

# GAZELLE, LION, HYENA, VULTURE, AND WORM: A TEACHING METAPHOR ON COMPETITION BETWEEN EARLY AND LATE MARKET ENTRANTS

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Many marketing educators and students have come to understand business competition through metaphors of *marketing as war*. Such metaphors are useful, but like any metaphor, their effectiveness is inherently contingent upon students' familiarity with the underlying contexts (e.g., warfare or military situations). Hence, such metaphors may fall short in helping students understand competition and the players involved in it. In this paper, I present a simple teaching approach based on a five-creature metaphor—gazelle, lion, hyena, vulture, and worm. This approach can serve as an adjunct or alternative to the conventional perspective of marketing as war. Here, I provide qualitative data revealing student preconceptions about my approach and quantitative data reflecting their evaluations of its educational enjoyment and utility. The findings suggest that marketing students understand the semantic context of my metaphor, recognize its applications, and perceive its lessons as being relevant to their other business courses.

We need another and a wiser and perhaps a more mystical concept of animals. . . . In a world older and more complete than ours they move finished and complete, gifted with extensions of the senses we have lost or never attained, living by voices we shall never hear. They are not brethren, they are not underlings; they are other nations, caught with ourselves in the net of life and time, fellow prisoners of the splendour and travail of the earth.

—Henry Beston

The fate of animals is of greater importance to me than the fear of appearing ridiculous; it is indissolubly connected with the fate of men.

—Emile Zola

Greyser (1997) asserts that marketing has successfully “migrated” from being regarded as a functional discipline toward a concept of how organizations should operate. The new millennium is increasingly defined by global challenges to establish sustainable, long-term competitive advantages in the marketplace. While marketing students are still oriented in the theory and thought of their particular discipline, they will be expected to demonstrate their grasp of what competition and strategy really mean for the entire organization. Although marketing is concerned with activities that generate profitable exchanges between

companies and customers, these activities take place within the context of competition.

The definitions and characteristics of competition are legion. Economics, management, marketing, and other disciplines have their own perspectives on such matters. Essentially, however, prosperity in the global business climate requires “a profound understanding of the marketplace to define a competitive position that is defensible” (Hooley, Piercy, and Nicoulaud 2008, p. 5). In the classroom, marketing students are in need of lessons that articulate simply how competition works.

In classrooms and textbooks, metaphors have often been adopted to deliver important lessons. Many of these lessons have leveraged the context of *war* to originate their metaphors (Brenkert 2008). For example, Kotler and Keller (2006), in *Marketing Management*, describe several competitive strategies for attacking or defending markets. These strategies include, for instance, frontal attack, flank attack, encirclement attack, contraction defense, and mobile defense. Authors and instructors have also adopted the strategic principles Sun Tzu outlined in the *Art of War*. Various books, such as *Sun Tzu and the Art of Business* (McNeilly 2000) and *The Art of the Advantage: 36 Stratagems to Achieve the Competitive Edge* (Krippendorf 2003), underscore the historical leanings of the business world toward militaristic views of competition. Clearly, business practice and education have been influenced by metaphors that are deeply rooted in warfare or military strategy.

Metaphors can facilitate teaching in their ability to communicate new or different ideas to students. Given that many students are visual learners, metaphors that reflect

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tangibly observable examples can stimulate the imagination without getting lost in abstractions. Hamington notes, “Metaphors act as important explanatory linkages or stepping-stones that allow the imagination to move from familiar to unfamiliar territory” (2009, p. 474). However, the ability of metaphors to transmit information depends heavily upon “semantic competence,” or whether the sender and receiver understand the metaphor in the same way (Stern 1985). As such, it is possible that metaphors rooted in military or combative contexts may not necessarily be effective in some teaching/learning contexts. That is, the conventional metaphor of *war* may not be adequate or appropriate for students not familiar with war or military principles.

### A NEW METAPHOR AND LESSON FOR UNDERSTANDING COMPETITION

The metaphoric conceptualization of *marketing as war* has influenced how many business practitioners and students think about competition. However, Brenkert contends that “this is a dangerous and inappropriate metaphor” (2008, p. 23). He suggests, for instance, that the metaphor can be used to rationalize extreme measures (e.g., espionage, stealing, and deception) that would otherwise be unjustifiable. Ironically, news media have presented many reports of market rivals who have been found guilty of corporate espionage, intellectual property theft, and other practices that, indeed, reflect the warlike perspective on competition.

Competition is a central concept to business and industry. Companies survey markets, domestically and internationally, with the hopes of discovering profitable and sustainable opportunities. By the nature of their organizational characteristics, strategic focus, assets, and required returns on investment, certain competitors are more likely to approach markets earlier or later than others. It is this set of factors that I tend to direct my international marketing and marketing strategy students to appreciate. Because “going to market” (Piercy 2002) reflects much of what marketing is about in the minds of many students, I developed the “five creatures lesson” (FCL) to help them understand how competition *can* work. This lesson is based on a metaphor, but it departs from the commonly used basis of *war*.

### GOALS OF THE FIVE CREATURES LESSON

The real voyage of discovery consists not in seeking new landscapes but in having new eyes.

—Marcel Proust

The primary goal of the FCL is to help marketing students understand that competition is not necessarily a zero-sum situation, as suggested by the *marketing as war* metaphor. Moreover, the FCL aims to make basic concepts of competition less complex and more accessible to business and non-business students alike. Most of the key players involved in the metaphor—*gazelle, lion, hyena, vulture, and worm*—have been observed universally by people of all ages in national parks, at zoos, on television, or in books. Hence, the FCL can reach marketing students regardless of the national origin or cultural tradition. Consequently, the FCL provides a comparatively more universal and intuitive metaphor for students. It reflects the notion that competitors cannot and should not always be construed in terms of victors and losers. Accordingly, marketing students should be taught that competition can allow for all rivals to survive and prosper under certain conditions. These conditions are not rare, though they may not be readily apparent, given the limits of conventional views grounded in militaristic principles.

Many non-Western and ancient societies have been known to venerate the natural world as a schoolhouse of sorts. They have learned how to live, hunt, forage, survive, move about, and protect themselves by observing and imitating various creatures within this realm. Centuries ago, for example, the renowned monks of Shaolin Temple mastered myriad sets of physical exercises and fighting styles modeled after movements of the snake, crane, tiger, bear, and other animals. These exercises and fighting styles can still be observed today through martial arts, such as Chinese *wushu*, Japanese *karate*, and Okinawan *jujutsu*. Similarly, the ancient Egyptians developed philosophies and exercises that integrated the serpent, cat, crocodile, and phoenix. Essentially, these societies compounded their knowledge base by studying the characteristics, behaviors, and motivations of domestic and wild creatures around them. This sort of study provides the foundation for the FCL. It is academically useful, professionally practical, and universally accessible to marketers and nonmarketers alike.

### TEACHING THE FIVE CREATURES LESSON

I first developed the FCL about nine years ago while teaching international marketing courses for undergraduate and MBA students. Since that time, I have taught it to hundreds of business students and professionals of various cultural backgrounds in the United States, Italy, and China. The approach has proven to be anecdotally successful over these years, and this paper provides the first empirical examination of student reactions to the lesson. Generally, the FCL is presented over four stages within 30–45 minutes.

### Stage 1: Present Creatures in Random Order

1. Present a written random listing of the five creatures as terms, such as
  - a. Hyena
  - b. Vulture
  - c. Gazelle
  - d. Lion
  - e. Worm
2. Collect students' immediate conceptions/reactions to listed terms:
  - a. What words come to mind upon seeing the listing? (See Table 1)
  - b. Do students perceive any connections between the terms? (See Table 2)

### Stage 2: Present Creatures in Specific Order

1. Present a written ordered listing of five creatures as follows:
  - a. Gazelle
  - b. Lion
  - c. Hyena
  - d. Vulture
  - e. Worm
2. Inquire whether students would revise their initial conceptions/reactions to the terms.

As presented in Table 1, few students initially discern meaningful connections between the creatures or the subsequent objective of the lesson. Student responses do, however, provide insight into how people perceive the five creatures and associate particular attributes with them. Moreover, this limited discernment actually creates a “teachable moment” in which the FCL can pique student curiosity and engagement. As shown (see Table 2), some students recognize the existence of a system that connects or relates the creatures to one another. Terms such as “predator,” “prey,” and “scavenger” are often mentioned. Notably, some comments reveal that “worm” is regarded as being out of place relative to the other four creatures. In Stage 2, most students surmise that the ordered listing of the creatures represents a food chain. While this is generally correct, the recognition of a food chain creates a turning point within the teachable moment.

### Stage 3: Identify Role of Each Creature (Player)

Using the food chain as a turning point, I ask the students to explain what a food chain is and what it means. Rather

**Table 1**  
**Student Reactions to Unordered Listing of Creatures**

**What words come to mind upon seeing these terms?**  
**Hyena   Vulture   Gazelle   Lion   Worm**

Sample Student Responses:

Africa  
Aggressive  
Animals  
Bait (worm)  
Circle of life  
Death  
Desert  
Dirt  
Earth  
Fierce  
Forest  
Helpless (worm)  
Hunting  
Jungle  
Laugh (hyena)  
Patient  
Predators/strong  
Prey/weak  
Safari  
Scavengers  
Simba, the Lion King  
Simple  
Strength  
Stripes (zebra)  
Strong (lion)  
Ugly (hyena)  
Untamed  
Vicious (vulture)  
Wildlife  
Zoo

*Note:* Parentheses indicate specific characteristic–creature association cited by some students.

quickly, most of the students grasp two key elements of the lesson—*order/sequence of action* and *timing of action*. That is, they understand that the gazelle is attacked and eaten by the lion; the hyena takes seconds, eating from the killed gazelle; the vulture takes third, having leftovers of the much-eaten gazelle; and the worm consumes from the gazelle's final remains.

Next, I ask the students to identify the role(s) of each creature in the food chain. Eventually, they identify the gazelle as “prey,” the lion as “predator,” and the hyena and vulture as “scavengers.” Here, I provide some confirmation and minimal correction to their identifications. I generally revise the role of hyena as “predator/scavenger” and worm as “bottom-feeder” (see Figure 1). As a follow-up, I provide a simplified explanation of this particular food chain process:

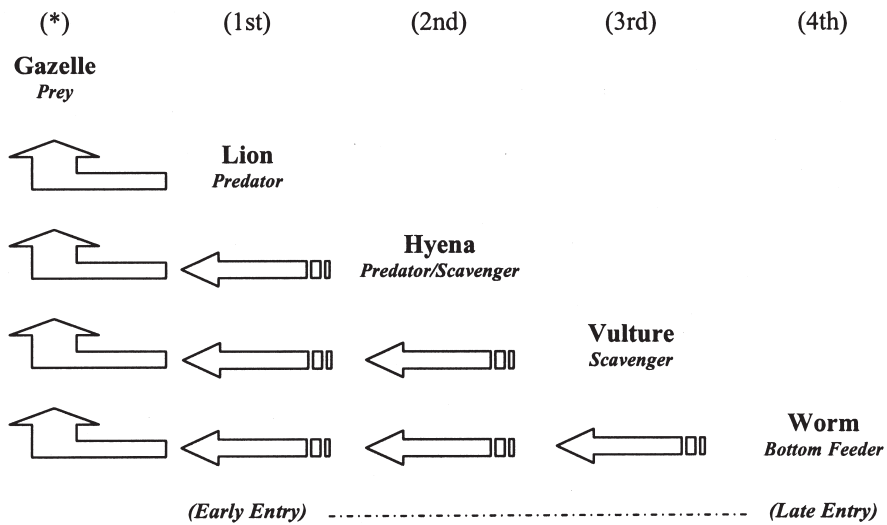
**Table 2**  
**Student Reactions to Unordered Listing of Creatures**

**What do you think is going on with these words? Do you see any connections? Explain briefly.**

Sample Student Responses

- "Connections in rank of power and differing abilities."
- "Only connection is that they are animals."
- "They are all connected! Because they all need one another to survive in the jungle. Worms in the grass for gazelle to eat. Lions eat gazelle, and vultures/hyena pick at the remains."
- "I think people can imagine these images very vividly and they convey a great deal of descriptions, characteristics, feelings, etc."
- "These five things would all cause some type of reaction by most people if they saw them."
- "They're all animals. Not too sure about the worm, but all the other animals can be found in deserts."
- "It almost looks like a food chain. The lion eats the gazelle and the hyena and vulture get the leftovers. The worms are eaten by the vulture."
- "These words are describing different kinds of animals in a wild place. They can all be found in one place."
- "Wild animals: predators and prey."
- "The word 'worm' seems to be out of place. All the other words are related → big, strong predators, but a worm seems as though it's on the bottom of the food chain."
- "They have connections because they are all animals and can be found in one geographical location."
- "They are all scary? You wouldn't want to wake up with one of them lying next to you."
- "The words have a connection because all of them are in Africa or in zoos."
- "They are all animals and survive differently."
- "They are all different types of animals and have different ways of surviving in the wild."
- "Everything but the worm has a connection. Worms are gross. Every other animal has a certain characteristic that makes them able to survive."

**Figure 1**  
**Identification of Creatures and Order of Participation**



(1) the lion(s) successfully hunts and devours the gazelle;  
 (2) the hyena (pack) harasses the lion(s) to steal and feed on the kill;  
 (3) many vulture(s) swoop down to the mostly eaten gazelle;  
 and (4) over time, worms consume the remains.  
 The repetition within my explanation helps ensure that all students properly understand the lesson thus far.

**TAKING A CLOSER LOOK**

One who returns to a place sees it with new eyes. Although the place may not have changed, the viewer inevitably has. For the first time things invisible become suddenly visible.

—Louis L'Amour, *Bendigo Shafter*

At Stage 3, students generally settle for recognizing the five creatures as members of the food chain, proceeding no further in trying to elicit the myriad lessons within it. This point is also evidenced by some student reactions shown in Tables 1 and 2.

The next and final stage, Stage 4, reflects the wisdom of strategists such as Sun Tzu, Jack Welch, and Peter Drucker, who advise competitors to examine carefully the competitive landscape surrounding their target market. For example, they would study the needs, capabilities, characteristics, and tendencies of every player on the field. In highly competitive markets, companies risk their success or survival if they do not study the market and its players.

In the FCL metaphor, the target market is the gazelle (prey) and the competing players are the lion (predator), hyena (predator/scavenger), vulture (scavenger), and worm (bottom-feeder). In the case of market entry, the lion represents the first early mover on the market (i.e., gazelle). The lion is followed by multiple hyenas, which are also early movers. The vulture and worm represent late movers to the market. My description of the food chain, expressed in terms of these relationships (e.g., prey, predator), this sequence (e.g., first, second), and this real-world context (e.g., early mover/entrant, late mover/entrant), commonly precipitates an “aha” moment for students.

#### **Stage 4: Profile the Orientations and Goals of Each Creature (Player)**

Working within the context of my food chain description, the FCL shifts toward understanding how needs, orientations, methods, and goals culminate to determine the creatures’ (players’) order of participation within the sequence of the food chain. This discussion should touch on some of the following points, through lecture or probing questions directed to students:

1. Size and diet
  - a. The lion, being the largest creature, has great dietary requirements in order to survive and remain strong. Hence, the lion must study its potential prey carefully, seize it first, and devour it, before other competitors enter and take some share away.
  - b. By contrast, the worm, being the smallest creature, can afford to participate later since it requires relatively little provisions to survive and prosper.
2. Numbers matter
  - a. The lion may hunt alone or with other members of its group, or pride. However, hyena generally

travel and hunt in packs. Vultures often feed on fresher animal carcasses in groups. Worms, such as maggots, are legion and collectively consume remains of animal tissue. Essentially, after the lion, the other creatures operate in greater numbers.

3. Timing, patience, and specialization
  - a. Although hyenas can hunt as predators, their ability to steal from lions reflects a patience to wait for lions to simplify the process for them. It also signals that hyenas are better specialists when it comes to taking spoils rather than initiating the hunt to create them in the first place.
  - b. Vultures and worms represent the ability to wait for food (market opportunity) to be made available by lions and hyenas. Neither vultures nor worms are ever in direct competition with lions or hyena, even though they all feed from the same source.
4. Different goals or standards of success
  - a. Accepting that the gazelle serves to represent a target market, the four remaining creatures are able to survive and prosper by feeding on the gazelle (e.g., seizing the market at different times and levels) without necessarily killing one another.
  - b. Following point (a), the lion, hyena, vulture, and worm can succeed because they have different profiles, different levels of participation, and hence different definitions of success.
  - c. Following point (b), competition should be understood as a zero-sum game of winners and losers. In the real world, competitors in industry (e.g., grocery stores, music recording companies, universities) have always recognized that success can occur in the top leadership position or far from it. Therefore, marketing as war should not be used as the exhaustive metaphor to explain how competition works.

#### **RELEVANT COURSES AND CONCEPTS**

The FCL can be applied in a variety of marketing courses, such as principles of marketing, international marketing, cross-cultural marketing, and marketing strategy. It is also relevant to international business and a general capstone course, such as business strategy or business policy. Of course, it can be an effective primer for explaining the strategic positions taken by firms in general (see Table 3). Therefore, the FCL is an excellent tool for simplifying the

**Table 3**  
**Relating “Five Creatures Lesson” to Business World Competition**

	Natural World Context	Business World Context	Business World Example
1	Gazelle	Target market opportunity	Coffee market (gourmet)
2	Lion	Early mover/dominant competitor	Starbucks (latte concept)
3	Hyena	Early mover/following competitor	Dunkin’ Donuts
4	Vulture	Late mover	Local mom-and-pop cafe
5	Worm	Late mover	Press-button vending machine

classic “structure–conduct–performance” paradigm, which describes how certain factors determine a market’s competitiveness and the strategic practices of firms.

The FCL is particularly well suited for discussing international market entry, early mover (dis)advantages, and late mover (dis)advantages. For example, although a “first mover” may seize earliest access to engage new markets, they must often commit substantial marketing resources and investments to developing those markets. Followers and “late movers” can still harvest or poach some of the benefits (e.g., hyena), consequently benchmarking against and outmaneuvering the first mover in some aspects of the market. Tellis and Golder (1996) underscore the point that pioneering is not necessary or sufficient for achieving success in a market. Their assertion and the FCL directly challenge a more popular, yet misleading, metaphor about the value of being first: “early bird gets the worm.”

The FCL offers better insight by first introducing the pack of hyena (i.e., scavenger and follower) after the lion (i.e., predator and first mover), then the vulture (i.e., scavenger and late mover), and finally the worm (i.e., bottom-feeder and late mover). Myriad examples are available to convey these points to students. For example, in the United States, the Starbucks gourmet latte concept could be likened to a lion, Dunkin’ Donuts’ imitation as a hyena, trailing mom-and-pop cafes as vultures, and machine-vended kiosks as worms. In a more international realm, designer handbag brands COACH and Gucci could be described as lions, while knockoff producers and illegal street vendors could be described as vultures and worms. The major point here is that the FCL can be related to transnational or local competition. Ideally, instructors will study their audiences to determine the appropriate level and scale of real-world equivalencies.

#### EVALUATING THE EFFECTIVENESS OF THE FIVE CREATURES LESSON

Following my presentation of the FCL, I asked students to evaluate it. The students were enrolled in an upper-level

international marketing course designed for marketing majors, international business majors, and marketing minors. Approximately 67 percent were juniors and 33 percent were seniors. 49.1 percent of the students were females and 50.9 percent were males. Over 20 percent represented foreign countries, such as China, Colombia, and Panama. All students demonstrated fluid oral and written proficiencies with the English language.

Hamington suggests that an effective metaphor “elicits a smile and the ‘aha’ responses of recognition” (2009, p. 474). As shown in Tables 1 and 2, the “aha” response takes some time to develop. Following the lesson, students completed a short 13-item survey adapted from Pearson, Barnes, and Onken (2006). Using a Likert-type scale (1 = strongly disagree; 7 = strongly agree), students reported, for instance, that the FCL helped them recognize the complexity of competition (mean = 6.09), understand how to describe competitors within an industry (mean = 5.69), and appreciate the difference between successful and unsuccessful competitive strategies (mean = 5.21) (Table 4). The FCL helped students with three areas of learning: (1) *recognition and importance* (mean = 6.14;  $\alpha = 0.723$ ), (2) *self-evaluation* (mean = 5.64;  $\alpha = 0.783$ ), and (3) *application* (mean = 5.79;  $\alpha = 0.666$ ) (Table 5). Students reported that the FCL is a good learning activity (mean = 6.49) and enjoyable classroom activity (mean = 6.46). As may be expected, student scores for *recognition and importance* are significantly greater than their scores for both *self-evaluation* ( $p \leq 0.001$ ) and *application* ( $p \leq 0.001$ ). Application certainly requires more professional experience than most undergraduate marketing students have earned, despite their academic comprehension of key concepts. The mean for *application*, however, was significantly greater than for *self-evaluation* ( $p = 0.057$ ). The findings also suggest that compared to *recognition and importance*, *self-evaluation*, and *application*, the FCL is a significantly good learning activity (item 12) ( $p \leq 0.001$ ) and enjoyable classroom activity (item 13) ( $p \leq 0.001$ ). Interestingly, the students regard the FCL as an equally enjoyable and good learning activity.

**Table 4**  
**Student Evaluations of the "Five Creatures Lesson" (n = 57)**

Item	Statement	Mean
Q1	The Five Creatures Lesson helped me recognize the complexity of competition.	6.09
Q2	The Five Creatures Lesson helped me understand basic principles of competition.	6.33
Q3	I gained a greater understanding of how to describe competitors within an industry.	5.96
Q4	The Five Creatures Lesson helped me recognize different types of industry players and their goals.	6.21
Q5	The Five Creatures Lesson can help me understand competition and competitors presented in lecture, textbook, and case studies.	5.84
Q6	Learning about competitive goals is made easier with the Five Creatures Lesson.	6.11
Q7	I can apply knowledge of competitive strategies to other classes based on the Five Creatures Lesson.	5.77
Q8	I understand the principles of successful competition.	4.51
Q9	Exposure to competition principles throughout the semester will help me learn them more deeply.	6.04
Q10	Now I can appreciate the difference between successful and unsuccessful competitive strategies of industry players.	5.21
Q11	The Five Creatures Lesson will help me evaluate different kinds of competition presented in the textbook.	5.75
Q12	Overall, I would rate the Five Creatures Lesson as a good learning activity.	6.49
Q13	Overall, I would rate the Five Creatures Lesson as an enjoyable classroom activity.	6.46

Source: Scale adapted from Pearson, Barnes, and Onken (2006).

Note: Seven-point Likert-type scale (1 = strongly disagree; 7 = strongly agree).

**Table 5**  
**Student Evaluations of Learning Based on the "Five Creatures Lesson"—Scales (n = 57)**

Scale	Mean
Q1 Recognition and importance (Q1, Q4, and Q6), three items, Cronbach's $\alpha = 0.723$	6.14 <sup>a</sup>
Q2 Self-evaluation (Q2, Q3, Q7, Q8, Q9, and Q10), six items, Cronbach's $\alpha = 0.783$	5.64 <sup>b</sup>
Q3 Application (Q5 and Q11), two items, Cronbach's $\alpha = 0.666$	5.79 <sup>c</sup>
Q12 Overall, I would rate the Five Creatures Lesson as a good learning activity.	6.49 <sup>d</sup>
Q13 Overall, I would rate the Five Creatures Lesson as an enjoyable classroom activity.	6.46 <sup>e</sup>

Note: Significant differences:  $p \leq 0.001$ : d and a, d and b, d and c, e and a, e and b, e and c;  $p \leq 0.100$ : c and b. No significant differences: d and e.

Ideally, students should comprehend, retain, and be able to apply knowledge from classroom lessons (Bain 2004). The FCL's simple, intuitive design facilitates these goals. Following their completion of the brief survey, students provided written responses to two statements concerning these goals:

Statement 1: How well could you repeat this lesson for a friend or business executive?

Sample responses:

- "I could repeat this lesson not perfectly but very well."
- "I would have to have it explained again and then I would have it down pat."
- "I would be able to explain it fairly well based upon the simplicity of the animals and their characteristics and then comparing it to real-life situations."
- "Very easily. This is an example of 'How would you be able to explain this to a five-year-old.' No one wants to be confused when learning. This makes that problem insignificant."

- "I think that this is very easy to understand. Simple but perfect. Giving real symbols for competitive roles makes it very easy to understand."
- "I don't know how smooth it would go, but I could definitely get the main ideas across."
- "I would be able to reiterate the basic points. Success in marketing comes in different forms."
- "I think very well because the lesson is straightforward. Animals are easy to relate to."

Statement 2: Provide one real-world application that reflects the behavior of at least one creature presented in the lesson.

Sample responses:

- "An example of a lion in the business world would be Pepsi and Coke, with store name brands being vultures and worms."
- "Pharmaceutical giants = lions. Generic companies = hyenas and vultures."
- "McDonald's is a lion company because they find new locations both foreign and domestic."

- “GE being a ‘lion’ company and either going for lead market share or nothing at all.”
- “Apple’s creation of the iPhone which sparked all cell phone companies to start making touch screen phones. Apple would be the lion here and LG, Samsung, Blackberry, etc. would be the hyenas. The small unknown companies making knockoffs would be vultures.”

## CONCLUSION

The FCL is a very effective metaphor for teaching some basic principles of competition. Leveraging the universal familiarity of creatures and food chains, the FCL lends itself to relatively easy teaching and learning. In addition, students are generally confident in their ability to recall its main characteristics and objectives. Consequently, the FCL also provides a good alternative or adjunct to conventional metaphors, such as *marketing as war*, featured in various textbooks on marketing strategy. This conclusion can be supported based on the qualitative and quantitative data collected and summarized. As shown, students perceive the FCL to be a good and enjoyable learning activity. They generally report an ability to recognize how competition can work as well as how competitors can achieve different standards of success when engaging the same target market. As a cautionary note, these data reflect the perceptions of just under 60 students. In addition, student response data for the FCL are not compared against data for students not exposed to the FCL.

As with any metaphor, the fitness of the FCL depends on whether the target audience is sufficiently familiar with food chains, the five creatures, and other related elements. Having cited the limits of the war metaphor, one must acknowledge that the FCL has its own threshold. As its creator, I note that it was not intended or purposed to support an exhaustive explanation of competition and competitive behaviors. Alas, it is just a metaphor. Hence, I would encourage others to develop their own revisions or additions

to the FCL that capture important topics, such as, but not limited to, competitive advantage, niche markets, strategic alliances, market share, and free-riding effects. These topics reflect real issues that characterize the modern marketplace in which marketing students will begin and expand their professional careers.

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