



The Allan Gray Entrepreneurship Challenge

Module 3 Teacher's pack

Module Video



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Formulating and Implementing a Marketing Strategy

We're about to enter the third module of the Challenge. In real life, that would translate into the **third year of business**.

While it's very exciting to have come this far, this stage also marks a turning point: until now, the game has been inward focused, with players concentrating on setting up the correct structures, ensuring they have hired the right team and developing a product that will be attractive to the target market. With all of this in place, it's time to adopt a more external focus. That's why the this module's activities centre around **formulating and implementing a marketing strategy**, before opening the business for eight minutes to gauge the success of this campaign.

The increased intensity of these activities mean that players may feel a little daunted, so it's important to invest extra attention and effort; supporting them and keeping them motivated in this module.



Admin for this module

With that in mind, here's a recap of the admin activities that will amplify your contribution to the Challenge:

Admin 1 Keep up your AGECE routine meeting with the learners every Monday (or any other selected alternative date) to go over classroom activities.

Admin 2 Maintain your weekly meetings with your fellow staff members, so that you can discuss the upcoming module ahead and flag any issues that may arise for learners.



Here's a recap on the previous module's activities

Before we examine the topic for this module, encourage your learners to reflect back on their experience of the previous module that focused on product development.

- **Classroom activity 1:** Ask for students to raise their hands and talk about what it was like to build their apps. How long did it take? Did they test the apps? How?
- **Classroom activity 2:** Remind the computer science teacher that it would benefit learners to have a debrief of the topics they explored the previous modules, such as the agile and waterfall approach.

This module's activities: Marketing

In this module, students learn about marketing: what it is, how a marketing strategy is developed, and how data contributes to this process. Data provides the information that helps narrow down the target market, so that businesses have a clearer idea of who they need to market to, where these people live, and which platforms they are most likely to respond to.

This is critical, because in most cases (and especially during the Challenge), marketing budgets are too small to make it possible to advertise to a broad audience.

Discussion point 1

To understand the type of data that needs to be collected, players must consider the following questions:

- What are you selling?
- What are the product's features and limitations?
- Which people would like to use this product?
- Where in the country are these people most likely to live?
- How should I market to them?
- Are they most likely to respond to online media (like social media) or offline platforms, like billboards and pamphlets?

Discussion point 2

Explain the difference between strategic marketing and tactical marketing. Strategic marketing refers to the development of a marketing plan, which will ensure that the business efficiently targets the correct group of consumers. Tactical marketing, on the other hand, is the implementation of that plan.

Discussion point 3

Introduce your learners to the 4Ps of marketing: price, product, place and people, and explain the role that each of these elements plays in the marketing strategy. For example, your product will appeal to a certain group of people, who may only be able to afford a certain price point. These people are likely to be found living in a specific place.

Discussion point 4

Learners will get their first experience of data when they appoint a marketing agency in the game, which will be tasked with conducting market research through surveys. These surveys will elicit information about which consumers are most likely to buy the product, where to reach them and which marketing channels are most likely to prompt the desired purchasing behaviour.

Discussion point 5

The gathered data will be presented graphically, in the form of pie charts and bar graphs. It is vital that the learners are able to interpret these graphs, as reading data is a crucial skill in business. Moreover, in the game, they will not be able to uncover clues regarding their marketing campaigns if they are not able to read data. Please ask your teaching colleagues, including the maths literacy teacher, to be on standby to offer help and address questions.

Discussion point 6

Typical data uncovered by the marketing agency includes, for example, the fact that the people most likely to use the product are aged between 25–35, and are in the mid-level income bracket. People of this demographic are likely to live in Provinces 1, 7 and 9, and usually respond to offline marketing channels like pamphlets.

Discussion point 7

Understanding this information makes it possible for learners to make the most efficient use of their marketing budget, because it clarifies how, where and when to spend on marketing.

Discussion point 8

Players will be able to assess whether their marketing efforts have been on point, and when they are able to open their online stores for the very first time. If sales increase steadily, they'll be on their way to meeting (or even exceeding) the sales targets set by the Board.



What's happening in Module 4?

As always, you can wrap up this session with a glimpse of what they can expect in the next module's gameplay.

Discussion point 1

Players will experience competition in business by going up against two businesses that offer similar products. They will have to work hard to increase their market share, either by cutting their price, increasing the value on offer or working harder to market their brand. These activities will lead to organic growth.

Discussion point 2

Players may also strive for inorganic growth by acquiring one of their competitors.

Enquiries

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