

Japan's Economic Miracle

are new and who are learning to play your position are your responsibility. If they make mistakes, it's your fault, but if they do something well, you get credit for it. The team members who have been there 3 or 4 years are responsible for you, and they get either blamed or credit for your work too. Of course, the coaches are responsible for them, and the soccer director is responsible for them and so on.

Class discussion How does it feel to be responsible for others and having others responsible for you? Would this system make each person try harder so that they would not be making someone else look bad? What other advantages might there be? What are some disadvantages? What about loyalty? In Japanese companies, they often do have this system of having responsibility for those under them.

Continuing the problem: Now let's take a look at another situation. What would the team be like if every month, 3-4 members would switch teams? What would happen to the sense of loyalty? What difficulties would this switching cause? What if one of the coaches also switched teams?

Class discussion How would the team feel? What changes would have to be made in the way you practiced? Do you think your position would stay the same? Why or why not? What advantages and disadvantages would there be?

In the USA people are constantly changing jobs for various reasons, often because a better offer is made. Many people do have difficulty in leaving a job even for a better one, mainly due to a sense of loyalty.

Chart or Venn diagram Have students either individually or in groups make charts or Venn Diagrams of the two main situations, comparing different ideas. Share charts.

Activities:

Part Three: Factors due to Company Procedures

Lesson 8: Competition and entrepreneurship

Requires 1 hour per week

Materials:

- Drawing paper, notebook paper and pencils, markers, crayons and/or colored pencils
- Spelling lists

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TO BE USED WITH STUDENTS

Setting the problem: How could we have both quality and quantity? TQM is a management plan which helps companies have both quality and quantity. Because groups can produce more than one person, we can achieve quantity, but by working together as one, we can also have greater quality.

1. **TQM:** Using just one of the main principles will allow students to see how one part of the plan does work. (Using #6 from the preceding list, students can see how when everyone is working for the team, stress is usually lower and quality goes up.)

A. Put students in groups of 4, if possible with even abilities in spelling.

B. Give an appropriate level word list to each group.

C. Together while collaborating as a group, they will **write the words three times, use each word in a sentence, make illustrations** for each word, and **take a spelling test**. Each group should try to be as creative and unique in writing the words/sentences and making the illustrations while each person learns the words. Each person in the group will **not** do all parts because it is a **team approach**. Even during the spelling test, team members may work together to spell the words; however, teams that have little or no collaboration during the test will receive extra credit.

D. Suggest that groups might want to pretest first to see who already knows how to spell which words so that the team can concentrate on completing the assignments and learning the words that each member does not know.

E. **All four assignments are averaged together to make one score, with extra points given for no help doing the test. Each person in the group gets that score.**

2. **Debriefing.** How did it feel to be part of the team? Was the pressure off? Did everyone on the team contribute? Did the group find ways to share the load of learning all the words. Which assignments helped to learn the words best? [We are so used to competing that the experience may be unsettling, especially to those who excel in spelling. But, explain how in other areas, such as translating Russian, the team approach might be one they would really appreciate.]