FU.SION™

Helping education companies teach better and sell more.

Readiness Audit

68 questions of concern to every computer industry execuive with customer education responsibility:

How many can *you* confidently answer?

WHAT YOU SELL

1. How much should you spend on developing and delivering your courses? Is there an industry bench mark? Does it apply to you?

2. Should you aspire to become a full-service training integrator? Or are you better off supporting only your own HW/SW product offerings?

3. One of your systems or software business colleagues wants you to develop and offer training they can use as a selling platform. How can you be a good corporate citizen and make your numbers, too?

4. How should you respond to requests to customize your courses?

5. Should you consider distance learning via satellite TV or video teleconferencing? When does this make the most sense?

6. Will certification and/or accreditation improve the appeal of your courses? When should you choose this route?

7. What is the best process for deciding which courses to develop?

8. Should you offer customers a volume discount if they agree to prepay for training?

9. Some training companies offer a discount based on unit or dollar volume commitments - others on the number of people to be trained. Which arrangement is best for you?

10. Should you offer customers a volume discount based on an open purchase order or other intent to purchase during a given year?

11. Should you combine your products to offer solutions with a single part number? When should prepackaged solutions be absolutely avoided?

12. What is the optimum unit price you should be asking for each individual course? What process should you use to decide?

13. How deep a discount should you offer high-volume customers.

14. How much should you spend on materials for your classroom offerings?

15. Should you develop low-volume courses if they offer high strategic value to your organization? How can you turn this into a win/win situation?

16. A customer wants to license your courseware rather than pay for each class they attend. Should you go along?

17. A customer wants you to develop a custom course in support of a unique application. When does this make sense?

18. What is the revenue and profit potential for e-learning and multimedia training compared to instructor-led training?

19. Should you develop online learning versions of your instructor-led courses? Do you risk diluting instructor-led revenue if you do?

20. When should you develop your own courseware, and when should you acquire it?

21. Should you play in the high-volume PC/desktop user training market?

22. Should you complement your proprietary training offerings with broad-appeal products from independent training companies?

23. Should you actively seek opportunities to deliver training at your customer's site? Or are you better off encouraging customers to come to you?

24. When should you consider updating or retiring a course?

25. Employee Training has developed some outstanding sales and supervisory offerings. Should you consider selling them to customers?

26. One of your seminars has exciting potential to influence senior level customer decision-makers to do business with your company. Should you charge for it -- or give it away?

27. Should you build average instructor travel and lodging expenses into the price of your on-sites? Or should these be added as actually incurred?

HOW YOU SELL IT

28. Now that you've put your course catalog on the Web, is it ok to stop sending out print promotion and catalogs?

29. How do you size up the annual revenue potential of an account before you waste valuable resources calling on them?

30. Should you consider licensing other organizations to sell your education and training for you?

31. How much should you spend on sales and marketing as a percent to revenue? Is there an industry benchmark? Does it apply to you?

32. Do you need sales specialists to sell education and training to customers? How should they be goaled and compensated?

33. How should e-mail be used to promote education to customers? What sort of results should you expect?

34. How do you incent hardware or software salespeople to get serious about selling training?

35. Should you be using inside salespeople (telemarketers) to sell education and training? If so, how should they be goaled and incented?

36. How many sales specialists do you need in the field? And how should you deploy them?

37. Should you commission your salespeople immediately when they sell a training volume agreement -- or as the training is used?

38. How much course content detail should you provide in your customer promotion?

39. How many months worth of schedule should you promote at once? What is the optimum lead-time to allow?

40. What weight of paper should your catalogs and other customer print promotion be printed on? Should you consider going to 4-color?

41. When should you promote courses and curriculum families individually? And when should you catalog your offerings?

42. Should you combine instructor-led and e-learning in the same promotion piece?

43. How many pages should your print training catalog be, and how frequently should you mail it?

44. Should you consider media advertising in promoting your course offerings? How about banner ads?

45. Should you require your registrars to sell? Now that you accept Web enrollments, do you need registrars at all?

46. Contests, premiums, incentives. Can you "bribe" people into purchasing more training?

47. Should registrars call students back to close the sale? Or is this responsibility best left to telemarketers?

48. Should you utilize your instructors to sell in the classroom? How do you do this without jeopardizing the teacher/student relationship?

49. Should you advocate bundling your customer education with systems and/or software offerings? What will happen if you do?

50. Should you promote your ability to customize courses and provide educational consulting services? Or respond on an "as requested" basis?

51. Your distributors and VARs want to offer your training, too. Should you let them? What sort of support should you agree to provide?

WHO YOU SELL IT TO

52. Most efforts to promote customer education miss 80% of the market. Do yours?

53. How large an audience do you customarily promote to? How can you tell whether that's too few or too many?

54. Should you focus on your biggest prospects, or beat the bushes for every last student? How do you effectively reach both large and small accounts?

55. Is the audience for instructor-led and e-learning the same? Or are there important differences?

56. How long should you persist in promoting to former students? And when are you better off moving on?

57. Are systems and software decision makers a good audience for your education and training offerings?

58. How much of your sales and marketing efforts should be directed at individual students, and how much at department heads and MIS execs?

59. Gatekeeper or ally? What role do training directors typically play in evaluating and purchasing customer training offerings? How can you get them on your side?

60. Chances are, some of your best prospects and list universes are closely held by your systems and software business colleagues. How do you go about finding these elusive databases and getting permission to use them?

61. Some excellent prospects for your education and training offerings may have no prior purchase relationship with your firm. Should you include them in your sales and marketing efforts?

62. Should you be using registrars and instructors to build your customer promotion list? What kind of results should you expect?

63. Should you promote your customer education and training offerings to <u>employees</u> across your corporation? Or is this better left to your employee training function?

64. Should you look at your corporation's systems and software sales organizations as an <u>audience</u>? What are the best ways to reach and influence them on your behalf?

65. Should you go outside of your company to locate lists of your company's customers? When does this make sense?

66. CIC, IRG, and other major database compilers allow you to zero in on decision makers who have purchased from or expressed interest in purchasing from -- your firm. Should you make use of these databases in marketing and selling your training offerings? How?

67. *Datamation, Computer Week, Info World, Software Magazine* -- a number of major trade magazines let you segment out your firm's customers for mailing purposes. What can you expect if you do?

68. Does your training apply to office workers and other non-technical professionals? What's the best way to reach them?

Teach better. Sell more.

*FUSION is the first computer industry consulting resource to focus on the needs of customer education and training organizations. If you're betting your business on having answers to some of the preceding questions but aren't **confident** you do, contact FUSION for a preliminary, no-obligation consultation.*

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