PREPARING STUDENTS FOR THE USE OF TECHNOLOGY IN MAKING MARKETING DECISIONS

Camille P. Schuster, California State University, San Marcos

Consumer experience, social media, big data, and consumer-centered are all words being used when devising business strategies. Understanding where consumers go, how they use their time, what kind of messages they send via which social media, what kind of searches they conduct before purchasing products, and what devices consumers prefer using when searching or making searches are all important issues to understand before creating experiences that will draw consumers to retail outlets, services, or products. To gather this information, aggregate it in one place, analyze it, and create a format that conveys insights to decision makers, marketers need to interface with technology and software.

Interfacing with technology and software has not been a significant part of marketing classes for a number of reasons. One major reason for not addressing these topics is the lack of material to use in classes for demonstration and for class assignments ("Intelligence," 2012; Wixom et al., 2011; "State," 2012) (see Appendix 1). Without these materials instructors can talk about the process, the importance of using data, and the decisions that can be made when using data. However, talking about something is does not achieve higher levels of learning, which are analysis and synthesis, on Bloom's Taxonomy. Students develop skills for analyzing and synthesizing by practicing the process. The purpose of this special session is to demonstrate a resource and set of teaching tools that can be used in many marketing classes to help students use technology to analyze and synthesize the data described in the opening paragraph.

Marketing Information Systems (MIS) has a similar challenge but many of the software companies, such as Oracle, SAS, and Teradata, have created resources that can be used when teaching courses related to the creation and execution of data warehouses and business intelligence. One example is the creation of Teradata University Network (TUN) website by Teradata. On this website, materials for classes, homework assignments, videos, and data are made available for MIS professors. By fall of 2013, 30,000 students, thousands of faculty, and 1,612 universities worldwide have used TUN.

Research presented at the Business Intelligence Conference as well as articles and discussions with business customers indicate that the MIS function needs to be integrated into the decision-making needs of functional business areas. One of the main areas of interaction is between MIS and Marketing (Wixom et al., 2011; "Ditch," 2013). As a result, the TUN Advisory Board decided to prepare materials specifically related to marketing. During 2013, 10+ Business Scenario Investigation videos along with powerpoint presentations and discussion guides adapted for marketing were posted on TUN (www.teradatauniversitynetwork.com) and are available for any registered faculty member to us in class. Beginning in the spring of 2014 the newly designed website will identify marketing materials for faculty who register as marketing faculty. At that time, classroom activities and homework assignments will be added to TUN as they become available.

During the proposed special session, Camille Schuster, Professor of Marketing at CSUSM, who is a member of the Executive Committee of the TUN Advisory Board, will present materials that are available for marketing faculty to use in the classroom. Specifically, the following materials will be presented:
1. 5 minutes will be used for an introduction to TUN
2. 15 minutes will be devoted to a demonstration of one of the BSI videos along with a discussion of how it can be used in class.
3. 10 minutes will be devoted to a demonstration of a classroom activity.

4. 10 minutes will be devoted to a discussion of a homework assignment.
5. 5 minutes will be used for Q&A.

All of this material will be available on TUN at the time of the presentation. This will be a resource of materials that can be used by faculty when demonstrating how data can be used for making marketing decisions, conducting class discussions, and providing students the opportunity to work with marketing software using real data. Having a resource that provides the databases and the tools to use data when making marketing decisions will be a significant resource for marketing faculty to use in their classes and will be an outstanding first step in providing materials for teaching skills students need in today's marketplace. Over time, more exercises and activities of this nature will be added to TUN. However, there will be a group of materials available at the time of the special session so instructors can begin demonstrating the use of data for decision making by using the videos, use cases to stimulate class discussion about how to use data for making decisions, and use homework assignments to have the students actually use the tools. Attendance at this special session will be a good investment by any marketing faculty wanting to incorporate these to prepare students for today's marketing work environment.

References

"Ditch the Silos: Data Integration is Key Tech Need in 2013," *Chief Marketer*, Spring 2013, p. 17.

"Intelligence in Harmony: How an Integrated Analytics Model is Driving Retail Success," Oracle Whitepaper, Retrieved February 2012.

"State of the Industry Research Series: Big Data in Consumer Goods," Whitepaper, Edgell Knowledge Network, www.eknresearch.com, Fall 2012

Wixom, B., Ariyachandra, T., Goul, M., Gray, P., Kulkarni, U., & Phillips-Wren, G (2011), "The Current State of Business Intelligence in Academia," *Comunications of the Association for Information Systems,* 29(16), 299-312.

What roles or groups in your organization use Business Intelligence?

Role	Percentage
Marketing VP	62.8%
Merchandising VP	57.7%
Buyer	55.1%
Store operations VP	51.3%
Store manager	41.0%
C-level executives	41.0%
Finance VP	38.5%
Category manager	37.2%
Assortment planner	33.3%
Pricing manager	30.8%
Pricing analyst	24.4%
IT VP	21.8%
Loyalty manager	21.8%
E-commerce manager	20.5%
Loyalty program administrator	17.9%
Campaign manager	14.1%
Macro-space planner	14.1%
Micro-space planner	11.5%
Sales associate	10.3%
Trade promotions manager	10.3%
Category partner (aka supplier)	9.0%
Contact center manager	6.4%
Other	5.1%
Contact center associate	3.8%

0%   10%   20%   30%   40%   50%   60%   70%