

Lesson Plan – Positioning for Competitive Advantage

Course Title: Marketing

Session Title: Positioning for Competitive Advantage

Performance Objective:

- Upon completion of this lesson, the student will explain the various basis for positioning a product to distinguish it from the competition.

Specific Objectives:

- Students will describe the three common positioning strategies.
- Students will explain the importance of competition in a market economy.
- Students will select a positioning strategy for a business facing competition.

Preparation

TEKS Correlations:

This lesson, as published, correlates to the following TEKS. Any changes/alterations to the activities may result in the elimination of any or all of the TEKS listed.

- **124.32(c)(1)(A)**
...categorize business activities as production, marketing, management, or finance.
- **124.32(c)(1)(B)**
...explain the interdependence each business activity has with marketing.
- **124.32(c)(2)(A)**
...understand the ramifications of business conduct.
- **124.32(c)(15)(A)**
...describe characteristics of a private enterprise system.
- **124.33(c)(12)(A)**
...describe ways in which marketing affects utility.
- **124.33(c)(12)(B)**
...use information about supply and demand to predict their influence on pricing.

Interdisciplinary Correlations:

English:

110.42(b)(6)(A) – Vocabulary Development

...expand vocabulary through wide reading, listening, and discussing.

110.42(b)(6)(B) – Vocabulary Development

...rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary.

110.42(b)(7)(F) – Reading/comprehension

...identify main ideas and their supporting details.

110.42(b)(7)(G) – Reading/comprehension

...summarize texts.

110.42(7)(J) – Reading/comprehension

...read silently with comprehension for a sustained period of time.

Accommodations for Learning Differences:

For ED, ESL, LD, Special Ed, at Risk, 504, etc. allow the following:

1. Allow students less than best responses to vocabulary and assignment sheets.
2. Allow students more errors on research and PowerPoint presentations.
3. Allow students more time on internet research.

Teacher Preparation:**References:**

1. Marketing Yourself, Cengage South-Western Publishing
2. Marketing, Third Edition, James L. Burrow, South-Western Cengage, Learning
3. Marketing Essentials, McGraw Hill
4. USA Today and local newspapers

Instructional Aids:

1. Positioning for Competitive Advantage PowerPoint presentation
2. Brand Recognition Assignment
3. Brand History Poster Assignment
4. Brand History Poster Assignment Rubric
5. Marketing to the Generations Part Two
6. Marketing to the Generations Rubric
7. Dress for Success: Designer vs. Generic Clothing Rubric
8. Internet

Materials Needed:

1. Construction paper
2. Scissors and glue
3. Poster board
4. Newspapers
5. potato chips, colas, or ice cream for a taster's test
6. plates, cups, napkins

Equipment Needed:

1. Computers for students to complete projects.
2. Projector for PowerPoint presentation.

Learner Preparation:

1. Ask students to list brand names for colas, jeans, shirts, and fast food restaurants. Then ask students to explain why those brands came to mind. Ask students why designer brands like Lacoste can charge such high prices. This discussion is a good introduction to "market positioning."
2. Conduct a survey in class to determine what brands students use for toothpaste, bottled water, potato chips, gas, and cologne/perfume. This is a good introduction to brand perception and brand selection based upon marketing efforts.

Lesson Plan

Introduction (LSI Quadrant I):

1. Divide the class into groups. Each group is assigned a product and given a poster board or piece of construction paper to make a collage representing top brands for their product. Categories of products for this project include automobiles, sodas, jeans, polo style shirts, restaurant chains, fast food restaurants, grocery store, hotels, etc. While Motel 6 will keep the light on for lower prices, the Holiday Inn Express will prepare guests for success at whatever they try the next day. This is an excellent activity to introduce the concept of positioning.
2. Ask students to compare two similar products by drawing a table with two columns. The first column represents Product A and the second column represents Product B. Students will determine what five characteristics of the products should be compared. For example comparing two brands of cola may involve comparing amount of refreshment satisfaction, after taste, number of calories, cost, and container.
3. Students will conduct a taster's test of potato chips, colas, ice cream etc. Students must select the brand that they think is well known and more expensive. Once the results are determined, class discussion should be focused on product positioning, consumer expectations, and product presentation.
4. The teacher may conduct a taster's test of potato chips, colas, ice cream etc. Students must select the brand that they think is well known and more expensive. Once the results are determined, class discussion should be focused on product positioning, consumer expectations, and product presentation.


Important Terms for this Lesson:


- market position-unique image of a product or service in a consumer's mind relative to similar competitive offerings
- consumer perceptions-images consumers have of competing goods and services in the marketplace

Outline

Outline (LSI Quadrant II):







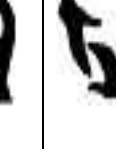


Instructors can use the PowerPoint presentation, slides, handouts, current events, the Internet, and note pages in conjunction with the following outline.

| MI | Outline | Notes to Instructor |
|---|---|--|
|  | I. Basis for Positioning A. To influence consumers' purchases B. Businesses position their products and services to highlight their differences from competitors C. Market position-refers to the unique image of a product or service in a consumer's | B. Ask students to explain the positioning strategy used by Pepsi in an effort |

| | | |
|---|--|---|
| | <p>mind relative to similar competitive offerings</p> <ol style="list-style-type: none"> 1. attribute-highlight a product feature 2. price and quality 3. use or application 4. product User-family-oriented, Pepsi Generation 5. product classification-the other white meat 6. competitor-how the product stacks up against a popular competitor | <p>to cut into Coca Cola's lead.</p> <p>C. Ask students for their image of the following brands: Polo, Lacoste, True Religion, BMW, Mercedes, Jaguar. What has contributed to the price of these products? What strategies were used by these companies to demand the high prices they charge for their goods and services?</p> |
|  | <p>II. Selecting a Positioning Strategy</p> <ol style="list-style-type: none"> A. Consumer perceptions-images consumers have of competing goods and services in the marketplace B. Competition-perception consumers have of the company and its products in relation to those of competitors C. Business environment-possible changes in the business environment that might affect the position of their products or services <ol style="list-style-type: none"> 1. new products entering the market 2. changing consumer needs 3. new technology 4. negative publicity 5. resource availability | <p>A. Ask students to explain how the look of the television has changed over the past 10 years. How do the changes contribute to manufacturers keeping a stronghold in the market place?</p> <p>B. Ask students what new technologies have been researched and developed due to rising fuel prices. How have the rising prices affected the auto</p> |

| | | |
|--|--|---|
| | | <p>manufacturing industry, travel and tourism industry, and family budgets?</p> <p>C. Ask how environmental concerns have influenced the production of new products and services.</p> |
|--|--|---|

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| | | | | | | | | |
|---|---|---|---|---|---|--|---|---|
|  |  |  |  |  |  |  |  |  |
| Verbal Linguistic | Logical Mathematical | Visual Spatial | Musical Rhythmic | Bodily Kinesthetic | Intra-personal | Inter-personal | Naturalist | Existentialist |

Application

Guided Practice (LSI Quadrant III): Ask students to write a list of ten items they purchase regularly. They must include the brand that they purchase and why they purchase the particular brand. Students must also list a competing brand and whether they would consider purchasing the competing brand (why/why not?)

The teacher will hold up flash cards with different product brand names. Students will write a comment about each brand involving their perception of the brand. Then the class will discuss the different answers.

Independent Practice (LSI Quadrant III):

1. Students will complete Part Two of the Marketing to Generations project and use the Marketing to the Generations Rubric as the evaluation instrument.
2. Students will use Brand Recognition Assignment to complete a table of competing brands.
3. Students will use the Brand History Poster Assignment to select a popular brand of product and design a poster that shows history about the product, advertisement, and positioning against the competition. The Brand History Poster Assignment Rubric may be used as the evaluation tool for this project.

Summary

Review (LSI Quadrants I and IV):

Q: What is a product attribute?

A: product feature

Q: What positioning was used when pork was advertised as “the other white meat?”

A: Product classification

Q: List three factors that affect the selection of a positioning strategy.

A: consumer perceptions, competitors in the marketplace, changes in the business environment

Q: What should be the greatest influence on a company’s positioning decision?

A: consumer perception

Evaluation

Informal Assessment (LSI Quadrant III):

1. Instructor will observe students during Independent Practice assignments, and class participation during Introduction discussion and PowerPoint discussions.
2. Instructor will assist individual students as needed.

Formal Assessment (LSI Quadrant III, IV):

Use Marketing to the Generations Rubric to evaluate the second part of the “Marketing to the Generations” project. The Brand Recognition Assignment will be evaluated for completeness and meeting the teacher’s assigned guidelines (students must turn in their completed tables listing the ten brands, reasons for purchase, competing brands, and reason for/for not purchasing. The Brand History Poster will be evaluated using the Brand History Poster rubric.

Extension/Enrichment (LSI Quadrant IV):

1. Ask students to make a list containing a brand name for a model of automobile, a line of apparel, a national restaurant chain, a well-known retailer, and a line of consumer electronics. Students will write a one-line description that identifies its main appeal to consumers and its uniqueness in comparison to the competitors.
2. Designer Brands vs. Good Prices Project: Students will work in groups to put together business attire for males and females, showing the price differences for designer brands and outlet prices or lesser-known brand outfits. Students must discuss the difference in market positioning for an outlet mall and a regular mall. Create a PowerPoint presentation and present it to the class. A bonus grade or extra grade can be given for this assignment. Use the Dress for Success: Designer vs. Generic Clothing Rubric as an evaluation tool for this assignment.

Marketing to the Generations Project

Name_____

Goal: To learn about four target markets that have different backgrounds, needs, and spending habits.

Part 1: Conduct Internet research for the following four generations: Silent (Mature) Generation, Babyboomers, Generation X, and Generation Y. Print two sheets of information for each group and highlight the main points. Make sure that you locate the most useful marketing information about each group.

Part 2: Design a poster with pictures from a magazine or newspaper to represent each generation. Divide the poster into quadrants—one for each generation. Each quadrant should include pictures of people to represent each generation and 20 facts about each generation.

Part 3: Prepare 20-bulleted list for each generation. The list should include descriptive characteristics, needs, and buying habits.

Part 4: Write four paragraphs to describe five goods/services that each generation will purchase and why. Each paragraph should be at least five sentences and printed.

Part 5: Prepare a PowerPoint presentation about the four generations, using the information from assignments #1-4. Each generation should have at least four slides.

Dress for Success: Designer vs. Generic Clothing

Rubric

Student Name: _____

| CATEGORY | 20 | 15 | 10 | 5 |
|-----------------------|--|---|---|---|
| Presentation | Well-rehearsed with smooth delivery that holds audience attention. | Rehearsed with fairly smooth delivery that holds audience attention most of the time. | Delivery not smooth, but able to maintain interest of the audience most of the time. | Delivery not smooth and audience attention often lost. |
| Attractiveness | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentaion content. |
| Content | Covers topic in-depth with details and examples. Subject knowledge is excellent. | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors. | Content is minimal OR there are several factual errors. |
| Originality | Product shows a large amount of original thought. Ideas are creative and inventive. | Product shows some original thought. Work shows new ideas and insights. | Uses other people's ideas (giving them credit), but there is little evidence of original thinking. | Uses other people's ideas, but does not give them credit. |
| Requirements | All requirements are met and exceeded. | All requirements are met. | One requirement was not completely met. | More than one requirement was not completely met. |

Total Points _____
100 maximum pts.

Brand History Poster

Name _____

This project can be completed by an individual or a team of two students.

Students will select a popular brand of product and design a poster that shows history about the product, advertisement, and positioning against the competition. The poster must include all design elements required for a poster and a minimum of 7 accurate facts displayed on the poster.

Remember that content, layout, neatness and attractiveness will play a major role in the grading of the poster. Be prepared to answer questions related to facts used in the poster and the process used to create the poster.

Brand History Poster Rubric

Student Name: _____

| CATEGORY | 25 | 20 | 15 | 10 or less |
|---------------------------|---|--|--|---|
| Required Elements | The poster includes all required elements as well as additional information. | All required elements are included on the poster. | All but 1 of the required elements are included on the poster. | Several required elements were missing. |
| Knowledge Gained | Student can accurately answer all questions related to facts in the poster and processes used to create the poster. | Student can accurately answer most questions related to facts in the poster and processes used to create the poster. | Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the facts or processes used in the poster. |
| Content - Accuracy | At least 7 accurate facts are displayed on the poster. | 5-6 accurate facts are displayed on the poster. | 3-4 accurate facts are displayed on the poster. | Less than 3 accurate facts are displayed on the poster. |
| Attractiveness | The poster is exceptionally attractive in terms of design, layout, and neatness. | The poster is attractive in terms of design, layout and neatness. | The poster is acceptably attractive though it may be a bit messy. | The poster is distractingly messy or very poorly designed. It is not attractive. |

Total Points _____
100 Maximum Points