

Educators' Consortium Nuggets

Yardsticks for Marketing Education
The Report from the sixth meeting of the
ISBM Business Marketing Educators Consortium

February 2, 2001
Atlanta, Georgia

Notes compiled by
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“Marketing Education and Development at Agilent Technologies”

Jeff Roy

Senior Marketing Program Manager

Agilent Technologies

Introduction by Ralph Oliva

ISBM Executive Director

Meeting objectives

- Identify the best practices in business marketing education; set stage for benchmarking
- Gather insight from the community on what's working, "discoveries in process," etc.
- Assist one another in designing/critiquing/developing programs
- Hear from resources pushing the envelope
- Help in setting ISBM education agenda
- Identify and explore ways to deal with key issues.

Since the last Educators Consortium meeting

- The pilot test questionnaire for the Intercepted Decision Quality Study, measuring education ROI, is ready to go. Test packets for members to use within their companies are available at this meeting.
 - Research design includes "quick pulse" questionnaire and response via email/Web/fax.
 - See Feb. 19, 2000 meeting minutes at www.smeal.psu.edu/isbm/about/index.html#publications
 - Objective is to track the consequences of decisions improved by using ISBM tools and techniques.
 - Great idea from Elaine Harris at Honeywell: Set up a competition among alumni of a course to submit the best use of what they learned. They actually gave awards on this at Honeywell.
- Member firm responses about their marketing skill standards and requirements have been summarized in a document available to Consortium members on request.
- Marketing skills inventory project of Allen Stines is continuing, with assistance of faculty advisor, William Rothwell of Penn State.
 - While the document summarizing member skill set inventories looks at "what is," the Stines project looks ahead five years to "what will be."
 - The research emphasis is to focus on individuals' skills rather than job requirements.
 - Study designed to generate a flexible, compact set of professional competencies that define the ideal business-to-business marketer in 2005. "A list that's useful to practitioners and not just gathering dust on the shelf."
 - Delphi-style panel of seasoned marketing professionals, educators, and stakeholders (CEOs, marketing VPs, purchasers, etc.)
 - For details, see January 19, 2000 Educators Consortium meeting minutes available at <http://www.smeal.psu.edu/isbm/about/index.html#publications>

Possible future meeting topics—member suggestions

- What do we put on-line, how do we do it, and when?
- eBusiness education: What works, what doesn't, where is it going to go?.
- Measures of education success.

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Member Company Representatives' Comments and Expressed Concerns

Developing marketing skill sets and assessments

- “We’ve had a marketing competency skill center, in the project mode for the last three years, now going into the center-of-expertise mode.”
 - We need to update our skill sets, which have been in place for quite a while, so the look ahead to 2006 [the Stines research project] will be helpful to us.
 - There’s a serious move within the company to develop competencies in all areas. The HR module in our new SAP/R3 system will have competency records for all employees.
 - Over next two years, we will determine which training can be accomplished through e-learning, video conferencing, and classrooms (*global petrochemical manufacturer*).

E-learning

- The Marketing Research Association Institute has put its marketing research basic skills program online globally very successfully. We get great feedback from users. (*William Neal, SDR Inc. research*).
- We use the Intellexis International (www.intellexis.com) multimedia program (10-CD set) for just-in-time training. It costs about \$200 per CD. The system includes self-administered quizzes and optional assessment tests you can mail in for scoring. (*diversified global manufacturer*)

External education sources

- We’ve used ISBM courses, and a customized five-day manager training program at the Kellogg Graduate School of Management [Northwestern University].
 - Our corporate organization feels it’s important to treat eBusiness strategically and not as a technology play.
 - Enthusiastic response. Some managers say the course “changed their life.” (*diversified global manufacturer*).

Measuring marketing education results

- “If you think education is expensive, try ignorance.”
- We have and are developing extensive training, but the question remains: How do you measure it to determine if it makes a difference? (*global petrochemical manufacturer*).
 - (*Ralph Oliva, ISBM Executive Director, comments*) The Intercepted Decision Quality study will address that issue. And we’d love to conduct e-learning experiments, partnering with an ISBM member..
 - (*Wes Johnston, Director of Center for Business and Industrial Marketing, comments*) We’re conducting some studies at Georgia State on the use and impact of information that trade show visitors collect.
 - (*participant comment*) You cannot assume a program is working just because people say they like it. You have to measure the actual results.
- We find that the lessons that stick with people are the modules they’ll actually use on the job. The key to learning is reinforcement.
 - The future of training will be just-in-time training. Just when you’ll need the skill, you go get it. (*William Neal, SDR Inc. research*)
- Most marketing education is a waste of time in terms of having an impact on the business. To change company results, you have to change company systems.
 - We approach training as a line management issue, not an HR issue. Lessons are taught as part of a team effort working on a real and important problem. No one calls it “training.” It’s “problem solving.” In the process, managers learn how to think more strategically about their markets.
 - A key issue is getting senior management engaged in the process so they deploy the necessary resources. Otherwise there will not be change or results.
 - So-called “action learning”—teaching via real-world problems—“is just a smile and shoeshine.” You have to teach process.
 - To engage the managers who control resources, You have to provide a “direct line of sight” between actions and results. (*Hastings P. Read, Vantage Point Associates consultants*)

Starting/expanding marketing education programs

- We bring managers who’ve been through the program back to address subsequent classes and report how they used what they learned. It reinforces the instruction. (*diversified global manufacturer*).
- Senior management is concerned about sales skills development, so we are doing a company-wide skills assessment and translating some of our marketing program successes into the sales training arena (*diversified global manufacturer*).
- We’ve added intellectual property issues to our eBusiness curriculum, a very thought-provoking addition. (*diversified global manufacturer*).
- We dissolved our marketing education program because it provided no added value for us. Now, we are including marketing within our “e-transformation initiative” and the e-learning programs we plan to provide.
 - It’s a struggle getting marketing education going in a B2B company. We have “experts” in marketing and it’s hard to talk to “experts.”

- Actually, we don't really have marketing in our company. So we don't know what we don't know.
- We do have a network of SBU eBusiness leaders worldwide who meet online for two hours each month. Could that become the base for an e-learning marketing network? (*specialty chemical manufacturer*).
- (*Ralph Oliva, ISBM Executive Director, comments*) Adopting marketing can prove to be a disruptive change for a company.
- Our biggest challenge is to engage people from all functions and attract them to our marketing education programs.
 - We have three training thrusts:
 - Linking training courses to marketing competencies.
 - An eBusiness program for managers taught by Mohanbir Sawhney of Northwestern.
 - A value-marketing course taught by Jim Anderson of Northwestern.
 - For example, managers do not take advantage of e-commerce because they see it as tactical and not strategic. (*industrial chemical and household products manufacturer*).
- After five years of a vigorous marketing training program (including extensive course offerings from ISBM) we are going to reassess our program and see what gaps need to be filled. We've gone through the education basics, so the question is, what's next.
 - The challenge is building learning reinforcement and assessment. Our programs are voluntary. Management of each of 16 SBUs decide how to participate, making measurement and reinforcement programs difficult.
 - We need to sell the training concept to our Chairman's Council of the vice presidents running SBUs. They share lots of best practice stories, so a training success will get talked about.
 - We have recently run courses on value creation with Jim Anderson of Northwestern, and negotiating commodity sales with a professor from Wharton.
 - Rather than simply offer courses, we offer each SBU a program tailored to its needs. (*diversified industrial manufacturer*).
- We have an in-house university (SBU directors are the university deans) with colleges for legal, HR, business, finance, etc. and a leadership school. But until recently, no formal marketing training. So I've started from scratch to develop a marketing curriculum and sell the value of training.
 - In November we begin a "fast start program" with ISBM courses in value pricing, segmentation, competitive analysis, and new product development for a handpicked group of managers, training people to develop marketing plans.
 - Our challenge is changing the company culture and attitude toward marketing training from the top. (*global information services company*).
 - (*Ralph Oliva, ISBM Executive Director, comments*) Choosing how to provide training is very company culture specific.

Taking U.S. education to other regions

- One of our challenges is getting managers worldwide to adopt standard guidelines for marketing plans. (*global information services company*).
- We're seeing many improvements in marketing skills outside the U.S. But training designed for the U.S. does not transfer well to developing markets. Nor do the developing market subsidiaries have the budgets to support the training.
 - Our managers need to learn how to sell solutions into vertical markets and develop segmentation strategies.
 - We plan to take advantage of a regional "City of Knowledge" complex being planned in Latin America that will provide training and university courses to the region. Perhaps we can stage a "summit meeting" of marketers from developed and developing countries.
 - Overall, to market globally we need to know more about local markets. (*Latin American subsidiary of a global manufacturer*).
- (*Ernie Maier, ISBM Director, comments*) At 3M Company, managers do not refer to "global marketing," but to "transnational marketing" tailored to local markets.
- (*Wes Johnston, Director of Center for Business and Industrial Marketing, comments*) Few companies train people in marketing at the global level. There is a great demand for training in U.S. marketing skills, but it has to be localized in its delivery.

Impact of corporate mergers

- Poor earnings, a falling stock price, and now the impending acquisition of the company have put our training programs on hold.
 - Our new parent-to-be does not emphasize functional education as we have, but it is heavily involved with executive management training and six-sigma process training.
 - We have applied six-sigma training to our marketing and new product development curricula. It's a unique approach that is working strongly for us. It allows engineering-oriented people to view marketing in ways they're used to thinking. (*diversified global manufacturer*).

Additional member recommendations

- Govi Rao from Rohm & Haas suggested, and volunteered to lead, a Delphi-like brainstorming session in our next meeting to stay abreast of forward-looking ideas.
- Bill Neal of SDR Inc. research recommended a yearly brainstorming session to keep the Consortium abreast of quickly changing marketing skills landscapes.
- Ernie Maier, ISBM Director, recommended the "Future Mapping" technique for building scenarios about corporate marketing skill needs.

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Featured member presentation

Marketing Education and Development At Agilent Technologies

Jeff Roy

**Senior Marketing Program Manager
Agilent Technologies**

Background

- Agilent Technologies, recently spun out of Hewlett-Packard, has:
 - 46,000 employees.
 - Facilities in more than forty countries.
 - Customers in 120 countries, with more than half Agilent's net revenue originating outside the United States.
- Products for:
 - Test and measurement.
 - Semiconductor products, including wireless and optical networking, a big focus for us now.
 - Components for fiber-optic communications.
 - Gigabit networking and cellular chipsets.
 - Network communications ASIC (application-specific integrated circuits).
 - Healthcare solutions. A \$2 billion business recently sold.
 - Chemical analysis.

Marketing education and development

- We're starting as a brand new company with a strong sense of who we've been in the past. We're recalibrating, figuring out who we are.
- The broad challenge: To enable marketing capabilities across the organization.
 - Cross-functionally across the broader organization.
 - Among 4,000 dedicated marketers worldwide. Our core audience.
 - Marketing fundamentals.
 - Emerging ideas in marketing.
 - Gaining new skills and behavioral change, as opposed to gaining knowledge and not doing anything with it.
 - Test validity of pre-existing marketing assumptions. An important process in training.
 - Have to keep up with fast-changing technology and more urgent need to get to market faster.
 - Marketers spending more time developing business strategy, not just providing market information.
 - A huge pool of engineers moving into marketing functions requiring knowledge in marketing that they do not have.
 - Adapting to the Internet.

- Solutions we offer.
 - Classes. In FY 1999-2000, 32 classes @ \$400/student.
 - Intact classroom deliveries reduced by 50%.
 - “Webshops.” In FY 1999-2000, 42 Webshops @ \$67/student. A much more efficient ROI.
 - One-year-old program.
 - Synchronous online events.
 - Three global deliveries a day tailored to regions: U.S., Europe, Asia/Pacific.
 - Presented by external experts, academics, and consultants.
 - Virtual workshop deliveries up by 100%.
 - Online delivery popular with students, although they do not get to interact with classmates.
 - Webshop participation:
 - FY 2000 = 2,108.
 - First quarter 2001 = 1,245.
 - Digital library.
 - Senior leadership series.
 - Corporate initiative series, with internal management presenters.
 - Cross-functional participation increased for all deliveries.
- Separately, we plan to work with PricewaterhouseCoopers on an enterprise-wide learning management portal parallel to and integrated with our internal programs.
 - Allows managers to map out curricula and training paths for individuals and teams.
 - Provides assessment.

Webshops innovation

- Sixty-minute presentations in three presentation/Q&A sections.
- Interactive tool rather than one-way communication without much learning.
- Audiences of about 250 people per workshop.
- Low-cost access to experts.
- Record each session, collected into a digital library. About 50 programs recorded so far.
- A proven success in broad management areas.
 - A month ago 220 senior managers participating in a top-management presentation.
 - Corporate policy-specific programs presented cross-functionally and globally; e.g., data privacy.
- Three parts to Webshop technology.
 1. Content and administration.
 2. Desktop application: HP Virtual Classroom built on the Placeware conferencing engine.
 - Application includes capability for:
 - Asking questions of presenter.

- Window identifies participants, composition of group.
 - Chat among session participants. Developing communities of knowledge.
 - Application shows when people log-off: Are they getting bored?
 - Quick straw polls among session participants.
 - We don't want people to just sit there, but to participate in the content.
3. Telephone conferencing service: Premiere Conferencing
- We don't know yet if the Webshop process changes behavior. But it's certainly well received.
 - Webshop curriculum sampler:
 - Segmentation and the WWW: Strategies & Practice
 - Designing Customer-Focused Web Sites
 - Understanding the Total Customer Experience
 - Measuring Your Web Success
 - Pricing of Services
 - e-Tailing Wars: Brick & Mortar Strike Back
 - Getting Attention/Driving Traffic to Your Web Site
 - Order Forecasting
 - Web-Enabling the Channel
 - Usability: Key to Customer Success
 - Knowing Your Competition

Marketing education portal under development

- Our objective: Rationalizing access to our extraordinary amounts of material.
- A preliminary look: Access starts with function: clicking on the appropriate quadrant (Exhibit 1)

Exhibit 1



Source: Jeff Roy

- ... and choosing the appropriate options available for each quadrant (Exhibit 2)

Exhibit 2



Source: Jeff Roy

- Clicking on a box such as “marketing process roadmap” produces more options (Exhibit 3), trying to be comprehensive without being too complex with ...

Exhibit 3



Source: Jeff Roy

- ... more choices (Exhibit 4) for ...

Exhibit 4



Source: Jeff Roy

- ... content recommendations (Exhibit 5):

Exhibit 5



Source: Jeff Roy

- Courses:
 - Segmenting B-2-B Markets.
 - Inside the Tornado
 - Creating Customer Advocacy
- Webshop.
 - Conducting Effective Customer Visits
- Book recommendation.
 - *The one-to-one Future: Building Relationships One Customer at a Time*, Don Peppers & Martha Rogers
- We are including an outsourced online basic marketing course.

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