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## Unit 4

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### **Unit Overview**

In Unit 4, we focus on sales and marketing techniques. By this time the participants in the simulation are well aware of the procedure for handling orders. This is the time to interject sales motivation ideas. There is still a period of position training and each employee should help the incoming one to know what the duties are. In preparation for the next unit the employees may begin to compile a list of duties for their position.

### **Unit 4: Days 1–4**

#### **Objective(s)**

To continue student involvement in the simulation, to increase efficiency in position training, and to introduce students to sales motivation and marketing techniques.

#### **Skills Attained**

Students become aware of marketing techniques while continuing their other simulation duties.

#### **Topics**

Training Others

Market Analysis

Customer Satisfaction

Advertising and Promotion

#### **Procedure**

On position training day (Day 1) students follow the procedures similar to Unit 3 in which the following steps are taken:

1. New person is shown the files and set up as now existing.
2. Previous person indicates what work is still in process and what to do to complete it.
3. Previous person outlines duties as he/she has followed.
4. Previous person goes on to next job and receives instruction from that outgoing person while new person looks over files and instructions in handbook for the new job.
5. If new person has any questions, ask previous person.
6. Any unresolved questions may be addressed to Regional Director.
7. Begin work on your new duties.

#### **Materials List**

See materials list for each position.

## *Daily Lesson Plans—Unit 4*

### **Motivation (OPTIONAL)**

Several techniques may be used in motivating the students to increase their effectiveness. Employee of the Week awards can be created, for example. Or you could ask a student who really seems to be motivated in his or her position do a presentation on job motivation. If you have contacts in the business community, you might ask a guest speaker to come in to talk about keeping motivated on the job. You may find a sales manager to come in and explain training procedures within their company. Anything that you can do to help students make the connection between a simulated office and the real world will be helpful.

### **Suggested Teaching Strategies**

An effective way to approach this selection is to allow students to help teach others. Also, you may run a department head meeting where the department heads brainstorm ideas for increasing efficiency within the office. By this time, students have been in 3 to 4 different positions and should understand the work flow process.

### **Lecture Support**

The only time there should be lecture at this point in the simulation is when you see something that the class as a whole is missing. Perhaps they are getting sloppy in their clean up, or they are not following through on tasks in an efficient manner. These are the times that you ask the Office Manager to call an in-service meeting or an office meeting and you present expectations and procedures. Again, this may be more effective if the department heads meet, define problems within the office and address them with those they supervise. When given the responsibility of helping other students they will often come up with innovative and exciting ideas.

### **Wrap-up Activity (OPTIONAL based on your teaching style)**

The wrap-up activities for the first four days of Unit 4 include filling orders, making deposits and having the bank statements sent out.

### **Homework**

Students may need to write up orders for the grocery store and department store as well as balance their checkbook and pay their bills. Depending on how busy the office is (i.e. how many orders are flowing through the office); students may have to use time outside of the class period to complete these actions. On the other hand, there may be sufficient time within the class period to complete these duties.

### **Performance Assessment**

Although the teacher plays the role of Regional Director and appears to be busy in his or her “office”, he/she is also observing the daily running of the office. The successful student performance of duties is evident as the office procedures are followed. Students should be able to complete their work within a reasonable amount of time. If, for example, that customers are not getting their “products” (represented by the invoice and packing slip that gets “mailed back”) within a two-day period of time there is a problem. Either there is a bottleneck with the processing of the orders, or someone is not following through on their duties. Keep an evaluation sheet handy to note both the good points and the weak points of individual student work.