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AGRICULTURAL MACHINERY PARTS DEPARTMENT OPERATING PROCEDURES.
AGRICULTURAL MACHINERY--SERVICE OCCUPATIONS, MODULE NUMBER 3.
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ONE OF A SERIES DESIGNED FOR POSTSECONDARY-LEVEL PREPARATION OF MECHANICS, MECHANIC'S HELPERS, SERVICE SUPERVISORS, AND PARTS MEN, THIS COURSE UNIT AIMS TO HELP TEACHERS DEVELOP STUDENT KNOWLEDGE OF PARTS DEPARTMENT OPERATING PROCEDURES AND ABILITY TO FUNCTION AS A PARTS SERVICEMAN. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF RESEARCH FROM STATE STUDIES. SUBJECT MATTER INCLUDES--(1) THE IMPORTANCE, ROLE, JOB REQUIREMENTS, AND PERSONAL CHARACTERISTICS OF THE PARTS MAN, (2) INVENTORY CONTROL, (3) ORDERING AND RECEIVING PARTS AND VERIFYING ORDERS, AND (4) SELLING, DISPLAY, AND ADVERTISING. SUGGESTIONS ARE INCLUDED FOR TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, REFERENCES, OCCUPATIONAL EXPERIENCES, AND EVALUATION. THE TIME ALLOTMENT SUGGESTED IS 20 HOURS OF CLASS INSTRUCTION, 36 HOURS OF LABORATORY EXPERIENCE, AND 78 HOURS OF OCCUPATIONAL EXPERIENCE. TEACHERS SHOULD HAVE EXPERIENCE WITH AGRICULTURAL MACHINERY. STUDENTS SHOULD HAVE MECHANICAL APTITUDE AND AN OCCUPATIONAL GOAL IN AGRICULTURAL MACHINERY. THIS DOCUMENT IS ALSO AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 488 THROUGH VT 000 504) FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212, FOR $7.50 PER SET. (JM)

AGRICULTURAL MACHINERY PARTS DEPARTMENT OPERATING PROCEDURES

One of Sixteen Modules in the Course Preparing for Entry in

AGRICULTURAL MACHINERY - SERVICE OCCUPATIONS

Module No. 3

The Center for Research and Leadership Development

in Vocational and Technical Education

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DATE: August 4, 1967

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Users of Material Teachers

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Describe Suggested references given in module. (P)

Source (agency)
(address)

AGRICULTURAL MACHINERY PARTS DEPARTMENT OPERATING PROCEDURES

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AGRICULTURAL MACHINERY PARTS DEPARTMENT OPERATING PROCEDURES

Major Teaching Objective

To develop (1) an understanding of the operating procedures of an agricultural machinery parts department and (2) the ability to carry out the functions of a parts man.

Suggested Time Allotment

At school		
Class instruction	20 hours	
Laboratory experience	36 hours	
Total at school		56 hours
Occupational experience		78 hours
Total for module		134 hours

Suggestions for Introducing the Module

The parts department is an extremely important part of the agricultural machinery dealership. It is one of the main attractions to the dealership and is many times the only department within the dealership with which the customer does business regularly. The parts department is the hub around which the dealership operates. It supplies the parts needed in the service depart ent. It provides the assurance needed by a salesman as he makes his sales. He knows that, should his sale result in a complaint from the customer because of faculty parts, the parts man can correct the situation. Finally, it provides the dealer with 30 per cent of his margin on sales during the year.

A person preparing for employment as a parts man must understand thoroughly the function of the parts department and the procedures employed in carrying out its business. He must understand inventory control, receiving and binning procedures, parts selling, and the needs of the customer he is to serve.

Following are some suggested techniques for use in creating interest in the module:

1. Use thought questions.

    a. What are parts and why are they important to the agricultural machinery dealer?

    b. What are the advantages of an agricultural machinery dealer supplying machine parts?

c. What is the parts department in the local agricultural machine dealership?

d. What kind of work does a parts man do in the local parts department?

2. Bring to class a part from a machine 15 years old and the same part from the same machine today. Show the class how these two parts have changed in terms of the number of parts involved in each. Example: A double disk opener on a corn planter 15 years ago and today. When these are presented to the class, show them in their original form and the torn down form.

3. Bring a new machine before the class. Have the class estimate the number of parts on the machine. Tear it down and count the actual number of parts. Emphasize the changes that have occurred in the number of parts on agricultural machinery and how this has effected the parts department in the local agricultural machinery dealership. Also stress the relationship of parts to each other as the machine is being torn down and reassembled.

4. Today a price tag is on everything. Secure an old parts catalogue and price list and compare prices of parts with those in a current parts price list and catalogue.

Competencies to be Developed

I. To develop an appreciation of the importance of the parts department and the role the parts man plays in the total dealership operation

Teacher Preparation

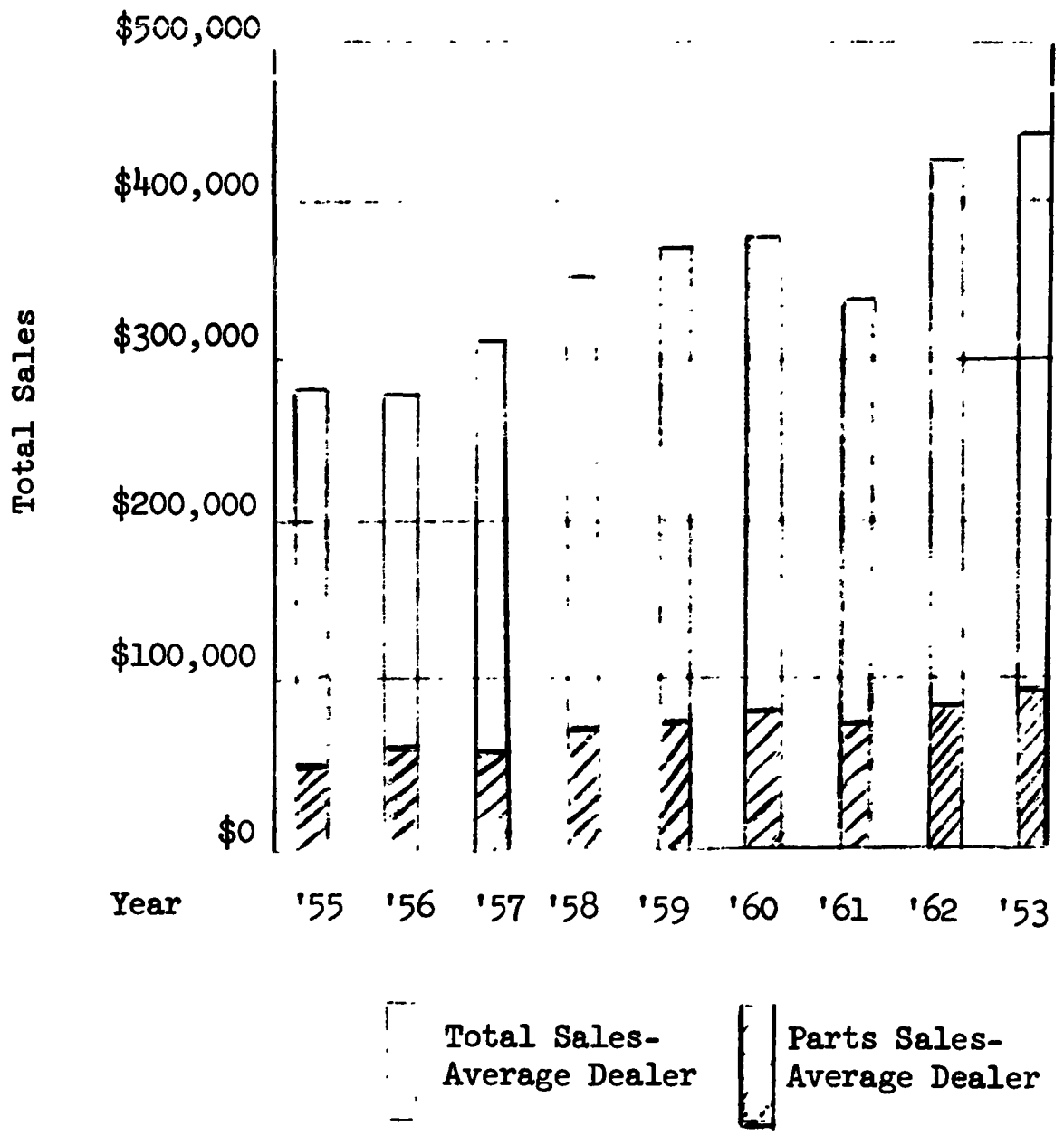
Subject Matter Content

Replacement of parts is big business for dealers in agricultural machinery.

1. The sale of parts contributes a greater portion to the total margin per dollar of sales than any other department in the dealership.

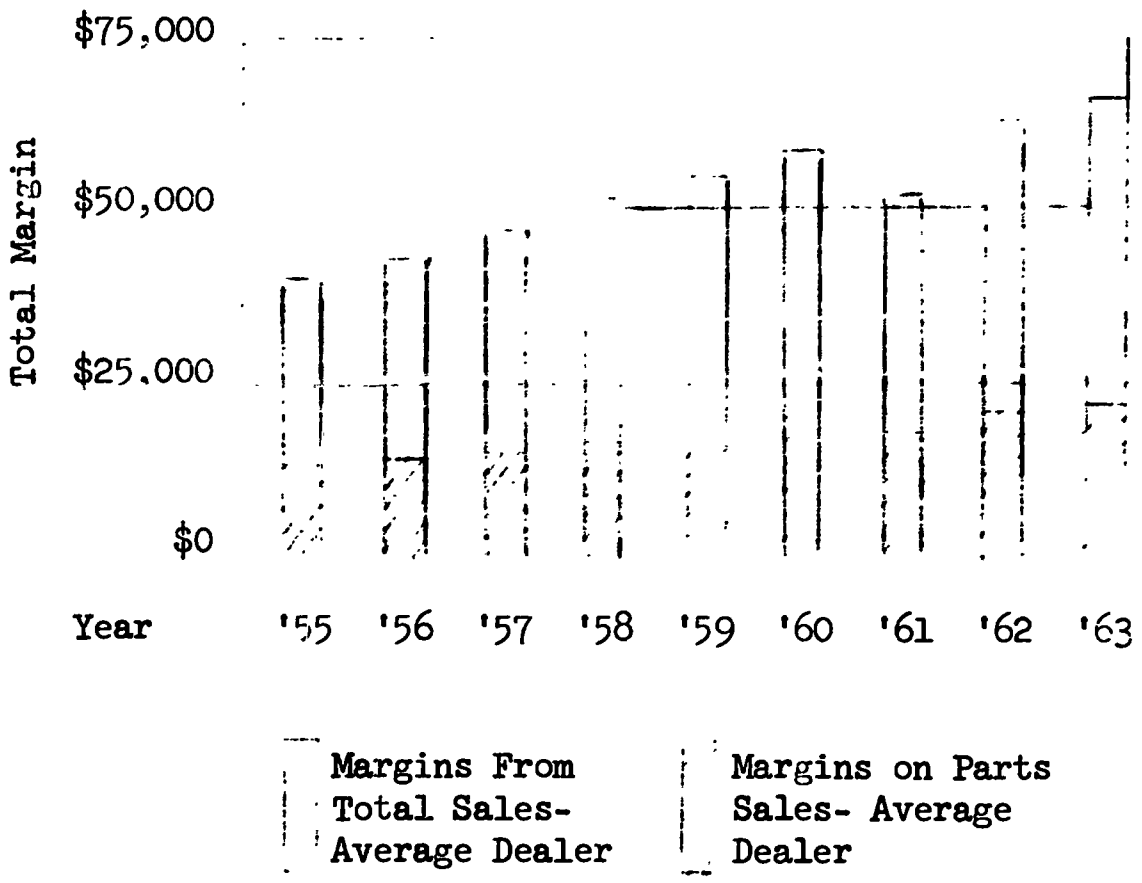
2. Approximately one-fifth of the total sales of a dealership is derived from the sale of parts.

Parts Sales as Related to Total Sales



3. Returns on parts sales average 30 per cent over and above costs.

Parts Margins as Related to Total Operating Margins



The parts department increases business in other areas of the dealership.

1. Parts man identify potential sales for the dealer by keeping records of customers who are purchasing parts for old machines.

2. The parts department speeds up the work turned out by the service department by supplying parts when they are needed.

3. Through the sale of parts at the dealership, the parts department brings the customer in view of new machinery for sale by the dealer.

4. Competent parts men provide the customer with valuable advice on service and maintenance of agricultural machinery thus creating customer confidence in the dealer.

5. The dealer's hold on his trade and his ability to keep his customers depend more upon the manner in which he takes care of his parts department than upon any other single element of his business.

The parts man is one of the most important employees in the agricultural machinery dealership.

1. Because of his complete knowledge of the replacement part and its function in the complete machine, he is able to do a more effective job serving the customer.

2. He is able to convert a farmer's homespun language into a machine part or part number.

3. After identifying a part, he is able to locate a replacement quickly, either in the parts bins or in the parts catalogue.

4. A parts man must know that when a customer is asking for a new part, the associated parts on the machine may be worn also and may need replacing. He should suggest that the customer consider these replacements.

Suggested Teaching-Learning Activities

1. Using the agricultural census, have each student determine the number of agricultural machines on farms in the county and state in which the school is located.

2. Have each student interview several farmers in the community to determine the repair history of their farm machines. Determine the number and kinds of parts the farmer has purchased over the past two years.

3. Have a parts man from a local dealership speak to the class about the role of the parts department in the overall dealership operation.

4. Have a local owner or manager of a dealership talk on the importance and use of the parts department.

Suggested Instructional Materials and References

Instructional Materials

Transparencies of the graphs presented.

References

S*Farm and Power Equipment Retailers Handbook, pages 371-378.

*The symbol T (teacher) or S (student) denotes those references designed especially for the teacher or the student.

Suggested Occupational Experiences

Observe a parts man at work noting the functions. jobs, and services he performs.

II. To understand the job requirements and personal characteristics needed by a parts man

Teacher Preparation

Subject Matter Content

The parts department is practically a complete business unit within the agricultural machinery dealership.

The key person within this unit is the parts man.

1. He must keep a supply of fast-selling parts on hand at all times.

2. He must estimate future parts requirements and purchase these parts in the most economical ways.

3. He must check incoming parts and properly store them.

4. He must advertise and display parts to increase their sales.

5. He must sell parts, collect the money for his sales, and account for the money.

In order for the parts man to perform these tasks successfully, he must possess specialized knowledge.

1. He must have a thorough knowledge of the parts he is handling.

2. He must have a thorough knowledge of the machines for which he is supplying parts.

3. He must have a knowledge of agricultural machinery business operating and management procedures.

4. He must be well acquainted with farming methods and problems, and know how farmers think.

5. This specialized knowledge will be provided in future modules in this course.

In addition to a specialized knowledge of his product and the people he serves, the parts man should possess the following personal characteristics and carry out the following tasks.

1. He must be patient with particular customers or with those who question prices.

2. He must be able to handle the trade in rush season without getting overtired, irritated, and rebellious.

3. He must drop routine tasks to give customers immediate attention.

4. He should not argue with customers or discuss politics and religion.

5. He must treat all customers alike.

6. He must be a good housekeeper.

7. He must keep good written records. He should not try to keep the records in his head.

8. He should make the customers feel at ease.

9. He must develop a sense of selling.

10. He should report prospective buyers of implements and equipment to his employer.

11. He should report customers' complaints to the manager.

12. He should report competitive information that comes to him.

13. He should give new employees the advantage of his knowledge and experience, and not jealously guard it.

The parts man should continually increase his knowledge of the industry and people he serves.

1. He should subscribe to and read a good farm and a good trade magazine.

2. He should secure agricultural bulletins from the United States Department of Agriculture and state agricultural colleges when they relate to his job.

3. He should read newspaper and magazine articles on new methods of farming, new crops, crop conditions, feed and food supplies, and economic conditions.

4. He should talk to farm advisors, soil conservation service personnel, farm home administrators, vo-ag teachers, and agriculture specialists from various organizations.

5. He should observe the operation, whenever he has the opportunity, of machines in the field.

6. He should talk to owners of machines to secure information that cannot be obtained in any other way.

7. He should read advertising and operating literature.

8. He should study the operators' manuals for the machines the dealership is handling.

There are fundamental statistics and records associated with the parts business which are necessary to its successful and profitable operation. A parts man must have a thorough knowledge of these.

1. Parts purchases for the year to date compared with last year

2. Parts sales for year to date compared with last year

3. Parts inventory compared with same period last year

4. Parts turnover rate

5. Parts over-the-counter sales

6. Parts sales through service shop

7. Dollar parts sales by months for past five years to show seasonal sales pattern

8. Number of parts carried in stock

9. Number of active parts carried in stock

10. Premium transportation and communication expense incurred by not having parts in stock

11. Number and kind of machines in the trade territory to service

12. Number and kind of competitive machines being sold in the trade territory

13. Acreage and production of different crops grown in the trade territory or county

14. Farm income in the trade territory or county

Suggested Teaching-Learning Activities

1. Have students list those personal characteristics they feel a parts man should possess.

2. Bring an agricultural machinery dealer to the class to discuss what he looks for when hiring a parts man. Ask him to discuss what he expects of his parts men on the job.

Suggested Instructional Materials and References

Instructional materials

Overhead transparencies of the content included for this competency.

References

(See note to teachers in the final reference.)

Suggested Occupational Experiences

Have the student prepare for the dealer a written report on each of the following:

1. Comparison of purchases for the year to date with that of last year

2. Parts sales for the year to date compared with last year

3. Parts turnover rate to date

4. Number and kind of machines in the trade territory to service

5. Number and kind of competitive machines being sold in the trade territory

III. To understand inventory control

Teacher Preparation

Subject Matter Content

Inventory control means efficient stock parts keeping.

1. It reduces capital investment by making smaller stock do the work of a larger one.

2. It keeps a better balance between obsolete and fast-moving parts.

3. It facilitates receiving and stocking, and reduces errors in ordering.

4. It aids in reducing errors of judgment in ordering.

An accurate, up-to-date parts inventory control system is a basic element in a good parts department.

1. It provides efficient service to customers.

2. Parts sales increase due to a reduction of lost sales.

3. Freight charges are reduced due to better use of pre-paid freight orders.

4. It insures an accurate surplus of parts return.

5. From the inventory control, trends and patterns in parts sales are identifiable, making it possible to accurately order and stock parts.

6. It provides an accurate inventory at all times.

7. It keeps investment in line and assures a desirable turnover of parts.

Inventory control record cards show all parts transactions and keep the parts inventory up to date. Inventory control record cards show:

1. The machine on which the part is used.

2. The substitute part number which identifies a replacement part.

3. Parts replaced.

4. List and net price of each part.

5. The order number and the date the order was placed with the branch house parts depot. The order and date should be the same. For example, if the order is placed on June 4 the order number would be 604. If the order is placed on October 14 the order number would be 1014.

6. The quantity of parts ordered.

7. When the order was received from the district parts depot.

8. The quantity sold, showing sales against the inventory.

9. A brief description of part.

10. The part identification by number.

11. The type of packaging used in shipment from the parts depot.

12. The inventory on hand at a given date.

13. The annual closing on-hand inventory.

14. The return sales, to show item as being returned by the customer.

(Refer to references for examples.)

A key factor in controlling the parts inventory is determining what parts to stock.

1. Too many items of a certain part add to the obsolete stock surplus and tie up capital in non-saleable parts.

2. Only parts in sufficient demand to keep the inventory turning over should be stocked.

3. Only parts sold at an annual rate of two or more pieces should be stocked.

4. Parts selling less than two pieces annually are considered non-stock items and are ordered special when needed.

5. The parts history on the previous model should provide an order pattern for a new machine.

6. Inventory control cards for parts selling below the minimum rate are marked non-stock and are removed from the inventory control card file.

7. If the demand for a non-stock item increases, the card should be placed back into the inventory control stock-card file.

The parts man must know how many items of a specific part should be ordered in order to insure a rapid parts turnover and to have on hand the parts needed by his customers when they need them.

1. He must think in terms of seasonal and non-seasonal items.

2. Non-seasonal parts.

   a. The first step in determining the number of parts to order is that of setting maximum and minimum quantities of a part to maintain in stock.

   b. These limits are determined by the dealer and the parts man on the basis of past parts sales and the anticipated volume of business for the coming year.

   c. A 90-day maximum supply and 45-day minimum supply, a 120-day maximum and 60-day minimum, and a 60-day maximum and 30-day minimum supply are common limits set on quantities to maintain in stock by the dealer and parts man. (See International Harvester reference.)

   d. These limits apply to parts that sell over a given dealer price.

   e. Parts items which the dealer sells for less than this amount should be stocked in large quantities every four months.

   f. Following is an example of how one company handles their parts stock replenishing:

Supply Levels					
	60-day maximum 30-day minimum			90-day maximum 45-day minimum	
Past Annual Sales	Flag Day	Points 45&15 Levels	Stock Order Qty.	Flag Day	Points 60&15 Levels	Stock Order Qty.
84 Thru 89		11/4	7		14/4	10

From the past annual sales record on the inventory control record card the dealer and parts man found that a particular part sales for the last year was 86. They felt that (based on the anticipated sales),

they could increase the sale of this part to 95 during the present year. They decided to place this part on a 90-day maximum supply and 45-day minimum supply level. When their stock on hand reached a total of 14, the parts man knew he had a 60-day supply on hand and flagged the inventory record card indicating that on the next parts order he should purchase more of this part. Wanting to keep his supply from reaching the 15-day level, the parts man orders 10 new items to keep his supply at the 60-day level. (See reference - Dealer Development Manual, p. 56 & 57.)

g. Some major line agricultural machinery companies use minimum as a basis for ordering parts.

1) A minimum stock figure is the lowest quantity an item should be allowed to reach before immediate action is taken to replenish stock.
2) The minimum supply established by a dealership falls into two main categories.

a) Tractor
b) Harvesting, drying, seeding, and tillage parts

3) The number of parts to replenish is calculated on the basis of previous sales, (level of supply to maintain), and use of a time factor to establish the minimums. (Example - Parts Purchase Control Procedure, p.10)

h. The inventory control record card carries this information and at a glance the parts man can see when to reorder and can readily find the number to order.

3. Seasonal parts

a. The distribution of seasonal stock parts is determined by the company district office in the majority of the major line companies.

b. The quantity of parts to be ordered is determined by the on-hand quantity, the previous year's sales, and the anticipated demand.

The lost sales record reveals sales that could have been made if the parts were in stock. It shows

1. The time period when the sales were lost
2. The quantity of parts requested by the customer
3. The parts number
4. The customer's name
5. Whether the items called for were stock or non-stock items

DAILY LOST SALES RECORD

Location _____ Date _____

Quantity	Part Number	Customer's Name	Non Stock	Stock

The rate of turnover of parts reveals how well the parts man is using capital invested in the parts department. Some major line companies figure turnover at the end of the year and others at the end of the month.

Yearly approach

1. Turnover is the number of times the total value of the parts inventory is sold in one year's time.
2. Too high a turnover rate indicates too small a parts inventory or poor service.

3. Too low a turnover indicates too much capital tied up in obsolete stock, selling too many different items, or slow-moving items.

4. Computing turnover

Inventory at the beginning of the year	$15,000
Inventory at the end of the year	$17,000
Average inventory	$16,000

$20,000 (sales) divided by
$16,000 (average inventory) equals
1.25 (rate of turnover).

Monthly approach

	Month	Year to Date (No. of Months)
1. PARTS SALES:		
(Counter)	_____	_____
(Internal)	_____	_____
TOTAL	_____	_____
2. COST OF SALES (65% of Sales):	_____	_____

Turnover Rate		
Cost of Sales, Last 12 Months	"A"	_____
Average Inventory, Last 12 Months	"B"	_____
Average Turnover Rate	(A÷B)	_____

Suggested Teaching-Learning Activities

1. Using the inventory control record cards received from the major line agricultural machinery companies, set up sample parts transactions having the students post these transactions on the record cards.

2. Set up an exercise using the various company systems of determining the number of parts to reorder.

Suggested Instructional Materials and References

Instructional Materials

Obtain from each major line handling agricultural machinery the following:

1. Inventory control

2. Lost sales records

3. Systems used by each company for determining how many parts to purchase.

References

1. Parts Sales Manual, pages M25-5-1 through M25-5-12.

T 2. Parts Purchasing Control Procedure, pages 4-30.

(See note to teachers in the final reference)

Suggested Occupational Experiences

1. Set up an inventory control record card for new machines.

2. Enter quantities of parts received by the dealer in the record cards.

3. Flag cards for ordering of new parts.

4. Post the lost sales record.

5. Using the company system, determine the number of non-seasonal parts to order.

IV. To understand parts ordering procedures

Teacher Preparation

Subject Matter Content

All parts or assembly of parts are identified by the company with a number.

1. Once a number has been assigned to a part or assembly of parts it is used to identify that particular part or part assembly in all company dealings.

2. It gives a positive identification and eliminates the necessity of writing out a long description on records, bins, orders, sales slips, invoices, etc.

3. Each major agricultural machinery company has its own parts numbering system with which the parts man must become thoroughly familiar before he attempts to use the system.

All parts or assembly of parts for each machine are listed in the company parts catalogue.

1. The machines are listed by model numbers. These numbers are the same as in the owners manual for the machine.

2. In some instances where a machine does not have a model number; serial numbers are given.

3. Each parts and its associated parts are generally shown in diagrams with the part number below it.

4. The number in the parts catalogue is used when ordering special or stock parts.

5. It is important that the parts man understand the nature of the part when ordering so as to order an assembly or a specific part as necessary.

6. The parts book should be consulted when listing each part on the order and ordering special parts not already stocked.

It is important that the parts man use proper ordering procedures in order to maintain satisfactorily his parts stock supply. The following steps should be observed when ordering:

1. Be sure the part or part assembly is properly identified.

2. Consult the parts catalogue to get the correct number for each part.

3. List the order number clearly in the proper place. Be certain that the number is stated accurately on the order form.

4. List the parts number in numerical sequence. (See International Harvester and John Deere references for examples.)

5. Enter the order number and quantity ordered on the inventory control stock record.

6. Indicate the group, section, and bin number on the parts order.

7. Be sure that the order is properly identified so that the parts depot can easily recognize the type of order.

   a. Stock order

   b. Emergency order

   c. Fill-in order

   d. Special merchandising order

   e. Quantity discount order

Suggested Teaching-Learning Activities

Set up sample parts orders. Have the students use the forms and parts books supplied by the major-line agricultural machinery companies to complete orders for the parts. When making out these sample orders require each student to follow the steps outlined in the content.

Suggested Instructional Materials and References

Instructional Materials

Obtain parts ordering forms and parts books from each of the major-line agricultural machinery companies.

References

S "What is a Parts Number," pages 1-27.

(Teachers may be able to secure operational procedure manuals from other manufacturers by working with local dealers, branch managers or district representatives of these companies.)

Suggested Occupational Experiences

1. Set up the order for a special part or group of parts for a customer using the parts book to identify the part and locate the part number.

2. Set up an order to be sent to the district parts depot.

3. Set up a stock order of seasonal parts to be sent to the district parts depot. Include experience in determining the best method of shipment.

V. To understand parts receiving and order verification procedures

Teacher Preparation

Subject Matter Content

Carefully planned procedures for receiving parts orders are essential in order to avoid many future parts problems.

The following procedures should be followed in order to insure the proper delivery of parts.

1. Visually inspect the boxes, cartons, bags, etc., for any damages caused in shipping.

2. Before acknowledging receipt of the parts shipment, check the loading tally and the freight bill in order to:

   a. Make sure the number of items received agrees with the number shown on the freight bill.

   b. Make sure the weight shown on the tally agrees with the weight shown on the freight bill.

   c. Check for correctness of name, address, and ship-to code.

3. Any discrepancies, shortages, or breakage should be noted on the freight bill before the parts man signs the shipment.

4. The dealers copy of the freight bill should be given to the bookkeeper for further audit and payment.

If damage occurred to the parts order in shipment, it requires immediate attention by the parts man.

1. The parts man should, after making a thorough inspection of the damaged merchandise, contact the carrier immediately and request the carrier to inspect the merchandise.

2. All items should be left just as they were when they arrived at the dealership.

3. After inspecting the damaged merchandise, the parts man should describe the damage and estimate its extent, in terms of dollars and cents.

4. The description of the damage and other delivery documents should be given to the dealer as evidence when filing a loss and damage claim with the company delivering the merchandise.

The contents of the order should be carefully checked before the parts are binned.

1. With every shipment of parts from the branch house there is a packing slip. The slip will be in a carton marked with a packing slip label.

2. The kind, quantity, and price of each item should be checked against the packing slip.

3. As the parts are checked against the packing slip, the section and bin number should be written on the parts identification tag.

4. The parts should then be placed in the bins and are ready for sale.

Immediately after the new shipment of parts has been binned, the receipts should be posted on the inventory control record cards.

1. Posting is done from the packing slip.

2. The total received is added to the quantity in the on-hand column.

3. The packing slip is filed and checked against the invoice when it arrives.

4. The packing slip and invoice are then filed for reference.

5. Any discrepencies in the packing slip and invoices should be reported immediately to the parts depot.

Suggested Teaching-Learning Activities

Set up example situations that will require the use of the forms listed under instructional materials. Require the student to work in different situations, using these forms.

Suggested Instructional Materials and References

Instructional Materials

1. Freight billing forms
2. Major-line agricultural machinery packing slips
3. Invoice forms
4. Loss and damage claim forms
5. Bill of lading

References

(See the note to teachers in the final reference.)

Suggested Occupational Experiences

1. Have students receive and verify shipments of parts from the parts depot following the procedures outlined.
2. Have students bin parts and post the inventory control record cards.

VI. To understand parts selling

Teacher Preparation

Subject Matter Content

The parts sales unit is small and the costs of selling parts should be held at a minimum.

1. The sale should be handled quickly and efficiently to reduce the cost and save the customer time.
2. Parts displays increase sales and cut costs.

3. Space in the parts department must be used in the most efficient manner.

4. Stocks should be no larger than necessary to serve efficiently.

The parts man must use a variety of tools to sell his product.

1. Displays

2. Advertising

3. Sales of service shop work

4. Telephone

5. Promotion of early repairing

6. Parts selling while canvassing the country

7. Parts selling at farm sales

8. Selling related parts

9. Selling equipment and accessories not sold with the machine

10. Selling improvement and changeover packages

11. Selling parts by direct mail

12. Selling toys

13. Flat rate pricing and estimating

The service department of the dealership provides a natural opportunity for a large sales volume.

1. Tractor parts make up almost half of the average dealer's parts sales.

2. The parts man should suggest shop overhaul when customers purchase parts which should be replaced in the shop rather than on the farm.

3. The service department and the parts department should work together to sell more parts as they realize that the farmer is a prospect for labor saving, comfort producing, improved parts, attachments, and accessories that his machines do not have.

The parts man has more actual contact with the customer than any other employee in the delaership.

In order to do an effective job of serving the customer, the parts must:

1. Have a thorough understanding of farming problems in the area.
2. Have a complete knowledge of the product he sells.
3. Pass this information to the customer.
4. Understand the application of equipment to the farmers' problems.
5. Have a good knowledge of farming practices in the area in which the dealership is located.
6. Be familiar with the services the customers require.
7. Have faith in the quality of merchandise he is selling.
8. Have confidence in the store he serves.

The parts man is also a salesman.

1. He sells what the product will do rather than the product itself.
2. He sells freedom from drudgery and a better life for the farmer and his family--not hydraulic equipment.
3. He sells riding comfort and safety--not tractor seats.
4. He sells engine care and lower upkeep costs--not hour meters.
5. He sells saving of power and fuel--not tractor tune-ups.
6. He sells continuous operation and saving of crops through the critical periods--not tractor overhauls.
7. He sells protection of engine and saving of repair bills--not oil filter elements.
8. He sells lower maintenance costs--not lubrication equipment.

9. He sells high-yielding, weed-free crops--not sweeps and shovels.

10. He sells accurate planting and higher yields--not seed plates.

11. He sells cleaner cutting and crop saving harvests--not cutting parts.

Suggested Teaching-Learning Activities

1. Bring a local parts man to the class to speak on parts selling.

2. Have each student develop a list of the undesirable and desirable characteristics of salesmen with whom they are acquainted.

3. Set up an example parts-selling situation and have each student indicate how he would approach and handle the situation.

4. Role play several parts-selling situations using members of the class to portray the characters in each situation.

Suggested Instructional Materials and References

Instructional Materials

Overhead transparencies to show the selling tools used by parts men and how the parts man sells his product.

References

(Teachers may be able to secure operational procedure manuals from other manufacturers by working with local dealers, branch managers or district representatives of these companies.)

Suggested Occupational Experiences

1. Have the student sell parts to the customer at the parts counter.

2. Have the student accompany the service man on service calls involving the supplying of parts.

VII. To display agricultural machinery parts effectively

Teacher Preparation

Subject Matter Content

Parts displays are an effective means of selling parts.

1. Displays impress the customer with the ability of the dealer to serve him.

2. Displays indicate the extensiveness of the parts department stocks.

3. Displays are inexpensive means of selling parts.

4. Customers have an opportunity to pick up items which they may need in addition to the specific part they are seeking.

5. Parts displays that feature an item and its associated parts are effective in satisfying the customer's needs.

6. Displays make the dealership more attractive to the customer.

7. Displays provide the dealer with an informal means of informing the customer concerning proper use of machines and machine parts.

When setting up effective parts displays, certain fundamentals should be followed.

1. Displays should feature rapid selling parts.

2. They must be attractive, arouse interest, and create a desire for ownership.

3. They must be coordinated with outside advertising and selling efforts.

4. The customer should have easy access to the parts on display.

5. Each display should be well lighted to attract as much attention as possible.

6. Each display should feature parts in quantity.

7. Displays should be set up so that they will not topple when parts are removed from them.

8. Parts sold from the display should be replenished daily.

9. Related parts should be displayed with the featured part and displayed in sequence.

10. The display area must be kept neat and clean at all times.

11. Seasonal parts should be displayed at least 30 days in advance of the season of use.

12. Displays should be timely.

13. When a display has spent its usefulness, it should be replaced with a display featuring new items.

14. Items should be placed in an attractive arrangement in the display.

15. If packaged items are on display, one package should be opened to show the contents of the packages.

16. Price information should be shown on all items on display.

Several types of displays lend themselves well for displaying agricultural machinery parts.

1. Islands and tables

2. Display boards

3. Window displays

4. Floor displays

5. Displays on machines

6. Wall displays

7. Displays on counters

8. Bin end and open counter displays

9. Service shop displays

A crucial factor in setting up effective parts displays is determining what parts to display. The following items should be considered when selecting those items to be displayed:

1. Parts for machines that will be used by the customer within the next four to six weeks

2. Related parts

3. Parts on which the dealer will receive a satisfactory sales margin

4. New items being introduced by the dealer

5. Machine accessories or other equipment

Suggested Teaching-Learning Activities

1. Use 35mm slides to show the types of displays. Good and poor displaying procedures should be emphasized as the slides are viewed by the class.

2. Using the display fixtures and parts identified under instructional materials, have each student set up parts displays. Have, if possible, several parts men from local dealerships constructively criticize each display. If parts men are unavailable, have the class do the criticizing.

3. Have each student visit local dealerships observing parts displaying procedures. After their visit, have them report both orally and in writing their observations.

Suggested Instructional Materials and References

Instructional materials

1. Teacher-made 35 mm slides of each of the types of displays identified in the content.

2. Island display table, display boards, window display materials, counter display materials.

3. Parts to be used in setting up displays.

References

1. Parts Sales Manual, pages M15-511 through M15-15-2.

(See the note to teachers in the final reference.)

Suggested Occupational Experiences

Have students set up each of the following displays in a local dealership.

1. Window display
2. Island and table displays
3. Floor displays
4. Display boards
5. Wall displays
6. Displays for special parts

VIII. To understand agricultural machinery parts advertising

Teacher Preparation

Subject Matter Content

One of the most effective means of parts selling is through advertising.

1. It makes calls on customers that the parts man does not have time to make personally.
2. It informs customers about new machines and parts available at the local dealership.
3. It increases a desire for ownership and, as a result, increases parts and new machinery sales.
4. It reminds the customer of the services available at the local dealership and suggests that he bring his machinery problems to the dealership for service.

Agricultural machinery parts are advertised through several media.

1. Direct mail
2. Newspaper ads

3. Radio spot announcements

4. Country road signs

5. Television advertisements

6. Handbills distributed to potential customers

The parts to be advertised by a dealer are generally the same as those displayed at the dealership.

Parts should be advertised well in advance of the season the item is to be used by the customer.

Advertising plans should be made well in advance of showing items to be advertised. Plans include media to be used and dates.

Suggested Teaching-Learning Activities

1. Have students list methods of advertising carried out by local agricultural machinery dealers.

2. Bring a member of a newspaper advertising staff to the class to speak on effective advertising.

3. Have each student select a parts item found in a parts department and lay out a series of advertisements using each of the media identified in the content.

Suggested Instructional Materials and References

Instructional Material

1. Local newspaper advertising of sales of agricultural machinery parts.

2. Sample letters and product information sent through the mail to customers

3. Sample radio and TV spot announcement scripts

4. Sample handbills to advertise agricultural machinery parts

References

Parts Sales Manual, pages M20-5-1 through M20-5-3.

Suggested Occupational Experiences

1. Select items to be advertised.
2. Develop an advertisement for a newspaper.
3. Set up and carry out the distributing of handbills advertising specific parts.
4. Plan an advertisement on a series of parts.
5. Select a series of parts to be advertised using the country road sign as the advertising media.
6. With a radio announcer and the dealer, plan a series of radio spot announcements advertising a particular part.

Suggestions for Evaluating Educational Outcomes of the Module

The following criteria should be used to evaluate the educational outcome of this module.

1. Student interest in the materials covered in this module
2. Changes in attitude on the part of the student toward his work
3. The participation by each student in class activities
4. The ability of the student to carry out assigned class activities
5. The ability of the student to perform the tasks assigned him on the job
6. Employers' evaluations of the quality of work done by the student on the job

Sources of Suggested References

1. Wilson, L. W. Farm and Power Equipment Retailers Handbook, 1964, National Farm Power Equipment Dealers Association, 2340 Hampton Avenue, St. Louis, Missouri. Price: $8.

2. Parts Purchasing Control Procedure, Massey-Ferguson Company, 2200 DeKoven Avenue, Racine, Wisconsin.

3. Parts Sales Manual, John Deere, Inc., Moline, Illinois.

4. "What is a Parts Number," International Harvester Company, 180 N. Michigan Avenue, Chicago, Illinois.

NOTE: Teachers may be able to secure operational procedure manuals from other manufacturers by working with local dealers, branch managers or district representatives of these companies.

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INSTRUCTOR NOTE: As soon as you have completed teaching each module, please record your reaction on this form and return to the above address.

1. Instructor's Name_____

2. Name of school_____State_____

3. Course outline used: _____Agriculture Supply--Sales and Service Occupations
_____Ornamental Horticulture--Service Occupations
_____Agricultural Machinery--Service Occupations

4. Name of module evaluated in this report_____

5. To what group (age and/or class description) was this material presented?____
_____

6. How many students:
a) Were enrolled in class (total) _____
b) Participated in studying this module _____
c) Participated in a related occupational work experience program while you taught this module _____

7. Actual time spent teaching module:

		Recommended time if you were to teach the module again:
_____hours	Classroom Instruction	_____hours
_____hours	Laboratory Experience	_____hours
_____hours	Occupational Experience (Average time for each student participating)	_____hours
_____hours	Total time	_____hours

(RESPOND TO THE FOLLOWING STATEMENTS WITH A CHECK (✓) ALONG THE LINE TO INDICATE YOUR BEST ESTIMATE.)

	VERY APPROPRIATE	NOT APPROPRIATE
8. The suggested time allotments given with this module were:		
9. The suggestions for introducing this module were:		
10. The suggested competencies to be developed were:		
11. For your particular class situation, the level of subject matter content was:		
12. The Suggested Teaching-Learning Activities were:		
13. The Suggested Instructional Materials and References were:		
14. The Suggested Occupational Experiences were:		

(OVER)

15. Was the subject matter content sufficiently detailed to enable you to develop the desired degree of competency in the student? Yes_____No_____
Comments:

16. Was the subject matter content directly related to the type of occupational experience the student received? Yes_____No_____
Comments:

17. List any subject matter items which should be added or deleted:

18. List any additional instructional materials and references which you used or think appropriate:

19. List any additional Teaching-Learning Activities which you feel were particularly successful:

20. List any additional Occupational Work Experiences you used or feel appropriate:

21. What do you see as the major strength of this module?

22. What do you see as the major weakness of this module?

23. Other comments concerning this module:

_____ _____
(Date) (Instructor's Signature)

_____
(School Address)