

WEAVING ANALYTICS INTO THE MARKETING CURRICULUM

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In 2012, Gartner predicted that by 2017 the Chief Marketing Officer will spend more money on information technology than the Chief Information Officer (McLellan 2012). Organizations such as Accenture, Deloitte, and IBM are opening new analytics centers (Chen et al., 2010; IBM, 2009; Luftman & Ben-Zvi, 2010; Pettey & Goasduff, 2011; Turban et al., 2010). Research by McKinsey Global Institute forecasts a 50 to 60 percent shortfall of qualified people, which is about 140,000 to 190,000 unfilled positions by 2018 (Manyika et al., 2011). In addition, about 1.5 million managers and analysts do not have the necessary skills to understand and make decisions based on the analysis of large amounts of data (Manyika, et al., 2011). Business schools need to prepare graduates in BI (Connolly, 2012; Conway & Vasseur, 2009; Sircar, 2009; Watson, 2008; Wixom et al., 2011).

Marketing students are entering a marketplace with an increased need for people who can analyze data, interpret data, and use the results to inform decision making. P&G describes the old IT model within companies as the process of figuring out which reports people wanted, capturing the data and delivering it to the key people weeks or days later. That is now obsolete. The new model being envisioned is a virtual, instant-on war room, where people huddle around in person or by video (with whatever system they are using - Cisco's telepresence, WebEx, FaceTime with computer, iPad, phone - iPhone or Droid) around the needed data, pulling in the right experts the minute a problem arises. This approach requires better collaboration with video, more real time data, and business analytics expertise according to Filippo Passerini, P&G CIO (Murphy 2012).

Students are being asked what experience they have with customer relationship management (CRM) software, whether they have used software for managing marketing campaigns, whether they can use social medial analytics, whether they have been involved in projects for companies, and what experience they have with identifying customer insights. Business professionals expect that marketing students have experience with BI tools (Connolly, 2012; Conway & Vasseur, 2009; Sircar, 2009; Watson, 2008; Wixom et al., 2011). The lack of data, cases, and materials is the biggest hurdle in teaching these skills that are important for today's graduates or in integrating this approach into the marketing curriculum ("Intelligence," 2012; Wixom et al., 2011; "State," 2012.)

The purpose of this position paper is to investigate how, where, and when analytics can, could, or should be integrated into the Marketing Curriculum. This paper explores three aspects of these issues: (1) What is marketing analytics? (2) What resources exist?, and (3) Where and how can analytics be woven into the marketing curriculum?, and Each topic will be addressed.

Marketing Analytics

What is the difference between metrics, analytics, marketing research, and statistics? What is covered now? What would be an addition? What are employers seeking?

What tools are regularly used, e.g., SPSS, Excel? What tools are available for digital analytics, e.g., Google Analytics, Facebook Analytics? What tools are sponsored by companies, e.g., IBM's program, Teradata University Network? Does marketing analytics need to be a separate course? What are the technology implications for the university or marketing department? Which type of analytics fit with which marketing topics? What does this mean for faculty development?

Integration and Discussion

Marketing Departments across the country are grappling with these issues. An attempt at categorizing the variety of types of approaches will be presented leading into discussion with the audience.

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