

SWATCH® - BUSINESS STUDIES/MANAGEMENT

Student Activity 1

Prepare a promotion plan for a new range of Swatch® watches with a special feature such as a camera or radio. Your recommendations for promotion strategies should be supported by reasoning and research. The product you design and your campaign should show awareness of Swatch's® reputation for developing innovative products launched with unusual and exciting promotion campaigns.

Teacher's notes Activity 1

The information sheet on the Swatch® story emphasises the company's reputation for a youthful, innovative and exciting look. The marketing campaign that students devise should reflect this. This activity lends itself well to a single classroom session or could be extended to cover a block of lessons. It could also be a project or competition set outside lesson time. The best candidates are likely to show evidence of research, even if only briefly around the class, to identify product characteristics that are likely to appeal to young people, and to make statistical reference to that research in their report.

The presentation of the marketing campaign could be in the form of a verbal presentation, a written report, a wall display or an interactive presentation using multimedia software such as PowerPoint, or an interactive whiteboard.

Student Activity 2

A group role-play activity. You will need to work in groups of six with each member of the group taking a role as a member of the Swatch® product development team. Your team will hold a meeting to discuss the design, development and launch of a new watch.

- Designer
- Production Manager
- Finance Manager
- Marketing Manager
- Advertising Manager
- Human Resources Manager

Before carrying out the discussions you will need to do some individual preparation:

- Using a text book or through a class discussion, identify the functions of the job role you are taking.
- Draw up a list or spidergram of issues you feel could affect your job role in the discussion. For example, the Finance Manager is likely to be pleased at the potential profit but may also be concerned at the size of the budget that may be required.

Think of points that the other members of the team may raise that will affect your job role and prepare replies.

Teacher's notes Activity 2

Once the roles have been assigned, you may find it useful to regroup the students into their job roles, e.g. get all the designers to work together, for the initial preparation. Students then return to their original groupings for their mock product development meeting.

Students should be encouraged to show understanding of the potential conflict of objectives that arise in discussions of this nature, such as the conflict between personal and business objectives, and an understanding of inter dependence. For groups of more able students, you may consider extending the activity by:

- Suggesting the objectives that might have been set by the company for this product, e.g. to increase the percentage of the market share or target a new market segment, such as older age groups.
- Asking students to prepare a flow chart to identify the sequence of involvement of the job roles in the development and launch of a new product.

Student Activity 3

From the case study about Swatch® explain how their strong intellectual property portfolios have enabled them to create a successful enterprise.

Teacher's notes Activity 3

A strong IP portfolio would consist of patents, designs and trade marks. Swatch® has established itself in the market through brand recognition, evidence of which would form part of its IP portfolio. It has meant that the brand name of Swatch® attached to a new product informs consumers of the quality and type of product they could expect even before they have seen the product.

Lesson plan Business Studies/Management Suggested lesson structure [45 minutes/one hour]

Lesson objectives

- For students to understand that quality control is important for customer satisfaction.
- For students to understand the role that quality control plays in reinforcing a company's brand image.
- For students to understand the quality control methods that companies may use.

Prior learning

It would be useful for students to have some understanding of the processes involved in mass production, assembly lines and automation.

Starter

Teacher-led discussion on the theory of quality control - why and how?

Main

- Class to read the paragraph of the Swatch® case study entitled Swatch® from a plastic nobody to a global brand name in 18 years.
- Class discussion on issues arising from mass production that would be important to Swatch® in terms of quality control. Students should be encouraged to consider consistency of quality, identifying faults at an early stage, high productivity, worker motivation and the impact that poor quality control would have on Swatch's® reputation.
- Students to assume the role of the Managing Director of a company of their choice who has received a series of letters of complaint from customers regarding faults in their products. Write a memo to the Production Manager which:
 - (i) Explains the need to improve quality control.
 - (ii) Recommends one quality control strategy, giving reasoning.