

Analysis, Design, and Development of the Maintenance Reminder Staff Training Module to Improve Objection Handling Skills of Newly Hired Toyota Dealer Personnel

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Abstract

This study describes the analysis, design, and development of a Maintenance Reminder Staff (MRS) training module to improve objection handling skills of newly hired Toyota dealer personnel. The study's objective is to address the pressing concerns that are being raised by customers, particularly with regards to MRS' competence in satisfactorily answering all queries related to maintenance servicing and appointment booking. The MRS training module is designed to bridge the gap in MRS knowledge on the Standard Operating Procedures (SOPs) and to improve their communication skills, particularly on negotiation and handling objections. The training module content enhancement was guided by the step-by-step process of the well-established ADDIE instructional design model, particularly by its first three phases: Analysis, Design, and Development. Data was presented and analyzed using descriptive statistics to show its impact (be it positive or negative) on the research's objectives. This study highlights Dealer Training and Development (DTD) Department's initiative to transition into a more holistic training approach, indicating a significant step towards improving the quality of education received by dealer personnel.

Keywords: Learning & Development, Communication Skills, Customer Service

1. Introduction

The approach to education in the corporate setting differs vastly from that in the academe. For one, a practical and hands-on approach is preferred as opposed to theoretical-based because most corporate setups require immediate application of acquired skills and knowledge. Trainings need to be highly functional yet interactive and engaging, in order to sustain the interest of participants and impart the necessary competencies at the same time.

Particularly for Maintenance Reminder Staff (MRS), training plays a very important role in ensuring that they are able to perform their roles and responsibilities correctly. Creating a positive impression is very

important, since they are the first contact point right after the customer purchases his / her vehicle. In addition to this, the Toyota trademark of “accurate, caring service” should be realized with each telephone conversation and customer interaction. Lack of proper training can result in demoralization, lack of confidence, low KPI achievement, and low customer satisfaction and retention.

Since training for MRS began in 2014, much improvement has been observed over the years. However, as the times change—especially with the COVID-19 pandemic—the way we make purchase decisions have changed as well. When customers don’t see the value in what you are offering, they would rather not avail of it. In the same way, when MRS are not able to meet customers’ expectations during the Service Initiation process, customers may choose not to do business with Toyota any longer. This is precisely the case as of the moment, given the results of the 2022 Customer Service Index (CSI) survey. Therefore, there is a need to reassess the existing training module’s effectiveness and relevance to the current situation—as well as a need to enhance said material as needed.

The MRS training module enhancement is designed to bridge the gap in MRS’ objection handling skills—because when staff can adequately counter customers’ objections / concerns, the success rate of convincing the customer to book an appointment significantly increases. The reassessment and enhancement process will be guided by the ADDIE model in order to meet the needs of both the students and the teacher (Stevens, 2012). The acronym ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. However, this study will be focusing solely on the first three phases: Analysis, Design, and Development.

During the first phase, there are four things that need to be analyzed by the researcher: the learners’ current competency level, the gap between their actual performance and the ideal condition, whether the existing training material addresses the said gap, and what needs to be done (in case it is lacking in some aspects). Once this is done, the researcher will then proceed to the Design phase. This is where the training content outline, support activities, and overall strategy will be carefully designed to ensure that the learning objectives will be achieved. The instructional training and assessment materials will then be prepared in the next phase of ADDIE, which is the Development phase. The materials that will be developed has to effectively engage the trainees’ attention and learning retention to provide positive and tangible results.

By aiming to adapt a more holistic and tailor-fitted approach to training, this study aspires to address the pressing concerns that are being raised by customers—particularly with regards to MRS’ competence in satisfactorily answering all queries related to maintenance servicing and appointment booking. The purpose of this study is to fundamentally contribute to increasing customer retention through increasing the number of booked appointments through delivering a more effective training. This study describes the Analysis, Design, and Development phases of the MRS Training Module Enhancement.

2. Methodology

This section shows the procedure that was used in conducting the study. It includes the respondents of the study, sampling design, instrumentation, data gathering method, and data analysis. The researcher used Descriptive Research design through material development approach. As the study aims to enhance the existing MRS training module, a three-step process will be implemented, following the ADDIE model: Analysis, Design, and Development.

To successfully achieve the objectives of this study, which is to improve objection-handling skills of MRS, the researcher first needed to identify the target participants. This was done through purposive random sampling, in which 30% of the 100 total newly hired MRS will be selected. The names of all new hires

(with less than 1 year work experience in the dealership) was listed and arranged in alphabetical order, then every 3rd name on the list was added to the pool of participants. Afterwards, they were arranged according to dealership location / area, and further categorized into two groups: those that will undergo the new training module, and those that will undergo the existing training module. Once their respective groups were finalized, the researcher then gathered the ff. Q2 2023 MRS Key Performance Indicators (KPIs) to assess their current competency level: (1) Mystery Shop Result, (2) CSI Result, (3) Booked Appointment Rate, and (4) TDSP Score.

Mystery Shop is an activity wherein TMP Dealer Operations Support Department (DOSD) randomly calls up all 73 Toyota dealerships and pretends to be a customer who wants to have their vehicle serviced. This is one way of assessing whether the way MRS answers telephone calls is compliant with the standards set by Toyota. Calls are evaluated using a standard 20-item Toyota Standard Appointment Spiel checklist that covers all aspects—from ease of getting in touch with appointment staff to thanking the customer before ending the call. 90% (18 out of 20 points) and above is the passing score for this activity.

#	Evaluation Items
1	Ease of getting in touch with an appointment staff/or any staff who takes an appointment
	1.1 Answered within a reasonable period of time (i.e. within 3 rings) at first attempt
	1.2 Able to speak to a staff who takes an appointment promptly (i.e. maximum of 1 transfer only)
2	Used the Toyota standard way of answering the telephone
	2.1 Greetings ("Good morning"/"Good afternoon")
	2.2 Introduced dealer/department
	2.3 -Self-introduction
3	Projected a consistent customer friendly voice and appropriate voice (Volume, Pitch, Intonation)
4	Asked the caller's name first
5	Asked the caller's vehicle model & plate number
6	Asked the caller's vehicle request
7	Asked for other concerns aside from Periodic Maintenance
8	Provided at least 2-3 options for appointment schedule
9	Confirmed service request, vehicle model and appointment schedule
	9.1 Service Request
	9.2 Vehicle Model
	9.3 Appointment Schedule
10	Explained necessary details on work to be done for the kilometer check-up -Mention at least 3 major work to be done: Change Oil, Clean/Adjustment of brakes, Inspection of Underchassis
11	Explained necessary details on Express Maintenance -Mention at least the following: 3 specially trained technicians will work and job completed in 1 hour
12	Explained necessary details on Air Care Service -Mention at least the following: first fully automated aircon maintenance, finished in 1 hour, no need to remove dashboard
13	Explained necessary details on Cost Details -Mention at least the estimate cost of the maintenance and Air Care Service
14	Explained necessary details on Time Details
	14.1 Start Time/Completion Time
	14.2 Promised Delivery Time

15	Asked for complete contact details
	15.1 Mobile Number
	15.2 Landline
	15.3 Email Address
16	Reminded the customer of other required items
	16.1 Fifteen (15) minutes arrival prior to appointment time
	16.2 Bring Warranty Booklet
	16.3 Removal of Personal Belongings
	16.4 Mention the name of the Receptionist or Service staff who will assist the customer during reception
17	Confirmed mode of payment
18	Repeated the appointment details
19	Thanked the customer
20	Used the customer's name

Figure 1. Toyota Standard Appointment Spiel Checklist

CSI or Customer Service Index is a monthly evaluation consolidated by TMP Customer Relations Department (CRD), which measures what customer satisfaction in five different areas of After-Sales operations: (1) Service Initiation, (2) Service Advisor, (3) Service Quality, (4) Vehicle Pick-up, and (5) Service Facility. For MRS specifically, their KPI is Service Initiation. Under this area, there are three main factors that customers consider when giving their rating: (1) Ease of arranging service visit, (2) Flexibility to accommodate schedule, and (3) Timeliness of Hand-over Process. This means that apart from customers being able to immediately speak to an MRS directly to book an appointment, MRS should also be able to communicate well and ensure that all information needed is requested from and given to the customer in a timely manner. All monthly scores gathered for each quarter are then averaged to generate the quarterly CSI result.

Booked Appointment Rate on the other hand, measures what percentage of customers that were contacted by MRS proceeded to book an appointment with the dealership. This is monitored monthly by DOSD as well. In a way, it reflects how skilled MRS are in terms of negotiating and persuading the customer through handling their objections (which can range from concerns, clarifications, or downright rejections that can be unspoken or not). The passing rate set for this KPI is 30%.

Last but not the least is the Toyota Dealer Success Program or TDSP score. Dealers can achieve an all or nothing score (1 or 0 rating), as this checks their compliance to standard MRS operation guidelines with the 16-item evaluation checklist monitored by TMP Area Operations Department (AOD). Adherence to this checklist will ensure that ease of Maintenance Reminder operations, even in case of sudden staff resignation, as it covers all aspects from materials and equipment to staff training and KPI achievement visualization.

#	Evaluation Items
1	Are all MR Staffs capable of making maintenance reminder call to all customers without delay and problem (via mobile or landline)?
2	Is there a designated PC terminal or laptop assigned per MRS Staff which has access to TPO-MRS, dealer SAP-DBM, and SAP-OLB in creating appointments?

3	Does each MRS Staff have individual access to TPO-MRS, Dealer SAP-DBM, and SAP-OLB for creating appointments?
4	Is there any visualization of MRS KPI Management with analysis and countermeasure which is updated regularly?
5	Does the Dealer have an available/assigned MRS Team who is responsible to check, monitor, and resolve MRS related issues of the Dealer?
6	Does the dealer have a designated MRS reliever to finish the call list in absence of main PIC?
7	Does the dealer have at least 1 trained MRS Staff / personnel who can cascade learning from TMP MRS related training courses?
8	Does the dealer utilize consolidated forecast from different sources such as TPO, SAP-DBM and Dealer Initiated (MRS Consolidator)
9	Does the dealer have PM Repair Orders which were still at "Post Billing Approved" status for more than 3 days?
10	Does the dealer comply with the weekly submission of MRS KPI Report?
11	Does the dealer have monitoring to ensure that all New Vehicle releases were forecasted and called for first 1,000 KM-check up?
12	Are all appointment bookings in OLB properly tagged as Cancelled, No Show or Completed?
13	Is the On-Line Booking (OLB) available, updated and utilized correctly for reception management and appointments?
14	Are Appointment Slip Buckets available, updated, and is labeled per as N-5, N-4, N-3, N-2, N-1, Today's Appointment (N)?
15	Does the Dealer conducts reconfirmation of appointments (N-1) and reflected the actual time in repair order?
16	Is there is a clear definition of customers that should not be included in the reminder activity?

Figure 2. Toyota Dealer Success Program (TDSP) Checklist for MRS

Subsequently, the researcher proceeded to the enhancement of the existing MRS training module using the first three phases of ADDIE: Analysis, Design, and Development. As the goal is to make the entire training more holistic, different activities were integrated per day to make learning more interactive and hands-on. The researcher also requested help and feedback from subject matter experts and solicited suggestions from the team to determine the acceptability and validity of the developed instructional

material. It is important to note that the researcher had sought DTD department head’s permission through a letter of request prior to conducting the study. Once said request was approved, the researcher then carried out all the necessary steps from data gathering to the development of the enhanced training module. After pre and post training data was gathered and organized thru Microsoft Excel, the researcher then requested the assistance of a statistician to analyze it through evaluating the mean, standard deviation, and statistical significance of each. Results from this study will be beneficial to other researchers, particularly to those with studies related to communication and customer handling skills. The step-by-step process employed in enhancing the MRS Training Module was described. Data was also presented and analyzed using descriptive statistics to show its impact (be it positive or negative) to the research study’s objectives.

3. Results

The study's first objective is to describe the analysis, design, and development of Maintenance Reminder Staff training module to improve objection handling skills of newly hired Toyota dealer personnel. This module enhancement was initiated to address the competency gap of newly hired MRS in handling customer objections. The first three phases of the ADDIE Model, which was adapted in said enhancement process, will be discussed in this section.

3.1 Analysis Phase

There are four things that the researcher had to analyze in carrying out the first phase: the trainees’ current competency level, the gap between trainees’ actual performance and ideal condition, the effectiveness of the existing training material in addressing said gap, and the countermeasures that could be done in case it is found to be ineffective in the current dealer situation.

3.1.1. Analyze the trainees’ current competency level

In order to understand the knowledge and skill level of MRS, the researcher and her team consulted both the potential trainees and the internal stakeholders (those who monitor MRS KPIs). Potential trainees consisted of 100 newly hired MRS, of which 30% of their total population will be tapped to take part in this research study. These trainees were requested to answer a short online survey on their most encountered challenges in conducting maintenance reminder activities, as well as on what aspects of their work they would like to gain more understanding about.

Majority of their responses cited their “inability to counter customers’ objections during the appointment booking process” as one of the challenges that they often face. Most respondents have even elaborated that it was their lack of knowledge that let to negative outcomes, expressing that perhaps training could equip them with how to properly deal with similar situations next time.

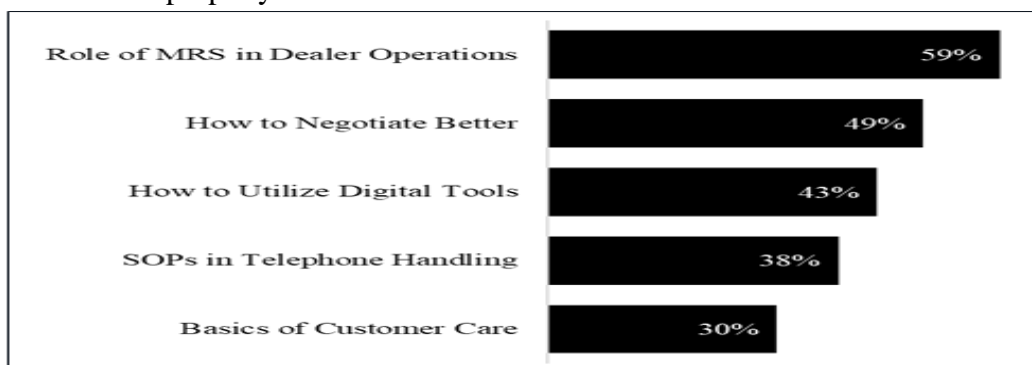


Figure 3. Top 5 Most Requested Training Topics

On the other hand, the top 5 most requested work aspects that the participants would like to be trained on are (1) Role of MRS in Dealer Operations, (2) How to Negotiate Better, (3) How to Utilize Digital Tools, (4) Standard Operating Procedures (SOPs) in Telephone Handling, and (5) Basics of Customer Care.

3.1.2. Analyze the gap between trainees’ actual performance and ideal condition

The researcher and her team also consulted internal stakeholders, specifically: (1) TMP - Dealer Operations Support Department (DOSD), (2) TMP – Area Operations Department (AOD), and (3) TMP – Customer Relations Department (CRD) to gather factual data (showing the actual condition of MRS operations), as well as to understand the underlying cause of customer complaints.

Table 1. MRS KPI Achievement for Q2 2023

KPI	Target	Q2 2023 Actual
Booked Appointment Rate	30%	23%
CSI Result	90%	75.64%
Mystery Shop Result	90%	70%
TDSP Score	1	0.23

As shown in the table above, there is a gap between the set targets and the actual KPI achievement for the 2nd Quarter of 2023. The Mystery Shop results imply that MRS are not aware of the Standard Operating Procedures (SOPs) set in place, which negatively affects their telephone handling and negotiation skills. This, in turn, is reflected in the poor results of the other three KPIs.

3.1.3. Analyze the effectiveness of existing training material in addressing the MRS performance gap

Based on the conducted training needs analysis, the researcher and her team will now assess whether the existing training module is still relevant to the target trainees’ current needs.

Table 2. Topic Breakdown of Existing MRS Training Module

Focus Area	Existing Training Module Contents
Mindset Building	Toyota Way 2001
	Toyota Customer Service Philosophy
SOPs	Six Service Process
Communication Skills Enhancement	Customer Care
	Telephone Handling

As shown in the table above, there are three areas being focused on in the existing training module: Mindset Building, SOPs, and Communication Skills Enhancement. While these areas remain relevant until this present day, there are some topics that need to be updated, like the Toyota Way 2001. An updated version of this had been released in 2020, yet the 2001 version is still being used three years after. There is also a need to strengthen MRS knowledge on SOPs and improve their communication skills, particularly on negotiation and handling objections—as well as to include a walkthrough of the digital tools developed by DTD to support MRS operations.

3.1.4. Analyze the countermeasures that could be done

To align with the assessed training needs of MRS, the researcher and her team plan to retain the three focus areas, while adding a fourth one which is “Digital Tools Walkthrough”. This aims to familiarize MRS with the digital resources available for them to use when performing their respective maintenance reminder activities. Furthermore, additional training contents can also be considered for SOPs, so that MRS can be guided whether their current practices are compliant with the Toyota standards set in place.

It is quite timely as well that new regulations and policies had been cascaded just recently. Likewise, strategies and tips on how to effectively persuade customers can also be included in order to further improve MRS objection handling skills.

3.2. Design Phase

The next step in the ADDIE instructional design model aims to address the performance gaps that were identified in the Analysis phase. The researcher and her team had primarily focused on firming up the structure of the enhanced MRS training in this stage. This includes formulating the training objectives, assessment instruments, training contents, training delivery, training duration, and feedback methodology.

3.2.1. Training Objectives

The main objective of this enhanced training module is to effectively improve objection handling skills of newly hired MRS. The researcher and her team aim to achieve this by making the training more relevant to the current dealer situation based on the assessed training needs, as well as by incorporating practical activities that will help them simulate real-life telephone calls with customers. Specifically, it aims to achieve the ff. objectives: (1) to strengthen each MRS’ mindset in doing things the Toyota Way, (2) to help MRS realize their vital role and overall contribution in dealer operations, and (3) to familiarize MRS on how to use the various tools available to enhance MRAS operations.

3.2.2. Assessment Instruments

In every training course, it is important to have a measure of pre-existing competencies to gauge whether the training is indeed effective in achieving its objectives. Apart from the KPI results that were gathered earlier on, a researcher-made pre / post test will also be used to evaluate their theoretical knowledge. This will cover all the topics that will be discussed during the training. These assessment instruments will be collectively known as KSLIs or Knowledge and Skill Level Indicators, and will be used to evaluate trainees’ competency level before and after the training intervention.

Table 3. Target Scores of Knowledge and Skill Level Indicators

Knowledge and Skill Level Indicator	Target Score
Pre / Post Test	16
Mystery Shop Result	90%
Customer Service Index (CSI) Result	90%
Booked Appointment Rate	30%
Toyota Dealer Success Program Score (TDSP)	1

3.2.3. Training Contents

Based on the conducted training needs analysis, the researcher and her team proposed an enhanced training module content outline as shown in Table 3. Topics that have an asterisk (*) at the end are updated / additional contents.

Table 4. Proposed Topic Breakdown of Enhanced MRS Training Module

Focus Area	Proposed Enhanced Training Module Contents
Mindset Building	Toyota Way 2020*
	Toyota Customer Service Philosophy
SOPs	Role of MRS in Dealer Operations*
	MRS Evaluation Checklist*
	Export Trade and Security Control Policy*
	The Art of Persuasion*

Communication Skills Enhancement	Customer Care
	Telephone Handling
Digital Tools Walkthrough	MR Spiels – Interactive Walkthrough*
	MR Technical Spiel Generator Walkthrough*

The first focus area which is Mindset Building, consists of two topics: (1) Toyota Way 2020, and (2) Toyota Customer Service Philosophy. While the latter’s contents were retained, some changes were made to Toyota Way. Prior to this module enhancement initiative, the Toyota Way training content being utilized was the 2001 version. As shown in Figure 6, this focused on the 2 key pillars of Toyota Way: Continuous Improvement and Respect for People, as well as on its 5 key factors: Challenge, Kaizen, Genchi Genbutsu, Respect, and Teamwork. While these values are still applicable to the current times, Toyota team members fail to appreciate and apply it fully due to its vague relevance to their respective job functions.

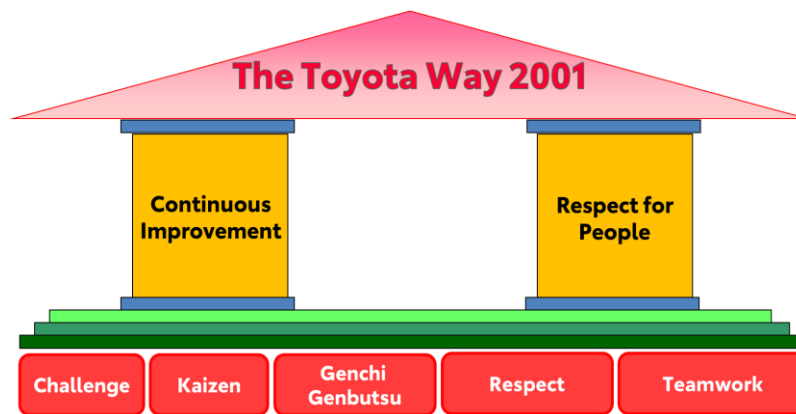


Figure 4. Toyota Way 2001 Framework

This is the reason why the Toyota Way 2020 update had translated these into 10 actionable values for daily practice, as shown in Figure 7.

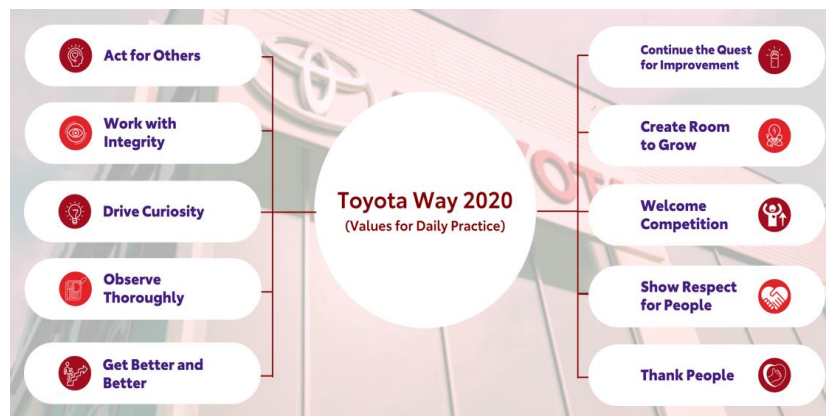


Figure 5. Toyota Way 2020 Framework



Figure 6. Toyota Customer Service Philosophy Framework

The second focus area focuses on Standard Operating Procedures (SOPs). Previously, this part put emphasis only on the Six Service Process. While this does familiarize MRS with the standards set for the entire service operations, it does not highlight their roles and responsibilities, as well as their overall contributions to said operations. This is why in the proposed enhancement, all these were integrated into one main topic, which is Role of MRS in Dealer Operations.

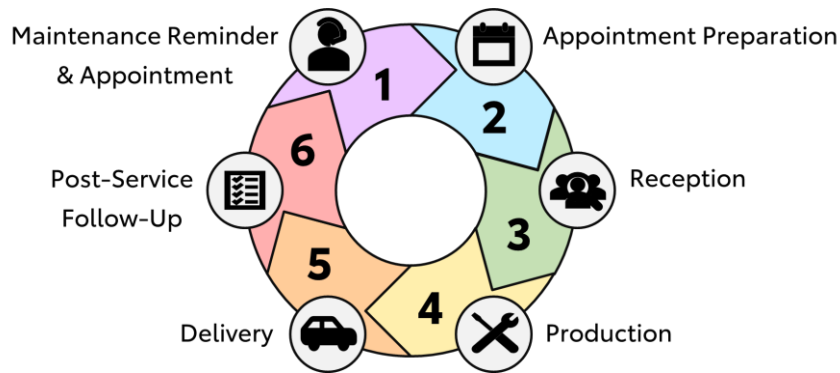


Figure 7. Toyota Service Process Framework

The second topic under SOPs is the MRS Evaluation Checklist topic. This tackles all requirements that every dealer musted to be complied with to ensure smooth maintenance reminder operations. This includes the number of trained manpower, resources to perform MR activities (laptops, hotline number, forecast list, etc.), as well as the standard visualization techniques set in place to ensure proper KPI monitoring.

EVALUATION ITEM	CLASSIFICATION	EVALUATION METHOD	O	Δ	X
Are all MRS capable of making maintenance reminder call to all customers without delay and problem (via mobile or landline)?	Mandatory	Check if MRS can call all customers regardless of mobile network and communication device (cellphone or landline)			
Is there a designated PC terminal or laptop assigned per MRS Staff which has access to TPO-MRS, dealer SAP-DBM, and SAP-OLB in creating appointments?	Mandatory	Check if each MRS Staff have designated PC terminal or laptop in good working condition			
Does each MRS Staff have individual access to TPO-MRS, Dealer SAP-DBM, and SAP-OLB for creating appointments?	Mandatory	Check if each MRS Staff has designated access to the TPO-MRS, SAP-DBM, and SAP-OLB for MR Activity and Appointment creation			
Is there any visualization of MRS KPI Management with analysis and countermeasure which is updated regularly?	Mandatory	1. Check for availability of the MRS Meruka Board or any visual tool 2. Check if the KPI shown are updated month-to-date and year-to-date.			
Does the Dealer have an available/assigned MRS Team who is responsible to check, monitor, and resolve MRS related issues of the Dealer?	Mandatory	Check available documentation identifying existence of the Dealer MRS Team. Dealer MRS Team should include the ff.: Service Manager, Reception Head, MRS, MRS Reliever, Kaizen Staff, and IT Staff			

Does the dealer have a designated MRS reliever to finish the call list in absence of main PIC?	Mandatory	1. Check the Service Department Table of Organization; confirm if MRS reliever is included. 2. Check the previous call rate performance and assess if there's no irregularities (day with low call rate).			
Does the dealer have at least 1 trained MRS who can cascade learning from TMP MRS related training courses?	Mandatory	Check whether there is at least 1 MRS who had completed the MRS Training. Note: Newly Hired MRS or MRS Reliever should immediately attend said MRS Training upon Probationary Status.			
Does the dealer utilize consolidated forecast from different sources such as TPO, SAP-DBM and Dealer Initiated (MRS Consolidator)	Mandatory	1. Check previous and current month consolidator if has data and utilized 2. Interview MRS on how they operate the consolidator			
Does the dealer have PM Repair Orders which were still at "Post Billing Approved" status for more than 3 days?	Mandatory	1. Check 1 month PM Repair Orders and identify RO's which are still in "Post Billing Approved" status 2. Exclude but highlight PM RO's which stay in PBA status due to credit line			
Does the dealer comply with the weekly submission of MRS KPI Report?	Mandatory	1. Assess MRS promptness on the submission of MRS KPI Report. 2. Check the data if all complete and updated 3. Check if the Down-down Irregularity Analysis is also available			
Does the dealer have monitoring to ensure that all New Vehicle releases were forecasted and called for first 1,000 KM-check up?	Mandatory	1. Retrieve the list of all Newly Released Vehicle from the previous month and compare or match them with the list of all 1,000KM Check-up Generated Forecast for the current month 2. Interview MRS and list down all the issues if some NV releases are not forecasted or called			
Are all appointment bookings in OLB properly tagged as Cancelled, No Show or Completed?	Mandatory	1. Check the OLB if previous week booking has open bookings. Status of booking should be Cancelled, No Show and Completed. 2. Observe Service Advisor on the procedure of RO creation 3. Availability of RO creation SOP which includes linking of appointment booking to RO. 4. Check repair order (with appointment) if the appointment details and production details are all available.			
Is the On-Line Booking (OLB) available, updated and utilized correctly for reception management and appointments?	Mandatory	1. On-Line Booking (OLB) Function is available 2. Standard Operating Procedure for OLB is available			
Are Appointment Slip Buckets available, updated, and is labeled per as N-5, N-4, N-3, N-2, N-1, Today's Appointment (N)?	Sustainment	1. Appointment Slip Buckets are available and updated 2. Standard Operating Procedure for Appointment Slip Buckets is available			
Does the Dealer conducts reconfirmation of appointments (N-1) and reflected the actual time in repair order?	Sustainment	1. Observed MRS during appointment reconfirmation 2. Check repair order (with appointment) reconfirmation details is available.			
Is there is a clear definition of customers that should not be included in the reminder activity?	Sustainment	There should be a document that mentions all the type of customers that should not be reminded. Check these definitions like: customers who do not want reminders, customers who already sold the vehicle, customers who refuse to go to the Dealer, customer who moved to a far place, etc.			

Figure 8. MRS Evaluation Checklist

In addition to this, the recently implemented Export Trade and Security Control (ETSC) Policy was also included as part of the discussion lineup, to familiar MRS with the protocols in handling different types of customers and how to respond appropriately.

ETSC Integration in MR Spiels - Interactive

















Color Code	Country Category	General Companies / Individuals	Army / Police	Government Organizations
	Special Attention Countries			
				
	Attention Countries			
	Other Countries			

Figure 11. Export Trade and Security Control (ETSC) SOP Summary

The third focus area is all about Communication Skills Enhancement. Since one of the major challenges that MRS encounter is how to successfully convince customers to book an appointment at the dealer, the Art of Persuasion will be centering mainly on equipping MRS with the strategies and tips on how to do so effectively. In addition to this, Customer Care and Telephone Handling topics will reiterate how to handle clients over the phone the Toyota way. This will ensure customer satisfaction in every transaction. Last but not the least is the Digital Tools Walkthrough focus area, which will orient MRS on how to use the two available resources: MR Spiels – Interactive and MR Technical Spiel Generator.



Figure 12. MR Spiels – Interactive

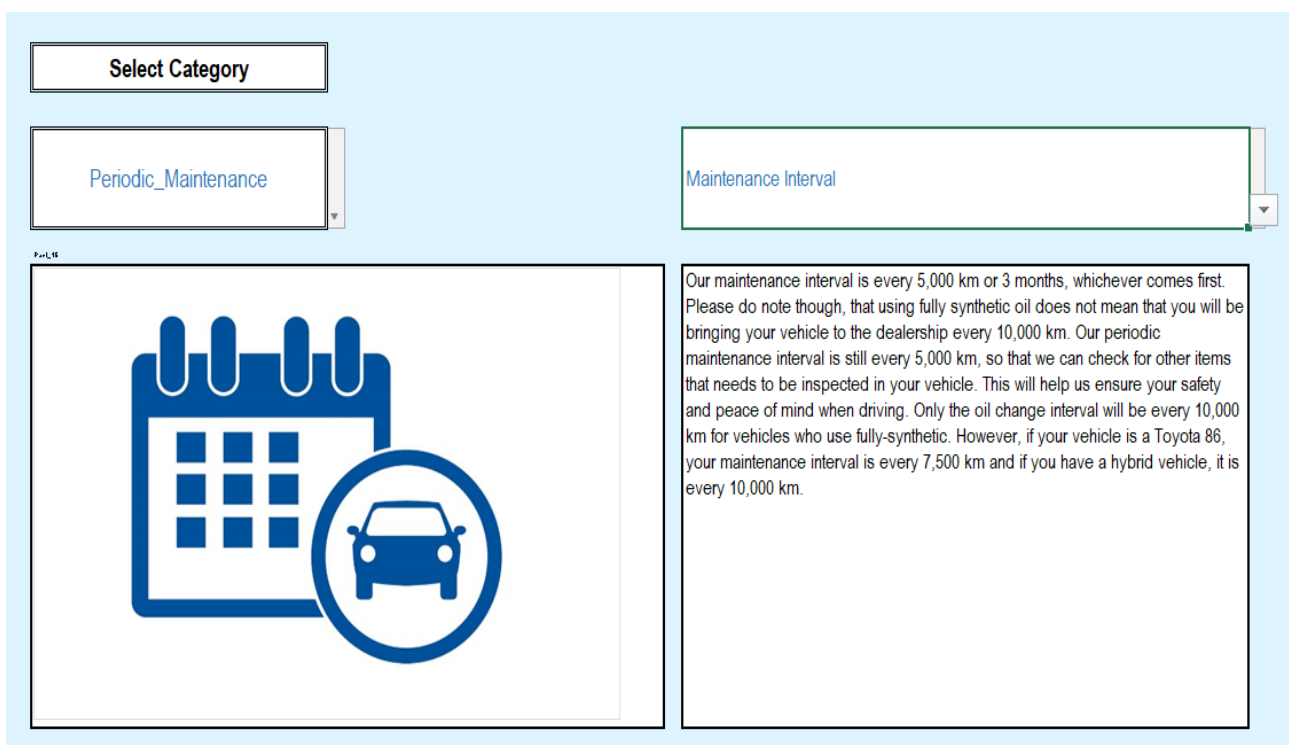


Figure 13. MR Technical Spiel Generator

This was presented to DTD heads for their inputs and approval, prior to proceeding to the Development phase.

3.2.4. Training Delivery

Since the pandemic, DTD had transitioned to online learning (either asynchronous / synchronous self-paced learning or live webinar). This cost-efficient methodology provides trainees the opportunity to upskill anywhere, without the need to travel (especially for those based in the provinces). It is also advantageous for trainers, because it allows them to accommodate a larger population of students. The researcher and her team opted to conduct this as a live webinar, as opposed to self-paced learning, because they realize the need for a more hands-on approach in order to gain positive results from this training.

3.2.5. Training Duration

The existing MRS training runs for a total of 5 days from 9:00 AM to 3:00 PM. The researcher opted to utilize the same schedule for the enhanced training module, with the intention of maximizing the 5-day allocation and creating learning-filled sessions that will not overwhelm the trainees.

3.2.6 Feedback Methodology


The researcher aims to gather feedback from trainees through the post-test and post-evaluation that will be conducted after the training. This will be coursed through Google Forms, so that trainees can easily answer them online, and the results can also be easily tabulated and analyzed at the same time.

3.3 Development Phase

During the third phase of ADDIE, the researcher and her team worked in three stages: (1) Material Development, (2) Stakeholder Collaboration and Feedback Gathering, and (3) Material Refinement and Finalization. These stages ensured the strategic development and refinement of the enhanced training module, through constant inputs and feedback from stakeholders.

3.3.1. Material Development

Using the approved outline provided in Table 3 as a guide, the researcher and her team then started on the module content development. All topics that already had existing materials were simply updated (if needed), but those that have no content yet were given more focus. Extensive research was done to curate training modules that were relevant to the current dealer situation, together with competitor benchmarking in order to align with the industry's best practices. Visually-appealing slides were created to engage learners' interest, and light humor was incorporated moderately as well to make the learning experience fun for trainees.



The Toyota Way 2020

Values are like lighthouses. They are signals giving us direction, meaning, and purpose.

Act for Others

"Customer First"

2. Work with Integrity

3. Drive Curiosity

4. Observe Thoroughly

5. Get Better and Better

6. Continue the Quest for Improvement

CONSISTENCY

7. Create Room to Grow

Where I Am Now

Where I Want To Be

8. Welcome Competition

STRENGTH

WEAKNESS

9. Show Respect for People

STRONGER TOGETHER

10. Thank People

Thank You

TOYOTA CUSTOMER SERVICE PHILOSOPHY

Vehicle lifecycle

Periodic maintenance, Vehicle purchase, Accessories installation, Fine inspection, Periodic maintenance, Mileage inspection, Breakdown, Accident repair

The Key Elements of Frontline Activities

1. Accuracy

- Precise Diagnosis
- Reliable Maintenance & Repairs
- Keeping Promises

The Key Elements of Frontline Activities

- Attractive Outlets
- Optimal Customer Treatment
- Hospitality that Exceeds Expectations

2. Caring

Customer expectations vs Service provision graph

Accuracy + Caring = Trust

TOYOTA SIMPLE SERVICE TOYOTA ONLINE PARTS TOYOTA ACCESSORIES

Figure 14. Mindset Building Training Module Contents



The figure displays a comprehensive set of SOP training modules for MRAS (Maintenance Reminder and Appointment Scheduling) in dealer operations. The modules are organized into several key sections:

- The Six Service Process Overview:** Shows the flow from Maintenance Reminder & Appointment to Reception, including sub-processes like PPSU, Delivery, and Production.
- Objectives:** Focuses on informing customers when maintenance is due based on vehicle use.
- Customer Expectations:** Addresses goals such as reducing overloading, providing adequate time, and increasing customer satisfaction.
- Requirements:** Lists needs like using JPCB for visual appointment scheduling and requesting Diagnosis Master Technician support.
- Detailed Job Flow (GOG):** Provides a Global Operation Guidelines flowchart for the entire process.
- Detailed Operations:** Breaks down tasks into steps, such as:
 - Appointment Scheduling Board:** Shows workshop capacity and technician availability.
 - Appointment Preparation Board:** Ensures parts availability and on-time delivery.
 - Maintenance Reminders:** Includes direct mail, phone calls, and mobile notifications.
 - Appointment Confirmation:** Involves confirming customer information and required parts.
 - Required Parts Order:** Includes checking order status and arranging for delivery.
 - Appointment Confirmation (Final):** Focuses on creating a job plan for the following day.

Figure 15. SOP Training Module Contents

THE ART OF PERSUASION
"a process that requires a high degree of skill to produce an object or performance"

Why on a personal level?

The Four Core Elements of Persuasion

- Credibility
- Common Ground
- Vivid Evidence
- Emotional Connection

1. Credibility
Affordability, Durability

2. Common Ground

3. Vivid Evidence
"Saying it is one thing, but proving it is another."

4. Emotional Connection
EMPATHY

#1. Be Subtle.
"YOU DECIDE" YES NO

#2. Let them know that you care.
"People don't care how much you KNOW, until they know how much you CARE."

#3. Listening is key.
NEEDS, Selling Point

Listen to UNDERSTAND not to REPLY

"If people LIKE you, they'll LISTEN to you. But if they TRUST you, they'll do BUSINESS with you."

CUSTOMER CARE

Main Key Points for Discussion
The Four Key Principles of Good Customer Service
Emotional & Social Intelligence (ESI)

What is intelligence?
BOOK SMART, INTERPERSONAL, PEOPLE SMART, Social Intelligence

"It is the ability of a person to tune into other people's emotions and read the subtle behavioral cues to choose the most effective response in a given situation."

5 Components of ESI
1. Self Awareness
2. Self Regulation
3. Motivation
4. Empathy
5. Social Skills

emotional
Self Awareness, Empathy, Motivation, Self Regulation, Social Skills, **social**

4 Key Principles of Good Customer Service

- Personalized
- Competent
- Proactive
- Convenient

1. Personalized
HELLO MY NAME IS

2. Competent

3. Proactive
FIR: Fix-It-Right

4. Convenient
100% SATISFACTION GUARANTEE

TELEPHONE HANDLING

Elements of Communication
55% Body Language, 38% Tone of Voice, 7% Words

Three Important Human Factors that Influence Telephone Communication
Mindset, Listening and Questioning, Voice

1. Mindset
REMEMBER "As you think, so shall you become." --Bruce Lee--

2. Listening and Questioning
Listen with both your eyes and ears.
It's about "connecting" with our customers.

3. Voice
Take note of your "VIPS":
V - volume
I - intonation
P - pitch
S - speed

5 P's in Telephone Handling
DOs, DONTs

- Preparation
- Proactiveness
- Professionalism
- Politeness
- Personal Touch

1. Preparation
Appointment Scheduling Board, SAP

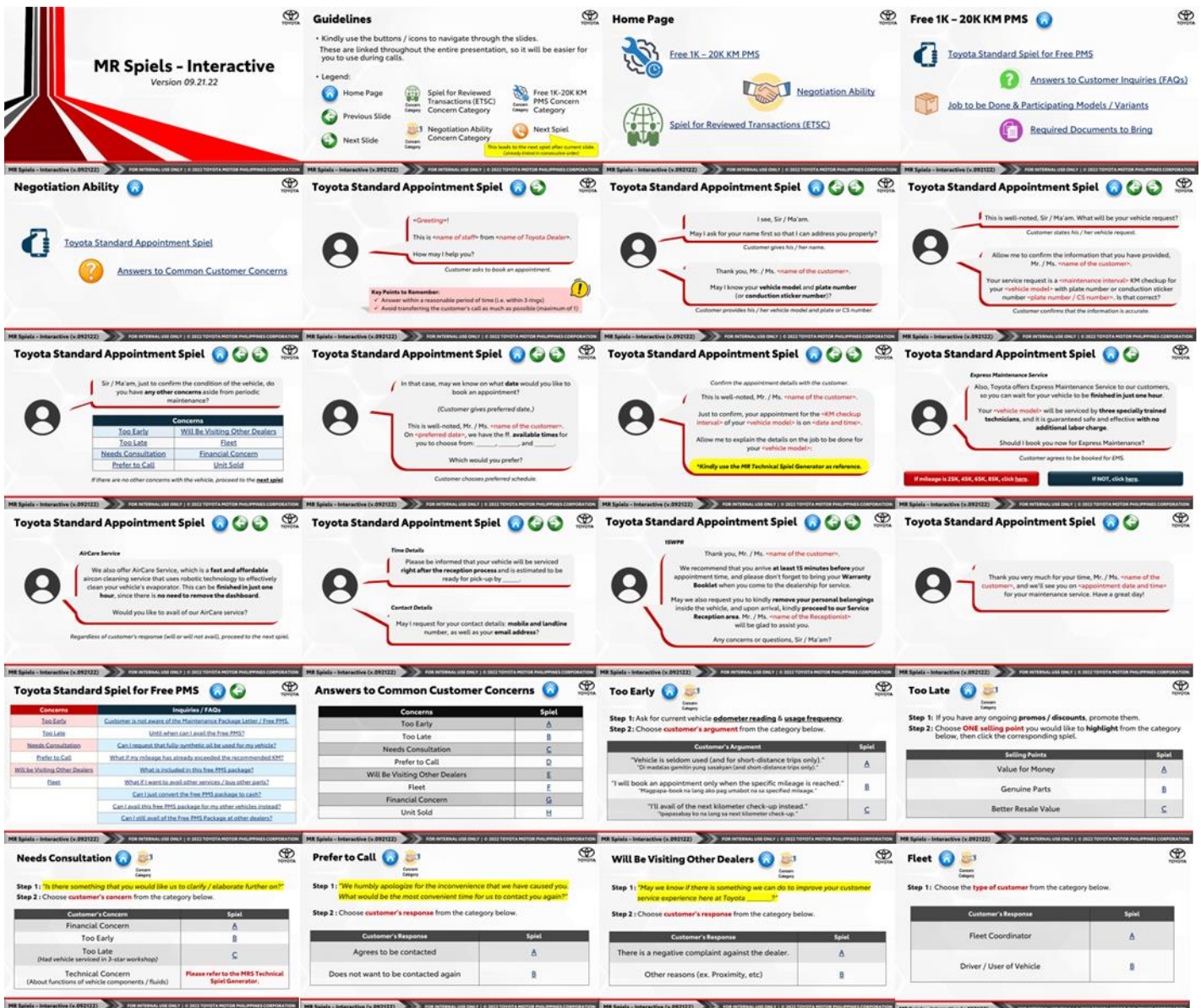
2. Proactiveness
Ensure that your customer records are up-to-date.
This will enable you to contact customers before they contact you for their service.
UPDATE!

3. Professionalism
Do not allow internal conversations to be heard.

4. Politeness
PLEASE!, Thank You

5. Personal Touch
Address the customer using his / her name
Helps you establish rapport even over the phone

Figure 16. Communication Skills Enhancement Training Module Contents



The figure displays a series of 24 screenshots from the 'MR Spiels - Interactive' training module. The slides are organized into a grid and cover various topics related to customer service and sales. Key sections include:

- Guidelines:** Instructions on how to navigate through the slides.
- Home Page:** Overview of the module's content, including 'Free 1K - 20K KM PMS', 'Negotiation Ability', and 'Spiel for Reviewed Transactions (ETSC)'.
- Negotiation Ability:** Slides focusing on 'Toyota Standard Appointment Spiel' and 'Answers to Common Customer Concerns'.
- Appointment Scheduling:** Multiple slides detailing the 'Toyota Standard Appointment Spiel' process, including handling concerns like 'Too Early', 'Too Late', 'Needs Consultation', and 'Will Be Visiting Other Dealers'.
- Customer Concerns:** Slides providing 'Answers to Common Customer Concerns' and 'Needs Consultation'.
- Service Details:** Slides about 'AirCare Service' and 'Express Maintenance Service'.
- Warranty and Service:** Slides regarding 'Warranty Booklet' and 'Service Reception Area'.
- Customer Response Handling:** Slides for 'Too Early', 'Too Late', 'Needs Consultation', and 'Prefer to Call'.
- Finalization:** Slides for 'Will Be Visiting Other Dealers', 'Fleet', and 'Customer's Response'.

Figure 17. Digital Tools Walkthrough Training Module Contents

3.3.2. Stakeholder Collaboration and Feedback Gathering

After the initial training material was created, the researcher and her team requested for an alignment meeting with internal stakeholders to seek inputs and feedback on the slides. The training approach was also discussed verbally, in order to give stakeholders an idea on how the training will be conducted. There were a few minor suggestions, one of which was to elaborate further on the role of MRS in dealer operations, since that was one of their observed needs during their dealer visits. These inputs were taken into consideration as the researcher and her team revised the training material.

3.3.3. Material Refinement and Finalization

As the training material development continues, the researcher initiated several consultations with internal stakeholders to seek real-time recommendations and feedback on the team's working file. This proved beneficial for the researcher and her team because they were able to get feedback that helped them improve

the ongoing module enhancement. Once the training content was finalized, it was then forwarded to DTD department heads for their checking and approval before the actual implementation.

4. Conclusion

In summary, this research study highlights TMP-DTD's initiative to transition into a more holistic training approach—indicating a significant step towards improving the quality of education received by dealer personnel, starting with the newly hired MRS. The process of training module content enhancement was guided by the step-by-step process of the well-established ADDIE instructional design model—particularly by its first three phases: Analysis, Design, and Development. Identifying the root cause of the low MRS performance problem required meticulous investigation of data and close collaboration with the stakeholders involved, as this is the very foundation of the research study. The researcher and her team realize the importance of designing an effective and contextually relevant training solution that targets the actual needs of MRS trainees.

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