketing-orientation	Bi-lingual
Marketing input	Integration
Applied principles	Interpreting marketing knowledge
	Hybrid
	Theory and practice
	Internal processes
	Handed down knowledge

Formally educated and trained in marketing, he describes marketing as:

> Basically the glue between us [company] and the customer. Of course, XXX has many customers. My jurisdiction is UK Dealers. But we see B2B as very similar to consumer markets.

B2B Marketing is:

> applying basic principles – relationships, positioning, branding and so on – but the numbers are smaller in the dealerships.

When asked whether knowledge was applying a formula or some form of inbuilt XXX company knowledge system:

> That's an interesting question. It's a mixture, I think. I've come from University with my bag full of marketing knowledge and tried to apply it to the objectives of the dealership dynamics. But there are data and market and customer stats which set the framework and we apply an integrated campaign which is both strategic and tactical. It's very targeted.

His interpretation of marketing knowledge was:

> A taken-for-granted approach – relationship building, positioning, branding etc. – but the variable is often the market place and that sort of conditions the application of it.

As regards orientation (theory or practice), the reply was telling:

> Neither really. I'm a hybrid. We do apply research and obviously have to know our 'theory' but we have to be steeped in the dynamics of our customer's environment. Yes, I'd say it's a hybrid role. Hybrid between sales [business development] and marketing as well.
>
> The company has well-established procedures and knowledge based on Operations and Manufacturing, but we've imported marketing knowledge through graduate employment, consultative input, agency input, the executive team's skills and experience. All marketing planning is highly systemised and part of a corporate network of handed-down formulae and functional reporting.

The self-labelling of *GAB1* as a "hybrid" is interesting. It is recorded here as a specific code related to the specific company and yet reflects an increasing trend of marketing-educated practitioners.

6.3.4 In-depth interview: Independent Marketing Consultant 2 (*IMC2*)

IMC2 is a very successful independent marketing consultant with a top-class pedigree of building and owning companies and now offers financial and marketing advice to a range of blue-chip companies and SMEs.

The emerging themes from several interviews can be seen in Table 6.5.

IMC2 had:

> No formal education in marketing [. . .] informal learning mainly through observation of others (including competitors) and rigorous record-keeping, and I'm speaking from a perspective built out of personal experience and intuition rather than theoretical or academic studies.

Table 6.5: Initial transcript coding (*IMC2*).

Common codes	Specific codes
Applied principles	Intuition
Customer-orientation	Difficulties with not having formal marketing education Value
Communications	Sales-orientation
Customer knowledge	Effectiveness
Integrated marketing communications	Interpreting marketing knowledge
Marketing-oriented	Bi-lingual
Product and service	Learning through observation
Planning	Informal learning
System	Processes
Customer-oriented	Handed down knowledge
Dichotomy between theory and practice	Daily tasks
Dichotomy between marketing and sales	Intuition
	External exposure
	Practical knowledge Recording action
	Forecasting guesswork
	Practical experience
	Values

Marketing experience is:

> marketing experience is almost entirely practical rather than theoretical. In the course of my career I have met, managed and employed many theorists but on a personal level relied to a large extent on intuition

but his practical marketing experience came from:

> selling investment funds to institutional investors in the UK [. . .] so the practical exposure was every single aspect idea creation, branding, writing, production, distribution, analysis of marketing effectiveness etc.

IMC2 believes that:

> The purpose of marketing is to deliver through every piece of external communications with all stakeholders the core values of the business. Marketing created and used effectively provides great clarity to the product and service offered, plus through the use of analytics great information on the effectiveness of the company’s communication, the needs of the client base and the state of the competition/market place.

As a financial expert, *IMC2* has a high level of practical marketing knowledge acquired through exposure of marketing experts and situations involving marketing. He is not untypical of practitioners who have accumulated knowledge not necessarily through formal education.

6.3.5 In-depth interview: PL Football Manager (*PLFC1*)

PLFC1 (Table 6.6) is a Marketing Manager for a Premier League Football who entered the workplace as a Marketing Graduate. Her remit is the recruitment and development of Junior Cubs (not the real name) in all aspects of communications, as well as providing support to the Commercial Director.

Table 6.6: Initial transcript coding (*PLFC1*).

Common codes	Specific codes
Marketing mix	Practical objectives
Strategy	Knowledge transfer
Promotion	Applied and practical
Relationships	Practice over theory
Targeting	Not applicable to real-life business
Marketing knowledge	Following market practice Intuitive
Theoretical knowledge	Some of it not practical

With formal Marketing qualifications, *PLFC1* describes ‘marketing’ as:

> Tools. Tools to apply to our customer base. Used to achieve objectives but also as intuitive.

Objectives are:

> Fan relations. We have to get so many season ticket sales through our promotions, get our name linked with local charities, look after our juniors (we recruit our fans of the future from our Juniors club. We promote against local rivals but it’s mainly to build up relationships with the target locals.

Knowledge was referred to as:

> The club recruited me as a Marketing Graduate. I tried to transfer the knowledge and skills across from University, the theory and the exercises we did, my thesis which was on Retail not football but still useful I thought.

Transferring of knowledge is a common characteristic of Marketing graduates. *PLFC1* inferred there was a formula which gets transferred.

When asked how useful theoretical knowledge was, *PLFC1* answered:

> This is a very male-dominated club. In fact, the whole industry is. I feel that putting my presentations into a theoretical marketing framework [. . .] you know the language, words of marketing [. . .] the phrases like positioning, segmentation, customer relationships [. . .] they get ignored. Some of it seen as not practical. It’s just the ‘bottom line’ that’s used.

6.3.6 In-depth interview: PL Football Club Communications Director (*PLFC2*)

PLFC2 (Table 6.7) is a Communications Director for a Premier League Football who entered the workplace as a junior journalist on a local paper. His remit is to represent the club image in all media and maintain engagement with the fanbase. Started as a Press Relations Officer without any marketing qualifications.

Table 6.7: Initial transcript coding (*PLFC2*).

Common codes	Specific codes
Communication	Misunderstanding about marketing Following market practice Hybrid Theory and practice

The main importance of Marketing is seen as:

> surely communications. To stay in touch with the supporters as a friend as much a club official is what I think it is about.

Marketing is really:

> the commercial aspects and communication bit. Like PR. Dealings with the media. Digital communications. Match day events. Programmes. Arranging interviews with players. Charity work.

Knowledge:

> used to be practice. Since digital and Sky, we've imported a lot of practice and specialist skills.

PLFC2 is typical of personnel who progress from local press without sufficient understanding of the holistic aspects of marketing and dependent upon 'old school' contacts and relationships rather than a modern marketing skill set. A lack of awareness of anything other than 'promotion' was clearly evident. The 'old ways' appear to be still present in some parts of the Premier League but, increasingly, more formal application of marketing theory (as opposed to just sector knowledge) is becoming a normative practice.

*Updated data. This position has since been filled by a Communications expert with a much more strategic appreciation of brand development and rounded approach to marketing. Conversations with this new appointee have confirmed the sea-change from a basically amateurish phenomenon.

6.3.7 In-depth interview: Retail Business Consultant (*RBC1*)

RBC1 (Table 6.8) runs his own Consultancy business with a focus on Category Management Best Practice. Previously Retail Marketing professional at Boots UK over 33 years. Although an Executive MBA, has only some formal training in Marketing.

Table 6.8: Initial transcript coding (*RBC1*).

Common codes	Specific codes
Scientific	Sector expertise
Theoretical	Category management
Customer knowledge	Tutoring
Formal marketing education	Learning through observation
Formula of marketing analysis and application	Informal learning
Customer knowledge	Processes
Market knowledge	Handed down knowledge
Strategic issues	Daily tasks
	Recording action
	Practical application
	Disseminator of knowledge
	Practical orientation
	Managing / channelling expertise
	Formal training
	Practical
	Hybrid
	Theory and practice
	Balance
	Coach
	Market dynamics
	Planning
	Fairness
	Disconnect with customer and business
	Marketplace dynamics
	Practical
	Real life
	Hard-nosed business economics
	Questioning practice

RBC1 claims that:

> marketing theory has been picked up over my career on various training courses, some of it very theoretical, some of it more related to the work we have been doing at any given time.

Whilst he works with

> with SMEs to improve their Marketing skills,

his orientation is clearly

> to do this with them in an entirely practical rather than academic way.

He admits to

> I'm not sure I really knew what Marketing was right up to the point of joining Boots straight from Uni. I didn't have any kind of epiphany in my teens or whilst at Uni that said: "Marketing is the career for you mate" [. . .] it was sleeves-rolled-up, practical getting on with stuff, under a thinly disguised banner of 'Retail Marketing'.

An interesting comment about disseminating marketing knowledge:

> My focus as I climbed the career ladder has been to impart what knowledge I have in as practical a way as possible. I don't talk in a theoretical way, but I'm not a stranger to doing and espousing 2x2 matrices or graphs with axes of time vs change, to map brands etc.

When asked "How do you see your contribution to the field?", *RBC1* answered very honestly:

> Desperately trying to be practical. When working on Growth 100 at the Uni of Nottingham recently, I had to balance the needs of the University who approached things from an academic perspective, with the needs of the Companies attending who wanted the theory to be turned in to something more practical that they could use immediately. In that sense, what has happened now is that I see myself more as a coach then as a detailed practitioner.

RBC1 is a good example of a hybrid: a practitioner with theoretical underpinning.

6.3.8 In-depth interview: Advertising Agency Account Director (*AA1)*

AA1 (Table 6.9) is an Account Director for a Leeds advertising agency who entered the profession (and still practices) without formal marketing qualifications.

Table 6.9: Initial transcript coding (*AA1*).

Common codes	Specific codes
Customer-orientation	Misunderstanding about marketing Function not philosophy

He describes the marketing function in his West Yorkshire Advertising Agency as:

> As part of commercial. Part of all pitches have to be market-oriented. Analysis. Market stats. Customer targeting information. Competition and Customer focus. It is used to support creative.

When asked whether ‘creative’ is part of communications which is part of marketing, the answer:

> Yes, but we’re organised in functional divisions: accounts, sales, creative, media, marketing, production. He described marketing as function not philosophy.

6.3.9 Questionnaire: Public Sector Procurement and Contracting Manager (*PSP1*)

PSP1 has formal marketing qualifications, has been involved in Public Sector procurement and contracting for 20 years, and “established new businesses, both with exposure to marketing strategies”. Table 6.10 shows the essence of the emerging codes taken from an extended interview.

Table 6.10: Initial transcript coding (*PSP1*).

Common codes	Specific codes
Consumer-oriented	Market engagement
Theory	Communications
User	Formal marketing education
Subjected to more formal forms of marketing	Practice
Theoretical knowledge	User
Prescribed	Values
Formulaic	Branding
Strategy	Loyalty
IMC	Innate business marketing skills
Branding	Prescribed
Positioning	Formula
Consumer	Customer base expansion Strategy
	Developing markets
	Developing customers
	Applied theory to practice
	Subject matter expertise

Innate marketing skills evidenced:

> My current role in creating marketing knowledge is focused within my own company where I take a lead with my colleagues to develop content and materials that are used to help promote and position my company within the market we operate within [. . .] I use my knowledge to help develop the content (see below) and also coach and mentor colleagues within the business to develop and broaden their marketing skills.

PSP1 claims that the purpose of marketing is:

> informing commercial practice and the definition of marketing (particularly the final 2 P’s of marketing) are aligned to my personal values.

6.3.10 Questionnaire: Independent Sales Consultant (*ISC1*)

ISC1 (Table 6.11) is an independent sales consultant with a background of almost pure sales-orientation, without any marketing qualifications, who has applied marketing principles without any real reference to marketing theory. Business acumen has been acquired without any formal education and forged in the practice of sales.

Table 6.11: Initial transcript coding (*ISC1*).

Common codes	Specific codes
Product-orientation	Applying theory to practice Misunderstanding of marketing
Target marketing Market-orientation	Real world
Market needs	Consultancy
	Misunderstanding of marketing
	Intuition
	Practical experience and knowledge
	Responsibility without knowledge
	Practice-informed knowledge

6.3.11 Note on coding procedures and summary of data themes

The extracts above have been presented in the form of 'concepts' and 'categories' which have emerged from the interview data. This first level of coding ('open coding') have been split into:
- 'common' codes which are concepts occurring regularly in more than one transcript; and
- 'specific' codes which are peculiar to the participant's specific context.

Here the *text* of the transcripts has been the focus and then a re-reading of the emerging codes (ie: 'axial coding') has been used to reinforce original interpretation of the interviews and transcripts. This has been a reiterative, double-check process to ensure overriding themes have been identified. Emerging themes extracted from the initial coding of transcripts in this section have been collated with those from Chapter 7 and 8 and were previously presented in summative form in Table 4.1 in Section 4.4 above. Whilst Table 4.1 is a summative representation of all the emerging codes, some were applicable to only some constituents (eg: tacit knowledge only applied to practitioners), and some were common to all (eg: the problems of transferring knowledge).

6.3.12 Tacit knowledge and practice analysis

The most prominent factor which concerned the theory/practice duality which emerged from the data was tacit knowledge. Informed intuition (often counter-intuitive), established in the vacuum of historical practice, had an unshakable hold on the application of marketing.

Tacit knowledge does not arise only from the implicit acquisition of knowledge but also from the implicit processing of knowledge. When discourse occurs in a micro-context, tacit knowledge – situational learning – can be insular and unrecorded. This is evidenced above in *SME2*'s view that intuitive knowledge had "always been inside the company [. . .] very much hand-me-down in a sort of family knowledge way".

As Saren and Brownlie (2004: 7) suggest, the partly intuitive world of the practitioner whose "immanent and insistent experience and knowledge cannot be given expression through the received concepts and language of marketing", is often not expressed in text.

The author has used immanent critique (which can help ground the normative claims of discourse), to gain an insider perspective on practitioner tacit knowledge. Immanent, in this sense, refers to the practice and beliefs which typify the experience of a group of participants located in a context in a specific society. It is an internal perspective, and to be internally consistent, evidence must be grounded in the experience of the participants. Eraut (2004) suggests that tacit knowledge exists in three forms:

- Situational understanding rooted in experience (eg: "Learning by 'doing' rather than emphasising a purely theoretical stance appears to reap rewards in real business" from Garden Furniture Manufacturer *SME2*).
- Automatised, routinised procedures (eg: The "knowledge as scientists [. . .] the knowledge of process" from Microbiological Manufacturer *SME1*).

The process of coding extracted recurring incidents of this in examples such as: apperception, improvisation, learning in situ, common sense, informed intuition, inherent, learning by doing and through observation, situated learning, innate business/marketing skills and handed down knowledge. Whilst this is evident in a lot of the interviews with practitioners, there is an interesting point from the data of *the inconsistency of practice*. Because of the 'internal' (often isolated) nature of the practitioner, horizons can be, therefore, internalised. Amongst the wide spread of practitioners interviewed, their experience is in contexts where traditional marketing theory often has little impact. There is a discernible gap between what is said and what is practised.

6.4 Chapter review

In this chapter, the first of a trilogy of chapters forming the integrated analysis of findings, results from empirical research on the practical contextualisation of marketing was examined, describing how the marketing discipline is embedded in marketing practice. As has been posited above, what happens first in the marketplace advances theory as much as theory tries to explain and predict phenomena. Here, in Chapter 6, the phenomenological experience of a wide range of marketing constituencies was presented in the form of vignettes and analysis. Themes were extracted, coded and synthesised to form a rich picture from the qualitative data. A discussion on the nature of tacit knowledge, constituent habitus and professional marketing practice accompanied a range of empirical data collected from observation and the personal experiential testimonies of a broad reach of marketing constituencies.

In the overall quest to examine and determine what constitutes marketing knowledge in theory and in practice, this chapter is critically important in understanding the epistemology and values of tacit knowledge which is based on the evidence of experience, with or without the input of theory. It helps prepare for the next part of the discussion – the theoretical perspective of marketing knowledge – and starts to examine and critically analyse perceived and actual disconnects between these two epistemes.

7 Conceptual perspectives: Marketing as it is theorised

7.1 Outline of chapter

The previous chapter, Chapter 6, *Contextual perspectives: Marketing as it is practised*, was about how marketing is practised in dynamic, competitive marketplaces. This next section is about how marketing is presented and represented in the written word, scrutinising what is accepted and challenged as published normative marketing theory. It examines some of the different perspectives of 'what marketing is', reflected in the thoughts and theories of leading authors, academics, the wider academy and the author's own contributions to the development of published marketing theory. The content is partly in the form of first-hand evidence of these differing marketing constituencies juxtaposed with relevant published marketing theory.

7.2 Introduction

What should academics be focusing on in terms of the production of marketing knowledge? Grønhaug (2002), for example, claims that 'useful' marketing knowledge is often associated with knowledge resulting in recommendations for action: instrumental knowledge use. *Instrumental knowledge use* is the key for Ardley (2011: 628) too who points out that: "consistently failing to provide us with adequate insights into the world of the marketing manager [. . .] [and] routinely ignores the diversity of individual action and meaning creation in organisations". This is echoed in November's (2004: 1) suggestion that marketing practitioners neither subscribe to nor read academic marketing journals arguing that "in its present state, academic marketing research should be ignored by marketing practitioners".

7.3 The empirical evidence of textual marketing constituencies

To complement the evidence of marketing practice (which was discussed previously at length in Chapter 6), a wide range of influential participants involved in marketing knowledge formation and use was selected as representing the main theoretical marketing discourses and interviewed, where possible, in quasi-laboratory conditions (ie: the natural habitus usually associated with their profession or consumption of marketing knowledge). Similar to that already discussed, experiential evidence has been integrated with theory in order to best synthesise theoretical knowledge and actual practitioner experience, whether this corroborates or contradicts.

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For clarity, the list of textual research participants is listed in Table 7.1 modified to indicate the method of data capture. The empirical evidence of marketing practice is taken from 1 case analysis (*MEP1-6*), 2 in-depth face-to-face interviews (*MEP 7* and *AOMSIG1*), 4 groups of face-to-face interviews (*AOM2, AOMB1-6, BL1-6* and *IA1*) and 3 online interviews (*AOM1, AI2* and *AI3*), a selection of which is discussed below.

Table 7.1: Textual research participants by data capture method.

Marketing constituency	Data capture method	Research label
AOM Academic Group Pilot study	Open forum semi-structured informal focus group involving 4 AOM academics via SIG workshop and 3 individual academic discussions	*AOMPG*
Influential Academic Author	Interview	*IAA1*
Marketing Education Provider (MEP) Head	In-depth face-to-face interview	*MEP1*
Marketing Education Provider (MEP) Marketing Manager	In-depth face-to-face interview	*MEP2*
Marketing Education Provider (MEP) Technical Curriculum Development Group	Case analysis	*MEP 3-6*
Academic in knowledge discussion and production at AOM conferences	Face-to-face interview	*AOM2*
AOM Communications Special Interest Group (SIG), at various conferences and workshops	In-depth face-to-face interview	*AOMSIG1*
Academics at AOM at Branding Conference Cambridge	Face-to-face interview	*AOMB1-6*
Authors in workshop pre-launch for book launch	Face-to-face interviews	*BL1-6*

Source: Author's representation.

The presentation of data capture and analyses in each of the three sections has data taken from the interviews for all constituencies has been organised in the following manner:
- Precisé vignettes discussed as reflective of praxis.
- Individual summative extracted compared 'common' and 'specific' coded data. ('Common' data are that which recur frequently; 'specific' data are those peculiar to the context of the participant).
- Verbatim transcripts are available to view in the appendices.

7.3.1 Online interview: Influential Academic Author (*IAA1*)

This author is an elite academic and has an enviable track record of contrarian conceptual thinking and bravura keynote displays of innovative opinions. His contribution to the academy debate is matched by his virtuoso writing (Table 7.2).

Table 7.2: Initial transcript coding (*IAA1*).

Common codes	Specific codes
Theoretical	Hybrid
Consumer-orientation	Theory as applied to practice
Scholarly research	Marketing as a philosophy
Knowledge not from family	Publication

IAA1 migrated from marketing consultancy:

> Purely by chance, [. . .] came across a book on Consumer Behaviour while browsing in the library (Engel, Kollat and Blackwell) [. . .] and and was blown away [. . .] wanted to spend his life studying consumers, marketing, retailing etc.

Why marketing?

> I can't really explain it. I have no family background in "commerce". The postmodern literature had a big impact on me. They were writing about marketing matters (ads, department stores, brands, etc) but in a way that was vastly different from the academic marketing scholarship that then prevailed. I'd always struggled to write in the accepted academic manner and reading Baudrillard et al. was a revelation. There is an alternative!

His biggest turning point came when:

> getting a lectureship coinciding with the XXX Polytechnic being made a 'proper' university. They were looking for someone likely to publish scholarly research and I was that person. I cranked out a lot of papers on retailing and, as a result of my interest in theory [. . .]

When asked to define the purpose of marketing, *IAA1* replied:

> Basically, I teach, I research, I hope that someone somewhere will get something useful from it. I don't think in terms of 'purpose'. I think in terms of 'publish'.

Whilst it is honest, that statement underlines the insularity of theoretical marketers.

7.3.2 Head of Marketing Education Provider (*MEP1*)

MEP1 (Table 7.3) is Head of Marketing Education Provider supplying marketing curricula and qualifications from national delivery centres.

Table 7.3: Initial transcript coding (*MEP1*).

Common codes	Specific codes
Theoretical	Distributors of knowledge
Practice	Practitioner-oriented
Hybrid	Expertise
Synthesise	Tuition
Customer-orientation	Received wisdom
Customers	Practical expertise
Training	Need theory
Formal marketing education	Bi-lingual
Formal explicit	Translators
	Hybrid
	Practice
	Lack of formal marketing education

This participant claims that MEP is:

> are really distributors of knowledge meaning that they don't produce knowledge but distribute it.

When asked about whose knowledge this was referring to, *MEP1* claimed that it was:

> Knowledge generated by the academy, academics, text books. We have to reflect what is relevant to our customers: good practice, conceptual ideas, theory. The *MEP* synthesise and distribute that knowledge.

Was this theoretical or practical knowledge?

> Yes of course. All the latest advances in academia and all the requirements of being a marketing practitioner. Our centres deliver curricula that a) reflects our customer demand for expert tuition, and b) the 'received wisdom' from the academy.

MEP's customer base consists of:

> Independent students, company-sponsored individuals who come from all shades of industry and commerce. They are often individuals who want to advance or companies who want a kind of market-place training. Training is defined as They have practical expertise. They need theory.

Lecturers are:

> often practitioners who can speak the language of the practitioner but have some measure of theoretical knowledge, described as 'ambidextrous' ('bi-lingual') as you have to translate theory into practice and vice versa.

7.3.3 Online Interview: MEP2 Marketing Manager (*MEP2*)

MEP2 (Table 7.4) is Marketing Manager for UK provider of marketing education. Starting with a role in Sales and Marketing Communications role supporting the sales force, she has an extensive range of qualifications.

Table 7.4: Initial transcript coding (*MEP*2).

Common codes	Specific codes
Sales-orientation	Practice knowledge
Prescribed Formal marketing training	Induction of departmental synergy
Customer-orientation	Latterly theoretically inclined
Formula	Qualifications
Prescribed Education	Trade
Objectives	Commercial practice Values
Theoretical induction	Dissemination of marketing knowledge
	Applied marketing
	Disseminating marketing knowledge
	On-the-job training

In her own words:

> exposure to real business in combination with academic studies helped me to understand application of marketing in real life.

In her role at *MEP* she:

> always tries to keep up with latest trends, especially trends in technology and digital marketing in the last few years [. . .] a number of trainings and courses aimed at marketing [. . .] I find that an on the job training is the best way to understand marketing in depth and keep up with latest trends.

Contribution in the field of marketing knowledge is:

> helping companies I work for to achieve their marketing and also corporate objectives. I am responsible for the product development in the area of marketing qualifications. I contribute to marketing through creating new marketing qualification products for the global market.

Views on theory or practice-orientation:

> I think that marketing is very closely aligned with the commercial practice as business, marketing and sales go very closely together. If there is a synergy amongst them then there is a high probability that we produce desirable results on a consistent basis.

7.3.4 Focus group: MEP Technical Curriculum Development Team (*MEP3-6*)

The following (Table 7.5) is an amalgam of a *MEP* Technical Curriculum Development Team workshop for analysing the future direction and content of the *MEP*'s PG curricula in which the author participated, and a subsequent extended focus group on marketing knowledge. Findings are from an employer survey (together with focus group discussion) and are presented in the form of a précis of pertinent content of those sessions (ie: relevant to the aims of this inquiry) with confidential and *MEP*-specific answers being redacted. This shows how marketing theory and practitioner requirements are reflected in distribution of knowledge.

Table 7.5: Initial transcript coding (*MEP3-6*).

Common codes	Specific codes
Marketing skills required: *Soft skills. Collaboration. Keeping up with trends. Improve ROI. Financial skills, people management, critical thinking, analytical skills. Relationship marketing; analysis, planning, control; data; classical marketing skills; digital. Strategy. Writing; leading teams; communication. Vision, insight, direction. Business credibility. Marketing theory. Marketing knowledge.*	Practical marketing skills Theory and practice Formulaic General skills 'Classical' marketing Communications Credibility
What sort of knowledge do you need at senior marketing level? *Digital. Content marketing. Networking. Marketing methodology not necessarily detail. Strategy. Branding Resources. Social media. Channels. SEO, PPC. Knowledge of digital marketing is very important for control. Connectivity. Tools.*	Practical marketing skills Theory and practice Formulaic General skills 'Classical' marketing Communications
Management focus at PG level? *Needs overview. How marketing fits into business and practice. "Tailor your language to the different functions and KPIs." Management base. Grounding in marketing strategy. Marketers need to drive organisational change. Influence. "No longer about a marketing department but the wider managing of people, functions etc."*	Hybrid Practice-based theory Theory-based practice Drivers of change Philosophy not just function
What marketing themes would you have for marketing at this level? *How to influence buyer behaviour. Research. Driving innovation. Multichannel marketing. Finance. Product and service management. Sectorisation. Branding. Integrated marketing communications. Customer experience.* *"No need for a framework as people should apply their own knowledge and learning."* *Don't call it Global marketing. People management. Digital. Analysis. Structure so that senior managers can overlay experience. Framework showing marketing management. Insight. Granular, micro level.*	Marketing education

Table 7.5 (continued)

Common codes	**Specific codes**
How would you demonstrate practicality of the qualification?	
Case studies applied to practice. Work-based assignments. "Practical application is so much more valuable." Show practicality through assessment. Set something at beginning to measure metrics at own company.	Practice Application of practice Practicality through assessment SME relevance Practice knowledge
Miscellaneous	Intuition Instinctive Tacit knowledge Informal knowledge Common sense Intuition Tacit knowledge Hybrid Apply practice knowledge to theory Apply theory to practice knowledge Practice experience Connected Synthesis

Key question of the focus group - What do you make of the survey question "How would you demonstrate practicality of the qualification? – solicited this response:

> A lot of our students are practising marketers. Some are employed but some are self-employed, have consultancies, their own small businesses. They a have a lot of experience [. . .] even if some of them don't really call it that or know it.

Asked what type of knowledge *MEP* students have, intuitive, tacit knowledge, practice knowledge or theoretical knowledge was suggested:

> Yes. They come to us to get that formal marketing education. They want the latest 'received wisdom' on digital, communications and so on. They have 'common sense', practice experience. Not the theory in the majority of cases. Or the qualifications. they apply their practice knowledge to the theory and vice versa. A lot have reflected that in the survey: it's a 'how to' syllabus as much as a 'why' or 'logic'.

When asked whether the *MEP* offer more practical knowledge or theoretical knowledge:

> That's an odd question because the two are combined aren't they? We really try to synthesise that but we have the advantage of practitioners coming to us, so we do have a good working relationship and, I suppose, a dialogue. That's what this survey proves I suppose.

7.3.5 In-depth interview: Academic at AOM Conference (*AOM2*)

Following my presentation 'Marketing *in situ;* marketing *in aspic*: the relevance of marketing theory to marketing practice' at the 2013 Academy of Marketing Conference in Cardiff, I was approached by a fellow academic regarding the substance of my talk – the disconnection between marketing theory and practice – and engaged in a lengthy discussion on how marketing theory develops/was developing. This culminated in several writing collaborations on this subject area, the gist of which has been combined with email communications on the same below as evidence of how knowledge is negotiated and presented academically.

In Table 7.6 are extracts of a detailed conversation and subsequent email negotiations demonstrating how two academics discuss, analyse and conceive what their perspective of marketing knowledge and hegemony within the academy is.

Table 7.6: Initial transcript coding (*AOM2*).

Transcript extracts	Specific codes
Dislocation between strategy and practice; overbearing Cartesian assumptions of theory. Dominant discourses. Cartesian separation of mind and body. How they penetrate discourses. between strategists and practitioners. Narratives, metaphors That battle between rationality and subjectivity.	Dislocation between strategy and practice "Cartesian assumptions of theory"
It's that dislocation between strategy and practice. The dominant discourses. Strategy is abstract 'dead', separated. The practical world is the opposite. Your "in situ/in aspic" theme. The two worlds are separated by different logics. Practice gets a raw deal. Theorists rule the roost and have a self-appointed privilege. Because it's not scientific.	Dominant discourses Cartesian separation of mind and body How they penetrate discourses between strategists and practitioners Narratives, metaphors
The real world. Practice. It's the poor relation. Being denigrated under the persistent influence of Cartesian separation of mind and body.	Rationality and subjectivity Dominant discourses Strategy is abstract Separated (practical world is the opposite) "in situ/in aspic" theme Two worlds are separated by different logics Practice gets a raw deal Theorists rule the roost and have a self-appointed privilege Real world Practice poor relation Denigrated under the persistent influence of Cartesian separation

The author stimulated the debate with a comment about research:

> This is what I'm researching – separation and connection; theory and practice. Does what we do in the academy, text books, published papers impact on SMEs, B2B? I'm working on what constitutes 'marketing knowledge': is it generated from the market place or scientifically deduced? That's the 'in situ/in aspic' bit. Also, the flow can be either way: practice to theory or theory to practice or 'context to text to context'.

7.3.6 Online discussion: Researchgate Academics' forum *(RGA1)*

Included here (Table 7.7) is a summary of a conversation extracted from an online debate on the academics' website *Researchgate* which demonstrates how perspectives of marketing knowledge are debated *al fresco* as it were.

Table 7.7: Initial transcript coding *(RGA1)*.

Interview transcript	Initial coding
RGA1: *Can anyone provide me with some hints or literature on classification of services according to Service Dominant Logic? I am looking for a way to classify services according to Service dominant logic? Can anyone provide me with some hints or literature?* Author: SD Logic is mainly a synthesis of established theoretical and practical elements. It has been given the accolade of being a new paradigm to challenge the normative managerial marketing 'product' model, but this is really not the case. It is not a paradigm shift; it is another parallax perspective. Whilst co-creation & complicity in relationships is obviously a key ingredient to successful marketing, this phenomenon was there before Vargo and Lusch. Intellectualising practice is our raison d'etre, and this is often insightful and creative, but often it merely reflects in situ praxis. Vargo and Lusch's work is a great piece of literature review and synthesis but it has been erroneously elevated beyond a statement of the obvious in my opinion. If you want to take up the heterodoxical view that SDL is over-stated, I'd be happy to open a conversation on . . .	Prescribed Service logic
Author: Marketing academics are always desperate to acclaim the latest paradigm; that's what we do. The quest for the Holy Grail of THE normative theory makes us consider various societal or social variations of how practice is reflected in theory and how theory is reflected in practice. The problem I see with the 'ground-breaking' SD Logic is that it purports to claim credit for something which had been practised long before Vargo and Lusch discovered the marketing New World: the co-creation of value-in-use with the dual complicity and symbiosis of company and customer was well-established praxis, particularly in the interconnected environs of B2B. That circular, iterative process is evident even before the authentic service marketing paradigm shifts of the '80s. Bitner et al. proved that the 'service sector' was a mirage.	

Table 7.7 (continued)

Interview transcript	Initial coding
With precision and illumination, they articulated the all-pervasive nature of 'service logic' and were instrumental in persuading marketing academics to 'break away from the product perspective' and accept prevailing marketing practice. They were progenitors to Vargo and Lusch and, it could be argued, the true authors of the notion of value creation. Presenting a synthesis of the nature of this phenomenon does not amount to a paradigm shift but merely another parallax perspective.	
Author: I agree that "Marketing science has a mission to understand and support what's going on in 'real life' and to make serving more successful for all parties involved." The connection and disconnection between theory and practice IS important and is the key focus of my research. The in situ dynamic nature of praxis; the in aspic aspect of academe. That's what makes it interesting This point: "And rather than focusing on what Vargo/Lusch didn't do it bring some insights to look at what they actually do very well and how they contributed to marketing science and its implications of business" is my whole point: they regurgitated what was already there. This point: "It's like looking at a beautiful circle with a few black holes. You decide where to look at" is certainly beautiful poetry BUT it is also exactly MY point: V&L's 'paradigm shift' was nothing of the sort; it was another parallax perspective.	

7.3.7 Note on coding procedures and summary of data themes

As with Chapter 6, the extracts above have been presented in the form of 'concepts' and 'categories' which have emerged from the interview data. This first level of coding ('open coding') have been split into: 'common' codes which are concepts occurring regularly in more than one transcript; and 'specific' codes which are peculiar to the participant's specific context.

7.3.8 Marketing knowledge as it is explicitly expressed in written discourse

Although Marketing is generally anchored in the applied domain, knowledge as it is explicitly expressed in written discourse sits alongside knowledge in practice, evidenced mainly in word rather than in deed. Brown (2005: 2) emphasises this point arguing that "research doesn't really exist until it is expressed in some sort of published form". And yet the impact of *writing* in academic marketing discourse, therefore, cannot be under-estimated. Many authors have published their research from an explicit discourse-analytic perspective (Ardley and Quinn, 2014: 99). Texts have the fingerprints of disciplinary activities, scholarly affiliations, evidence of conventions, consensus of argumentation and "offer a window on the practice and beliefs of the communities for whom they have meaning". The purpose of marketing scholarship is described by Hackley (2001) as being either descriptive or prescriptive (or both), depending upon the axiological ambitions of the academic concerned. At worst, the nature of marketing writing is *post hoc* post-practice. Wetherell, Yates, and Taylor (2001: 7) caution that "discourse, by its very nature, may not always be transparent; it is reflective, and it is constitutive and referential in terms of it being the site where meanings are made and negotiated". At best, it is often symbiotic not secondary, created and reified *in situ*.

One of the influential text book authors (*ITBA1)* interviewed had this to say on the veracity of practice evidence in text books:

> I wanted to make it [representation of practice] as authentic as possible to give students a taste of theory applied to an actual practical context. Because theory without context is not as real.

7.4 The relevance of publication and the power of a restrictive citation system

Discourse through the publication of academic marketing theory should be both reflective *of* and instrumental *in* the production of marketing knowledge. However, there is evidence that relevance has become stunted and choked by the restrictive power of the citation system, especially the normative practice of publishing largely inappropriate positivistic papers with an excessive emphasis on the *Journal Impact Factors Index* (Baker, 2010). Hunt (1983: 14) claims that "Marketing's academic literature, like that of all disciplines, is shaped by two primary factors: (1) the research interests and skills of marketing faculty and (2) the norms employed by journal reviewers and editors in the peer review process". The restriction and constriction of the citation system, seen by some as a self-referential referencing closed shop, is superbly summed up by Brown (1995: 691): "Invention is as important as convention. Almost without exception the papers are much longer, more rigorous methodologically, more sophisticated philosophically and more citation strewn than before [...] Nevertheless, it is important to appreciate that however widespread this sense of ennui and stasis, no matter how degenerate – in Lakatosian terms – a research programme becomes, regardless of currents and turbulence in the prevailing intellectual climate, significant change cannot be divorced from the politics of publishing, the peer review system in particular."

Other academics are condemnatory of the restrictive, reductionist academic publications for limiting exposure to real-life applied marketing theory.

This is borne out in the empirical research of practitioners in Chapter 6. When asked did he read any academic papers or texts, *IMC2* replied:

> Text books yes, but not anything academic. That world is insular, a bit 'ivory towers' for me. I can't see how it would be relevant to what is done in the actual marketplace.

According to Sivadas and Johnson's (2005: 339) analysis of eight key marketing journals, the integrity of marketing knowledge as expressed in academic journals is questioned for exhibiting "cumulativeness and knowledge diffusion" with significant inter-journal and cross-author reciprocation. Brown (2005: 12) even suggested an incestuous "you scratch my back catalogue, I'll scratch yours" internalised circle. McKenzie et al. (2002: 1207) question the lack of impact this has on practitioners by asking "is the refereed paper a staging post or a cul-de-sac?" What is being referred to here is the esoteric, insular knowledge not being transmitted to practitioners, something which Wilkie and Moore (2003: 141) caution as "troubling to realise that knowledge does not necessarily accumulate in a field and can disappear over time if not actually transmitted". Polonsky and Whitelaw (2005: 198) argue that the blame partly lies with academic institutions globally who encourage publication in the most prestigious journals to the detriment of influencing practice: "Prestige first; contribution to theory, second; and contribution to practice and teaching, a poor third and fourth".

Again, the experience from a provider of marketing education, *HE1* a Higher Education lecturer gave this answer when asked to suggest how business schools could be more practitioner-oriented:

> Stopping the obsession with publication. I know it's a Government pressure, but students are not interested in what we publish. It's what we teach and how it applies to practice, real-life, employment.

7.4.1 The power of texts in enforcing the marketing management rhetoric

Mainstream marketing texts have remained clearly focused on the so-called 'marketing management' perspective" (Wensley, 2007: 242), the discourse embedded in the major marketing textbooks forming the primary knowledge base of the discipline. Hackley (2003: 1326) suggests that "popular marketing management rhetoric is a special (2001) case because it positions itself not only as a prescriptive management-consulting framework but also as a legitimate academic field". It can be argued that this conveys, as Scott (1994) claims, an implicit theory of reading, assuming a 'hegemonic' relationship between the text and the uncritical and unreflective reader. Baker's (2001) criticisms of textbook presentations of marketing are that: they are based on limited real-world data (and focused almost exclusively on mass-marketed, packaged consumer goods); services are treated as a 'special case' to product-oriented texts; business-to-business is marginally featured in comparison to consumer markets; and new knowledge is piled on top of old knowledge without being integrated; pedagogical design forcing form over content; and there is still an American 'formula' and perspective of marketing. The literary stylists who have helped 'managerial marketing' become a genre in its own right – such as Philip Kotler and Ted Levitt – have used the written word as the medium through which marketing ideas and concepts have become popularised (Brown, 2005).

An interesting extract from the data captured is from a lecturer for a UK marketing education provider (*LMEP1)* when referring to the 'agenda' of managerialism:

> The theory agreed by those who write the *MEP* course work is the agenda. Practice is where the conversation takes us.

7.5 Chapter review

In this chapter, the second of a quartet of chapters forming the integrated analysis of findings, results from empirical research on the theoretical perspectives of marketing was examined, describing how the marketing discipline is conceived, reified from practice, negotiated within the marketing academy, and expressed in published textbooks and academic journals. Extracts from the experiences of a wide range of academic marketing constituencies were presented in the form of summary vignettes and analyses. Concepts and themes were extracted, coded and synthesised to form a rich picture from the qualitative data. The impact and nature of marketing scholarship and marketing management rhetoric expressed through marketing textbooks was examined, alongside arguments as to why the publication citation system is a limiting factor to marketing as it is theorised in written discourse. Relevant theory accompanied a range of empirical data collected from observation and the personal experiential testimonies of a broad reach of marketing constituencies.

This chapter is important in the overall picture of presenting empirical experience and sits alongside the evidence of marketing practice in Chapter 6. It allows comparison of the epistemological bases and values between the two epistemes of marketing knowledge and acts as preparation for a critical analysis of perceived and actual disconnects. It introduced some of the characters in the theory-based marketing constituencies, citing evidence of dichotomy and possible collaboration.

8 Pedagogical perspectives: Marketing as it is taught

8.1 Outline of chapter

The previous chapters, Chapter 6, *Contextual perspectives: Marketing as it is practised*, and Chapter 7, *Conceptual perspectives: Marketing as it is theorised*, evidenced both contextual and textual empirical data. This chapter examines some of the recorded experiences of Higher Education, Further Education and Marketing Education Providers Centre lecturers, Undergraduate and Post-Graduate students, as well as marketing text book authors to give varied different pedagogical perspectives of how marketing knowledge is provided and consumed.

8.2 Introduction

In some ways, marketing pedagogy should be a lynchpin between practice-based theory and theoretically-informed practice, integrating the elements of successful marketing praxis. Pedagogical practice is, as Gadotti (1996: 67) states, “the horizon, the aim of the theory”. And yet the contextual and textual empirical data presented in the previous two chapters bears witness to a dilemma of dichotomy which mitigates away from collegiate combination. Only by examining the third part of this trilogy, the demands and constraints of marketing educational provision, can we begin to see the opportunities for a marketing pedagogy more relevant to marketing practice.

8.3 The marketisation of education

The dynamic of any organisation is contingent on its environmental context; no more so than in the Higher Education (HE) Sector. The HE landscape of a ‘welfare-state’ being transformed into a ‘market-state’, where an emergent dialogue on ‘the student as consumer’ has infused an axiological debate on the raison d’etre of Universities and colleges as well as impacting on other educational providers. This shift from public to market system puts a greater emphasis on the *uses* rather than the *purposes* of higher education (Scott, 2010) with prospective students calculating higher education not just as a *cost* but as *return on investment* with an increasing focus on graduate employment: the pursuit of *hire* not higher education.

The practices, values and techniques of the marketplace have transformed institutions into businesses with the role of the Business School seen as either the exposition of knowledge as an academic social science faculty or in the preparation of

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graduates for employment (Starkey, Hatchuel and Tempest, 2009). The culture of audit compliance has turned universities from 'communities of scholars' into 'workplaces' (Smith and Webster, 1997; Henkel, 2000) and managerialism has achieved primacy over profession and community.

The pedagogical imperative, with students as 'consumers', has fundamentally changed the University raison d'être: the practices, values and techniques of the marketplace have transformed institutions into businesses with the emphasis on managing resources not the co-creation of value.

8.4 The student as consumer of knowledge

In the *Dearing Report on Higher Education* (1977), the reference to students as 'consumers' emphasised the commodification of education, a yardstick for educational stakeholder responsibility, accountability and, because of the 'impact' and employability agendas, an increasing need for practical application. Consumer satisfaction in HEIs, particularly in England, has become the locus of learning (Lesnick-Oberstein, 2015), something increasingly recognised by students who not only demand an enhanced experience from HE, but question the relevance of HE education to the real world (Kandiko and Mawer, 2013). The tripling of tuition fees, endorsed by the *Browne Review* (2010), followed quickly by the National Student Survey (NSS) have emphasised this even more. The radical change in consumption patterns and the focus on the performative value of knowledge in terms of 'employability' has changed the emphasis in knowledge consumption and consequently knowledge production.

8.5 Business School fitness for purpose

One impact of the new HE landscape is the enforced narrowing of the gap between marketing academia and marketing practice. The role of the business school as conduit for management training or social science faculty has been well rehearsed from the likes of Dikinson (1983: 51) "academics have little interest in practitioners and their ideas" and more recently with Baker and Erdogan (2000), Riebstien et al. (2009) and Baron et al. (2011) who acknowledge the disconnect between the priorities of marketing academics and executives.

The practitioner pressure for outcomes-based curricula, where employability is a product of learning and "learning has become something to be delivered to students in ready-made packages in order for them to simply consume learning" (Wheelahan, 2010: 20), has caused a displacement of knowledge. The disparity between the academic and practitioner – the most pressing issue for UK academics according to Baker and Erdogan (2000) – shows a failure to adopt a more student-oriented, critical theoretical approach to challenging accepted marketing paradigms and covering a contextual application of theory (Burton 2000; Brownlie 2006).

Reibstein et al. (2009: 1) describe criticisms levelled at the dominant MBA programmes which “focus on narrow analytical and cognitive skills, stylised treatment of complex issues by teachers with no direct business experience, self-centred careerism and the declining recognition that management is as much a clinical art as a science”. This dilemma is magnified in marketing where connection to stakeholders and customers is essential. Muniapan, Gregory and Ling (2004) identify this disconnection in marketing education (specifically UK HEIs) and the requirements of marketing practitioners.

At the heart of this debate are the aims of rigour and relevance. The problem is, as Bennis and O’Toole (2005: 101) point out, “not that Business Schools have embraced scientific rigour but that they have forsaken other forms of knowledge”. Hackley (2001) refers to an “ontological space between the classroom and the world of Marketing practice” leading to a “serious impediment to a critical understanding of the discipline” (p. 129). Baker (2013: 223) claims that for scholarship to be successful, a marketing educator must have engagement with “whose involvement with students, practitioners and policy makers are all essential if one is to have a real effect on the discipline”. Hughes, Tapp and Hughes (2008) highlight four key factors which will improve knowledge transfer and help bridge this gap:

– attitudes towards academic/practitioner engagement;
– institutional drivers such as funding bodies, professional bodies;
– content needs to be appropriate, applicable and accessible to the parties involved if the exchange is to have mutual value; and finally,
– relationships across the gap need to be proactively developed and managed for effective knowledge exchange.

Recently, there has been an increasing amount of attention given to pedagogy which is practice-oriented, with Practice-Based Studies (PBS) featuring in managerial and organisational research into knowledge creation. Practice as epistemology sits right in the critical marketing camp, still without recognition of being a generative source of knowledge. Cohen (1996) distinguishes between theories of action (located in the intentionality of practitioners) and theories of practice (located in the patterns of performativity), and promotes the notion of a mutual community of practice between producers and consumers of knowledge within the institutional context. They are part of a continuous homogeneous single entity separated more by ontological vested interests – the recording and regurgitation of action – than by the distinctiveness of their epistemological roots.

8.6 The empirical evidence of pedagogical marketing constituencies

To complement and contextualise the evidence of marketing thought as discussed in Chapter 7 and the evidence of marketing practice as discussed in Chapter 6, a wide range of participants who influence and are influenced by marketing pedagogy – text book authors, marketing education providers, lecturers, students and prospective students – were interviewed, where possible, in quasi-laboratory conditions (ie: the natural habitus usually associated with their profession or consumption of marketing knowledge). Theory has been integrated with empirical evidence in order to best synthesise theoretical knowledge and actual practitioner experience. In Table 8.1 is a selection of research participants chosen to represent the various pedagogical marketing constituencies in terms of production and consumption of *institutionalised* marketing knowledge. Data capture methods, together with assigned research label are illustrated for reference.

Table 8.1: Pedagogical research participants by data capture method.

Marketing constituency	Method of data capture	Research label
PG students Pilot study	Informal semi-structured focus group	*PGSFG*
Higher Education (HE) lecturer	In-depth face-to-face interview	*HEL1*
Higher Education (HE) lecturer	In-depth face-to-face interview	*HEL2*
Further Education (FE) lecturer	In-depth face-to-face interview	*FEL1*
Influential Text Book Author	In-depth face-to-face interview	*ITBA1*
Lecturer Marketing Education Providers	MEP Centre Lecturer	*LMEP1*
Post-Graduate (PG) Student	Student	*PGS1*
Under-Graduate (UG) Students	Students	*UG1-6*
Post-Experience (PE) Students	Student	*PE1-6*

Source: Author's representation.

For clarity, the presentation of data capture and analyses in each of the three sections has data taken from the interviews for all constituencies has been organised in the following manner:

– Precisé vignettes discussed as reflective of praxis.

– Individual summative extracted compared ‘common’ and ‘specific’ coded data. (‘Common’ data are that which recur frequently; ‘specific’ data are those peculiar to the context of the participant).
– Verbatim transcripts are available to view in the appendices.

In addition, a comprehensive final coding summary is presented in Chapter 5 as part of the analysis and interpretation of all data.

8.6.1 In-depth interview: Higher Education Lecturer (*HEL1*)

Having spent several years in an “industrial marketing role and subsequently lecturing in several business schools for 20 years” HEL1 (Table 8.2) has made the transition to HE lecturer but not teaching UG and PG Marketing as a key subject.

Table 8.2: Higher Education Lecturer (*HEL1*).

Common codes	Specific codes
Formal marketing qualifications	B2B
Theory	Theoretical/practical orientation
Customer-orientation	Practical
	Hybrid
	Disseminator of marketing knowledge

Introduction to theory came through ‘CIM courses then MBA’ with practical knowledge coming ‘In my second position when I moved from sales into global marketing’. Contribution to the field is ‘As a good teacher and supervisor’.

8.6.2 In-depth interview: Higher Education Lecturer (*HEL2*)

With a BA Economics and having spent several years in industry and established a number of companies, HE2 (Table 8.3) has made the transition to HE lecturer teaching UG and PG Marketing.

Table 8.3: Higher Education Lecturer (*HEL2*).

Common codes	Specific codes
Qualifications	Hybrid
Theoretical	Real-world dynamics Practical application
Customer-orientation	

HEL2 feels that:

> My background in Economics helped to understand the competitive nature of industry therefore the need to differentiate the firm. Communication of such differentiation was how I first understood the importance (and usefulness) of marketing. Establishing my own companies (5) since then substantiated and focused on this practice and effort.

Exposure to marketing has been:

> Informal in the workplace, followed by PG education in late 30s (MBA).

Exposure to marketing education (teaching) has been:

> As part of lecturing on UG and PG Programmes, more specifically on Change Management and Creative Thinking/Problem Solving. Also, as part of the University's Venture and Accelerate Programme for budding entrepreneurs.

He states that the role of marketing is '*Reflecting practitioner perspectives in academia*'.

8.6.3 In-depth interview: Further Education Lecturer (*FEL1*)

With formal BA and MBA qualifications, and having spent a limited time in retail, *FEL1* (Table 8.4) has made the transition to FE lecturer teaching UG and PG Marketing.

Table 8.4: Higher Education Lecturer (*FEL1*).

Common codes	Specific codes
Formulaic	Narrow teaching
Prescribed	Institutional
Theoretical	Vocational
	User
	Practical application Teaching
	Practical/vocational
	Institutionalised teaching
	Teaching
	Narrow teaching
	Text book teaching

FEL1 describes her contribution to marketing as:

> Teacher, tutor, mentor and Programme Leader. I organise trips to local shopping centres to show students 'marketing in action'.

Exposure to marketing has been enhanced by:

> UG Dissertations. CIM Networking and the purpose of marketing was: Preparing Undergraduates for employment.

When asked about critical perspectives of marketing:

> Up until then Marketing was all fun, positive. Although I agree with it, the criticisms of marketing made it too serious in the sessions and made it more difficult to enjoy.

Probed further about the Critical Marketing School and her ignorance of same, (Yes, but you must have some reference to alternative academic views?), *FEL1* stated:

> I don't teach that. I just stick to the 4 Ps formula, applying it to real life brands. Kotler must have it right. That fella's been selling out for years. Marketing isn't really academic is it? It's just common sense.

8.6.4 In-depth interview: Influential text book author (*ITBA1*)

This leading text book author (Table 8.5) was interviewed at an AOM Conference in Cardiff. The name of his University and the manufacturers referred to have been disguised to protect his anonymity.

Table 8.5: Influential text book author (ITBA1).

Common codes	Specific codes
Prescribed theory	Real world
Critical perspectives	Theory applied to an actual practical context Practice-based theory
Theoretical Strategy	Empirical evidence Theory without context is not as real Academic/practitioner Practice-based theory Distribution channels

Asked about the intention of his text book, *ITBA1* stated:

> I wanted to make it as authentic as possible to give students a taste of theory applied to an actual practical context. Because theory without context is not as real. Not as authentic. I applied the rules of strategy [theory] to the facts as I saw them applied by companies operating in that sector: distribution, margins, promotion, pricing. You know, the push through the channels and so on.

ITBA1 expressed a view that practice should have precedence over theory. When queried, he commented:

> As a teacher (in terms of the book and as a lecturer), that's our job: to guide students concepts and ideas. To apply them to a situation in the real world. Tutors need to get through a lot of theory. As an academic, like today's sessions, we're free to cogitate and speculate.

When asked what for an example taken from conference that translates into the real world, that finds its way into text books or the classroom, he suggested:

> CSR. The critical streams today have presented a sound case for questioning the normative Kotler view of marketing. Companies are practising that. That is real.

8.6.5 In-depth interview: Lecturer Marketing Education Providers (*LMEP1*)

The *MEP* are an independent provider of marketing education. This interview was with a practising Marketing Manager (Table 8.6) who delivered *MEP* curricula to a part-time evening class at a *MEP* Centre in a Further Education College.

Table 8.6: Lecturer Marketing Education Providers (*LMEP1*).

Common codes	Specific codes
Formula	Theoretical-based practice
Vocational	Instrumental learning
Instrumental learning	Qualification
Qualification	Employment
Employment	Community of Practice
Prescribed	
Formulaic	
Explicit knowledge	

When asked about 'the process' of delivery, *LMEP1* suggested that:

> The students expect to learn, pass and get a qualification relevant to their employment. The process is applying a standard structure and content towards that. Students want a 'stiffening up' of their experience.

The phrase 'stiffening up' was defined as:

> I suppose I mean learning the language of Marketing, putting names to the concepts, learning new concepts, engaging in how theory applies to their particular work situation. Some just want promotion in work but others genuinely want to engage in the theory as applied to their sector.

"learning the language of Marketing" was described as:

> The lexicon. It is like learning a new language. It's a good way in. Marketing is full of metaphors which help explanation, but some of the language is difficult for those new to it. Preparing students for assessment. Teaching the MEP curriculum.

When asked whether the curriculum and the process was too prescribed, the answer was:

> Sort of but the structure is great. We only use it as a sort of evening agenda and it really is a chance for an exchange of experiences, practice, yes, it's like an exchange of how things apply in the real world. I certainly talk about my experience: campaigns, things that I'm engaged in that week, why a campaign in the news is working, what it's aims.

8.6.6 Online interview: PG Student (*PGS1*)

PGS1 is a Zimbabwean student whose Business degree included two marketing modules. Table 8.7 shows some extracts from his interview.

Table 8.7: Post-Graduate Student (*PGS1*).

Common codes	Specific codes
Theory	British qualification
Practice	Real-life examples
Concepts	Pool of knowledge
Knowledge of subject	Wealth of experience
	Drawing examples from the lessons that have been experienced
	Practical application
	Relevance to work
	Progression

When asked about the purpose of the University:

> Learning in a different country. Getting other people's experiences and the benefit of the tutor's knowledge. I will be continuing my education in another country – probably Australia – and this last year has given me so many useful insights and taught me so much about marketing.

When asked about his relationship with the University, specifically the 'student as consumer' relationship, *PSG1*'s view was:

> I came to England to get the experience of a foreign, prestige Business School. The knowledge and experience of the tutor, all the business case examples. They are so valuable. It gave me confidence. I liked the way examples are given for all the theory we had. It helped me understand. I know we [foreign students] pay more than some of the UK students but it is what we have to pay.

Asked to elaborate on "examples are given for all the theory":

> I had a good idea of the marketing concepts from my degree. Positioning, segmentation and so on. I've learnt a lot more now (I didn't know there were 7 Ps!) but it is much better as there are so many examples from other brands and organisations which they are applied to.

8.6.7 Focus group: Under-Graduate (UG) Students (*UGS1-6*)

A focus group was held over 3 sessions with UG Business and Marketing students. Table 8.8 shows codes extracted from those interviews during their course.

Table 8.8: Under-Graduate Students (UGS1-6).

Common codes	Specific codes
Theory	Confidence
Practice	Real-life examples
Concepts	Case studies in seminars
Knowledge of subject	Case studies in text book
	Tutor knowledge
	Experience of tutor
	Practical application
	Employability
	Relevance to work
	Examples from the tutor experience
	Assignment preparation
	Progression

Students were asked about the purpose of the University:

> I think our courses are becoming like training sessions. The content of some of our Tourism classes are really good for preparing us for employment. There isn't a lot of academic content though. There's some theory that gets applied but it's really about how to do it.
>
> The purpose of the business school is employability and learning. Applying real life to concepts.

As stated above, the shift from public to market system puts a greater emphasis on the *uses* rather than the *purposes* of higher education

Students were asked about their relationship with the University, specifically the 'student as consumer' relationship. Two different views were expressed:

> I think it is wrong. I don't like being seen as a customer. I came to University for the experience, to get confidence and to get a qualification. It is seen as different to my parents' experience of going to University. They had a great time. We seem to be immediately bombarded with talk of jobs and employability. That's fine but it just spoils it.
>
> That's not realistic. We pay a lot of money and deserve a decent education. If I don't leave with a good grade, I'm going to be unhappy. That's the least of my expectations. Surely we should be guaranteed a decent education if we invest £9,000 a year?!

These disparate views do tend to resonate with research done on student's identification as consumers (see Williams, 2013; Saunders, 2014).

Evidence shows that a *praxis of teaching* – practice informed by theory and theory informed by practice – used by educators to describe a recurring passage through a cyclical process of experiential learning needs to be part of an improved pedagogy. As Van Manen (1999) pointed out: “theory needs to be connected to practical, lived experiences both outside and within the classroom”. It is the “synthetic product of the dialectic between theory and practice” according to Heilman (2003: 274).

8.6.8 Note on coding procedures and summary of data themes

As with Chapter 6 and 7, the extracts above have been presented in the form of ‘concepts’ and ‘categories’ which have emerged from the interview data. This first level of coding (‘open coding’) have been split into: ‘common’ codes which are concepts occurring regularly in more than one transcript; and ‘specific’ codes which are peculiar to the participant’s specific context.

8.7 Chapter review

As producers, distributors and consumers of marketing knowledge, the constituencies responsible for marketing education act as a conduit for marketing theory whilst responding to the needs of marketing practice. In this chapter, the third of a trilogy of chapters forming the integrated analysis of findings, results from empirical research on the pedagogical perspectives of marketing was examined, describing how the marketing discipline is taught, and how marketing education is disseminated in Higher and Further Educational establishments and educational providers. The changing dynamics of the HE and FE landscape has witnessed the marketisation of education which has accentuated the student as consumer and radically changing the relationship between universities and learners.

This chapter acts as a channel for the findings of the previous two chapters- marketing knowledge as it is practised and theorised – and is fundamentally important in acting as a potential bond between these separate but interrelated knowledge domains of theory and practice. It prepares the debate for final recommendations for developing better knowledge partnerships between academics and practitioners and help propose a better integration of marketing theory and practice into the promotion of a best practice framework in marketing education.

9 A new Marketing Knowledge Process Model

9.1 Outline of chapter

This final chapter is necessarily summative but also conceptually conjectural in the sense that, like all good qualitative research, it is part of a reiterative, creative ongoing process of inquiry into knowledge production and dissemination. The creation of a unique *Marketing Knowledge Process Model* – which has emerged from interpretations, speculations and connections between extant knowledge, original empirical evidence and a lifetime's reflexivity of practical and conceptual marketing – has both theoretical relevance and practical application. The dynamics and constituent parts of this new framework are discussed in terms of: its progenitors, content, process, applicability, and the dynamic, reiterative nature of marketing knowledge creation and use. What is represented is a cohesive, creative synthesis of the key strands of this inquiry, and is reflective of the empirical data in the arguments presented.

9.2 Introduction

Rigorous research is the fundamental cornerstone upon which sound theory is transformed into effective practice but also the evidence of experience is translated into applicable theory (Kim 2003). Gummesson's (2010:5) comment on this, specifically his questioning of the nature of marketing knowledge, is most apposite here:

> What do we include in theory and practice? A crucial question is: can we claim that scientific knowledge is better than tuition, wisdom, and so on, or is it just different? Are they complementary, the ying and yang of knowledge development? Shouldn't we spend at least as much time on understanding the soul of intuition as we spend on statistical survey techniques?

What is explicitly claimed in this text is the author's analysis of textual, contextual and pedagogical perspectives leading to the identification of both dyadic fusion not just dichotomy in marketing theory and practice epistemes. They are different; they do exist in dichotomous domains at times; they often come to know and use marketing knowledge in parallel not in unison. However, the data presented in the integrated findings in Chapters 5, 6, 7 and 8 shows that there is also a complementarity, a collaboration, which does not just characterise praxis but evidences a more appropriate, more relevant hybrid model of marketing theory and practice, one which identifies a weaving of these separate threads into a continuous, coterminous loop of context into text into context reiteration.

The "soul of intuition", juxtaposed alongside the cognition and reason of theory, has been the touchstone in the search for truth in this inquiry which has borne

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all the hallmarks of good qualitative research: a search for meaning in social context and unique individual experience, discovered through a dialectic, inductive process of investigation where the author has been present as an active and interactive participant. The consistency between the research aims and objectives of this investigation – *a critical inquiry into the theory and practice of marketing* – and the methodology used – a qualitative phenomenological study using grounded theory – has produced a unique interpretation on the theory/practice divide.

9.3 Proposed Marketing Knowledge Process Model

As Smith et al., (2015: 1035) posit "The nature of marketing knowledge is that it can be generated both by the empiricism of the market place – the dynamic experiential in situ and ad hoc praxis – as well as scientifically deduced – post hoc, considered rationality. The flow can be either way: practice to theory or theory to practice. This 'context to text to context' phenomenon is an iterative process of re-cycling and re-invention; the exact nature of knowledge transfer is that the flow can be symbiotic yet intertwined". All this is captured in Figure 9.1 which includes all the themes taken from the empirical data:
– '*Tacit knowledge*' and '*Explicit knowledge*',
– '*Disconnect and power;*
– *Symmetry and asymmetry*',
– '*Hybridity and unity*',
– '*Transfer of knowledge and marketing praxis*', as well as
– '*Reiteration*'.

Below is a detailed discussion of the key elements of the model and how this works as a functioning framework.

9.3.1 Progenitors of the Marketing Knowledge Process Model

The use of a business model, either implicitly or explicitly, to describe the logic and architecture needed to deliver value to customers is essential to any business. It expresses the relationships between knowledge *within* and *coming into* an organisation, and how that knowledge is *processed* and turned into some strategic competitive advantage. In relation to practice, academic perspectives are in both observation and parallel formation of knowledge; ideally, they are in unison. Marketing models are often extended metaphors (eg: the evergreen Marketing Mix or Relationship Marketing loyalty ladders), or frameworks which show use of resources, value creation or the strategic planning process (eg: McKinsey 7S model, Ansoff's matrix, BCG matrix, diffusion of innovation, Porter's 5 Forces and Value

Chain, product life cycle or various pricing models). Some of these models, however, tend to be linear and do not always reflect the nature of marketing as practised. A lot of knowledge models are focused on organisational use of information. Early ones such as 'information processing' (Simon, 1978), 'garbage Can Theory' (Cohen, March and Olsen, 1972) and Senge's (1994) 'learning organisation' provide a foundation for models of this sort. However, in terms of knowledge processing, particularly in terms of releasing the potential of tacit knowledge within organisations, the internal organisation *SECI* model (Nonaka, Takeuchi and Umemoto,1995) is a good reference point for this. Its 'spiral' feature of knowledge creation is analogous with the model proposed; its 'engine' of knowledge creation rooted in the tacit know-how of practice. However, their focus on the knowledge domain as *internal* is unnecessarily restrictive and therefore limits its applicability in a generalised marketing context. Whilst it lacks the endogenous environmental dynamics of some of the traditional Kotlerian Marketing Information Systems (MkIS) variations of Management Information Systems (MIS), it nonetheless acknowledges the need to examine the tacit nature of practice knowledge.

In terms of 'knowledge transfer' models, Major and Cordey-Hayes (2000) describe two basic types: *node* models which analyse steps in the knowledge transfer process; and *process* models which look at the specific dynamics of the process.

9.3.2 Basic logic of the Marketing Knowledge Process Model

The genesis of this model – both as a working research framework and as an explication of how marketing knowledge is created and used – grew out of three specific factors:
- the author's experience as both a marketing practitioner and an academic;
- the author's previous research and publications in this area; and,
- the empirical research done with key influencers in industry and the academy in this inquiry.

The fusion of the experience of practice and the confirmation of theory can be signposted throughout the author's career in B2B marketing, where theory was observed in practice and authenticated in theory. Quite often, the evidence of practice was seen to precede its subsequent confirmation as some or other theoretical framework. Experiencing the juxtaposition of academia and commerce as a natural phenomenon (as opposed to opposing epistemes), whilst not unique, has provided a real stimulus to the author in terms of the perspective taken in this book. Indeed, the 'panopticon' perspective of being immersed in the phenomenon being observed, surrounded by all the marketing communities and yet also having had experience of all those constituencies, is entirely consistent with the overall emic and etic nature of the research aims and objectives.

Figure 9.1 describes a circular *Marketing Knowledge Process Model* featuring constituents and constituencies involved in this process.

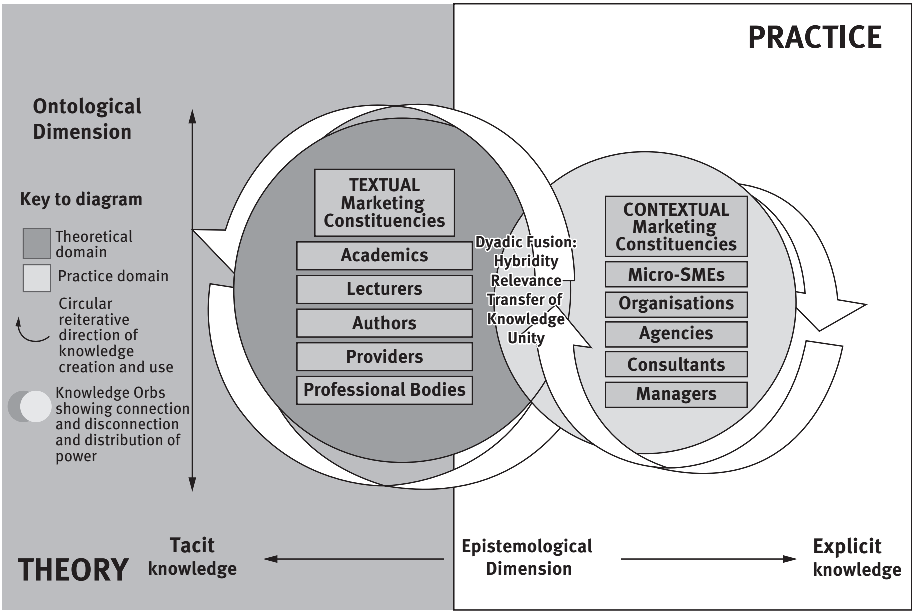

Figure 9.1: Marketing Knowledge Process Model.

It is not a linear, static process but is characterised by linkages which reify practice, rehearse theory, and are interrelated. As previously stated, this inquiry has as its central focus the marketing theory into practice / marketing practice into theory conundrum. Therefore, this model includes:

- the *separation* (marketing theory and marketing practice);
- the *flows* (context to text to context: theory into practice/ practice into theory);
- the *symbiosis* (the theory and praxis of marketing pedagogy); and,
- the dynamic and static (in situ/in aspic) *nature* of their duality (Smith et al., 2015).

This model features the roots and uses of marketing knowledge in thought and deed, text and context, and maps the flows and nodes to aid an understanding of how marketing knowledge is generated. The key features of the schema for this model are as follows:

- Axis showing the epistemological dimensions of marketing knowledge.
- Axis showing the ontological dimensions of marketing knowledge.
- Knowledge domains.
- Marketing constituencies.

- Reiterative process.
- Transfer of knowledge.

These key elements are expanded and discussed below.

9.3.3 Axis showing the epistemological dimensions of marketing knowledge

As discussed previously, epistemology describes the relationship between the inquirer and the phenomenon being researched. Social researchers tend to be sceptical of objective truth – the objectivism of positivist viewpoints is often anathema to researchers who believe meaning is a product of social interaction and interpretation. In the case of this inquiry, the premise is that knowledge is constructed socially, (ie: a social constructivist perspective), where relationships between actors and structures are reciprocal and dialectical, therefore, is in *action* and *interaction*. Interpreting this action/interaction is the basis of the underlying: hermeneutic (meaning is achieved through participation in a dialogical manner); phenomenology (how individuals interpret the world); and symbolic interactionism (meaning is embedded in symbolic interaction and social significance).

The nature of marketing knowledge is illustrated on this axis as rooted in either practice, reflected in theory or both: *tacit* practice-based intuitive and unwritten expertise and experience; *explicit* theory-based marketing knowledge usually expressed in some form of published text; or an amalgam or hybrid of both. Nonaka and Takeuchi (2003) describe knowledge on the epistemological side as being either tacit or explicit, with the ontological range being from the individual to team, group, organisation etc. They put this very well: "A spiral emerges when the interaction between tacit and explicit knowledge is elevated dynamically from a lower to higher ontological levels" (1995: 57). Fendt, Kaminska-Labbe and Sachs (2008: 297) advocate pragmatism, encouraging a grounded approach to theory building and practitioners who are reflexive, producing knowledge-in-use theories that "underlie their actions, rendering in the process explicit what was hereto tacit." Velocity and immediacy of action is the essence here (reflected in the iterative, linked nature of the model featured in Figure 9.1). This does reflect the dynamic *in situ* quality of practice set against the reactionary *in aspic* nature of theory.

9.3.4 Axis showing the ontological dimensions of marketing knowledge

Constructionism, as Nueman (2003) suggests, is a product of social processes. It is a human construct (Mutch, 2005) in which there is no collective route to knowledge (Willis, 1995) and any analysis must be put into context (Reeves and Hedberg, 2003: 32). The ontological dimensions of marketing knowledge refer to how individuals make sense of the multiple 'realities', created through agency, meaningful interaction of experience and interpretation. Ontology, in the context of this inquiry, refers to the marketing knowledge created by socially constructed understanding: the contextual knowledge from the community of practice. There are choices: an *a priori* ontological perspective is a pre-determined and objective construct independent of the input of actors: an *emergent* perspective is one which is undefined, dependent on interaction; and a *dualistic* ontological perspective which is created in context when particular actors and social structures interact (Tronvoll, Edvardsson and Vargo, 2011). The premise of this book is that marketing knowledge is *a posteriori*, grounded in structuralism. Therefore, the first perspective can be dismissed as it is, as Giddens and Dallmayr (1982: 29) state: "strong on action; weak on institutions", and this runs counter to this inquiry's research aims and objectives. Indeed, interpretive research puts emphasis on better understanding of the world through first-hand experience, truthful reporting and actual conversations from insiders' perspectives (Merriam, 1998). Similarly, phenomenologists (from Husserl onwards) have focused on the essential structures of a phenomenon being examined, the 'lifeworld', reflection on lived experience, participant's narratives that emerge from data. The distinction has to be made here between an *idiographic* perspective of research – the subjective, cultural and individual case examination of a phenomenon where the individual is seen as a unique agent of a group or structure – and a *nomothetic* research approach – a generalised, group search for understanding where studying the structure of a cohort of individuals throws light on social meaning. Halling (2008) offers a middle ground – moving between abstraction and experience – accepting that idiographic research may also identify general structures of experience: particular experience, common themes from the phenomenon and then applying universal human aspects implicit in that experience. This is also consistent with a hermeneutic approach where the specific and the general, the individual and the whole are examined in conjunction to provide a fuller understanding of the phenomenon.

The ontological axis in this new model, therefore, shows the categories of participants. Here, the marketing ontology is comprised of the various marketing constituencies – the communities of practice as it were – that generate and use marketing knowledge. Tilly and Goodin (2006: 20) attribute ontological choices as concerning "the sorts of social entities whose consistent existence analysts can reasonably assume". These are the ontological entities – the individual actors and collective institutions engaged in marketing knowledge creation and use. It should be pointed out here that the selection of these marketing constituencies is a value judgement and as such an ontological choice by the author. They were seen, after some extended supervisory consultation, as being comprehensively representative.

To restate the fact that ontology refers to the 'nature of being' and the relationship between concepts and categories in a domain is important for clarity here. Acknowledging what Giddens (1984) referred to as "structuration" (the interaction between structures and agents), this is the fundamental ontology chosen here. In this case, marketing institutions and marketing actors is the ontology within the domain of marketing knowledge. This interaction, and indeed the relationship between actors and institutions, is critical; both constituent parts need to be examined both separately and together. This is consistent with a hermeneutic approach since ontological individualism and ontological collectivism are examined separately and jointly here.

9.3.5 Knowledge domains

The parameters of what constitutes marketing constituencies and what their individual and collective contribution to what is perceived, learned or taught in what is meant by 'marketing knowledge' is. It is the realm of discourse, the landscape within which this meaning is negotiated. The two competing knowledge domains are:

- a socially constructed, *situated* view of knowledge dependent upon relationships and interaction; and,
- positivist, rational and *cognitive* conceptions of knowledge.

The data coded under '*Tacit knowledge*' and '*Explicit knowledge*' provide ample evidence of these two domains. There is no doubt that in the objectivist/subjectivist dichotomy is a source of polarised debate on knowledge, but dissatisfaction with the relevance of theory to practice has shone a light on situated learning and contextual knowledge as an emerging domain. Again, illustrated above under '*Relevance*' and '*Transfer of knowledge and marketing praxis*'.

Whilst the information-processing perspective of marketing knowledge still dominates, the "practice turn" (Gherardi, 2009) espoused in Practice-Based Studies (PBS) has been a driving force in recent academic studies of organisational knowledge. Knowledge is no longer viewed simply as an object or asset, nor is it believed to reside in individual minds but concerning the understanding and skills necessary to the practice of marketing (Andreasen et al. 2005). Instead, PBS (employing much of 'practice theory') brings to the fore the concept of knowing as a situated activity which is collectively performed and is accomplished through the relational dynamics of practice and participation. The separate but linked provinces of academe and practice (and indeed examination of the overlap between the key fields) is therefore the key focus in this model and indeed inquiry.

9.3.6 Marketing constituencies

It is important to allow breathing space for participants to articulate their personal experiences in the context and value system relevant to themselves (Chase, 1995).

The importance of context and environmental dynamics in terms of the origins of marketing knowledge, and application in terms of the value and practitioner frame of reference is critical in qualitative research. As Marshall and Rossman (1998: 58) state, knowledge cannot be understood without understanding the meaning attributed to marketing knowledge – their thoughts, feelings, beliefs and actions. As Lieblich and Josselson (1995: ix) suggest: "we come into contact with our participants as people engaged in the process of interpreting themselves".

The model above shows all the parties who represent and present different knowledge perspectives both in terms of published theory and practice. Although each constituency will have relative areas of expertise, the overlap between parties is significant.

The theme of the inquiry – practice and theory – is reflected in the comprehensive range of influential participants involved in marketing knowledge formation and use, selected from across a very broad spectrum of marketing constituencies. '*Contextual*' marketing constituencies are represented by organisations, managers, owner/drivers, consultants and agencies involved in the practice of marketing, '*Textual*' marketing constituencies are represented by academics, authors, educational institutions and lecturers, and professional bodies, involved in creating and disseminating the theory of marketing. All were interviewed, where possible, in situ in quasi-laboratory conditions. That is, those participants representing the main marketing discourses – both theoretical, practical and hybrid – and interviewed, where possible, in the natural habitus usually associated with their profession or consumption of marketing knowledge.

9.3.7 Pedagogical perspectives

The relevance of marketing theory to practice is an area of concern for academics. Burton (2001: 743) argues that "few universities [...] extensively teach marketing theory as part of the curriculum and few marketing academics have an interest in developing theory", development more likely to be generated through individual specialisms rather than some sort of general marketing theory.

The role of the business school as conduit for management training or social science faculty has been well rehearsed from the likes of Baker and Erdogan (2000), Riebstien et al. (2009) and Baron et al. 2011) who acknowledge the disconnect between the priorities of marketing academics and executives. Reibstein et al. (2009: 1) describe criticisms levelled at the dominant MBA programmes which "focus on narrow analytical and cognitive skills, stylised treatment of complex issues by teachers with no direct business experience, self-centred careerism and the declining recognition that management is as much a clinical art as a science. It is further charged that the prevailing paradigm is as much reductionist, narrowly specified and fragmented research [. . .] cannot address the multi-functional and interconnected problems for managers".

Although these concerns loom large for managerial education in general, the dilemma is magnified in marketing, a field that is supposed to be concerned about the connection of the firm with its customers and other stakeholders. Muniapan, Gregory and Ling (2004) identify a gap in marketing education (specifically UK HEIs) and the requirements of marketing practitioners. UK Higher Education institutions – enjoying a high level of strategic and operational Public Sector autonomy – have gone through a period of reshaping and re-imagining fundamentally directed by the ideological context and organisational strategy laid down by the New Managerialism (NM) and New Public Management (NPM) Deem, Hillyard and Reed (2. p. 1). The culture of audit compliance has turned universities from 'communities of scholars' into 'workplaces' (Smith and Webster, 1997; Henkel, 2000) and managerialism has achieved primacy over profession and community; the practices, values and techniques of the marketplace have transformed institutions into businesses with the "pedagogical imperative to cater to employer's expectations of graduate competence, and student's desire for flexible provision" McCaffrey (2004: 7). According to Shattock (2003: ix) "successful universities are successful primarily because of their teaching and research, not because of their management". There is a growing consensus that the theory/practice gap exists with varying perspectives including: academia's inability to understand how marketing is carried out in practice (McCole, 2004); the delivery of relevant marketing programmes that marketing managers need (Dacko, 2006); and research regarding the relevance of marketing knowledge (Brennan 2004). The role of the lecturer and learner in the HE learning experience is set to change: teaching should be research-informed and market-driven; the student experience should be culturally relevant and commercially-oriented.

Starkey and Madan (2001: 3) argue that Mode 2 knowledge production (M2K) is the optimum way for business schools to bridge the relevance gap between theory and practice, since it is primarily concerned with knowledge in *contextual application*. Mode 1 (M1K) knowledge is less concerned with knowledge *in use* and more concerned with theoretical knowledge. Holbrook (2005: 143) argues that "there is a fatal flaw in the ethos of marketing that has made our discipline uniquely susceptible to the degrading influences that have distracted us collectively from critical issues of the role of marketing in society" (2005: 143). For him, the dogged pursuit of prescribed, theoretical knowledge as characteristic of relevance has limited its relevance not only to practice but in a wider societal perspective. He advocates a two-way knowledge diffusion feeding simultaneously into theory building and practice, enhancing relevance helping to bridge that theory/practice divide.

9.3.8 Conceptual development and operationalisation

This phase was instrumental in synthesising the research approach (see Chapter 4). As Lynham (2002: 230) suggests, it ('conceptual development') is useful "to develop an informed conceptual framework that provides an initial understanding and explanation of the nature and dynamics of the issue, problem or phenomenon that is the focus of the theory". In addition, it provides a basis for evaluation of the model.

Demonstrating marketing *in situ* alongside marketing *in aspic* – practice and theory juxtaposed – through modelling, anecdote, metaphor, case studies, empirical evidence and conceptual representations – help to operationalise theory.

Evidence of development *in vivo* as it were can be seen in Figure 4.5 designed to illustrate the recursive nature of the research process. This was subsequently developed into a comprehensive knowledge framework showing all elements and all data findings.

9.3.9 Confirmation or disconfirmation

Again, leaning heavily on Lynham's (2002) direction, he suggests that "This phase results in a confirmed and trustworthy theory that can then be used with some confidence to inform better action and practice" (233). The nature of this inquiry, and indeed the nature of the grounded research approach adopted to investigate it, is reiterative. The need to take the data back to the theory, to revisit themes which confirm or disconfirm the initial emerging theory, is the hallmark of this approach. At this stage in the development – confirmation or disconfirmation – it is "the recursive nature of applied theory-building research [which] requires the ongoing study, adaptation, development and improvement of the theory in action and ensures that the relevance and rigour of the theory are continuously attended to and improved on by theorists through further inquiry and application to practice and theorising components of applied theory building research" (Lynham, 2002: 234).

Some evidence showing the author's confirmation of this:

– Industry bodies are responsible for translating contemporary practice and integrating the latest academic thinking into their educational and training curricula. As part of the MEP Technical Committee, the author attended an intensive 'al fresco' set of workshops designed to create and recreate curricula that reflected practice and applied theory. Primary data from over 20 MEP Centres around the world analysed practitioner requirements for content and delivery of new MEP Post-Graduate curricula and were compared to the inquiry's outcomes. Checking the framework with some of the participating members of that team helped verify this.

- The two-year KTP consultancy (literally theory into practice and then practice into theory) was revisited and findings supported practice.
- Liaison with independent consultancies (and some who did not take part in the original research) were presented with an overall impression of the framework and findings and this received approval.
- Post-Graduate students were informally engaged with online and suggested the model would be an excellent pedagogical input.
- A selection of HE and FE lecturers were consulted and approved the pedagogical asects of the framework and agree that it reflected practice.

9.3.10 Application

A consideration for any theoretical models is "an obvious danger of trivialisation of scientific ideas [. . .] [which] might compromise the original scientific conceptualisation when they are translated into practitioner language and practice" (Cornellisen 2000: 321). The approach here has been to both contextualise and conceptualise what is known to constitute marketing knowledge. Its roots – either in applied practice or in theoretical discussion – in effect have provided the data from which to help conceptualising and operationalising the model. In other words, in qualitative research, the data is qualitative, and it is 'description' which is being sought.

9.4 Chapter review

The purpose of this inquiry has been to conduct a critical examination of the dynamics of marketing practice and marketing theory and evaluate its relevance and applicability in a pedagogical context. Implicit in this was the examination and evaluation of the epistemological bases and values of what constitutes marketing knowledge in theory and in practice and a critical analysis of perceived and actual disconnects between the two domains. To do this, an in-depth evaluation of the various marketing constituencies was undertaken to understand the dynamics, determine the explicit and implicit impacts, and make recommendations for developing better knowledge partnerships between academics and practitioners. A specific overall objective was to propose a better integration of marketing theory and practice into the promotion of a best practice framework in marketing education.

In this chapter, the author's main contribution to marketing knowledge – a unique *Marketing Knowledge Process Model* – has been explicated with a detailed account of how the extensive research findings have been absorbed into the dynamics of its constituent parts and justification for its logic. Data captured and analysed in Chapters 5, 6, 7 and 8 was described and discussed, with final coding themes of 'tacit and explicit knowledge', 'relevance', 'the transfer of knowledge and marketing praxis', 'disconnect and power', 'hybridity and unity', and 'reiteration' forming distinct discussion. Other components of the model, such as epistemological and ontological aspects, knowledge domains, marketing constituencies, pedagogical perspectives were discussed in detail and in context. Progenitors of the *Marketing Knowledge Process Model*, its basic logic, and how the framework can be tested and applied were described with proposals on conceptual development and operation. Finally, research objectives were revisited and evaluated against the methodology, methods and findings of this inquiry.

This chapter is important as both a synthesis of all the work engaged in, a summative assessment of all the assumptions and findings, and a statement of continuing conjectural engagement with this on-going process of inquiry. The need for further testing of the model, application to practice and the publication of the conceptualisation of this addition to knowledge is the next phase of this investigation. In this inquiry, both understanding *per se* and understanding *for use* have been comprehensively examined. Some knowledge will stay polarised in protected domains; certainly, the integrated analysis of findings documented in Part 2 lend support for the maintenance of this theory/practice duality. However, there is evidence that a collaboration, borne out of dyadic fusion, will benefit the domains of practice, academe and pedagogy, and it is in this respect that this study makes a major contribution to our understanding of marketing theory and practice and how they might best be developed with rigour and relevance.

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Abbreviations

AoM	Academy of Marketing
B2B	Business-to-Business
CAQDAS	Computer-assisted qualitative data analysis software
CIM	Chartered Institute of Marketing
DTI	Department of Trade and Industry
ESRC	Economic and Social Research Council
FE	Further Education
FSB	Federation of Small Businesses
HE	Higher Education
HEI	Higher Education Institutions
IMP	International Marketing and Purchasing Group
KT	Knowledge Transfer
KTP	Knowledge Transfer Partnership
KM	Knowledge Management
MIS	Management Information System
MkIS	Marketing Information System
MSI	Marketing Science Institute
M1K	Theoretical knowledge
M2K	Knowledge in use
NSS	National Student Survey
NVivo	Qualitative data analysis software
PBS	Practice Based Studies
PE	Post-Experience
PG	Post-Graduate
REF	Research Excellence Framework
RM	Relationship Marketing
SECI model	Socialisation Externalisation Combination and Internalisation
SME	Small and Medium Enterprise
UG	Under-Graduate

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