

# Summary of STP Process

- The questions we attempt to answer:

*As a lecturer, can we, should we, how to do STP?*

*What are the associated targeting strategies?*

- The process of STP:
  1. Examine current situation
  2. Analyze the customers
  3. Divide customers on relevant dimensions
  4. Segmentation and Targeting

# Examine Our Situation

- What do we offer as a lecturer ?
  - Lecture class (mass marketing only)
  - Tutorial class (differentiated marketing possible)
  - Assignment (individual marketing possible)
  - Office consultation hour (individual marketing possible)
  - Others: emails, WebCT, visits to firms, guest speaker talks, etc.
- What are our resources and constraints?
  - How many contact hours do we have?
  - Can we schedule the dates of lecture/tutorial?
  - Can we assign students to class/tutorial?
  - Can we determine the credit of this subject? etc.
- Our objectives (do we really need to bother to STP?)

# Our Students Are Different

- **demographics:** age, gender, years of education, residence
- **capability:** level of marketing knowledge, intelligence, language skill, presentation skills
- **social:** nationality and cultures
- **psychographics:** achievers/idlers
- **behaviour:** attendance rates, involvement in class, preparation for class/tutorials
- **benefit:** experience, grade, knowledge, application skills
- **others:** workloads, etc.

# **Segmentation Must Base on Objective and Resources/Limitations**

- What if we do not want to teach well (e.g., we plan to leave)?
- What if we just want to help good students to be better and ignore bad students (e.g., we are teaching PhD instead of undergraduate students)?
- What if we can do lectures only (e.g., there are 200+ students in class)?
- What if we are allowed to do two sets of teaching? (The school may allow us to teach one group of students more advanced marketing theories, but another group only through cases), etc.

# A Possible Segmentation Strategy (given we are “common” lecturers)

Benefit segments	Psychographics	Behavior	Favored Services
Knowledge	for pursuing a graduate degree	passive, like real-life examples	lecture (focusing on theory), office hour (clarification of concepts)
Application skills	for future career in industry	active, like in-depth analysis of cases	tutorial (focusing on case analysis), office hour (practice relevance)

Revise our teaching to better serve/target the two segments:

- assign/rearrange students in tutorial groups/classes
- two different sets of participation grading
- optional questions in assignments and exams
- etc.

# How About a Segmentation Strategy Based On Students' Hard-working and Laziness

- It's not student-oriented approach (after all, a lecturer should not simply ignore the lazy students..., etc.. )
- Do hard-working students and lazy students share the same needs and wants?
- If they do, and if they are the same (in terms of the responses to the lecture's service strategies) except for their attendance, then they are not "*actionable*" segments (recall the responsiveness/distinguishable criterion).

# Takeaways of This STP Exercise

- In-depth examination of situation is critical
  - the identification of teaching components
  - the identification/clarification of our teaching objectives/resources/constraints when we determine our segmentation strategy
  - how you define yourself (as a teacher) determines what you do and affect your STP
- We must establish the linkage between consumer differences and segmentation (conceptually), and the linkage between segmentation and targeting (implementally)