

# Marketing Education in Brazilian MBAs: an Introductory Overview

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## Abstract

**Purpose** – The purpose of this paper is to provide an insight about how marketing discipline has been taught in Brazilian executive education programs. We therefore consider the different kinds of knowledge that tend to be an integral part of these programs, locally referred to as MBAs, and look at the consequences they have in the field of marketing in Brazil.

**Design/methodology/approach** – Our initial investigations (and our own experience as teachers of various MBA programs in Marketing) have shown that executive marketing programs, seemed strikingly similar in terms of syllabus and suggested bibliography. We discuss the reasons for that based on some historical regards about the marketing discipline in Brazil. We present a description of the historical background of postgraduate courses in Brazil, and outline the fundamental transformation that has taken place in the Brazilian MBA courses' main goal: namely, the shift from teacher training to executive education. This change in focus has resulted in the emergence of a large and profitable executive education market. In order to illustrate that we present the case of the Superior School of Advertising and Marketing.

**Research limitation/implications** – To better understand the marketing knowledge disseminated through MBA programs in Brazil two points needed to be highlighted: i) the policies and the regulations governing executive education programs; and ii) the origins of marketing education in Brazil. The change in focus and the process of deregulation of PGLS in Brazil has proved to be an important source of revenue. As a result of the growth of this market, managers at educational institutions have begun to focus their courses on the needs of customers and the generation of knowledge has taken a backseat to the need to teach the 'practical' and to develop the relationship between students. Thus, the appeal of the 'practical experience of big business' or 'successful practices' has supplanted any knowledge that might arise locally. To extend the distance between research and practice, the academia has ceased to look at what is relevant to society and to organizations and started to use rigor as the defining criterion of quality in research (Faria, 2007). As a result, the focus on the practical has devalued the theoretical advancement of the discipline and the academia has come to look down on the practical. The historical development of the marketing discipline in Brazil clearly shows to be strongly influence by knowledge produced in the US since its inception. A historical analysis of the field of management education in Brazil reveals the political interests that are related to the introduction and consolidation of a certain type of knowledge in the country, including marketing. More data shall be collected on the history of marketing teaching in Brazil.

**Originality/value:** This examination expands the literature by introducing historical perspectives on the marketing teaching in Brazil. The study of the influences of North American business schools over the Brazilian business schools and the long lasting political relations between Brazil and the United

States are also addressed in a critical way.

### Research Paper

**Keyword:** Marketing Teaching in Brazil, Executive Education, History of Marketing in Brazil, Marketing History,

### Introduction

The development of higher education in Brazil has run a different course when compared to the rest of Latin America. The Brazilian educational trajectory has followed the logic established in colonial times: since 1500 until 1800 approximately. The differences between the Portuguese and the Spanish colonization models have provided singular contexts. According to Cunha (1980) and Durham (2005), the objective of running the new colony in Brazil, as far as Portugal was concerned, was purely business related. The Portuguese Crown therefore had no interest whatsoever in the creation of educational institutions, especially universities that could potentially empower the colony. Moreover, according to Favero (2006), local colonial elites saw no justification for the creation of Brazilian universities, believing instead that it was more appropriate to provide higher education in Europe.

According to Durhan (2005), the *Companhia de Jesus* (the Society of Jesus or Jesuits) failed in their first attempts to create universities in Brazil, while in other regions of Latin America they succeeded with relatively little difficulty. According to Ribeiro (1993), higher education in the colony was exclusively reserved for the children of the aristocracy, more specifically for those who meant to join the priesthood, while those seeking other career paths were encouraged to study abroad, especially at Coimbra University, in Portugal. Durhan (1997) states that in countries like Chile, Argentina, Colombia and Mexico the Catholic Church has always maintained close ties to the education system, especially higher education. Historical public records show that the first Latin American University was founded in Peru, in 1551, the National University of San Marcos, and the second, the National Autonomous University del Mexico, was founded later in the same year.

The scenario of Brazil's higher education only changed in 1808, when the Portuguese royal family came to Brazil, escaping from Napoleon's invasion of Portugal. This event forced the transfer of the capital of the empire to Rio de Janeiro. As a result, in February 1808 the Medical-Surgery College of Bahia was founded and, in April of the same year, the School of Anatomy, Surgery and Medicine at the Military Hospital of Rio de Janeiro was set up, these being the first two institutions of higher education in the country according to Durham (2005). Nevertheless, these first educational institutions in Brazil had technical and professional characteristics that differed from those of universities in other countries. It was only after 1810 that we began to see the emergence of higher education courses in medicine, law and engineering, exclusively offered by either the Catholic Church or the Brazilian army. We had to wait for the 20<sup>th</sup> Century to be ushered in to see the creation of the first de facto Brazilian university. The University of Rio de Janeiro was founded in 1920. Prior to that, education had been built around an autonomous school model that was designed to meet the needs of government and the local elite for liberal careers: lawyers, engineers and doctors (Santos and Cerqueira 2005).

Over the course of the twentieth century, significant political changes in Brazil impacted the higher education sector in the country in different ways. However, for Durhan (1997, 2005), Cunha (2003), Santos and Cerqueira (2009) its general features were maintained: forming professionals to be absorbed by the labor market.

The Higher Education Census of 2012, prepared by the Brazilian Ministry of Education and Culture (MEC), suggested a growth of 3.5 million student enrollments in the previous 10 years, to a total of 7 million. Projections for 2022 indicate that 34% of people aged 18 to 24 will be enrolled or graduated in higher education. Management, Law and Pedagogy courses concentrate the majority of alumni in Brazil.

At this point it is important to make a distinction: what we call a graduate course in Brazil is similar to the undergraduate courses in the US. The postgraduate courses can be considered *Lato Sensu* or *Stricto Sensu* but, in order to enroll in any postgraduate course, one must necessarily have completed a graduate course.

### Post graduation in Brazil

The expression post-graduation was first used in Brazil in the 1940s, in Article 71 of the Statute of the University of Brazil, but the origin of Postgraduate *Lato Sensu* courses dates back to the 1930s

(Santos, 2003). Today, *Lato Sensu* post-graduation has become a major market. Within this sector, the post-graduate course in management, commonly called an MBA, occupies a prominent position. According to Cruz and Wood Jr. (2013), the popularization of MBAs has resulted in a product that is of major importance to educational institutions. Information regarding the *Lato Sensu* graduate courses in Brazil is scarce, but according to the National Association of MBAs (ANAMBA), there are an estimated nine thousand MBA courses on offer in Brazil, and growth in enrollment in this segment is in the order of 15% per year (Lopes, 2013). Brazil's Ministry of Education (MEC) website sets out the fundamental differences between these postgraduate courses on offer in Brazil,

*the lato sensu postgraduate courses cover specialization programs and courses designated as MBAs (Master's in Business Administration). With a minimum duration of 360 hours, at the end of these courses students receive a final certificate but not a diploma. Furthermore, these course are open to candidates who are graduates at higher education level and who meet the requirements of educational institutions - Article 44, III, Law No. 9.394 / 1996..*

*The strictu sensu postgraduate courses cover Master's and Doctoral programs and are open to graduates who meet the requirements of educational institutions and the students' selection regulations (Art. 44, III, Law No. 9.394 / 1996). At the end of these courses students receive diplomas. (MEC, 2013)*

To attend a postgraduate course in Brazil the student must necessarily have first successfully completed an undergraduate degree. According to the Higher Education Census (MEC, 2013), the number of students enrolled in undergraduate courses in Brazil grew 3.8% from 2012 to 2013, with total enrollment exceeding 7.3 million students. Another peculiarity of the Brazilian university education system is the presence of both public and private universities. According to the same 2013 census, the private university network had the most students enrolled, totaling nearly 5.4 million, while the public university system had some 1.9 million students attending (MEC, 2013).

Despite the significant number of students enrolled, the census revealed a drop of some 5.6% in the overall number of students enrolled between 2010 and 2011 (MEC, 2013). The census for 2013 also showed that the course of Administration had the most enrolled students across the country (800,114), followed by Law (769,889), Education (614,835), Accounting Sciences (328,031) and Civil Engineering (257,268) (MEC, 2013).

Another peculiarity of the Brazilian education system is the prevalence of institutions that call themselves Schools (Colleges), totaling 84.3% of all higher education institutions in the country. According to the Ministry of Education, there are 195 universities in Brazil, which represents just 8.2% of all the country's higher education institutions (MEC, 2013). The predominance of private institutions reflects the large number of students is enrolled in private institutions, which concentrate 73.9% of all enrollments (MEC, 2013).

The Brazilian education sector is regulated by government agencies such as the Ministry of Education (MEC) and the Coordination for the Enhancement of Higher Education Personnel (CAPES), which are responsible for different forms of control, audit and evaluation of Higher Education Institutions (HEIs) in Brazil. *Lato Sensu* post-graduation in Brazil is governed by the Law of Directives and Bases in Education - LDB (Law 9.394 / 96), which amended the original concept and objective of this type of graduation. Before the promulgation of the LDB, the spirit that had guided *Lato Sensu* post-graduation had been one that encouraged courses of "specialization and improvement in order to train teachers to work in higher education" (Fonseca, 2004, p. 174). In this sense, the legal framework governing *Lato Sensu* courses presupposed, according to Fonseca (2004), a restriction to one-third of the faculty the number of teachers without a master's degree and a doctorate, a minimum of 360 class hours and another 60 hours dedicated to didactic and pedagogical training. Thus, in this author's view, the spirit and the identity of the *Lato Sensu* graduation was clearly defined: to help increase and qualify the staff working in higher education in Brazil (Fonseca, 2004).

The framework described above and regulated by Resolution 12/83 was redefined through the LDB of 1996 and through the publication of an explanatory memorandum by CAPES (1999), which abolished the requirement of educational and pedagogical training.

This situation requires that measures be adopted to: i) remove the restrictive nature of the resolution in force today, which is only focused on teachers at higher education level; ii) standardize the nomenclature and clearly define the terms adopted for this level of post-graduation; iii) transform the whole postgraduate area into a more integrated, flexible and diversified system; iv) establish

procedures and responsibilities for monitoring and evaluating the sector. (CAPES, 1999).

The reorganization of the postgraduate *Lato Sensu* courses allowed for a significant degree of flexibility in this type of education, according to Fonseca (2004). Referring explicitly to CAPES, Fonseca (2004) points out that the spirit of the LDB is justified on some issues, including the significant expansion of the postgraduate *Stricto Sensu* system and its current capacity to produce Masters and PhDs. From that moment on, the demand for teachers to be trained to work in higher education began to be fulfilled by *Stricto Sensu* courses as part of programs on a Master's and Doctorate level.

The legal changes described and justified above created a distinct reality in the relation between the *Stricto Sensu* undergraduate and post graduate programs and the *Lato Sensu* postgraduate programs, which, despite its considerable expansion and importance in Brazil, did not receive quite the same attention from these public entities. The Ministry of Education (MEC), for example, in its website merely lists some basic rules for governing these kinds of courses, which ultimately do no more than stipulate that they should have a minimum of 360 class hours and that at least half the faculty should have a *Strictu Sensu* postgraduate qualification (MEC, 2013): Specialization courses at attendance *Lato Sensu* postgraduate level (which include those courses designated as MBAs – *Master's in Business Administration*) offered by institutions of higher education are independent of authorization, recognition, and renewal of recognition.

Thus, the repeal of Resolution 12/83 and the consequent approval of Resolution 3/99 caused significant changes in the creation, regulation and assessment of the *Lato Sensu* courses in Brazil. As highlighted by Fonseca (2004), the reasons for the adoption of Resolution No 3/99 can be summarized as: an authorization to use different nomenclatures for specialization, such as the MBA (Master's in Business Administration); a lack of a CAPES policy for *Lato Sensu* postgraduate courses; a conceptual gap between *Lato* and *Stricto Sensu*; and the creation of the professional master's program.

### ***The background of the MBA in Brazil***

The business-related media regularly publishes research by professionals in the recruitment and selection sector that shows that those who do MBAs are liable to earn more (Pati, 2013), and showing that such courses can indeed boost careers and create corporate leaders (Cruz and Wood Jr., 2013). According to Lopes (2013), MBA courses are no longer sought out by directors of companies alone but are now in regular and high demand among young professionals who are initiating their careers, those wishing to recycle their knowledge base and/or those who work in other areas. One can note that the knowledge offered by *Lato Sensu* postgraduate courses is increasingly widespread and, therefore increasingly put into practice by those who run businesses. What is this knowledge in management that is being shared with MBA students? What are the origins of this knowledge?

The debate about the origins of the knowledge of administration that has been developed in Brazil, and the external influences that this knowledge has been subjected to, have attracted a greater degree of interest on the part of the academia of late. In this sense, we would like to highlight the efforts of Faria (2006), Alcadipani and Bertero (2012) and Barros and Carrieri (2013). The marketing area has also shown increasing interest in taking a more in-depth look at the kind of knowledge that has been developed in Brazil, and indeed has produced some reflections of its own on the subject, as in Sampaio et al. (2012), Rock and Ferreira (2012), Vieira (2012) and Sauerbronn (2013).

In order to measure the dimensions of *Lato Sensu* post-graduation (PGLS) in Brazil, we made use of a report produced by a consulting firm specializing in the sector. This report showed a growth of spending on private education that rose from R\$32.2 billion in 2003 to R\$40.5 billion in 2009, representing 5.9% of total private expenditure on education in Brazil (Hoper Educação, 2011). The consulting firm's report points to certain trends, such as an increased interest in holding on to talent in Brazil, as a response to the international crisis, the interest of international institutions and the upcoming major sporting events that are to take place and recently took place in the country. This reality has forced especially the top institutions to reformat their *Lato Sensu* courses to meet these different demands, expanding their portfolios of courses with ones still relatively new to the market and increasing the differential that these courses offer in relation to conventional postgraduate courses (Hoper Educação, 2011, p.3).

Among the opportunities presented, of particular note was the impact on the wages of postgraduates, stressing the differences between the earnings of those with undergraduate diplomas and those with postgraduate qualifications. According to data provided by Hoper (2011), with regard to wage evolution year-on-year, in May of 2011 a professional with a straightforward degree received

on average R\$ 2,964.56 per month, as compared to R\$ 5,371.45 received by a professional with a completed postgraduate degree. Since the goal of *Lato Sensu* courses is focused on preparing students for the market, wage appeal is crucial to attracting new students and the opening up of new courses. The report also shows a growing trend in the number of students, including those who take more than one course and an increase in the number of HEIs offering PGLS, the result of strong demand and less regulatory requirements.

The School Education Census (MEC, 2013) points out that the total number of PGLS courses in 2007 was 8,801, of which 65 were EAD (distance learning courses). The estimate, there being no more recent data available, is that the number of PGLS courses reached some 11,500 in 2010. In justifying the significant growth shown in the above figures, Fonseca (2004) points out that the relaxation of the rules governing the *Lato Sensu* postgraduate courses, introduced by Resolution No.1 of April 3<sup>rd</sup> 2001, offered, especially to private HEIs, the chance to introduce new courses without the strict controls imposed in the case of the *Stricto Sensu* courses (Fonseca, 2004, p 175). For the author, the spirit of flexibility applied to higher education that had already been introduced by the LDB of 1996 was only furthered by this new resolution, establishing parameters that now governed *Lato Sensu* Postgraduate courses, which included independence of authorization, recognition and renewal recognition and the inclusion in the category of *Lato Sensu* courses of those designated as MBAs (Master's in Business Administration) or equivalent (Fonseca, 2004).

This relaxation of the rules governing the *Lato Sensu* courses led this particular segment of education to witness considerable growth in Brazil, as shown by Hoper (2011). The report highlights that MBAs are the most attractive modality of the PGLS and that "conventional postgraduate courses have lost ground in terms of acceptance among students because they are too focused on theory" (Hoper Educação, p.21, 2011). The report also highlights a significant growth in the distance learning modality, from just 67 courses in 2007 to 308 in 2010 (Hoper Educação, 2011, p. 19).

MBA courses have become an important source of revenue for the HEIs and have now become a very loosely regulated market. Competition between those offering teaching focusing on practice is aggressive and has little to do with offering unique or differentiated knowledge. This reality is not exclusive to the markets of peripheral countries. A recent review by Holbrook (2013) of MBA education in the United States reveals some very disturbing points. According to the author, over the course of his thirty-five years of teaching as an MBA teacher in the course offered by a major American school, he realized that the training of professionals in executive education was so 'client-orientated' that students were unlikely to view the formative aspects of their education as being important. According to Holbrook (2013, p.370) nobody signs up for an MBA program in order to learn anything beyond what could be absorbed by reading the Wall Street Journal or the business section of the New York Times. In his view, people enroll in an MBA program offered by a business school primarily to network.

We observed that the executive education market grew more rapidly as its regulation was reduced and as its courses were transformed into client-orientated products. Altbach and Knight (2007) classified the growth of the international activities of universities in terms of volume, scope and complexity as from the late 1980s as dramatic. The authors argued that higher education is seen as a private asset, a commodity and is, as such, freely traded under the laws of the marketplace. In this sense, an international trade in education has emerged, involving the free circulation of content, teachers, pupils, management gurus and educational institutions.

### **Origins of marketing knowledge in Brazil**

Much of literature devoted to management is of Anglo-Saxon origins and this phenomenon appears to be especially pronounced in the marketing area (Sauerbronn, 2013; Bradshaw and Tadajewski, 2011). According to Svensson (2007, p 272):

The Marketing Management Approach (MMA) is a response to the need to guide society's consumption decisions in the post-World War II period, a world that has become more saturated than ever with consumer goods. The MMA gave way to concepts like that of marketing, market orientation, market segmentation, positioning and so on (...) written about by leading figures such as Kotler and Baker (...) well represented in business schools worldwide, and exercising from this hegemonic position a broad influence on students and practitioners of concepts of the business and marketing worlds. Such texts produce a world of management bereft of discord and full of manufactured consensus.

The supposed universality of literature that is conceived at (and radiates from) the Core or the Centre has as its underlying premise, the validity of a universal history (Dussel and Ibarra-Colado, 2010). Ibarra-Colado (2007) refers to this process as the 'epistemology of colonization', which emphasizes the efforts made by peripheral regions, such as Latin America, in the process of their integration at the Centre. The author cites as examples the translations and 'tropicalizations' that occur, such as the inclusion of local cases in the translation of manuals, and the extensive use of textbooks in local courses. For Ibarra-Colado (2007, p.6) this process is a strategy adopted by countries at the core or centre, primarily Anglo-Saxon nations, aimed at ensuring the reproduction of their ideology through the dissemination of their knowledge.

Particularly interesting as an example of this influence is the prevalence of the English term 'MARKETING', when describing the discipline in Brazil and present in almost all the undergraduate and postgraduate programs offered in the country, over its neologism 'MERCADOLOGIA' (Marketing in Portuguese) According to Simões (1980), the term '*mercadologia*' was first used in the work entitled 'The Science of Management', written by Alvaro Port Moitinho and published in 1947. This terminology can also be found prior to the early 1990s in schools with a certain bias towards nationalist issues, such as the Candido Mendes University (UCAM), but also at the School of Advertising and Marketing (ESPM). However, according to Richers (2000) it was the Getulio Vargas Foundation's São Paulo School of Business Administration (FGV/EAESP) that in 1954 first introduced the concept of marketing, adopting the English word in the place of its Portuguese version, and it was soon followed by the Faculty of Economic and Administrative Sciences, at the University of São Paulo (FCEA/USP, currently the Faculty of Management, Economics and Accounting, and known by the acronym FEA/USP).

In a paper published in 1994, Raimar Richers eluded to the emergence or arrival of the marketing discipline in Brazil, providing an account of the 1950s and the habits and customs that characterized Brazilian life at that time. For Richers (1994), it was a period witnessing a euphoric atmosphere that led the Getulio Vargas Foundation in Rio de Janeiro to come up with the idea of creating a school of business administration in São Paulo, where a process of industrialization was just beginning to emerge. Similarly, Cobra (2003, 29) stated that "in Brazil during the 1950s, there were as yet no marketing professionals. The professionals responsible for sales were part of the commercial departments of companies." Both point out that at that time the goal was to import management techniques that could help companies, both national and multinational, in their search for 'modern' management processes and despite the technical foreignness, the nationalist mood of the day sought to translate the term 'marketing' to '*mercadologia*'.

Richers (1994) was also responsible for making an important contribution to the analysis of the pioneering days of marketing in Brazil: he associated it directly to the expansion strategy of the US. Richers (1994), explains the partnership between EAESP/FGV and the Michigan State University (MSU), fulfilling the objectives of Point IV: "a project that met the objectives of providing support to developing countries" (Richers, 1994, p. 28). The interest of the US government is explicit in highlighting "the accession of the Brazilian government, under Getulio Vargas, to a plan for the development of peripheral countries, funded directly by the US government" (Costa and Vieira, 2007, p. 42).

With different approaches, quotes on Brazil-US cooperation were a frequently addition to the texts we consulted. With a somewhat critical but at the same time historical point of view, Barros and Carrieri (2013) provide a historical survey of the cooperation agreements that have existed between Brazil and the USA and pay particular attention to "technical agreements for the transfer of knowledge from Brazil to the United States" (Barros and Carrieri, 2013, p. 3). The authors focus their analysis on a limited period between the end of World War II and the end of the 1950s, and point out that most of the Brazilian universities were directly impacted by these agreements. At that time, "technical knowledge in administration was provided by the US as part of a promise to subsidize Brazilian development and outlined and helped to consolidate the positions of both countries in their bilateral relations" (Barros; CARRIERI, 2013, p.258). The agreement involved two schools at the Getulio Vargas Foundation (FGV): the School of Public Administration (EBAP, currently Brazilian School of Public and Business Administration, EBAPE) and EAESP, and also envisaged the creation or consolidation of the courses at four federal universities: in the states of Bahia, Rio Grande do Sul, Minas Gerais and Pernambuco (Barros and Carrieri, 2013).

Barros and Carrieri (2013, p.259) point out that this American influence was implemented through

its agencies, especially the United States Agency for International Development (USAID), the Ford Foundation, the Rockefeller Institute, the Carnegie Foundation and the Program for European Recovery, known as the Marshall Plan, as part of American efforts to expand its influence in Latin America.

According to Barros and Carrieri (2013), the end of World War II was especially conducive to the consolidation of technical cooperation agreements between Brazil and the United States. In the early 1950s, the Basic Agreement on Technical Cooperation and the Agreement on Technical Service Programs Special (Brazil, 1953) were signed, which brought the first consultants and professors of administration to Brazil. In addition, the United States adopted a policy of good neighborliness, together with a kind of Pan-Americanism, as a way of replacing the previously used direct intervention policy known as the Big Stick (Barros and Carrieri, 2013).

The Point IV program helped put into practice the process of technical transfers through the Agreement on Special Technical Services (Barros and Carrieri, 2013, p 263), which allowed for the temporary transfer of teachers and technicians to Brazil to help create Public Administration courses at Brazilian institutions. For Alcadipani and Bertero (2012), Point IV, despite establishing its principles of cooperation based on Public Administration, strongly contributed to the structuring of marketing education in Brazil. In 1954 the FGV/EAESP received backing from the Point IV program, which

in addition, had a preponderant role in the direction of the school and in its strategic decisions within the first ten years of its existence, because it shared power equally with the FGV on the Board. Apparently, the US' interest was to create a business school able to stand on its own two feet, by adopting the US model, and by producing professionals with ideals of development and modernization based on the American view. (Alcadipani and Bertero, 2012, p. 296.).

The arrival of American teachers in Brazil caused an impact on teaching and research in administration and marketing. Richers (1994) refers to the methodology of teaching used by Karl Boedecker, at MSU, which was contrary to that prevailing in Brazil at the time as "similar to a shepherd who goes to his sheep" (Richers, 1994, p. 28). In addition to Prof. Boedecker, one should also highlight the presence in Brazil of professors Leonard Hall, Fritz Harris and Ole Johnson, the latter a professor of marketing resident in the country between 1954 and 1958 and responsible for teaching the first marketing course at a higher education institution in the country (MUNHOZ, 1982). Simultaneously to the arrival of the MSU professors in Sao Paulo, the newly hired assistant professors, Gustavo de Sa e Silva and Raimar Richers were sent to Michigan to take the master's degree in business administration and to Boston to be trained in the use of the Case Method in teaching at Harvard (Munhoz, 1982 p.54). Upon returning from the United States, Gustavo de Sa e Silva became the first Brazilian professor to teach a marketing discipline (Marketing Administration) as part of the EAESP undergraduate program, and was followed by Raimar Richers. After completing his doctorate in Michigan, Gustavo de Sá e Silva became dean of EAESP in the periods between 1964 and 1970 and 1975 and 1979.

The other assistant professors who were later hired went through the same training in the US and when they returned, began teaching other marketing courses in School. Over the twelve years that the MSU mission remained at EAESP, other marketing professors also spent time in Brazil, among them William Knoke (1958-1960), David Blakesley (1960-1962), Virgil Reed (1960-1962) and Leo Erickson (1962-1964) (Munhoz, 1982). Munhoz (1982) highlights the importance of Donald Taylor, who was a professor to the Brazilian professors during their Master's program at MSU and was a professor and coordinator of the Department of Marketing at EAESP between 1962 and 1964, when he structured the marketing discipline curriculum at the School.

Raimar Richers acted as head of the EAESP Center for Research and Publications between 1959 and 1963 and obtained funding from the Ford Foundation for the creation, in 1961, of the first Brazilian academic journal on administration, the Journal of Business Administration (SAR). To oversee the development of national literature focusing on administration, MSU sent Professor Dole Anderson (Munhoz, 1982) to Brazil. In 1962, FGV's editors published a Marketing Glossary (the translation of this work was edited by MSU in the USA) and in 1972 they launched the first marketing book by Brazilian authors, entitled 'Marketing Administration: Principles & Methods', also backed by the Ford Foundation.

The fact that the FEA/USP had already been in the process of discussing issues related to marketing ever since its founding in 1946, as shown by Costa and Vieira (2007), does not diminish in any way the important role played by EAESP in defining the field of marketing in Brazil. Following

the restructuring that took place at FEA/USP in 1964, marketing courses began to be offered as part of the undergraduate program in administration. However, it was only after the launch of the postgraduate program, in 1969, that FEA/USP began to have a greater influence in terms of shaping marketing thinking in Brazil. The marketing discipline was headed by Professor Meyer Stilman, who underwent training at Stanford, where he attended the debate on the expansion of the marketing concept proposed by Kotler and Levy (Munhoz, 1982). Munhoz (1982) points to Meyer Stilman as being the person responsible for the arrival of Kotler's work in Brazil during the 1970s.

As we can see, marketing knowledge in Brazil has a strong American undertone at its origin. According to Munhoz (1982), over the course of the 1960s and 1970s there were a proliferation of courses in marketing and the publication of numerous translated foreign works. According to the author, it was only as from the turn of the 1970s to the 1980s that the term marketing became part of the public domain, with marketing knowledge developed in the country becoming more concerned with Brazilian reality.

### **Globalization and executive marketing education**

To discuss the configuration and even the future possibilities of executive education in marketing in Brazil, we must first recognize that the global dimension is much broader than the American and European concept of the 'world'. More than that, when we put ourselves elsewhere, [also] we should be able to understand the history of the world from a different perspective (Dussel and Ibarra-Colado, 2010, 491).

Ibarra-Colado (2007) points out that the process that places the knowledge produced in the countries considered as being at the Centre as the ideal to be pursued, this is not materialized merely by imposition, but rather by an ideological trap that makes the imposition of certain desired shapes in peripheral countries. Such processes of epistemic domination become possible through a variety of different mechanisms, which include the dissemination of international manuals and the influence of management gurus. Thus, even efforts to translate material into local languages, the inclusion of local themes and cases and the mention of specific cultural aspects, can be seen as adaptations that merely enhance the submission process (and even cause extinction) of local thought and theories. The structure of production and consumption of knowledge in administration derived from such a context is unfavorable to peripheral countries, even when they are present as partners in management education programs (Celano and Guedes, 2014).

Cruz and Wood Jr. (2013) emphasize the considerable influence of the US on the teaching of administration in Brazil and, more specifically, on the creation of local MBAs, although they do highlight certain relevant features: the large number of courses that are not exclusively dedicated and the distinction that exists in relation to the *Stricto Sensu* programs focused on executive education, the so-called professional master's programs. The very use of the American term 'MBA' (with an English pronunciation), even though used to designate a course with a structure and characteristics that are different to those found in the US, is evidence of the importance of having an Anglo-Saxon appearance.

Understanding this globalization of knowledge also involves recognizing that our thinking was largely molded from such a perspective, as stated by Svensson (2007) and Tadjewski (2006 and 2009). For us to be able to contextualize this and debate it, we must recognize the fact that globalization is a historical process of asymmetrical exchanges that did not begin recently and that will certainly have different meanings from those touted from an Anglo-Saxon perspective when viewed from different points of view (Dussel and Ibarra-Colado, 2010; Mignolo, 2005; Ibarra-Colado, 2007). In such a context following the economic globalization of the 1990s, educational institutions have taken on an important role, as suggested by Celano and Guedes (2014, p.46):

These changes have led educational institutions to become lead actors in the knowledge era, acting as disseminators and opinion makers in this new international context. However, one should stress that, in historical terms, developed countries or those from the North are the producers of knowledge and the others, the developing countries, or South America, have been left with the role of mere consumers of this knowledge.

As Faria and Guedes (2004) point out, the fields of organizations, strategy and marketing have basically the same historical roots: the legitimacy of large business organizations within the context of the Cold War. Richers (1994 and 2000) and Cobra (2003) similarly suggest that the teaching of



marketing gained momentum during the 1950s as a consequence of the expansion of the activities of North American companies in Brazil. At that time a need was seen to train people to work for these companies. For Celano and Guedes (2014), higher education is needed to support the economic system on a global level, as well as currently constituting a major business opportunity for the US economy, which is the world's largest provider of education services.

### **Illustrative case: the Espm MBA course in marketing**

Aside from FGV/EAESP and FEA/USP, Richers (1994) and Cobra (2003) also highlight the role of ESPM-SP in the introduction of marketing education in Brazil, also identifying the pioneering teachers involved in the process at the three institutions: Polia Lerner Hamburger, Orlando Figueiredo, Raimar Richers, Haroldo Bariani, Affonso de Albuquerque Cavalcanti Arantes, Alberto de Oliveira Lima, Gustavo de Sa e Silva, and Bruno Guerreiro, all of whom worked at FGV/EAESP; FEA USP had Dilson Gabriel dos Santos, Mark Campomar, Alexandre Berendt, and Geraldo Luciano Toledo, while Roberto Duailibi, Otto Scherb, José Roberto Penteado Whitaker, among others, were led at ESPM by Prof. Francisco Gracious (COBRA, 2003, p. 4).

The ESPM was founded in 1951, its full name being *Escola de Propaganda do Museu de Arte de São Paulo* (The School of Advertising of the Museum of Art of Sao Paulo) and its focus was exclusively on advertising education, initially at a technical level. In 1971, the institution was recognized by MEC, it launched its undergraduate program in 1974 and also inaugurated its activities in Rio de Janeiro. In 1978, ESPM began offering postgraduate courses and in 1993 it launched its first MBA in Marketing program.

The School has always stood by its motto 'he who does teaches', and the profile of its teachers in the beginning was mainly that of professionals who worked in the advertising market. Gradually, these professionals were attracted to the academic world and began taking Master's and PhD programs. With the school's growth, other teachers were persuaded to join its faculty, without necessarily having relevant work experience, although market experience is, to this day still very much valued by the School.

In addition to its focus on the practical from the very beginning, the ESPM invests in teaching strategies to enhance learning and provide students with opportunities for labor market experiences. Thus, the ESPM is proud to have been a pioneer in the study of real cases involving Brazilian companies and has, since 2000 lodged more than 300 cases produced by its professors and researchers at its Case Centre.<sup>1</sup>

The MBA program in Marketing at the ESPM offers thirteen subjects, four of which have a workload of 30 hours and the others have 15 hours each. Three subjects have titles in English (Marketing, Trade Marketing, and Branding). The other subjects do use captions or descriptions in English, such as briefing; brand equity; path to marketing; design thinking; trade; efficient consumer response, among others. We realize that in many cases, these English expressions are used in the labor market as well as in academia, and they are therefore adopted as terms naturally used in the field of marketing in Brazil. Neither academics nor those employed in the field appear to be in any way resistant to the use of English expressions, which rather suggests that the widespread knowledge in this area is defined by that which is produced by academics and practitioners in the Anglo-Saxon world. This finding is quite compatible with that of Svensson (2007), which indicated the almost complete dominance of the Marketing Management approach and its central concepts, popularized worldwide by Kotler and Baker.

Our analysis of the programs being offered and of the content stipulated for each class allowed us to divide the subjects up into two groups: those that might be referred to as conceptual disciplines and those that might be considered practical disciplines. The most concept-heavy disciplines have a higher workload and together account for a third of the total workload of the program. Among the topics discussed, there is a prevalence of those proposed by the Marketing Administration approach, as suggested by Svensson (2007). This does not, however, mean that the proposed program is not focused on the practical, since these disciplines use teaching cases as a teaching strategy. Compatible with the view of Holbrook (2013) concerning the demand among American students for knowledge that has 'an immediate practical application', our experience as teachers often shows us the importance of providing our students with Brazilian and/or current examples, so that these can be easily recognized by them. The subjects classified as practical are fundamentally dedicated to learning through professional practice. Such disciplines resort to teaching strategies, such as workshops, simulations, practical activities of data collection, as well as the aforementioned use of teaching cases.

The mandatory or required bibliography of the thirteen subjects includes thirty-three works, all in Portuguese, but only seven of these were originally written in that language. The Kotler and Keller Manual, 'Marketing Management', whose original version was originally published in 1972 in the US, is the most often listed as mandatory reading material (in four subjects). Other authors of Anglo-Saxon origin, Porter, Aaker and Malhotra have their works listed in two subjects each. Partnerships between foreign and Brazilian authors, such as Barbosa and Campbell ('Culture, Consumption and Identity') and Keller and Machado ('Strategic Brand Management') are also listed as mandatory bibliographies in two subjects.

The supplementary bibliography is more extensive and has ninety-five titles: fifty-three books, thirty-eight articles from journals and four reviews in business magazines. Its composition is mostly related to manuals produced in the USA. In addition to these manuals, the periodicals are also published originally in the English-speaking world.

Among the books listed as additional or elective reading, thirty-one were originally published in English, twenty in Portuguese and two in French. On the list of authors, the most frequent names include Aaker, and Castro Neves, Serralvo and Kapferer. Interestingly, the cited Brazilian authors are all professors at FEA/USP. Among the thirty-eight listed articles, the most frequently used journals as sources include the Harvard School Management Review (eight entries), the Harvard Business Review (seven entries), the Journal of Consumer Research (four entries) and the ESPM Journal (four entries). The frequency of journal articles published by the Harvard Business School also draws one's attention and reinforces the perspective of the influence this School has on the knowledge in the field of marketing that is reproduced in Brazil.

### **Final considerations**

This work was born out of the interest of researchers and teachers of subjects related to marketing with experience in different schools to discuss the teaching and research they are involved in. From the outset, the aim of this study was to reflect, albeit in a limited way, on the executive education in marketing offered in Brazil. This interest was centered on a discussion about the kind of knowledge that is offered by these courses and what consequences this may have for marketing in Brazil. As a pertinent empirical illustration of an MBA course in marketing, we chose the course offered by the ESPM, due in good part to the historical importance of the school to marketing education in Brazil, the historical background of its course and the number of graduates doing the course.

For us to better understand the kinds of marketing knowledge disseminated through MBA programs in Brazil two points needed to be highlighted: i) the policies being implemented to change the focus and the easing of rules and regulations governing PGLS courses; and ii) the origins of marketing education in Brazil.

The change in focus and the process of deregulation of PGLS in Brazil has proved to be an important source of revenue for education. As a result of the growth of this market, managers at educational institutions have begun to focus their courses on the needs of customers and the generation of knowledge has taken a backseat to the need to teach the 'practical' and to develop the relationship between students. Thus, the appeal of the 'practical experience of big business' or 'successful practices' has supplanted any knowledge that might arise locally. To extend the distance between research and practice, the academia has ceased to look at what is relevant to society and to organizations and started to use rigor as the defining criterion of quality in research (Faria, 2007). As a result, the focus on the practical has devalued the theoretical advancement of the discipline and the academia has come to look down on the practical.

If one looks closely at the historical development of the marketing discipline in Brazil, one can clearly see influence that has been exerted by knowledge produced in the US since its inception. A historical analysis of the field of management education in Brazil reveals the political interests that are related to the introduction and consolidation of a certain type of knowledge in the country: knowledge of Anglo-Saxon origin. The development of the marketing discipline in Brazil occurred in parallel to the expansion of large multinational companies (US) in Brazil, in schools that suffered the direct influence of marketing knowledge produced at US universities. We can still see this strong influence on executive education, as we have shown, in terms of academic marketing research, as suggested by Costa and Vieira (2007) and Sauerbronn (2013).

An analysis of the data supports the premise of globalization of knowledge in marketing and the dominance of Anglo-Saxon literature in this area. This point deserves to be discussed in more depth in the light of several aspects that may have contributed to the prevalence of this literature. The role of

major publishers (who publish manuals, academic journals and other works) in defining and consolidating marketing knowledge is an important component that needs to be further studied. In addition, one also needs to better understand the process of creating and sustaining the so-called 'gurus' of marketing, people who have the power to define in advance the guidelines of this subject over the course of the 21<sup>st</sup> century, or to determine how to succeed in business in an unequivocal way.

In addition to the origins of our approach to executive education in marketing, this survey relates to recent research carried out in other areas of administration (most notably in organizational studies), relating to the development of administration and educational institutions in Brazil. This historical review gives us an idea about the interests and power relations that raise important questions about the role of education in the training of future professionals and in the reproduction of an economic order.

### Notes

<sup>1</sup> The ESPM Case Center can be accessed using the following link: <http://www2.espm.br/pesquisa/central-de-cases/sobre-central-de-cases>

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