

Implementation and Evaluation of the Enhanced Maintenance Reminder Staff Training Module in Improving Objection Handling Skills of Newly Hired Toyota Dealer Personnel

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Abstract

This study describes the implementation and evaluation of the enhanced Maintenance Reminder Staff (MRS) training module to improve objection handling skills of newly hired Toyota dealer personnel. The research study employs a quasi-experimental design with two groups of newly hired MRS. The MRS were categorized into two groups that will undergo different treatments: (1) With Pre/Post Test, With Training, With Post-Test, and (2) With Pre and Post Test, with Training (Enhanced MRS Module), With Post Test. The participants were evaluated using the identified Knowledge and Skill Level Indicators (KSLIs): (1) Pre/post Test Score, (2) Mystery Shop Results, (3) CSI Result, (4) Booked Appointment Rate, and (5) Toyota Dealer Success Program (TDSP) Score. The study findings shed light on the effectiveness of the implemented enhanced training module on objection handling skills of newly hired MRS, as well as its implications for educational practice in the corporate setting, highlighting its potential to positively contribute to the overall success of Toyota.

Keywords: Learning & Development, Communication Skills, Customer Service

1. Introduction

Having the ability to properly and confidently handle customer objections is a fundamental skill that needs to be possessed by any customer service frontliner. In Toyota After-Sales operations, Maintenance Reminder Staff (MRS) are one of the key personnel that are directly involved in customer service. The role of MRS is crucial because they are the first customer contact point in After-Sales. They must be able to deliver the Toyota trademark of “accurate, caring service” during each telephone conversation and customer interaction in order to create a positive first impression.

However, based on the results of the 2022 Customer Service Index (CSI) survey, customer dissatisfaction and complaints with the Service Initiation process is prevalent. This could be attributed to the fact that 68% of MRS in the Toyota Dealer Network have less than a year of work experience and have not yet

undergone training yet. Apart from this, there is also a need to reassess the existing MRS training module’s effectiveness and relevance to the current times, because it has not been updated at all since its roll-out in 2014. The trends in the automotive industry and customer behavior continues to change over the years, which is why the researcher had initiated the enhancement of the MRS training module to improve objection-handling skills of staff and ultimately improve their overall performance and Key Performance Indicator (KPI) achievement.

This research study presents a comparative analysis of the existing and enhanced training modules, which are designed to improve the objection-handling skills of MRS with its implementation. It aims to evaluate whether the enhancement done was effective in raising MRS competency levels, particularly in improving their objection handling skills—which will ultimately be reflected in the MRS KPI performance results. Moreover, the said analysis aims to shed light on the strengths and points for improvement of the enhanced MRS training that can help DTD with their kaizen activities.

2. Methodology

This section shows the procedure that was used in conducting the study. It includes the actual process of conducting the enhanced MRS training module, as well as the evaluation methods used to assess its effectiveness.

Once the finalized training materials were approved by Dealer Training and Department (DTD) heads, the researcher and her team were then set to conduct the two consecutive training runs in August 2023. The old training module will be used in the first run, while the new training module will be used in the following week.

Table 1. Old MRS Training Schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 AM - 9:30 AM	Participant Log-in				
9:30 AM - 9:45 AM	House Rules / Course Overview / Icebreaker	Day 1 Recap	Day 2 Recap	Day 3 Recap	Day 4 Recap
9:45 AM - 10:00 AM	Pre-Test	Six Service Process: Maintenance Reminder	Six Service Process: Reception	Six Service Process: Production	Telephone Handling
10:00 AM - 11:00 AM	Toyota Way 2001				
11:00 AM - 12:00 NN	Lunch Break				
12:00 NN - 1:00 PM	Toyota Way 2001 (con't)	Six Service Process: Maintenance Reminder (con't)	Six Service Process: Reception (con't)	Six Service Process: Delivery & PSFU	Telephone Handling Activity
1:00 PM - 2:30 PM	Toyota Customer				

2:30 PM - 2:45 PM	Service Philosophy	Six Service Process: Appointment Preparation		Customer Care	Course Wrap- up / Q&A
2:45 PM - 3:00 PM					Post-Test and Evaluation
3:00 PM	Dismissal				

Table 2. Enhanced MRS Training Schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 AM - 9:30 AM	Participant Log-in				
9:30 AM - 9:45 AM	House Rules / Course Overview / Icebreaker	Day 1 Recap	Day 2 Recap	Day 3 Recap	Day 4 Recap
9:45 AM - 10:00 AM	Pre-Test	Role of MRS in Dealer Operations (con't)	Export Trade and Security Control Policy	Customer Care	Digital Tools Walkthrough
10:00 AM - 11:00 AM	Toyota Way 2020				
11:00 AM - 12:00 NN	Lunch Break				
12:00 NN - 1:00 PM	Toyota Customer Service Philosophy	MRS Evaluation Checklist	The Art of Persuasion	Telephone Handling	"Ready-Set- Call" Game
1:00 PM - 2:30 PM				Telephone Handling Activity	
2:30 PM - 2:45 PM	Role of MRS in Dealer Operations				Course Wrap-up / Q&A
2:45 PM - 3:00 PM				Post-Test and Evaluation	
3:00 PM	Dismissal				

Tables 1 and 2 shows the respective training schedules that will be followed for the first and second week, respectively. Both training sessions will run from 9:00 AM to 3:00 PM from Monday to Friday.

Based on Figure 1, the total number of MRS target participants will be 30 pax, which is equivalent to 30% of the entire population of newly hired MRS. Since this research study will utilize a quasi-experimental evaluation design, trainees will be selected through purposive random sampling, in order to ensure that all five areas nationwide (Metro Manila, North Luzon, South Luzon, Visayas, and Mindanao) will be well-represented. They will first be grouped according to dealership location / area, then six participants will be randomly selected from each pool. Quasi-experimental design aims to identify the impact of a particular intervention, program or event (a "treatment") by comparing treated units (households, groups, villages, schools, firms, etc.) to control units³. Control units are maintained as similar as possible to the treated units

in terms of baseline (pre-intervention) characteristics and shows what would have been the outcomes if the MRS training module was not enhanced.

Specifically, the researcher utilized a Non-Equivalent Groups design by choosing two existing groups that appear similar, with only one undergoing the treatment. The control unit will be composed of trainees who will undergo the old / existing training module, while the treated unit will undergo the enhanced version. The identified trainees will be divided equally per area into two groups of 15 participants each, with Group 1 being the control unit and Group 2 being the treated unit. Both groups will be treated with Pre-Test / Post-Test methodology, with the training module used being the only difference between them.

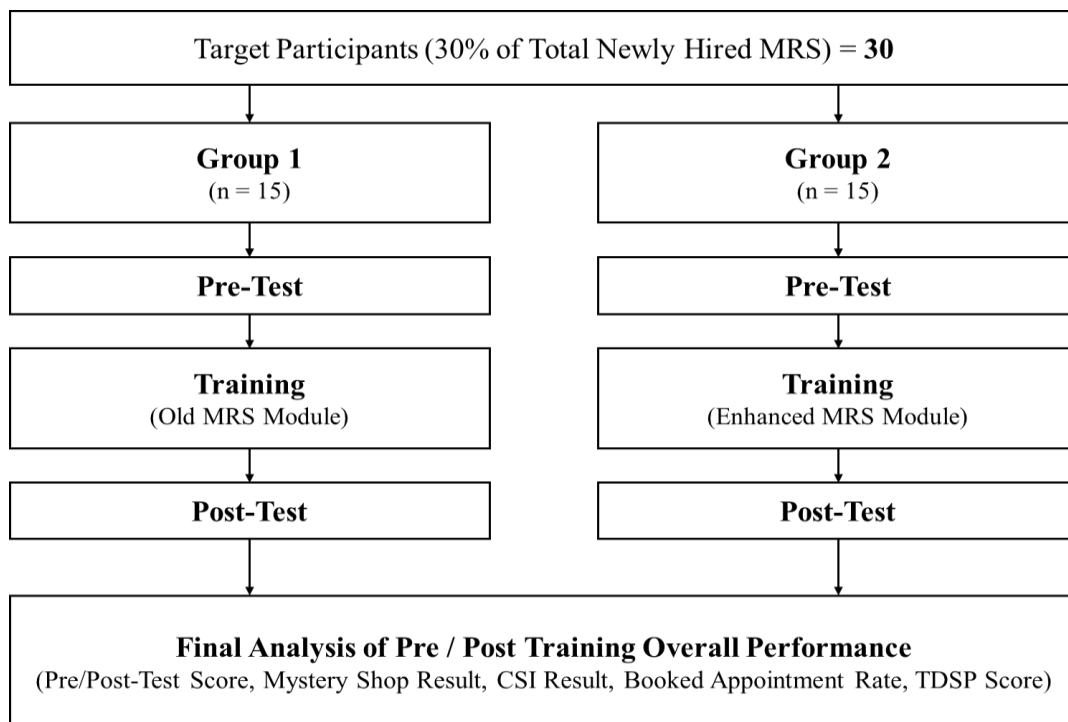


Figure 1. Population Distribution of MRS Target Participants

Upon completion of both training runs, the researcher and her team will then evaluate the effectiveness of the enhanced training module in improving objection handling skills by the end of September 2023. The reason for this is to compare the 2nd Quarter MRS KPI performance with that of 3rd Quarter. The identified **Knowledge and Skill Level Indicators (KSLIs)** will be used to assess whether there was an improvement in MRS performance or not: (1) *Pre/Post Test Score*, (2) *Mystery Shop Result*, (3) *CSI Result*, (4) *Booked Appointment Rate*, and (5) *TDSP Score*. Since one of the goals of the researcher is to create a more holistic training approach, these KSLIs consider both theoretical knowledge and practical skills in the evaluating overall MRS performance.

It is important to note that the researcher had sought the permission of DTD’s department head 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 actual training and post-evaluation. To determine the effect of the enhanced training module on the objection handling skills of newly hired MRS, the researcher employed a *t-test for independent group samples*. The independent group t-test is a parametric statistical test that compares the means of two different samples of participants. It indicates whether the

two groups perform so similarly that may be concluded they are likely from the same population or whether they perform so differently that may be concluded they represent two different populations. Statistical Package for Social Sciences (SPSS) and Microsoft Excel were used to facilitate the data analysis. The researcher gathered and organized the data using Microsoft Excel, then requested the assistance of a statistician to analyze it through evaluating the mean, standard deviation, and statistical significance of each using SPSS. 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 implementing and evaluating the enhanced 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 last two phases of the ADDIE model, which are Implementation and Evaluation. These two phases were adapted in the enhancement of the Maintenance Reminder Staff training module, which aimed to improve objection handling skills of newly hired Toyota dealer personnel. The second objective is to determine whether the enhanced training module had caused significant improvement in MRS objection handling skills or not.

The last two phases of the ADDIE model, which was adapted in said enhancement process, will be discussed in the first part of this section. Meanwhile, the second part will focus on presenting the gathered data and providing a comprehensive analysis on the effectiveness of the enhanced MRS training module in improving objection handling skills, versus that of the existing one.

3.1 Implementation Phase

During this stage, the materials created during development are introduced to the target audience and the learning process starts³. The implementation phase is crucial in the ADDIE process, because this will be the first time that the target audience will be able to access the developed training course. There are three main steps involved prior to conducting the training: (1) *Training the trainers*, (2) *Preparing the learners*, and (3) *Preparing the environment*. However, before that, the target 30 MRS participants must first be selected and identified through purposive random sampling.

To guarantee that all areas nationwide are well-represented, six participants were randomly selected among the pool of dealers assigned to each area: Metro Manila, North Luzon, South Luzon, Visayas, and Mindanao. The average age of the randomly selected MRS was 26 (SD = 1.96), with majority of them being single females who predominantly hold a college degree and have an average work experience of 7 months. The participants’ demographic profile is reflected in Table 1 below.

Table 1. Participants’ Demographic Profile

		f (N = 30)	%
Age (in years)	22 - 24	8	27%
	25 - 27	16	53%
	28 - 30	6	20%
	Mean = 26	SD = 1.96	
Civil Status	Single	26	87%

	Married	4	13%
Sex	Male	2	7%
	Female	28	93%
Educational Attainment	College Graduate	26	87%
	Technical-Vocational Graduate	4	13%
Years of Experience	0 - 5 months	12	40%
	6 - 12 months	18	60%
		Mean = 7	SD = 3.51

These 30 participants were then classified into two groups. Group 1 was assigned to undergo the old training module (control unit), while Group 2 was tasked to undergo the new one (treated unit). Since the second objective of this research is to determine whether the enhanced training module had caused significant improvement in MRS objection handling skills or not, MRS trainees will be evaluated using the same Knowledge and Skill Level Indicators (KSLIs) mentioned earlier.

3.1.1. Training the Trainers

Generally, trainers must have a good understanding of the course objectives, training methodologies, training content, and exams in order to conduct the course well and facilitate effective information transfer. This is vital to ensure that the vision of the course developer will be realized when the actual training will be conducted. However, since the researcher and her team had been very much involved in the development of the enhanced training module, there is no need to conduct a separate “Train-The-Trainer” course or orientation on the subject matter, as they will also be the ones conducting the training course.

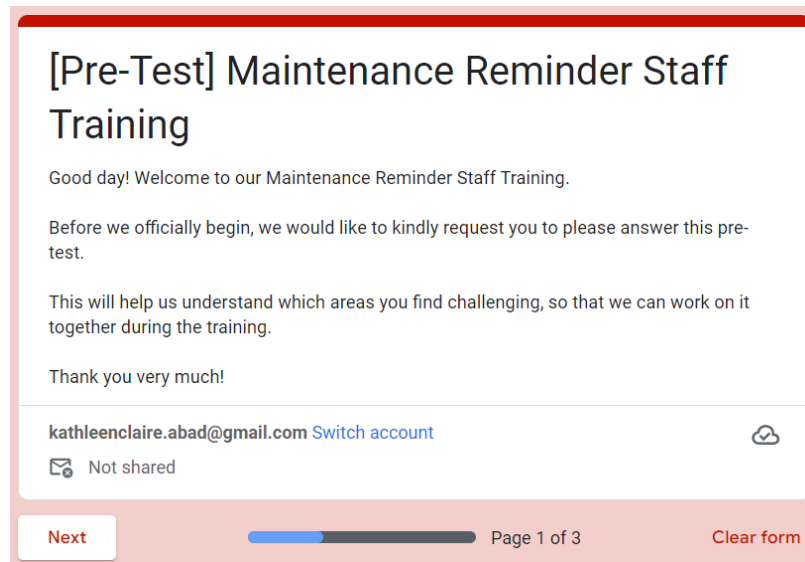
3.1.2. Preparing the Learners

Making sure that learners are familiar with what is expected from them at the end of the training is the goal in this step—which is why it is important for trainers to help participants understand the training objectives and what’s in store for them throughout the entire training duration. In addition to this, trainers also need to “break the ice” in order to build rapport and establish open communication amongst the class. This is done through a short icebreaker, which consists of introducing oneself, sharing their training expectations, and answering a random question that will be determined by an online roulette.



Figure 4. Online Icebreaker Roulette

Moreover, it is also equally important to gauge their existing knowledge on the topic as well, which is why a pre-test needs to be accomplished by each trainee first before the training starts. This will be beneficial for both trainees and trainers because it will shed light on which particular areas need to be given more focus on during the training.



[Pre-Test] Maintenance Reminder Staff Training

Good day! Welcome to our Maintenance Reminder Staff Training.

Before we officially begin, we would like to kindly request you to please answer this pre-test.

This will help us understand which areas you find challenging, so that we can work on it together during the training.

Thank you very much!

kathleenclaire.abad@gmail.com [Switch account](#)

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Next Page 1 of 3 Clear form

Figure 5. MRS Training Pre-Test Google Forms

3.1.3. Preparing the Environment

During this step, it is necessary for the trainers to ensure that all technical and organizational requirements have been met. Since the mode of training will be done via online webinar, the condition of the ff. items must be checked:

- PowerPoint slides and other presentation materials
- Zoom meeting link / ID and password
- Microphone and webcam
- “Share screen” settings and capabilities
- Internet connection speed and signal

Once the three preparation stages of the implementation phase had been completed, the actual training will then take place. Based on the approved training schedule, the MRS training will be conducted in two consecutive runs. The first week will have Group 1 as the participants, who will then be exposed to the old MRS module as the control unit; then the following week will have Group 2 as the participants, who will then be exposed to the enhanced MRS module as the treatment unit. Each training session will run from Monday to Friday, from 9:00 AM to 3:00 PM via Zoom platform.

The researcher and her team opted to have two consecutive training runs to guarantee that the trainer will remain a controlled variable (meaning, the exact same people will be conducting both training runs). This will prevent discrepancies in training delivery, thus ensuring that the only experimental variable in this study will be the training content itself. Once the training ends, participants will be required to answer a Post-Test, which contains the same questions as that in the Pre-Test. This will be one of the factors to be considered during the evaluation phase.

Both groups had garnered low scores in all focus areas except for mindset building during the Pre-Test, averaging a total score of 13 / 20 for both control unit and treatment unit. Figure 6 shows the average score per focus area (with a total of 5 items each). This is the gap that the trainers aimed to fill with the training enhancement, which led to them implementing some practical activities to reinforce the lecture-type discussions in both groups.

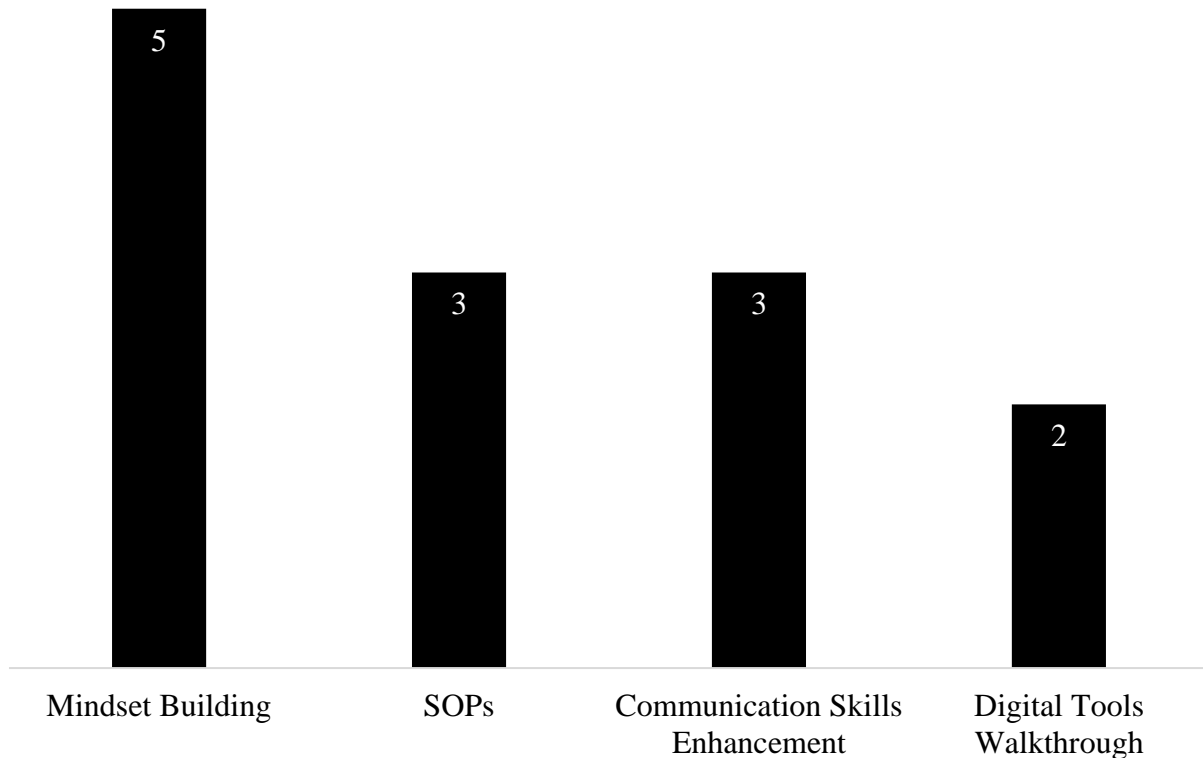


Figure 6. Average Score per Focus Area

The only discrepancy in the said practical activities was that for Group 1, only the telephone handling activity was conducted. This is a roleplay activity wherein the trainer pretends to be a customer whose vehicle is already due for maintenance. The MRS trainee then has to call up the “customer” and ensure that all the SOPs in conducting maintenance reminder calls were followed based on the Toyota Standard Appointment Spiel Checklist shown in Figure 7. Ideal score to be hit was 18 points or higher out of 20.

#	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 7. Toyota Standard Appointment Spiel Checklist

For Group 2 on the other hand, they were able to experience the “Ready-Set-Call” game, in addition to the telephone handling activity. This focuses on the application of learnings from the Digital Tools Walkthrough training, since trainees will be faced with “customers” that will be raising several objections throughout the call.

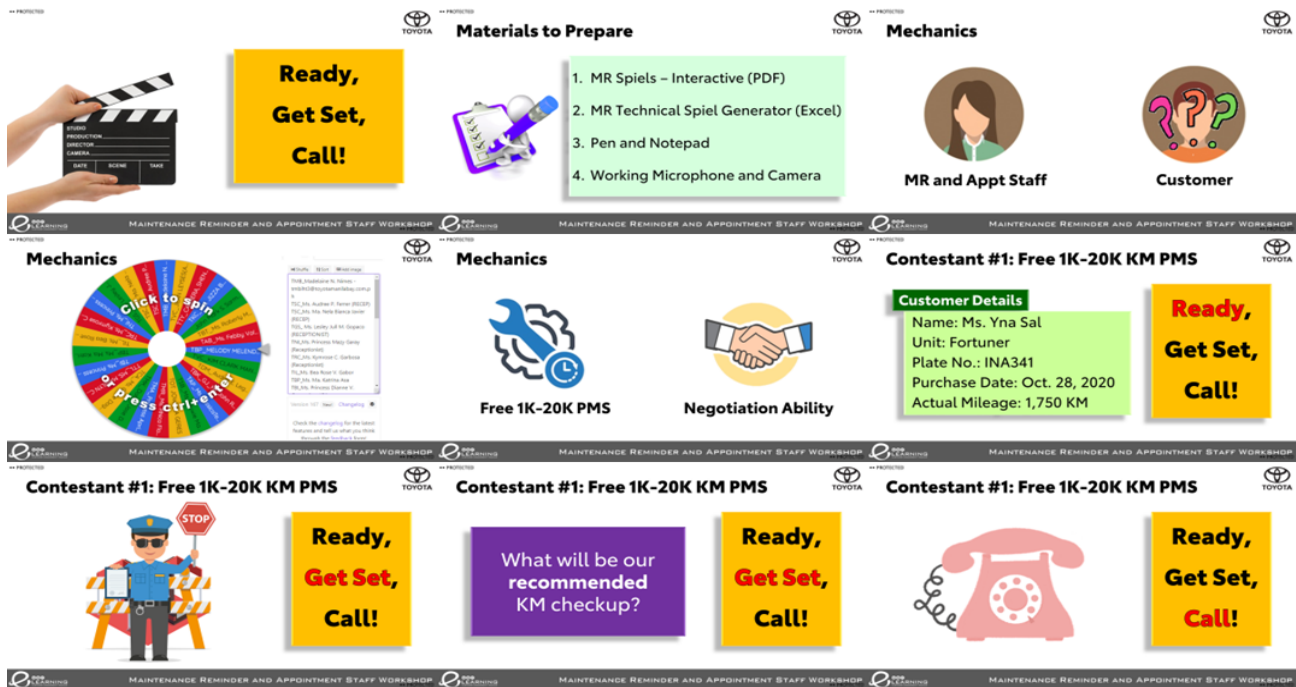


Figure 8. Ready-Set-Call Game Overview

The goal here is for trainees to successfully overcome those objections with the help of the digital tools: MR Spiels – Interactive and MR Technical Spiel Generator, and convince the “customer” to book an appointment with them.



Figure 9. MR Spiels - Interactive

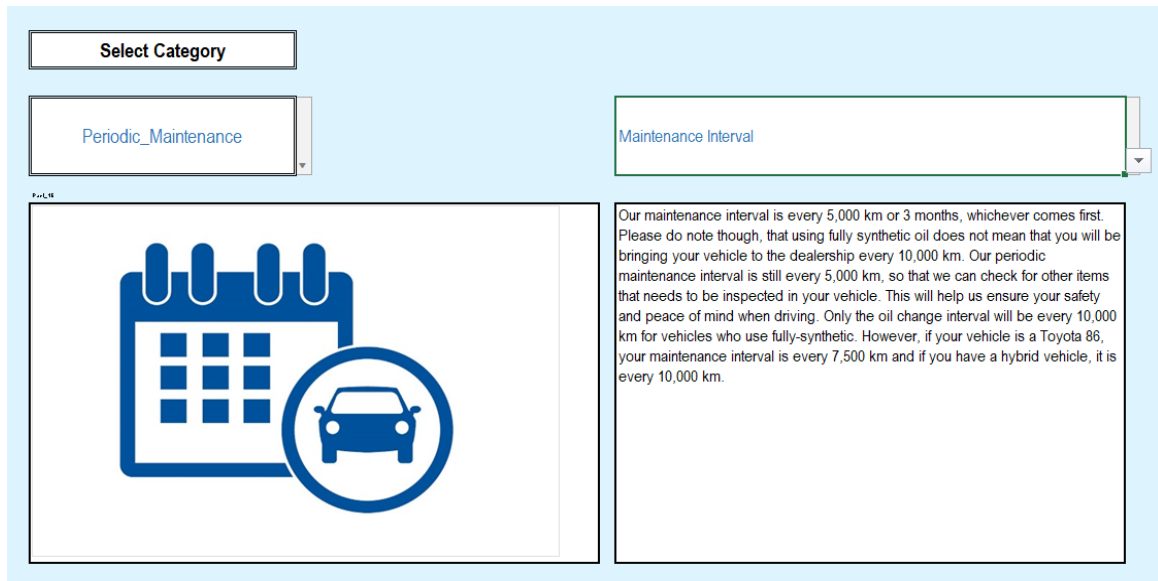


Figure 10. MR Technical Spiel Generator

Based on the trainers’ observation and initial evaluation, Group 2’s performance had vastly improved during the “Ready-Set-Call” game as compared to their performance in the telephone handling activity.

Table 3. Training Schedule for 1st Run (Control Unit)

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 AM - 9:30 AM	Participant Log-in				
9:30 AM - 9:45 AM	House Rules / Course Overview / Icebreaker	Day 1 Recap	Day 2 Recap	Day 3 Recap	Day 4 Recap
9:45 AM - 10:00 AM	Pre-Test	Six Service Process: Maintenance Reminder	Six Service Process: Reception	Six Service Process: Production	Telephone Handling
10:00 AM - 11:00 AM	Toyota Way 2001				
11:00 AM - 12:00 NN	Lunch Break				
12:00 NN - 1:00 PM	Toyota Way 2001 (con't)	Six Service Process: Maintenance Reminder (con't)	Six Service Process: Reception (con't)	Six Service Process: Delivery & PSFU	Telephone Handling Activity
1:00 PM - 2:30 PM	Toyota Customer Service Philosophy			Customer Care	
2:30 PM - 2:45 PM		Six Service Process:			Course Wrap-up / Q&A

2:45 PM - 3:00 PM		Appointment Preparation			Post-Test and Evaluation
3:00 PM	Dismissal				

Table 4. Training Schedule for 2nd Run (Treatment Unit)

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9:00 AM - 9:30 AM	Participant Log-in				
9:30 AM - 9:45 AM	House Rules / Course Overview / Icebreaker	Day 1 Recap	Day 2 Recap	Day 3 Recap	Day 4 Recap
9:45 AM - 10:00 AM	Pre-Test	Role of MRS in Dealer Operations (con't)	Export Trade and Security Control Policy	Customer Care	Digital Tools Walkthrough
10:00 AM - 11:00 AM	Toyota Way 2020				
11:00 AM - 12:00 NN	Lunch Break				
12:00 NN - 1:00 PM	Toyota Customer Service Philosophy	MRS Evaluation Checklist	The Art of Persuasion	Telephone Handling	"Ready-Set-Call" Game
1:00 PM - 2:30 PM	Role of MRS in Dealer Operations			Telephone Handling Activity	
2:30 PM - 2:45 PM				Course Wrap-up / Q&A	
2:45 PM - 3:00 PM					Post-Test and Evaluation
3:00 PM	Dismissal				

Tables 3 and 4 show the detailed training schedule breakdown for both control and treatment units. The researcher and her team used these as a guide to ensure that the training duration will also remain a “controlled” variable in this study, as well as to maintain the structure of the training program.

3.2. Evaluation Phase

This stage measures the effectiveness of the course and identifies growth areas to improve the learners’ knowledge and skill⁴. The researcher had chosen to adopt the quasi-experimental evaluation design with a pre-test and post-test control group in order to thoroughly examine the impact of enhancing the MRS training module to the objection handling skills of MRS.

The pre-test will act as a baseline in measuring whether there was improvement or not in MRS objection handling skills in terms of theoretical knowledge. After trainees were able to complete the 5-day MRS training, they were then asked to answer the post-test (which contained the same questions as the pre-test) to measure their learning retention, as well as their individual ability to apply what they have learned. As shown in Table 5, both the control unit and treatment unit were observed to have a significant percentage increase in scores after the training.

Table 5. Pre-Test / Post-Test Comparison of Groups 1 and 2

	Group 1 (N = 15) (Control Unit)		Group 2 (N = 15) (Treatment Unit)	
	Mean	SD	Mean	SD
Pre-Test	13.86	2.92	13.26	3.0
Post-Test	19.67	0.78	19.47	0.78
Average Percentage Increase	41%		47%	

Apart from the pre and post-test results, the researcher also analyzed the post-training (Q3 2023) MRS KPI performance. Specifically, the ff. KPIs were taken into consideration: (1) Mystery Shop Result, (2) CSI Result, (3) Booked Appointment Rate, and (4) TDSP Score. Improved performance in handling objections is expected to reflect an increase in their respective numerical scores, as it equates to better compliance to Toyota’s SOPs, increased customer satisfaction, increased number of appointments booked, and improved overall MRS operations respectively. Tables 6 and 7 show the comparison of MRS KPI performance of both groups for 2nd and 3rd Quarter of 2023. Based on the tabulated results, a higher percentage increase was achieved by the treatment unit in all MRS KPIs.

Table 6. Comparison of Q2 and Q3 2023 MRS KPI Performance (Control Unit)

KPI	Target	Q2 2023 Actual	Q3 2023 Actual	% Increase / Decrease
Booked Appointment Rate	30%	23.33%	26%	11.44%
CSI Result	90%	76.40%	82.50%	7.98%
Mystery Shop Result	90%	70.65%	98.65%	39.63%
TDSP Score	1	0.27	0.47	74.07%

Table 7. Comparison of Q2 and Q3 2023 MRS KPI Performance (Treatment Unit)

KPI	Target	Q2 2023 Actual	Q3 2023 Actual	% Increase / Decrease
Booked Appointment Rate	30%	22.73%	30.53%	34.32%
CSI Result	90%	74.89%	88.01%	17.52%
Mystery Shop Result	90%	69.65%	99%	42.14%
TDSP Score	1	0.20	0.67	235%

Table 8. Post-Training Comparison of MRS Knowledge and Skill Levels

Knowledge and Skill Level Indicator	Group 1 (N = 15) (Control Unit)		Group 2 (N = 15) (Treatment Unit)	
	Mean	SD	Mean	SD
Post Test	19.67	0.78	19.47	0.78
Booked Appointment Rate	26%	8.26	30.53%	8.16
CSI Result	82.50%	10.12	88.01%	10.34
Mystery Shop Result	98.65%	0.58	99%	0.58
TDSP Score	0.47	0.50	0.67	0.51

Table 9. Average Percentage Change in MRS Knowledge and Skill Level (Pre- and Post- Training)

Knowledge and Skill Level Indicator	Group 1 (N = 15) (Control Unit)	Group 2 (N = 15) (Treatment Unit)
Pre / Post Test	41%	47%
Booked Appointment Rate	11.44%	34.32%
CSI Result	7.98%	17.52%
Mystery Shop Result	39.63%	42.14%
TDSP Score	74.07%	235%

Breaking it down further to determine whether there was a difference between the two groups, the researcher compared the MRS Knowledge and Skill Levels after completion of the training. The following Knowledge and Skill Level Indicators (KSLIs) were tabulated as shown in Table 8: (1) Pre / Post Test Score, (2) Booked Appointment Rate, (3) CSI Result, (4) Mystery Shop Result, and (5) TDSP Score. Based on the table, the treatment unit was able to achieve higher scores in all areas, except for the post-test (which still yielded satisfactory results of 19.47 out of 20 points). Specifically, a 4.53% discrepancy can be observed in the Customer Service Index (CSI) results (26% vs 30.53%), while a 5.51% discrepancy can be observed in the Booked Appointment Rate results (82.5% vs 88.01%). This shows that MRS who had undergone the enhanced training module were able to provide better customer experiences during the Service Initiation process and consequently succeed in convincing more customers to book an appointment for their vehicle’s periodic maintenance service, as compared to those who had undergone the old training module.

Table 10. Statistical Significance of Knowledge and Skill Level Indicator Results

Knowledge and Skill Level Indicator	p-value
Pre / Post - Test	0.729
Mystery Shop Result	0.648
Customer Service Index (CSI) Result	0.012
Booked Appointment Rate	0.490
Toyota Dealer Success Program (TDSP)	0.269

However, Table 10 reveals that despite the seemingly much better performance of MRS who were exposed to the enhanced training module, the increase in Booked Appointment Rate was not influenced by the module enhancement. This means that customers’ decisions to book an appointment could have been influenced by other factors apart from MRS’ competency, such as own initiative and response to marketing propaganda or promotional activities. Nevertheless, it does reveal a statistically significant difference in the CSI results of both groups. This means that the module enhancement had a direct contribution in increasing customer satisfaction during the Service Initiation process. Less complaints from customers had resulted from MRS’ ability to provide satisfactory answers to customer queries during the Service Initiation process, which was a direct result of their improved objection handling skills. This positive result can be attributed to DTD’s efforts to make the training contents more relevant to the current situation and simultaneously employ a more holistic approach to training.

4. Conclusion

In summary, this research study aimed to improve MRS objection handling skills through the enhancement of the MRS training module. The study's findings shed light on the effectiveness of the implemented enhancement on objection handling skills of newly hired MRS, as well as its implications for educational practice in the corporate setting—highlighting its potential to positively contribute to the overall success of Toyota. While the researcher found comparable improvements in both training interventions, the significance of the enhancement done was in its holistic approach and relevance to the current dealer situation. It underscores the need to continuously keep trainings updated and aligned with the changing times, as well as to assess trainees' needs always before conducting trainings in order to create a positive impact on their professional growth and development.

Learning and development (L&D) teams have the responsibility to ensure that all employees are well-equipped to do their jobs properly. In order to do that, they must realize that what had served them well in the past years may not always work the same way in the future. Best practices can become outdated in a matter of months, which is why it is very important to refrain from being stagnant and complacent. This research is a valuable contribution to the ongoing efforts to improve L&D practices in the corporate setting, ensuring that learning never stops even after one had already graduated from the academe. After all, education is not just confined to the four walls of the traditional classroom—it thrives even in the workplace and in various industries, aiming to contribute to the betterment of society.

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