
Identifying and Ranking Marketing Skills (Evidence from Iran)**Amir Soltanzadeh¹**

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Received: Dec. 2014 & Published: Feb. 2015**Abstract**

In today's complex environment, marketing strategy and skills to attract more customers and occupy new market can be considered vital key for organizations. In the current paper we are trying to identify and rank marketing skills in Saderat Bank (an Iranian one). The research is applicable from goal view and descriptive from data collection. Also data gathering tool is questionnaire which library and fieldwork methods were utilized for its design. For this mean seven main dimensions include business intelligence, analytic intelligence and data changing, business leadership intelligence, technology intelligence, psychological intelligence, prying, agility and learning experience and written intelligence were considered to measure marketing skills. Statistical society contains 1700 employees of Saderat bank which decreased into 285 ones as statistical sample. The results of applying Chi Square test illustrated that there are significant correlations between all dimensions with marketing skills. Meanwhile "prying, agility and learning experience", "written intelligence" and "business intelligence" were selected as the most important ones. Finally all variables were placed in favorable levels as Binomial test indicated.

Keywords: marketing, marketing skills, customers

Introduction

Evolving technologies continually present new opportunities and challenges for industry practitioners, education and academic research (Buzzar et al, 2011; Hamill et al, 2010; Kaplan & Haenlein, 2010; Weiss, 2011). Business communication has been revolutionized with social networking sites such as Facebook and Twitter commonly utilized as credible business tools (Levy & Birkner, 2011). The widespread adoption of digital marketing techniques, including social media, has significantly contributed to the individualization of marketing where the providers of goods and services are increasingly communicating with individual consumers and users, gaining feedback on a one-to-one basis and providing bespoke solutions for clients (Brady et al, 2008; Simmons, 2008). In the digital era, the transformation of communication channels is challenging for all industries, but particularly so for the communication and marketing industries. As Mulhern (2009) comments, “The digitization of media represents a phase change in the history of communications”. Kung (2008) notes that changes in technology and consumer behavior have always been the key drivers of change in media strategy. However, what is different in the current digital environment is the “velocity, intertwinedness and therefore complexity of these elements” (Kung, 2008). It is important to be clear about our understanding of the definition of ‘digital marketing’. The Digital Marketing Institute (DMI) refers to digital marketing as “The use of digital technologies to create an integrated, targeted and measurable communication which helps to acquire and retain customers while building deeper relationships with them” (Wymbs, 2011). Simply Digital Marketing (2012) defines the term thus: “Digital Marketing is a sub branch of traditional Marketing and uses modern digital channels for the placement of products e.g. downloadable music, and primarily for

communicating with stakeholders e.g. customers and investors about brand, products and business progress”. Both of these definitions are useful; the first because it emphasizes the importance of a strategic underpinning to any marketing approach i.e. its measurability and integration, as well as focusing upon relationships and communication. The second definition serves to remind us that as well as encompassing intelligent strategy and excellent communication, any use of digital marketing must be effective at promoting products or services. It is also useful to clarify the intended meaning of other terminology used throughout this paper. The term ‘creative industries’ is generally understood to encompass businesses such as publishing, media (such as television and radio) architecture, art craft and design, fashion, advertising, public relations, and computer games and software according to the definition by the UK Department of Media Culture and Sport (DMCS, 2001).

Literature review

Kolb (1984) states that learning is the process of creating knowledge from experience and is based on six principles:

Learning is a process, not an outcome; derives from experience; requires an individual to resolve dialectically opposed demands; is holistic and integrative; requires interplay between a person and environment; and results in knowledge creation. Learning, however, rests on a bedrock of core self-concept, or, the perception one has of him/herself. Such perceptions are created by one’s experiences and through others’ perceptions of the individual. Not surprisingly, self-concept is correlated to achievement (Shavelson & Bolus, 1982).

Related to and part of self-concept are three characteristics:

- *self-ascribed epistemic authority*, a person’s perception of his or her knowledge in a specific topic (Ellis & Kruglanski, 1992);

- *self-efficacy*, a measure of self-perception, is the belief that one has the ability and/or skills to complete a task (Erikson, 2003), and
- *outcome expectancy*, that completing a given activity will take a person one step closer to their desired outcome (Stone & Bailey, 2007).

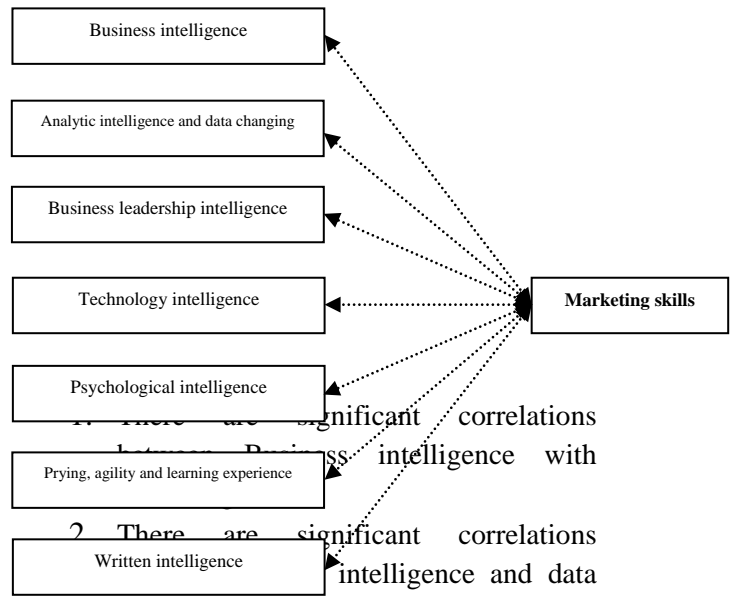
As an example of these tied characteristics, Ellis & Kruglanski (1992) found that a person’s self-ascribed epistemic authority influences the success of experiential learning activities. The higher one’s self-ascribed authority, the better the subjects responded to the experiential learning activities. One’s mastery of certain types of tasks, observing the modeled behavior of other successful individuals (one could make a case that observing unsuccessful individuals and learning from their mistakes could be equally educational) and hearing from others, preferably persons in authority (i.e., the professor or instructor) positive affirmations and coaching all contribute to a person’s self-efficacy.

Self-efficacy is heavily influenced and developed through one’s personal experience, and is a driver of one’s determination to succeed, and colors one’s hopes for future results. For example, if a student believes he has the ability to write a marketing plan (self-ascribed authority) and has seen how others write marketing plans and has been told by a trusted professor that he has the talent to be a great marketer (self-efficacy) certainly he will perceive himself as being able to be successful in his final marketing class assignment (outcome expectancy) (Hernandez, 2002).

Conceptual framework and hypotheses

Figure 1 shows the relationship between business intelligence, analytic intelligence and data changing, business leadership intelligence, technology intelligence, psychological intelligence, prying, agility and learning experience and written intelligence with

marketing skills. In the model, business intelligence, analytic intelligence and data changing, business leadership intelligence, technology intelligence, psychological intelligence, prying, agility and learning experience and written intelligence are independent variables and marketing skills is dependent one.



1. There are significant correlations between business intelligence with marketing skills.
2. There are significant correlations between analytic intelligence and data changing with marketing skills.
3. There are significant correlations between business leadership intelligence with marketing skills.
4. There are significant correlations between technology intelligence with marketing skills.
5. There are significant correlations between psychological intelligence with marketing skills.
6. There are significant correlations between prying, agility and learning experience with marketing skills.

Figure 1: Conceptual framework

7. There are significant correlations between written intelligence with marketing skills.

Research methodology

The study was done in a society includes 1700 employees of Saderat Bank which decreased into 285 one utilizing Krejcie-Morgan table.

Current study can be considered as a descriptive survey if to view from data collection aspect and as an applied research if to investigate the goals of the study. To collect the data library method (to refer to books, articles, libraries, etc...) and fieldworks (questionnaire) was being applied.

For assessing questionnaire validity we asked for experts' opinions and to confirm its reliability Cronbach's alpha method has been applied.

Table 1: The results of Reliability

Variables	Cronbach's Alpha
Marketing skills	0.824
Business intelligence	0.800
Analytic intelligence and data changing	0.765
Business leadership intelligence	0.842
Technology intelligence	0.692
Psychological intelligence	0.741
Prying, agility and learning experience	0.954
Written intelligence	0.842

The reliability results calculated which was above the reasonable threshold (0.7). therefore reliability of data gathering toll was accepted.

Data analysis

To survey normality of statistical society, Kolmogorov-Smirnov test was applied.

Table 2: The results of Applying Kolmogorov-Smirnov test

Variables	Sig

Marketing skills	0.122
Business intelligence	0.057
Analytic intelligence and data changing	0.153
Business leadership intelligence	0.211
Technology intelligence	0.118
Psychological intelligence	0.075
Prying, agility and learning experience	0.059
Written intelligence	0.084

As table 2 shows normality of statistical society is accepted. So to test hypotheses some parametric tests were applied.

4.1. Chi- Square test

To identify the relationship between business intelligence, analytic intelligence and data changing, business leadership intelligence, technology intelligence, psychological intelligence, prying, agility and learning experience and written intelligence with marketing skills Chi-Square test was applied.

The results are shown in table below:

Table 3: the results of using Chi-square test

Independent	Statistic	Sig	Result
Business intelligence	8.412	0.000	Significant relationship
Analytic intelligence and data changing	9.253	0.000	Significant relationship
Business leadership intelligence	7.692	0.000	Significant relationship
Technology intelligence	10.526	0.000	Significant relationship
Psychological intelligence	8.925	0.000	Significant relationship
Prying, agility and learning experience	10.576	0.000	Significant relationship
Written intelligence	8.558	0.000	Significant relationship

Table 3 shows that there are positive and significant relationship between business intelligence, analytic intelligence and data changing, business leadership intelligence,

technology intelligence, psychological intelligence, prying, agility and learning experience and written intelligence with marketing skills in Saderat Bank.

4.2. Friedman test

To rank marketing skills dimensions, Friedman test was applied. The results are presented in table 4:

Table 4: the results of using Friedman test

Variables	Mean rank	Rank
Business intelligence	3.24	3
Analytic intelligence and data changing	4.97	6
Business leadership intelligence	4.03	4
Technology intelligence	4.98	7
Psychological intelligence	4.64	5
Prying, agility and learning experience	2.37	1
Written intelligence	2.78	2

Also table 4 illustrates prying, agility and learning experience, written intelligence and business intelligence are the most important dimensions.

Binomial test

To survey the variables levels Binomial test was applied. Table 5 shows the results of applying Binomial test:

Table 5: The results of applying Binomial test

Variables	Observed Prop.	Test Prop.	Sig	Results
Marketing skills	0.68	0.5	0.017	Favorable level
Business intelligence	0.71		0.000	Favorable level
Analytic intelligence and data changing	0.59		0.000	Favorable level
Business leadership intelligence	0.66		0.000	Favorable level

Technology intelligence	0.75		0.000	Favorable level
Psychological intelligence	0.71		0.000	Favorable level
Prying, agility and learning experience	0.62		0.022	Favorable level
Written intelligence	0.53		0.000	Favorable level
Business intelligence	0.51		0.000	Favorable level

Table 5 shows the all variables were placed in high levels.

Conclusion and suggestions

The current paper with the purpose of identifying and ranking marketing skills was done in a society include 285 employees of Saderat Bank. The results show that there is significant and positive correlation between business intelligence, analytic intelligence and data changing, business leadership intelligence, technology intelligence, psychological intelligence, prying, agility and learning experience and written intelligence with marketing skills in which prying, agility and learning experience was selected as the most important dimension.

Attending to the results, managers in Saderat Bank are advised to:

- Empowering employees to improve their professional written cases in marketing and business scope
- Enhancing employees' awareness in business scope by informing the results of marketing analysis
- Increasing employees' analytic capabilities by software and hardware skills improvement
- Engaging employees in educational courses and saving internal and external information
- Encouraging employees to work affectively in work teams and creating group morale among them

- Applying some incentives for employees to enhance their learning abilities
- Making employees more familiar with modern technologies by making educational courses

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