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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Principles of Business, Marketing, and Finance |
| **Lesson/Unit Title** | Learning About the Competition |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and Skills**(11) The student explains the importance of marketing as well as the functions of marketing. The student is expected to:(A) define marketing;(B) understand how marketing is related to other functions of business;(C) explain the marketing concept; and(D) describe marketing functions and its related activities. |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:1. Develop a list of five strategies for a business to learn about their competitors.
2. Research two new automobiles from competing manufacturers. The automobiles must have similar characteristics and prices.
3. Collect the information from automobile dealerships and prepare their comparison charts for the automobiles.
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| **Rationale** | Students will explore information needed regarding business competitors allowing them to gain marketing intelligence.  |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Market intelligence –** The process of gaining competitive market information**Trade shows** **–** Exhibitions where companies associated with an industry gather to showcase their products |
| **Materials/Specialized Equipment Needed** | 1. Independent Practice Assignment #1 -New Bank Research Assignment
2. New Bank Research Assignment Rubric
3. Independent Practice Assignment #2 -Marketing to the Generations Part Four
4. Marketing to the Generations Rubric
5. Internet
6. Construction paper
7. Scissors and glue
8. Poster board
9. Newspapers
10. Computers for students to complete projects.
11. Projector for PowerPoint presentation.
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | 1. Divide the class into two groups, each representing a different company that manufactures sporting goods. Each group can decide on its company name and logo. Each company will write the outline of a plan that describes how it will find out about its competitor, the other group in the class. Each group will present their plan to the class.
2. Ask students how they select elective courses. Do they base their decisions on the course name, teacher, friends, or other factors? What type of research is needed to make an intelligent decision? Have they always been satisfied with their choices?
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| **Direct Instruction \*** | * Allow students less than best responses to vocabulary and assignment sheets.
* Allow students more errors on research and PowerPoint presentations.
* Allow students more time on internet research

Instructors can use the handouts, current events, the Internet, and note pages in conjunction with the following outline.I. Types of Competitive InformationA. Pricing StrategiesB. Distribution DecisionsC. Product/Service PlanningD. Promotional EffortsE. Competitive Market PositionA. Ask students to research “Steve and Barry’s.” Students mustdescribe the pricing, distribution, and product strategies that haveresulted in this company becoming a billion-dollar business. www.steveandbarrys.com/Ourstory.aspx Explain to students the role of a mystery shopper. This is an individual hired by a company to go to the competition to take notes about what the competitor is doing. Ask students what kinds of information about the competitor would be useful to the company.B. Ask students to give examples of different places where they canpurchase greeting cards and then explain how multiple distributionoutlets provide convenience.C. A famous pizza restaurant requires employees to sign an agreement not to release the secret recipe for the tomato sauce used by the restaurant. What temptation exists for the employee who graduates from college and wants to open their own restaurant?D. Ask students to compare television commercials for two competing brands. Which commercial had the most favorable impact on them?E. Ask students to give examples of how a business in a smallcommunity can effectively compete against Wal-Mart?II. Collecting Competitive Information1. Market Intelligence-the process of gaining competitive market information

B. Information Sources 1. direct salespeople and other employees2. purchase and analyze competitors’ products 3. collect and study newspaper and magazine articles, government, and university research reports, and other public information on competitors4. subscribe to professional association and trade group publications and special research reports 5. study customers and customer records to learn about the competition6. attend trade shows—exhibitions where companies associated with an industry gather to showcase their products7. use the Internet for informationC. Ethics in Information Gathering1. company confidentiality2. not coercing a customer or supplier to provide competitive informationA. Ask students to explain strategies for collecting information about competitors. B. 6. Ask students to describe one trade show. You might have togive examples of the lawn and garden trade show, taste ofChicago trade show, travel, and tourism trade show. Ask thestudents to describe their trade shows. This activity gains more momentum when the student attends a trade show and reports their experience to the class.C. Ask students to define ethics and what they believe crosses the line in gathering information for companies to use about their customers.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*NONE |
| **Guided Practice \*** | * Ask students to choose a type of store where they would like to be employed as a mystery shopper. They must explain their role as the mystery shopper, purpose, and strategy to remain anonymous.
* Ask students to write reasons why businesses must be aware of strategies being used by the competition.

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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Independent Practice Assignment #1 -New Bank Research Assignment will allow students to design a marketing strategy for a new bank that will be locating in a small community (3,000 people). The community has one bank that has been around for more than 100 years. Now an additional bank plans to locate in the community. Students must develop strategies for the original bank to maintain its important market share and strategies to learn about the new competition. What type of research must be conducted by the new bank to effectively compete in the community? Use New Bank Research Assignment Rubric to evaluate this assignment.
* Independent Practice Assignment #2 -Students will complete Part Four of the “Marketing to Generations” project. Use Marketing to the Generations Rubric as the evaluation instrument for this project.

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| **Lesson Closure** | 1. Why must a successful company conduct market research about the competition?
2. The market is constantly changing, consumers are opting for their best options, and the competition is offering new products and services.
3. List three examples of trade shows.
4. lawn and garden, home, automobile, travel and tourism, taste of . . . (restaurants in the city)
5. What is market intelligence?
6. the process of gaining competitive market information
7. List three information sources about the competition.
8. direct salespeople and other employees, government publications, trade shows, professional organization membership
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment** * Instructor will observe students during Independent Practice assignment and students will be evaluated for class participation. The strategy for the new bank will be evaluated/ranked by the class based upon: information gathered about the first bank, needs of the consumers in the community, product offering, and advertising strategy.
* Instructor will assist individual students as needed.

**Formal Assessment (LSI Quadrant III, IV):*** Use Marketing to the Generations Rubric to evaluate the fourth part of the “Marketing to the Generations” project. Use the New Bank Research Assignment Rubric to evaluate the marketing strategy for locating a new bank in a small community in the New Bank Research Assignment.

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| **References/Resources/****Teacher Preparation** | 1. Marketing Yourself, Cengage South-Western Publishing
2. Marketing, Third Edition, James L. Burrow, Southwestern Cengage Learning
3. Marketing Essential, McGraw Hill
4. USA Today and local newspaper
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| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy****Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication****90 Second Speech Topics** |  |
| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | 1. Ask students to learn more about market intelligence. Which types of information-gathering techniques are considered ethical by business standards? Would hiring someone to work for a competitor be considered ethical and fair?1. Ask students to analyze two commercials that mention the competition. What message is being relayed by the business or product? How is the product being compared to the competitors?
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| **Family/Community Connection** |  |
| **CTSO connection(s)** | DECA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)