

Japan's Economic Miracle

Activities:

Part Three: Factors due to Company Procedures

Lesson 9: Shift of types of products made

Requires 20-30 minutes

Materials:

- Drawing paper
- Markers, crayons and/or colored pencils

TO BE USED WITH STUDENTS:

Setting the problem: You are in business. Which will make the most profit, quality or quantity? If you make a lot of something to sell, you can sell more. But, if you make something really well, you can sell it for more, but you may not have many to sell.

1. **Quality or quantity?**

A. Select a few students (those with artistic aptitude is best) to be one group with most of the class in another group.

B. Tell the larger group that each person should make as many drawings as possible of a bowl of fruit (or something else), using 2-3 colors. (Here we want quantity. You may even give a quota for each to make, such as 3-5.)

C. Tell the smaller group that each person should make only one drawing, using a great variety of colors, if desired. (Here we want quality.)

D. When most of those making one drawing are done, call time.

E. **Debriefing:** Display art work. What happens if you are the artist? How do you feel about your work? Which would you rather have people remember? How would pricing make a profit either way. How do big supermarkets make profits by selling cheaply? Can they get quality products because of special prices given due to volume? How do exclusive shops make a profit? If you were the store owner which would you prefer? (There will probably be both.)

F. **Back to the Drawing Board:** Have student think of ways to have both quality and quantity. Tell them this is one way it might be done: using a team approach with students, who can draw one part best, only doing that one part with other students doing those things that they do best. Divide the drawing into parts, with coloring and sketching separate. Let the quality surface while producing more than just one person alone.

G. **Debriefing:** How did the team approach work? Did quantity go up for those who had been concerned with quality, but less for those who had been

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trying for quantity? How about quality? Hopefully, quality was better than most before and quantity was better than the few before.

Part Three debriefing: Share the following essential question and subquestions for part three with the students. See if they can determine the four given answers. If not, ask them to explain how the given answers could also have helped Japan's economic growth.

From Essential Questions:

3. What did companies do to affect change?

How does having competition with other companies help create better products? How does employee loyalty help? How does having an employee feel that he/she is appreciated help the company? How does pride in one's work help?

(Industrial Relations /Lifetime employment, Competition and entrepreneurship, Shift of types of products made, E.W. Demming's Top Quality Management Theory)

Part Four: Factors due to World Happenings

Lesson 10: To Market, to Market

FOR INSTRUCTORS ONLY

Background Information

Part 4. What world happenings also contributed?

Post-war American occupation

According to the terms of the peace treaty after World War II, Japan would be under Allied military occupation until it could fulfill certain conditions, such as demilitarization and the development of a peaceful, responsible government. With tensions rising between the USSR and the other Western nations, American occupation forces were left primarily in control, under the command of Gen. Douglas MacArthur.

A new constitution was adopted in 1946. US aid relief began helping the Japanese with food and other necessities as the country struggled to rebuild itself. Policies introduced by Americans, such as the breakup of large business trusts which helped encourage free enterprise and the admission of membership in labor unions which gave workers better job security and higher wages, helped provide stability and economic growth.