Title: Revolutionizing Business and Marketing Education: The MECCDAL Model and a Case Study from the American Institute of Business Experience Design

Author: Dr. Wided Batat

Author Biography: Dr. Wided Batat, an Ethnographer and Professor of Marketing and Business Management, has over 20 years of experience in academia across diverse global higher education systems. Her research focuses on experiential and phygital approaches to foster innovation and well-being in businesses and institutions. She applies this philosophy across various industries and in her innovative teaching methods. She has authored over 100 academic articles and books, including the 2019 best-seller "*Experiential Marketing*", a valuable resource for scholars, businesses, and executive teams.

Revolutionizing Business and Marketing Education: The MECCDAL Model and a Case

Study from the American Institute of Business Experience Design

Abstract

This article provides an in-depth analysis of the evolving landscape of business and marketing education, accentuated by technological advancements, globalization, and the emergence of digital competitors. I underscore the challenges confronting traditional educational institutions arising from tech giants like Google and innovative e-learning platforms such as Udemy. The exacerbation of these issues in the post-pandemic environment is marked by escalating mental health concerns, a deficiency in practical skills acquisition, shifting student preferences, and debates surrounding the value proposition of college tuitions and business qualifications. Despite efforts to integrate immersive technologies and experiential learning strategies, a noticeable absence of pragmatic skills and learner-centric pedagogies persists within higher education paradigms. I introduce MECCDAL—a holistic, execution-oriented seven-pillar framework tailored to navigate contemporary challenges within an AI-infused, mental wellness-aware post-pandemic context. MECCDAL is an acronym derived from Latin terminologies: *Mens* (mind), *Executio* (execution), *Cor* (heart), *Corpus* (body), *Digitus* (digital), *Anima* (soul), and *Lingua* (language). Through a detailed case study conducted at the American Institute of Business Experience Design, I illustrate MECCDAL's efficacy in augmenting business and marketing educational delivery mechanisms while fostering both collective and individual well-being alongside enhanced innovation and implementation competencies among students.

Keywords

The business higher education system, marketing education, MECCDAL model, learner-centric

approach, well-being, execution skills, student experience, holistic education

"Rethinking business education is the cornerstone of progress. In the 21st century, it transcends mere cognitive learning; it's about architecting experiences that genuinely prioritize humans at their core, acknowledging their roles as social catalysts and change-makers for fostering positive business transformation." – American Institute for Business Experience Design

Introduction

In recent years, significant transformations have swept across the field of marketing and business education. Influenced by technological advancements, disruption from generative artificial intelligence (AI) (Guha, Grewal, and Atlas 2024), and globalization driven by remote learning (Cao et al. 2022), these changes have reshaped the educational landscape. The emergence of digital industry competitors, such as Udemy, and the entry of tech giants like Google into the higher education sector have introduced alternative methods for creating, accessing, delivering, and distributing business and marketing knowledge, challenging the traditional monopoly of universities (Davidovitch, Soen, and Iram 2008). These digital threats, compounded by the post-pandemic era and escalating mental health issues among students and faculty (Galadima, Dumadag, and Tonn 2024), as well as evolving student preferences and questions regarding the value of college education tuitions and business degrees (CNBC 2021), have intensified these challenges.

Current educational approaches have incorporated immersive technologies and experiential learning strategies (Radford, Hunt, and Andrus 2015). However, these methods often lack a comprehensive, learner-centric approach to higher education. Despite the integration of various methodologies, research indicates that business colleges often neglect the holistic aspect of higher education (Redgrave, Grinevich, and Chao 2022). This neglect results in insufficient emotional, spiritual, and social development in learners, limited interdisciplinary learning opportunities, and inadequate emphasis on human relationships within the current educational

paradigm. This article offers a comprehensive and critical perspective on business and marketing education, reflecting on my two-decade academic journey across diverse global higher education systems. It underscores the need for self-reflexivity among business academics to reevaluate our mission amidst evolving educational landscapes and adapt to challenges. Resistance to change in business schools and the higher education system is multifaceted; it stems not only from attitudinal barriers but also from structural impediments within institutional frameworks (Riley et al. 2024). These impediments hinder rapid adaptation even in the presence of innovative efforts. For instance, while some institutions embrace innovation with advanced AI integrations, others remain anchored in traditional pedagogical methods due to inherent organizational constraints impeding swift adaptation.

This viewpoint article advocates for a reimagined approach to business and marketing education that is comprehensive, student-focused, and bridges theoretical knowledge with practical application. It introduces the MECCDAL model—a holistic, execution-oriented pedagogical seven-pillar framework designed to address contemporary challenges arising from an AI-driven and mental health-aware post-pandemic context. The acronym MECCDAL encapsulates the Latin terms *Mens* (mind), *Executio* (execution), *Cor* (heart), *Corpus* (body), *Digitus* (digital), *Anima* (soul), and *Lingua* (language). Using a case study from the American Institute of Business Experience Design, this article explores MECCDAL's implementation in business programs and offers insights for future adaptations across universities globally. The article is structured as follows: It begins with a review of the current state of marketing and business education, highlighting the shortcomings and challenges in today's higher education landscape. Then, it introduces the seven pillars of the MECCDAL model and illustrates their

implementation through a case study. Finally, the article concludes with recommendations for the future of business and marketing education.

Review of Marketing and Business Education: Current State

This review examines numerous studies on business and marketing educational models, aiming to enhance higher education teaching methodologies. It is organized around three core themes: pedagogical innovations and learning approaches, social implications of learning outcomes, and institutional strategies amidst global challenges. The first theme investigates transformative teaching methods that combine traditional and technology-driven solutions in higher education (Rohm, Stefl, and Saint Clair 2019). The relevance of blended learning, which integrates face-to-face instruction with digital technologies, has grown post-pandemic. Basilotta-Gómez-Pablos et al. (2022) underscored the role of educators' digital competencies in augmenting student learning experiences. The integration of AI tools like ChatGPT into marketing and business programs is also discussed (Guha, Grewal, and Atlas 2024), highlighting both its benefits and potential drawbacks.

The second theme focuses on the social implications of learning outcomes. It encompasses research integrating sustainability and macromarketing into curricula. Reppel (2012) evaluated marketing education from a macromarketing perspective using Peterson's Sustainable Enterprise logic (Jain 2022). Banu, Darmody, and Neilson (2024) introduced the "RESCUER" framework for teaching food sustainability while Sheth and Parvatiyar (2022) proposed a nuanced Socially Responsible Marketing framework aligning moral duties with societal well-being aspirations. The third theme addresses institutional strategies and global challenges intensified by post-pandemic dynamics and AI integration in a globalized educational landscape. Riley et al.'s critical analysis (2024) highlighted destabilization in U.S. higher education due to an

overemphasis on research at the expense of teaching quality. Denegri-Knott, Witkowski, and Pipoli (2013) studied the adaptation of global marketing education in Peru, highlighting how it is tailored to fit the local context. In contrast, Bradshaw and Tadajewski (2011) explored Western universities' global recruitment of marketing students and critiqued the commercialization and neoliberal tendencies in marketing education. Rippé et al. (2021) discussed pedagogical adaptations during the post-pandemic era to address students' emotional challenges."

In conclusion, there is an imperative for adaptive educational strategies responsive to technological advancements societal challenges including AI integration global health crises mental health issues economic recession globalization.

Shortcomings in Business and Marketing Education: A Call for Holistic Approach

Despite technological advancements and diverse methodologies, business and marketing education face significant shortcomings (Huang and Ti 2019; Riley et al. 2024). Interactive learning is fostered by digital platforms (Rohm, Stefl, and Saint Clair 2019), and theoretical comprehension is enriched by blended education approaches and experiential learning strategies such as case studies and internships (Basilotta-Gómez-Pablos et al. 2022; Radford, Hunt, and Andrus 2015). However, these improvements fail to address the fundamental issues in business schools.

Traditional business and marketing education often lacks a comprehensive approach, prioritizing technical skills over holistic learner development (Huang and Ti 2019). It operates in silos, limiting multidimensional problem-solving (Ferrell et al. 2015). Moreover, most academics in business schools fail to connect theoretical concepts with practical implementation and those who can bridge the gap between theory and practice are rare. Most do not run companies or have

strong industry connections, unless they are internationally recognized authors, thought-leaders, or affiliated with prestigious universities. Simply put, colleges have failed to grasp the "ready-to-implement" aspect of business education, as documented by the Wall Street Journal (2023). Consequently, business schools urgently need to rethink their approach as the industry is being disrupted by digital players like Udemy, and changes in hiring practices by U.S. companies—34% of U.S. companies have eliminated the degree as a mandatory aspect in their hiring process (intelligent.com 2023) — are exacerbating the situation.

The shortcomings in marketing and business education are primarily due to a lack of student-centricity and a holistic approach. Colleges do not consider wholeness as a foundational aspect of the learning experience, considered to be the most critical aspects needed to empower future business leaders for positive change. Therefore, adopting a new educational framework integrating holistic and execution-focused approaches can help colleges overcome current challenges and competition from tech giants offering alternative learning formats. Some institutions have started adopting a more holistic focus and embracing interdisciplinarity, but the contribution to a sustainable approach to transform business education falls short due to structural challenges and gatekeepers (Westerheijden 2022). Other areas of concern include the hiring of profiles, rankings, GPA grading, teachers' evaluations, admission processes, learning outcomes, AI challenges, post-COVID needs for refunds, mental health issues among students, and the rise of hybrid lectures.
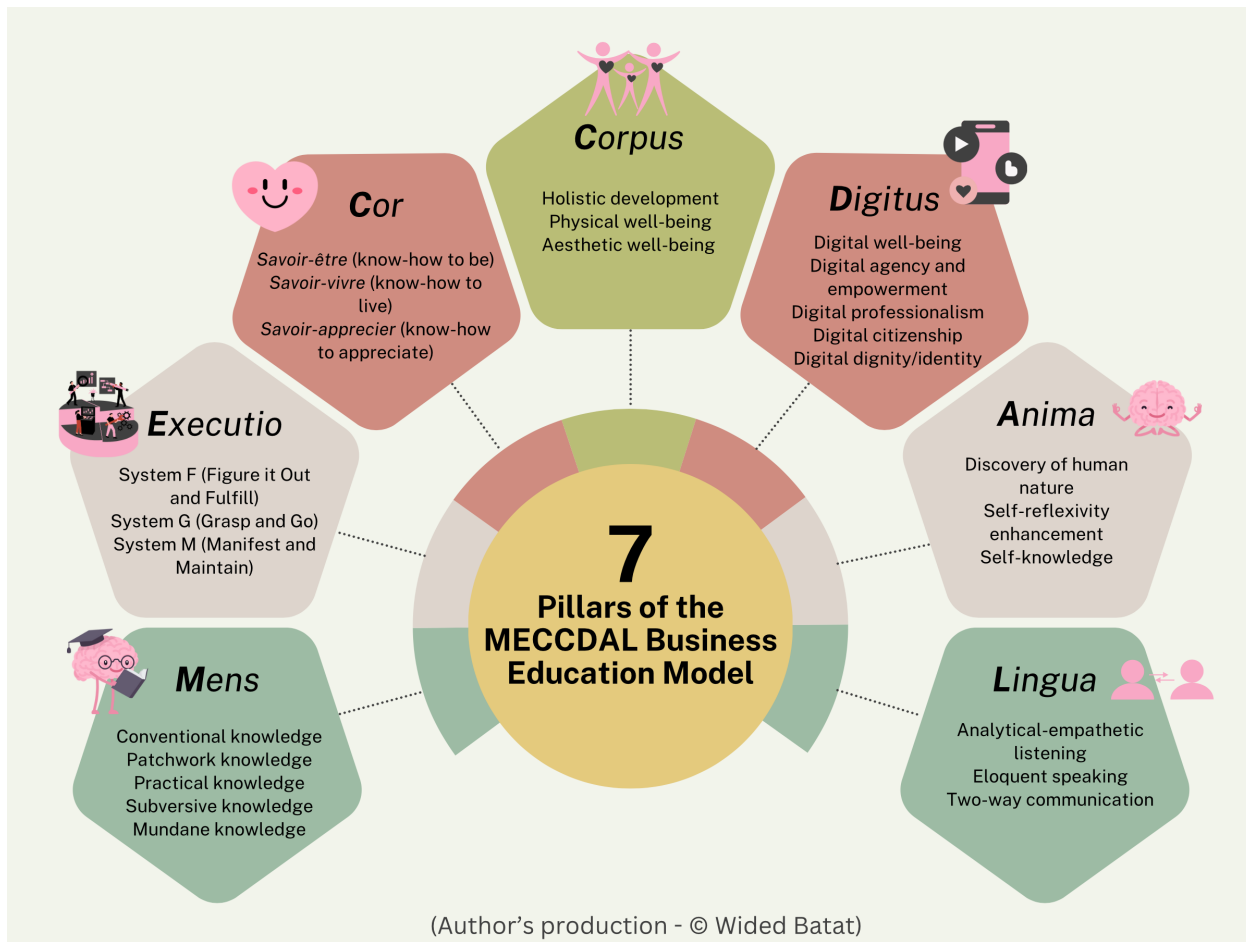
Drawing on Riley et al.'s (2024) call for a more comprehensive approach to higher education, I propose the - MECCDAL Business Education Model - that integrates diverse knowledge production and delivery methods for enhanced innovation and students' empowerment, prioritizes well-being outcomes, and incorporates an execution-oriented logic.

This new framework, focusing on all-inclusive and ready-to-implement strategies, can guide colleges and educators in revising their curriculum, teaching methods, and learning approaches, thereby fostering positive change, innovation, and promoting well-being within the business education system.

Rethinking Business and Marketing Education: The MECCDAL Model

The MECCDAL model, a dual-focused approach to business and marketing education, is crucial in today's AI-driven, mental health-centric, post-pandemic world. It addresses changes in the production, delivery, and assimilation of business and marketing knowledge. The seven-pillar MECCDAL model (see Figure 1) — *Mens*, *Executio*, *Cor*, *Corpus*, *Digitus*, *Anima*, and *Lingua* — is proposed as a transformative framework for higher education. It promotes holistic learning, execution, and positive environmental and social impact. The model fosters balanced individual development and challenges established educational conventions. It is defined as: "a comprehensive education framework that encourages holistic learning alongside execution and positive impact on environmental and social well-being. The framework uses different learning modalities and combines various knowledge skill sets, techniques, methods, and platforms to promote a more balanced development of the individual learner. It addresses the broadest development of the 'whole person' at all levels and aims to rethink established conventions within the business and marketing field."

Figure 1. The MECCDAL Model: Seven Pillars of Modern Business Education.

Cor
Savoir-être (know-how to be)
Savoir-vivre (know-how to live)
Savoir-apprecier (know-how to appreciate)

Corpus
Holistic development
Physical well-being
Aesthetic well-being

Digitus
Digital well-being
Digital agency and empowerment
Digital professionalism
Digital citizenship
Digital dignity/identity

Executio
System F (Figure it Out and Fulfill)
System G (Grasp and Go)
System M (Manifest and Maintain)

7
Pillars of the MECCDAL Business Education Model

Anima
Discovery of human nature
Self-reflexivity enhancement
Self-knowledge

Mens
Conventional knowledge
Patchwork knowledge
Practical knowledge
Subversive knowledge
Mundane knowledge

Lingua
Analytical-empathetic listening
Eloquent speaking
Two-way communication

(Author's production - © Wided Batat)

The MECCDAL model acknowledges that teaching and learning techniques in colleges and business schools face challenges from social, technological, spiritual, and environmental forces. The entry of indirect actors like Udemy, Google certificates, and LinkedIn e-learning into the higher education industry exacerbates these challenges and defies universities' monopolistic role, forcing them to rethink their current educational systems. Therefore, business schools need to consider new learning models that address these challenges, focus on students, and bridge the gap between theoretical and practical learning processes.

The solution lies in incorporating holistic and execution-focused business education frameworks. This dual approach helps students develop a comprehensive, theory-practice balanced, execution skills, and results-oriented mindset that can adapt to changing environments and challenges. While a holistic approach extends beyond academic learning and encompasses social, emotional, ethical, and practical dimensions, an execution-focused approach refers to applying knowledge and skills effectively and efficiently to achieve desired outcomes. Indeed, execution is a critical facet of business and marketing education. Institutions must equip students with practical skills for immediate professional engagement.

The current scarcity of such professionals poses a significant challenge for graduates lacking these skills. As Barack Obama stated while referring to the most vital skill leaders should acquire nowadays: "just learn how to get stuff done." The MECCDAL model, when adopted by colleges and academics, can facilitate students' transformation into professionals or entrepreneurs, aiming for profitability and positive societal and environmental impacts. This seven-pillar framework is instrumental in forging ties among students, business schools, industry, public policy, and society. The roles of each pillar in the current landscape of business and marketing education are explored in the following sections.

Mens: Advancing Students' Cognitive Development for Success

Mens, derived from the Latin term for 'mind,' is an educational methodology designed to augment cognitive abilities essential for business and marketing education. It equips students with a diverse knowledge base, promoting effective marketing and business strategies while mitigating myopic strategic positioning. *Mens* fosters holistic thinking, enabling students to explore varied perspectives when addressing problems or situations. In the context of marketing,

Mens cultivates professionals equipped with a comprehensive, multi-tiered knowledge base grounded in science. This knowledge encompasses factual, conceptual, procedural, and metacognitive elements. As a core component of the MECCDAL model, *Mens* adopts a student-centric approach that nurtures budding business leaders and entrepreneurs.

Educators adhering to *Mens* should integrate five types of cognitive knowledge into the curriculum. Conventional knowledge lays the foundation by imparting an understanding of diverse businesses and their key concepts. Patchwork knowledge enhances learning through interdisciplinary insights; practical knowledge focuses on domain-specific skills and techniques; subversive knowledge inspires challenges to established norms; mundane or operational knowledge underpins daily business functions. This multifaceted approach fosters innovative reasoning methodologies that enhance problem-solving capabilities while considering impacts on individuals, communities, societal structures, and ecosystems.

Executio: Enhancing Students' Proficiency in Execution-Oriented Skills

Derived from Latin, *Executio* signifies 'execution', and in this context, it pertains to the cultivation of execution skills in business students. These skills, a blend of cognitive and analytical abilities with implementation prowess, are pivotal in molding students into effective doers. However, a deficiency of these skills is often observed in the workplace (Wall Street Journal 2023), primarily because most business school graduates lack hands-on company management experience, thereby lacking the proficiency to execute a project end-to-end in diverse industry settings. To mitigate this, I suggest three execution systems — System F (Figure it Out and Fulfill), System G (Grasp and Go), and System M (Manifest and Maintain).

System F fosters initiative-taking, problem-solving, and task completion. Academics can foster these skills by introducing a 'Shark Tank' style pitch in marketing lectures. System G underscores swift goal-oriented action and task completion, which can be instilled through a one-day flash internship with a local business during a marketing lecture. System M focuses on the generation and maintenance of results, which can be incorporated into a marketing course through a metrics and KPIs system that gauges the sustained success of marketing initiatives throughout the semester.

The integration of these systems into business and marketing pedagogy can significantly bolster students' execution-oriented skills, equipping them for triumphant corporate careers.

Cor: Fostering Emotional Capital through the Triad of 'Savoirs'

The third pillar of the MECCDAL framework, *Cor*, symbolizing 'heart,' underscores the cultivation of emotional capital in students. Drawing inspiration from the French approach to emotional intelligence (Batat 2017), it is predicated on three types of knowledge: savoir-être, savoir-vivre, and savoir-apprecier. Savoir-être, or 'know-how to be,' encapsulates interpersonal skills, indispensable in both personal and professional realms. Savoir-vivre, or 'know-how to live,' embodies the ability to live elegantly and adhere to societal norms. In a business context, it implies understanding how to behave professionally and ethically. Savoir-apprecier, or 'know-how to appreciate,' involves the capacity to appreciate and cultivate gratitude. It entails recognizing and valuing the positive aspects of life and work, contributing to emotional well-being and self-confidence. These 'savoirs' contribute to a positive and productive work environment, aiding individuals in their personal and professional development. They are crucial in promoting a human-centric approach to business. Hence, their integration into a business and

marketing curriculum can foster a more human-centric and emotionally intelligent future generation of business professionals. Professors can incorporate exercises into their curriculum to facilitate students in practicing patience, empathy, and effective communication.

The integration of these 'savoirs' can equip students with the emotional intelligence necessary to excel in their personal and professional lives. This approach aligns with the emotional well-being logic central to macromarketing literature (Batat 2022; Sirgy 2021) and the French philosophy of *Cor* (Batat 2017), emphasizing the significance of emotional capital in education. It prepares students to be not just successful professionals, but also emotionally intelligent individuals who can contribute positively to their workplaces and society.

Corpus: Enhancing Students' Physical and Aesthetic Attributes

The significance of physical and aesthetic well-being is often undervalued in marketing and business education, with a predominant focus on theoretical knowledge and technical skills. This oversight can lead to graduates who are technically proficient but lack self-confidence and adept presentation skills, essential for navigating complex business terrains. The pillar of *Corpus* or 'body' bridges this gap, fostering an environment that cultivates knowledgeable, confident, and professional learners through targeted initiatives.

A business school adopting the *Corpus* approach would incorporate workshops on professional attire and grooming nuances aligned with industry standards to bolster students' self-esteem. Nutrition education is also integral to the learning experience. Additionally, optional classes like yoga or meditation equip students with effective stress management tools. Incorporating *Corpus* ensures the holistic development of graduates who are not only technically

skilled but also exude confidence, professionalism, and resilience - quintessential attributes for thriving in today's dynamic business ecosystem.

Digitus: An Innovative Approach to Enhancing Students' Digital Well-Being

The fifth pillar of the MECCDAL framework, *Digitus* or 'digital,' represents a groundbreaking approach aimed at enhancing students' digital well-being. This concept extends beyond technical, analytical, and strategic skills to offer a holistic educational experience in the digital realm. It is anchored in fostering a balanced and civic relationship with technology (UNCE 2020), emphasizing discernment of the impacts of digital engagement and awareness of management strategies for optimal digital health.

Incorporating digital well-being into business and marketing curricula necessitates attention to four pivotal domains. Digital agency and empowerment focus on arming students with essential skills for proficient and secure utilization of digital tools. Digital professionalism covers networking, branding, and effective communication online; this can be nurtured through activities aiding students in optimizing their LinkedIn profiles. Furthermore, digital citizenship underscores the cyberspace rights and responsibilities while addressing legal, ethical, and etiquette standards. Lastly, digital dignity/identity highlights the significance of personal presence amidst AI's capability to generate virtual identities; it calls for heightened awareness about the indelible nature of online actions to guide informed decision-making processes regarding digital identities. Addressing these domains holistically not only refines student competencies but also addresses gaps within contemporary business/marketing educational paradigms.

Anima: A Catalyst for Spiritual and Self-Awareness in Students

MECCDAL's sixth pillar, *Anima*, derived from the Latin word for 'soul,' underscores a holistic educational approach in business. This paradigm is essential in the post-pandemic landscape characterized by evolving work values, mental health concerns, and the growing influence of digital culture. Traditional systems have predominantly emphasized cognitive learning at the expense of spiritual growth. In contrast, *Anima* fosters a balanced learning environment that prioritizes both technical expertise and personal development. *Anima* empowers students to explore their intrinsic values and potentials, enhancing memory, reasoning, aesthetic appreciation, physical abilities, and social skills. It advocates for enriched imagination, creativity, critical thinking capabilities while instilling a sense of commitment and responsibility. Aligned with the 'philosophy of life,' a principle revered by holistic educators including macromarketing scholars (e.g., Riley et al., 2024; Sheth and Parvatiyar 2022; Batat 2022; Sirgy 2021), *Anima* acknowledges our integral role in life's ongoing evolution.

Incorporating this pillar into business education stimulates self-awareness through self-reflexivity and spiritual upliftment. Educators can integrate reflective group discussions to enhance self-reflexivity or include holistic personality assessments and value clarification exercises to deepen self-knowledge. Courses on ethics and morality can elevate spiritual understanding while mindfulness activities foster an exploration of inner human dynamics.

Lingua: Enhancing Students' Communication Skills

Lingua, the final pillar of the MECCDAL method, symbolizes 'language.' It emphasizes two fundamental communication skills: analytical-empathetic listening and eloquent speaking. Analytical-empathetic listening extends beyond verbal comprehension to include tone, context, and non-verbal cues, fostering empathy for the speaker's emotions and perspectives. Eloquent

speaking, on the other hand, pertains to the clear and effective articulation of ideas. Existing pedagogical methods often emphasize one-way communication, lacking real-world context and sufficient practice opportunities. *Lingua* addresses these shortcomings by promoting interactive communication and providing ample practice in supportive environments. Techniques such as theatrical role-playing and the 'Actors Studio Method' can enhance both empathetic and analytical listening skills. Debate competitions provide platforms for articulating complex issues. *Lingua*'s comprehensive approach addresses educational gaps, shaping proficient future business and marketing leaders equipped with essential tools for effective interaction with diverse stakeholders.

The MECCDAL Model in Action: A Deep Dive into the American Institute of Business Experience Design (AIBXD)

AIBXD is a premier institution bridging academic theory and industry practice. It aims to equip future business leaders to address contemporary challenges, such as fostering human-centric business models in a phygital, AI-driven, post-pandemic context. AIBXD offers a diverse range of programs and services, including executive education, certified programs, diplomas, masterclasses, consulting services, business networking opportunities, market research services, and quality labeling services (Image 1).

Image 1. A Glimpse into the American Institute of Business Experience Design. Source: Official Website Screenshot (Image courtesy of ©AIBXD)
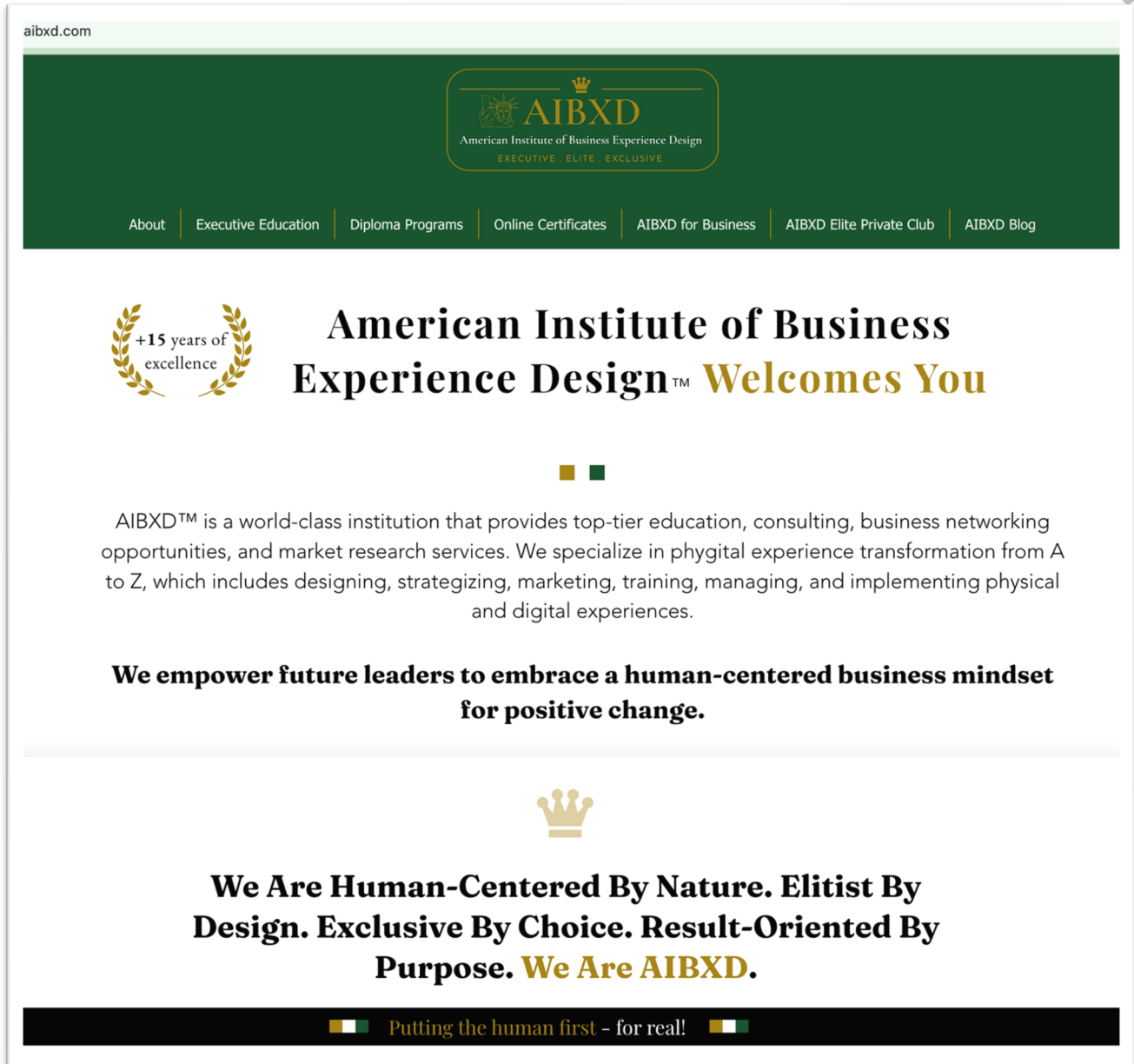
AIBXD exemplifies the practical application of the MECCDAL model in business and marketing education. It integrates this seven-pillar framework to tackle current business education challenges. AIBXD's approach is human-centered, science-driven, and result-oriented.

Its mission is to empower future leaders to adopt a human-centric business approach for societal betterment. The institution positions itself as an industry disruptor, defining itself as "the iPhone of business schools," as stated on its official website (www.aibxd.com).

History and Origin

The origins of AIBXD date back to the early 2000s. Founded in 2005 by independent business academics, the institute aimed to advance business science and education. It underwent restructuring in 2013 to offer more innovative, immersive, and customized business learning programs. By 2017, AIBXD refined its focus on experiential and phygital learning. Subsequently, AIBXD unified its multifaceted services under a refined corporate identity. AIBXD distinguishes itself by offering an unparalleled learning journey, merging industry insights with scientific rigor. It delivers actionable knowledge, scientifically validated and readily applicable. Beneficiaries range from individuals like students and entrepreneurs to corporations, gaining insights from concept architects, impactful entrepreneurs, and innovative corporations. AIBXD's commitment to comprehensive, learner-centric education, blending physical and digital practices, remains unwavering.

Integration of MECCDAL's Seven Pillars

AIBXD's curriculum, anchored in the MECCDAL model's seven pillars, harmonizes holistic and execution-oriented education. The human-centric approach aligns with the *Cor*, *Corpus*, and *Anima* pillars, while the execution-oriented logic mirrors the *Executio*, *Digitus*, and *Lingua* pillars. The science-driven curriculum echoes the *Mens* pillar. This case study demonstrates the

model's implementation at AIBXD, particularly in reimagining business education by applying the seven pillars for improved learning experiences, creativity, and well-being.

1. *Mens Implementation at AIBXD*

AIBXD's Mens strives to enhance learners' cognitive development and provide them with a broad spectrum of knowledge essential for effective business education. The implementation incorporates various knowledge types as per the MECCDAL model. Conventional knowledge equips students with a foundational understanding through a chronological and critical examination of marketing and business theories, such as the transition from the traditional 4Ps marketing mix to contemporary experiential marketing theories. Contemporary concepts are often imparted by their originators, enabling learners to participate in constructive dialogues and comprehend the personal narratives behind business and marketing theories. Moreover, AIBXD employs a patchwork knowledge strategy, offering students insights from diverse perspectives by integrating teachings from business academics and experts in other disciplines like anthropology or philosophy. These 'Dual-Courses' are typically delivered by two faculty members, one specializing in business and marketing and the other in a selected discipline. This approach fosters a culture of innovation and creativity in the business field by allowing students to develop critical thinking and a more comprehensive understanding of business and marketing frameworks and theories.

Practical knowledge acquisition is facilitated through 'Praxis Pathways' courses, which emphasize the amalgamation of theoretical knowledge and practical application. These courses address real-world business challenges and adaptations of theoretical concepts across various business contexts. For instance, a marketing scholar introduces students to the marketing mix

framework, and a practitioner provides real-world examples of its implementation, outcomes, and shortcomings. Subversive and mundane knowledge, as per the MECCDAL model, are integrated through 'Uncharted Methods Lab' courses. These courses explore unconventional approaches to business and are delivered by faculty members as well as entrepreneurs and executives who have successfully challenged established norms. In conclusion, AIBXD's comprehensive approach enhances students' problem-solving skills while encouraging ethical considerations in their decision-making processes.

2. *Executio Implementation at AIBXD*

AIBXD provides an execution-focused business education, emphasizing practical skills and tangible outcomes. The institution's executive education program, designed for roles in marketing and business strategy, readies leaders to navigate AI-driven environments. This commitment is incorporated through innovative execution methods such as System F (Figure it Out and Fulfill) and 'Execution Challenges,' where students tackle real-world problems and present solutions to professionals. AIBXD's DUDD™ (Discover, Understand, Digest, and Deliver) teaching method ensures coursework completion during sessions, thereby eliminating homework while enhancing execution abilities. Assessments prioritize students' implementation skills over traditional grading. Outdoor experiential learning expeditions further augment the real-world application of classroom concepts. Additionally, AIBXD's consultancy division offers 'Flash Consultancy Projects,' utilizing the System G (Grasp and Go), where students address real company problems and receive financial compensation for their work. This reflects AIBXD's commitment to social justice and equity. These initiatives equip students with extensive practice in execution skills, preparing them for success in the corporate world.

3. *Cor Implementation at AIBXD*

AIBXD's educational philosophy aligns with the *Cor* pillar, which emphasizes the institution's guiding values. This alignment is manifested in AIBXD's mission to empower future leaders through a human-centric approach *via* the 'three-savoirs' approach. Savoir-être, or 'know-how-to-be', is demonstrated through role-playing exercises where students, such as those portraying managers, exhibit empathy towards peers simulating employees in crisis. These exercises leverage diverse emotional backgrounds to enhance interpersonal skills development. In addressing savoir-vivre, or 'know-how-to-live', AIBXD offers thematic workshops and classes on business networking strategies. These are tailored for various professional profiles and industry-specific audiences, acknowledging that networking nuances can differ across managerial cultures (Njoku and Cooney 2020). Ethical dilemmas and professional conduct are central themes within these learning modules.

AIBXD also offers specialized courses aimed at cultivating 'Business Etiquette Elegance,' a principle practiced within its own academic and corporate interactions. An example of this principle is teaching students the art of conducting follow-up communications with grace. Savoir-apprecier, or 'know-how-to-appreciate', gains prominence in an era marked by anxiety and negative social media narratives. Initiatives such as encouraging students to maintain 'gratitude journals' exemplify this focus. Collaborations with NGOs not only foster emotional intelligence but also strengthen communal bonds among students. Both AIBXD staff and students dedicate time to volunteer for causes that resonate with their values, preparing them for their impending professional journeys. This emotionally-oriented education model distinctively positions AIBXD in the business education landscape.

4. Corpus Implementation at AIBXD

AIBXD integrates the *Corpus* pillar through various strategies. It hosts monthly 'Professional Attire Selection' workshops, where experts provide guidance on suitable attire for different business environments, aiming to enhance students' self-presentation and confidence. These sessions cater to all professionals. Nutrition education is another focus area; AIBXD organizes guest lectures by esteemed nutritionists to impart knowledge on balanced diets, supporting students' peak performance amidst academic rigors. In its executive and diploma programs, AIBXD provides complimentary gourmet meals prepared by top chefs and nutritionists, ensuring optimal focus during afternoon classes. Executive program participants also receive a well-being card granting access to massage services after intensive learning sessions. The curriculum incorporates yoga and meditation as optional but popular tools for stress relief, promoting overall well-being and resilience. These initiatives collectively hone students' physical and aesthetic skills, positioning them distinctively in the corporate landscape and elevating AIBXD's stature in business education.

5. Anima Implementation at AIBXD

In response to post-pandemic mental health concerns, AIBXD has implemented *Anima*, emphasizing psychological well-being. This is reflected in AIBXD's commitment to positively impact learners' well-being through innovative and holistic practices. AIBXD has integrated hypnotherapy sessions into its curriculum, conducted by a renowned therapist who has collaborated with Nobel laureates and esteemed professionals. These sessions aim to enhance students' self-reflexivity, facilitating an introspective journey to explore and understand their inner selves and life's purpose. Additionally, AIBXD provides dedicated meditation spaces and

emotional intelligence training as resources for inner exploration. These efforts have resulted in a significant number of students articulating their life's purpose and aligning it with their professional endeavors, marking a positive impact on overall well-being.

6. Digitus Implementation at AIBXD

AIBXD's educational programs, designed for the digital and AI-centric world, implement *Digitus*. This strategy integrates digital well-being into the curriculum, providing a comprehensive learning environment for students to safely explore digital tools and platforms. The curriculum includes sessions with digital experts, ethical hackers, and AI marketing professionals, as well as courses comparing human and Generative AI creativity. A 'Digital Ethics & Etiquette' course is also integrated, where students explore cyberspace rights and responsibilities, laws, ethics, and etiquette through role-playing exercises, addressing issues like cyberbullying. AIBXD emphasizes managing one's digital footprint amidst AI-generated identities, educating students about online actions' permanence through seminars and workshops. Regular 'Digital Branding Workshops' guide students to optimize their online profiles and learn effective digital communication strategies, encouraging them to build professional online personas. Furthermore, AIBXD hosts 'Human vs AI' workshop challenges to sharpen critical thinking regarding AI tools' application for enhanced productivity without compromising human creativity.

7. Lingua Implementation at AIBXD

AIBXD's *Lingua* pillar combines advanced technology with practical exercises to enhance students' analytical-empathetic listening and eloquent speaking skills. AIBXD integrates virtual

reality (VR) into its curriculum, allowing students to interact with virtual stakeholders to practice interpreting tone, context, and non-verbal cues, fostering analytical and empathetic listening skills. To enhance eloquent speaking, AIBXD introduces 'improvisational speaking' exercises. Furthermore, AIBXD incorporates theatrical role-playing and acting exercises, where students assume various stakeholders' roles in business scenarios, enhancing both listening and speaking skills. This innovative approach underscores AIBXD's commitment to a comprehensive and practical learning experience.

In conclusion, the adoption of the MECCDAL seven-pillars model has positioned AIBXD as a disruptive force in business education, akin to a major technological innovation. This unique approach transcends traditional academic structures and effectively tackles complex issues arising from higher education's evolution.

Conclusion and Recommendations for the Future of Business and Marketing Education

MECCDAL's implementation merges physical and digital learning experiences, focusing on students' cognitive and emotional well-being. It fosters an environment where future business professionals gain both theoretical knowledge and practical skills essential for today's unpredictable business landscapes. AIBXD exemplifies the effectiveness of the seven-pillar MECCDAL model in refining educational delivery, emphasizing an integrative approach that balances human welfare and tangible outcomes. This aligns with AIBXD's ethos of prioritizing humanity - "Putting the human first - for real!" Table 1 thoroughly examines MECCDAL's seven pillars implementation in business and marketing education and outlines future research directions. It provides insights for integrating these principles to develop a comprehensive,

learner-centric, application-focused educational model capable of addressing current challenges in higher business education.

<center>"Insert Table 1 about here"</center>

However, it's crucial to recognize that while this case study highlights potential transformation pathways, overcoming deep-rooted norms and accepting the innovative risks associated with changing academic institutions' organizational structures is essential. AIBXD's narrative emphasizes its pivotal role in redefining business education through models like MECCDAL, combining holistic perspectives with practical approaches amidst rising AI-related challenges, thereby nurturing well-rounded future leaders.

References

Banu, Nusrat Tabassum, Alice Darmody and Laura C. Neilson (2024). "RESCUER: Combining Passive and Active Learning Techniques to Teach Food Sustainability," *Journal of Marketing Education*. https://doi.org/10.1177/02734753241226669.

Basilotta-Gómez-Pablos, Virginia Matarranz, Marta Casado-Aranda, Luis Angel et al. (2022). "Teachers' Digital Competencies in Higher Education: A Systematic Literature Review," *International Journal of Educational Technology in Higher Education*, 19 (8). https://doi.org/10.1186/s41239-021-00312-8.

Batat, Wided (2017). *Luxe et Expérience Client*. Paris: Dunod.

Batat, Wided (2022), "Transformative Luxury Research (TLR): An Agenda to Advance Luxury for Well-Being," *Journal of Macromarketing*, 42 (4), 609-623.

Bradshaw, Alan and Mark Tadajewski (2011), "Macromarketing Roundtable Commentary—The Export of Marketing Education," *Journal of Macromarketing*, 31 (3), 312-321.

Cao, Jun T., Ben Burgess, John K. Foster, Gallayanee Yaoyuneyong and Linda K. Wallace (2022), "Rapid Transitioning to Remote Learning: Shared Responsibility and Coping Strategies," *Journal of Marketing Education*, 44 (2), 235-249.

CNBC (2021), "Fewer Kids Are Going to College Because They Say it Costs Too Much," (accessed March 4, 2024), [available at https://www.cnbc.com/2021/03/14/fewer-kids-going-to-college-because-of-cost.html]."

Davidovitch, Nitza, Dan Soen and Yaacov Iram (2008), "Collapse of Monopoly Privilege: From College to University," *Research in Comparative and International Education*, 3, 366-377.

Denegri-Knott, Janice, Terrence H. Witkowski and Gianfranco Pipoli (2013), "Marketeando: Domesticating Marketing Education the 'Peruvian Way'," *Journal of Macromarketing*, 33 (1), 41-57.

Ferrell, O. C., Joe F. Hair Jr., Greg W. Marshall and Robert D. Tamilia (2015), "Understanding the History of Marketing Education to Improve Classroom Instruction," *Marketing Education Review*, 25 (2), 159-175.

Galadima, Hadiza, Anne Dumadag and Cara Tonn (2024). "Navigating New Normals: Student Perceptions, Experiences, and Mental Health Service Utilization in Post-Pandemic Academia," *Education Sciences,* 14 (2), 125. https://doi.org/10.3390/educsci14020125.

Guha, Abhijit, Dhruv Grewal and Stephen Atlas (2024), "Generative AI and Marketing Education: What the Future Holds," *Journal of Marketing Education*, 46 (1), 6-17.

Helm, Sarah V., Victoria J. Little and Charlotte Frethey-Bentham (2023). "No Marketing on a Dead Planet": Rethinking Marketing Education to Support a Restoration Economy," *Journal of Macromarketing*. https://doi.org/10.1177/02761467231211302 .

Huang, Liang and Hui Ti (2019), "The Difficulties in the Teaching of Traditional Business Schools and the Rise of Teaching Models in New Business Schools," *Advances in Social Science, Education and Humanities Research*, 371, 321-324.

Intelligent.com (2023), "34% of Companies Eliminated College Degree Requirements," (accessed March 5, 2024), [available at https://www.intelligent.com/34-of-companies-eliminated-college-degree-requirements/].

Jain, Anil (2022), "Book Review: Sustainable Marketing: A Holistic Approach by Mark Peterson," *Journal of Macromarketing*, 43, 98-102.

Laczniak, Gene R. and Clifford J. II Shultz (2021), "Toward a Doctrine of Socially Responsible Marketing (SRM): A Macro and Normative-Ethical Perspective," *Journal of Macromarketing*, 41 (2), 201-231.

Miller, Richard (1992), "Introducing Holistic Education: The Historical and Pedagogical Context of the 1990 Chicago Statement," *Teacher Education Quarterly*, 19 (1), 5-13.

Njoku, Kenechukwu C. and Thomas M. Cooney (2020), "How Does the Man-Know-Man Network Culture Influence Transnational Entrepreneurship?" *Journal of Entrepreneurship and Innovation in Emerging Economies*, 6 (1), 163-181.

Radford, Scott K., Daniel M. Hunt and David Andrus (2015), "Experiential Learning Projects: A Pedagogical Path to Macromarketing Education," *Journal of Macromarketing*, 35 (4), 466-472.

Redgrave, Simon D., Vadim Grinevich and Dean Chao (2022), "The Relevance and Impact of Business Schools: In Search of a Holistic View," *International Journal of Management Reviews*, 25 (2), 340-362.

Reppel, Alexander E. (2012), "Reflections on Sustainable Enterprise: A Macromarketing Approach for Macromarketing Education," *Journal of Macromarketing*, 32 (4), 397-403.

Riley, John, Mary M. Bryant, Karen Nicewicz-Scott, Alice Watson and Thomas Turner-Henderson (2024). "United States Education Structure is Under Stress: Exploring the Destabilization of Academia's System Settings," *Journal of Macromarketing*. https://doi.org/10.1177/02761467231222540.

Rippé, Casey B., Suri Weisfeld-Spolter, Yuliya Yurova and Alice Kemp (2021), "Pandemic Pedagogy for the New Normal: Fostering Perceived Control During COVID-19," *Journal of Marketing Education*, 43 (2), 260-276.

Rohm, Andrew J., Melissa Stefl and Julia Saint Clair (2019), "Time for a Marketing Curriculum Overhaul: Developing a Digital-First Approach," *Journal of Marketing Education*, 41 (1), 47-59.

Sheth, Jagdish N. and Atul Parvatiyar (2022), "Socially Responsible Marketing: Toward Aligning Dharma (Duties), Karma (Actions), and Eudaimonia (Well-Being)," *Journal of Macromarketing*, 42 (4), 590-602.

Sirgy, M. Joseph (2021), "Macromarketing Metrics of Consumer Well-Being: An Update," *Journal of Macromarketing*, 41(1), 124-131.

UNCE (2020), "Measuring Well-Being in the Era of Digital Society," (accessed March 7, 2024), [available at https://unece.org/DAM/stats/documents/ece/ces/2020/ECE_CES_2020_20-2005802E.pdf].

Wall Street Journal (2023), "How Do I Do That? The New Hires of 2023 Are Unprepared for Work," (accessed March 6, 2024), [available at https://www.wsj.com/articles/lost-learning-remote-pandemic-workplace-skills-new-employees-51351b33].

Westerheijden, Derk Franciscus (2022). "Gatekeepers on Campus: Peer Review in Quality Assurance of Higher Education Institutions," in Forsberg, Erik, Geschwind, Lars, Levander, Sofia and Wermke, Wilm (eds) Peer review in an Era of Evaluation. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-75263-7_4.

Table 1. The Future of Marketing and Business Education: Insights from MECCDAL's Seven Pillars.

MECCDAL's Seven Pillars: A Key to Progress in Business and Marketing Education and Research (Author's production – © Wided Batat)		
Pillars	**Implications for the Future of Marketing and Business Education Systems**	**Future Research Directions in Marketing and Business Education**
Mens	• Conventional Knowledge: Enhances students' understanding of different types of businesses, key concepts, and features of various business ecosystem realities. • Patchwork Knowledge: Enriches learning by integrating insights from various disciplines. • Practical Knowledge: Enables students to perform specific skills, methods, techniques, and procedures in their domain. • Subversive Knowledge: Encourages students to challenge established conventions in a given industry or business sphere. • Mundane Knowledge: Equips students with practical and routine aspects of running a business.	• Scholars might examine the impact of the *mens* methodology on students' cognitive development, particularly its effectiveness in promoting holistic thinking skills. • Research could be directed towards understanding the effects of integrating diverse types of cognitive knowledge in the curriculum on students' decision-making processes and problem-solving abilities. • Scholars could investigate the role of interactive learning methods and technology in enhancing the understanding, retention, and application of foundational marketing concepts and practical business operations.

Executio	• Practical Exercises: Incorporates crowdsourced marketing challenges and flash internships to provide real-world experience.
	• Executio Integration: Enhances execution-oriented skills in students through curriculum integration.
	• System Implementation: Implements System F, G, and M to foster execution skills.
	  a. System F (Figure it Out and Fulfill): Encourages students to take initiatives, solve problems, and complete tasks.
	  b. System G (Grasp and Go): Emphasizes swift action towards goals and the importance of task completion.
	  c. System M (Manifest and Maintain): Emphasizes not just the creation of results, but also their sustainability.
		• Scholars can investigate the effectiveness of the proposed execution systems (System F, G, and M) in enhancing students' execution-oriented skills. This could involve empirical studies examining the impact of these systems on students' problem-solving abilities, adaptability, and long-term planning skills.
		• Future research could focus on the strategies and challenges associated with integrating execution systems into existing business and marketing curricula.
		• Longitudinal studies could be conducted to assess the long-term impact of execution-oriented education on graduates' career trajectories and performance in the corporate world.

Cor	• Integration of Emotional Intelligence: Enhances emotional capital in students through savoir-être, savoir-vivre, and savoir-apprecier. Aligns with modern business education. • Savoir-être: Boosts interpersonal skills and professional decorum. Discourages practices like 'ghosting.' • Savoir-vivre: Promotes ethical behavior and professionalism. Encourages respect and adherence to ethical codes. • Savoir-apprecier: Fosters gratitude, emotional wellness, and a positive work environment. • Curriculum Augmentation: Incorporates emotional role-playing activities and 'gratitude journals' to meet modern education needs.	• Scholars might investigate the effectiveness of the 'savoirs' (savoir-être, savoir-vivre, savoir-apprecier) in cultivating emotional capital among business students. • Future research could examine strategies for integrating the 'savoirs' into business and marketing curricula, and the associated challenges. • Scholars could conduct studies to assess the impact of emotional intelligence cultivation on students' personal and professional development.
Corpus	• Holistic Development: Incorporates physical and aesthetic well-being to complement theoretical knowledge and technical skills. • Augmented Confidence: Boosts self-esteem through initiatives like professional attire workshops, grooming, and nutrition education. • Stress Management: Equips students with coping mechanisms through physical activities like yoga or meditation. • Prepared Graduates: Produces professionals who are technically adept and embody confidence, professionalism, and resilience. • Adaptability: Equips students to navigate today's dynamic business landscape with a balanced skillset.	• Future research could explore the process and challenges of integrating physical and aesthetic well-being initiatives into the marketing and business education curriculum. • Scholars can also investigate how the corpus pillar of the MECCDAL model contributes to the development of students' professional attributes such as self-confidence, professionalism, and resilience. • Research could focus on the role of stress management techniques, like yoga or meditation, in enhancing students' overall well-being and their ability to cope with future professional challenges.
Digitus	• Digital Well-Being fosters a balanced and civic use of technology. • Digital Agency and Empowerment: Enhances digital safety, security, and AI literacy through programs like "Digital Sandbox." • Digital Professionalism: Encourages the development of professional online profiles and effective communication strategies. • Digital Citizenship: Addresses issues related to cyberbullying/data breaches through courses on digital ethics & etiquette. • Digital Dignity/Identity: Raises awareness about the permanence of online actions for informed decision-making regarding digital identities.	• Future research could explore the long-term impacts of integrating digital well-being into business and marketing education, assessing how it influences students' professional development and adaptability in the rapidly evolving digital landscape. • Scholars might investigate the effectiveness of specific programs like "Digital Sandbox" and "Digital Branding Workshop," comparing outcomes with traditional educational approaches to identify strengths, weaknesses, and areas for improvement. • Another avenue could be examining the ethical implications and societal impacts of enhanced digital citizenship education, particularly in mitigating issues like cyberbullying and data breaches.
Anima	• Balanced Learning: Anima fosters a student-oriented learning experience, catering to both technical and spiritual development • Post-Pandemic Relevance: Addresses traditional values erosion and mental health challenges by nurturing self-awareness and spiritual growth. • Discovery of Human Nature: Enhances memory, reasoning, aesthetic sense, physical capacity, and social skills. • Universal Life Process: Aligns education with a process that fosters a deep connection to life and universe evolution. • Self-Reflexivity Enhancement: Encourages critical reflection on thoughts, actions, and experiences. • Self-Knowledge: Utilizes holistic personality tests and strength-finding exercises to help students understand their strengths, weaknesses, passions, and values.	• Future research could delve into the impact of the *anima*-centered approach on students' ability to find their 'purpose' and direction in life, beyond the acquisition of cognitive knowledge and skills. • Scholars may examine how the *anima*-centered approach influences the cultivation of imagination, creativity, critical thinking, independent judgment, personal commitment, and responsibility among business students. • Further studies could investigate the role of an *anima*-focused education in fostering students' understanding of their universal dimension and their connection to the continuing evolution of life and the universe.
Lingua	• Analytical-Empathetic Listening: Essential for effective communication, it involves understanding beyond words. • Eloquent Speaking: Expressing ideas clearly, can be developed through 'improvisational speaking.' • Two-Way Communication: *Lingua* emphasizes on both speaking and listening skills for interactive business communications. • Refined Communication Abilities: Crucial for academic success and shaping competent future business leaders.	• Future research could explore the integration of advanced technologies like AI and VR among business and marketing students, assessing the impact on their ability to understand complex real-world business scenarios. • Scholars might investigate the effectiveness of improvisational speaking exercises augmented with AI feedback in improving speaking skills, focusing on clarity, pace, and body language in a diverse range of business contexts. • Further studies are needed to evaluate the long-term impacts of *lingua*'s comprehensive approach on students' professional growth and organizational success in an AI-driven, volatile business environment.