

# Foundations of Marketing: Who's Your Competition?

**SUBMITTED BY:** Leya Matthew

**SUBJECT(S):** Marketing

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ OVERVIEW:

This is a two-part lesson on competition analysis. In this lesson, students conduct a competitor analysis in order to design an informed marketing strategy. Using the case study from the Knowledge@Wharton article, students identify matrices useful for analyzing market competition. Using the concepts explained in the article, students analyze the market competition for a product of their choice and design a new product for the same market.

## ≡ NBEA STANDARD(S):

- Marketing, I. Foundations of Marketing
- Marketing, II. Consumers and Their Behavior

## ≡ RELATED ARTICLES:

- [“Zara’s ‘Fast Fashion’ Business Model”](#)
- [“The Uncertainty Surrounding Your MoviePass Subscription”](#)
- [“Reality Check: The Technology Behind “Pokemon Go””](#)
- [“Marketing Research Snapshot: Why Some Songs Become Hits”](#)
- [“Comic-Con and ‘The World’s First Hyperreality Spy Experience’”](#)
- [“Aquaman Wields His Power for DC Entertainment”](#)
- [“Americus Reed on Marketing, Brands and the Cadence of Business and Creativity”](#)
- [“A ‘Battle Royale’ Between Two Video Game Companies”](#)

**Common Core Standard(s):**

1. CCR Standard for Reading: Read closely to determine what the text says explicitly and make logical inferences from it.
2. CCR Standards for Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each other's ideas and expressing their own clearly and persuasively. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
3. CCR Standards for Speaking: Present information, findings and supporting evidence in such a way that listeners can follow the line of reasoning, and the organization, development and style are appropriate to the task, purpose and audience.

**Objectives/Purposes:** As a result of this lesson, students will be able to analyze market competition for a product or service.

**Knowledge@Wharton Article:** [“Netflix: One Eye on the Present and Another on the Future”](#)

**Other Resources/Materials:** Internet access

**Activity:**

1. Preliminary Competitor Analysis (5 mins)

To begin the lesson, the teacher asks students to pair up with a partner, identify any product/service of their choice, and conduct a competitor analysis. You might want to clarify that the product/service should be currently available in the market, and it might be best if students choose an offering they are intimately familiar with, and consume/use regularly. You could give students some guiding questions like:

- What need does this product satisfy?
- Who are the customers?
- Who else caters to the same needs?

2. Work with Knowledge@Wharton article (10 mins)

The teacher distributes copies of the Knowledge@Wharton article: “Netflix: One Eye on the Present and Another on the Future.” Each student gets a copy, though it may remain with their

partner. Students are asked to read the article individually and identify the competitors of Netflix from the article. They are then asked to discuss with their partner the following questions:

a) What is Netflix's business model?

Netflix mails DVDs and streams films to its customers who select and pay online, on a monthly subscription model.

b) How does Netflix stay ahead of competition?

Netflix stays ahead of competition by “keeping an eye on the road ahead” — anticipating changes in the market and tweaking it's model based on anticipated changes and by making switching difficult — by building relationships with its customers.

### 3. Group Discussion (3-5 mins)

The teacher discusses the answers to the questions briefly with the entire class to make sure that students have understood the concepts. The main points to be highlighted are:

- Competitors are not others who offer the same products, but those who satisfy the same customer needs. For example, even home cooking can be a competitor for a food business.
- Any company/business needs to continually and consciously appraise its present and future competition.

### 4. Extended competitor analysis and product design (8 mins)

The teacher now instructs students to go back to their partners and revise their preliminary competition analysis. The objective of this analysis is to identify a niche market and to design a new product or service for the same market. The product design is not an extended marketing plan, it is just an identification of an un-catered need and suggesting a product or service that could cater to this need.

### 5. Presentations and Feedback (12-15 mins)

Students are asked to present their ideas for new products based on their competition analysis. Students are encouraged to provide constructive feedback — *What was insightful about the design? Was there anything about the design you felt was erroneous?*

## 6. Wrap-up

The teacher wraps up by asking students what they learned from this lesson.

**Tying It All Together:** In this lesson, students are introduced to a sophisticated understanding of market competition. The general idea of competition is that of somebody who offers the same product under a different name. For example, Pepsi and Coke are competitors. However, the marketing concept of competition is much more elaborate — anybody who caters to the same need is a competitor. For example, water can be a competitor for Coke. Students use this analysis to identify niche markets and come up with suggestions for new products.

**Practice Outside of the Classroom:** When you purchase a product or a service, identify who its competitors are. Why did you choose this product/service and not a competitor's?

**What Worked and What I Would Do Differently:** In case Netflix is too foreign a service, there are several articles at Knowledge@Wharton that analyze Chinese, Indian, Latin American and even other international markets. Articles that focus on global competition and new media are also available if you want to do a tiered multi-lesson.

☺