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The Effectiveness of the Maintenance Reminder Staff Training Module Enhancement in Improving Objection Handling Skills of Newly Hired Toyota Dealer Personnel

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Abstract

Aim: The objectives of this research study is to describe the analysis, design, and development of the Maintenance Reminder Staff (MRS) training module enhancement in order to improve objection handling skills of newly hired Toyota dealer personnel. It aimed to bridge the gap in MRS knowledge on the Standard Operating Procedures (SOPs) and to improve their communication skills, particularly on negotiating and handling objections.

Methodology: The MRS training module content enhancement was guided by the step-by-step process of the well-established Analysis-Design-Development-Implementation-Evaluation (ADDIE) instructional design model, one of the most commonly used guides in developing training programs. This enhanced design was then compared to the existing training intervention to determine its effectiveness in improving MRS objection-handling skills. The assumption is that there is a significant difference between objection handling skills of trainees' who were exposed to the enhanced training module design and of those who were exposed to the existing one. The final phase in the ADDIE model, which is the Evaluation phase, determined whether MRS ability to handle objections have indeed improved or not. The change in the dependent variables (objection handling skills) was described and analyzed in this phase as well.

Results: Following the step-by-step process of ADDIE revealed that the contents of the existing MRS training module is not that relevant and applicable to the current dealer situation. This may primarily be due to the lack of content update since the training roll-out in 2014. In order to achieve the goal of equipping MRS with the necessary competencies that are needed to perform their respective functions well, the learning needs of trainees had to be identified first in order to bridge the competency gap between the current condition and the ideal situation. Upon evaluating its effectiveness in achieving the objectives, the MRS training module enhancement was found to have improved MRS' objection handling skills, which consequently led to an overall improved Key Performance Indicator (KPI) achievement and increased customer satisfaction.

Conclusion: From the findings, it can be inferred that there is a vital need to consistently keep training programs up-to-date with the changing times, in order for it to remain effective and relevant to the goals of the organization. Thus, regular training needs analysis and program evaluation must be conducted in order to consistently deliver trainings that will positively impact trainees and organizations alike.

Keywords: Learning and Development, Training, Module Enhancement, Communication Skills, Customer Service

INTRODUCTION

Fostering continuous learning and development (L&D) within an organization is vital to its growth and success. This is the reason why most, if not all organizations, have a dedicated L&D team to make sure that employees are well-equipped to perform their jobs properly. After all, what had served them well in the past years



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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 important for organizations to refrain from being stagnant and complacent.

In Toyota Motor Philippines (TMP), the local distributor / manufacturer of the multi-billionaire brand, Dealer Training and Development Department (DTD) is the one in charge of the continuing education and professional development of both Dealer Sales and After-Sales personnel. DTD's role in the corporate organization is equivalent to that of the academe's faculty, which is to disseminate and impart basic or applied knowledge to students and assist students with the learning process and applying the knowledge¹. Their trainee composition is diverse in terms of job function—including (but not limited to) Maintenance Reminder Staff (MRS), Service Advisors, and Service Technicians.

Of all these job functions whose trainings are being handled by DTD, the researcher chose to focus on MRS for the purpose of this research study—given that they were the ones underperforming. The reason behind this is that when the COVID-19 pandemic struck in 2019, the Toyota Dealer Network lost majority of their trained and tenured manpower due to three main reasons: resignation, sickness, or death. Because of this, the once-standardized quality of service provided to customers soon began to vary from low to high, depending on the existing skillset and competency of the remaining and newly hired staff. This inconsistency caused a rise in customer dissatisfaction and complaints as evidenced in the averaged **2022 Customer Service Index (CSI) survey results**. The said survey is conducted monthly by TMP Customer Relations Department (CRD) to capture the Voice of the Customer (VOC) on dealer operations, specifically any complaints and negative feedback that clients may have.

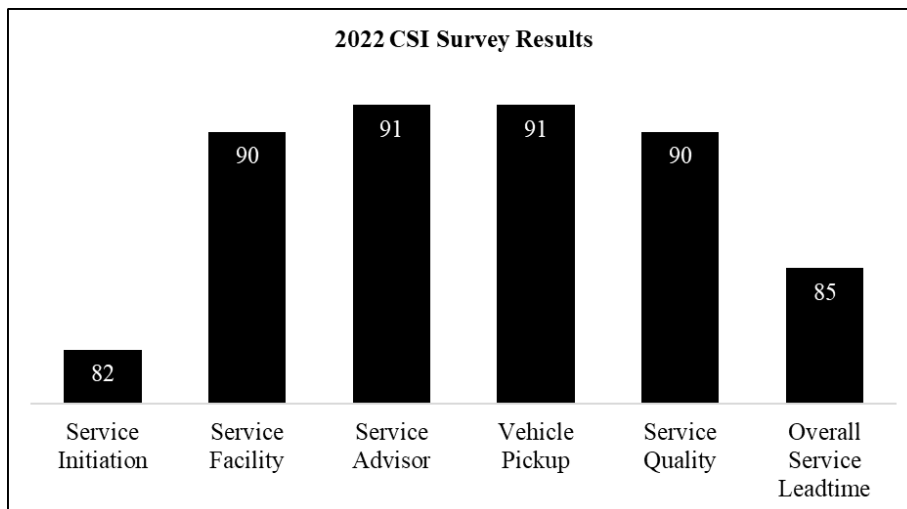


Figure 1. 2022 Customer Service Index (CSI) Survey Results

As shown in Figure 1, *Service Initiation (SI)* scored the lowest among the six surveyed areas. Service Initiation refers to the process of initiating the *first dealer contact* with the customer after their vehicle purchase, reminding customers that their vehicle is already due for maintenance, and encouraging them to book an appointment at the dealership. **Maintenance Reminder Staff (MRS)** are the dealer personnel who perform this process with the aim of enticing the customer to continue doing business with the dealership. MRS must be able to perform their function well, because the customers' experience in this stage is a key deciding factor whether the customer will continue to patronize the Toyota brand or not.



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However, based on the 2022 CSI results, the most common complaint of customers was that **MRS are unable to provide satisfactory answers to their queries** regarding the maintenance and/or repair service that is being offered. This causes clients to doubt dealer staff's credibility, which eventually leads to them leaving Toyota for its competitors such as three-star service workshops and freelance auto mechanics. In addition to this, customers also expressed that **they do not see the value of availing casa maintenance service**, given that they could get the exact service done outside for a cheaper price—which is why they refuse to bring their vehicle back to the dealership for maintenance.

Given its impact on Toyota's long-term business sustainability, TMP management directed the **Dealer Training and Development (DTD) Department** to develop and conduct trainings that will address the current challenges in MRS operations. Being the L&D team in-charge of dealer Vehicle Sales and After-Sales operations, DTD's role is to equip all dealer personnel under Vehicle Sales and After-Sales (e.g., service technicians, service advisors, maintenance reminder staff, marketing professionals, etc.) with the fundamental knowledge and skills needed to consistently provide quality customer experiences at every touchpoint. Part of the regular training courses that DTD already conducts is the regular 5-day MRS training for newly hired dealer personnel. However, since no updates or revisions had been made at all to the training material since its roll-out in 2014, there is a need to reassess its relevance and applicability to the current situation and enhance its contents as necessary before conducting the training proper.

Having seven years of work experience as a Customer Management Trainer under DTD gave the researcher an edge in conducting this study. Since she directly handles MRS training and actively supports dealer operations related to their function, she was able to maximize her expertise on this subject throughout the entire research process. This research paper endeavors to address the training needs of newly hired Maintenance Reminder Staff by analyzing, developing, and designing the enhancement of the MRS training module, and evaluating its effectiveness upon implementation. It also aims to provide MRS with targeted training support that will help them improve their objection handling skills—enabling them to confidently and accurately answer any customer queries regarding maintenance / repairs. Improving MRS' objection handling skills will also enable them to effectively convince customers of the value in having their vehicle regularly maintained at the dealership.

Objectives

Generally, this study aimed to analyze, develop, and design the enhancement of the MRS training module, and evaluate its effectiveness in improving objection handling skills of newly hired Toyota dealer personnel upon implementation. Specifically, it sought to:

1. Identify the knowledge and skills gap of MRS trainees as basis for training needs analysis;
2. Describe the enhancement process of the existing MRS training in adherence to the ADDIE model;
3. Determine the differences in training module content (old vs enhanced version);
4. Evaluate the effectiveness of the enhanced MRS training module in improving MRS objection handling skills.

METHODS

Research Design

The researcher used Descriptive Research design through material development approach for the analysis, design, and development of the MRS training module enhancement. Meanwhile, for the evaluation process, a quasi-experimental evaluation design with a pre-test and post-test control group was used in order to thoroughly examine the impact of MRS training module enhancement to the objection handling skills of newly hired MRS.



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Population and Sampling

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 were 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.

Instrument

Five (5) Knowledge and Skill Level Indicators (KSLIs) were used as basis in evaluating the effectiveness of the MRS training module enhancement in improving objection handling skills: (1) Pre / Post Test Score, (2) Booked Appointment Rate, (3) CSI Result, (4) Mystery Shop Result, and (5) TDSP Score. These take into consideration both theoretical knowledge and practical skills application, utilizing a holistic approach.

Table 1. 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

Data Collection

In gathering the data, internal stakeholders were consulted, 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.

Data Analysis

To determine the effect of the enhanced training module on the objection handling skills of newly hired MRS, a t-test for independent group samples was employed. 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.



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Ethical Considerations

Research Protocols were observed by the researcher to ensure the quality and reliability of the study and research findings. Approval was first sought from DTD’s department before proceeding with the training module enhancement, while online consent forms were provided for the participants to express their willingness to take part in the study.

RESULTS and DISCUSSION

The study's first objective is to describe the analysis, design, development, implementation, and evaluation 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 second objective is to determine whether the enhanced training module had caused significant improvement in MRS objection handling skills or not.

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.

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.

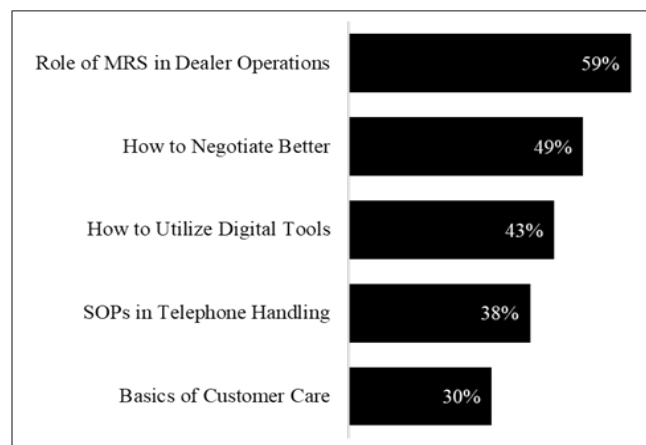


Figure 2. Top 5 Most Requested Training Topics



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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 2. 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 3. 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.



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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 4. 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%
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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 5. Topics that have an asterisk (*) at the end are updated / additional contents.

Table 5. 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*
Communication Skills Enhancement	The Art of Persuasion*
	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 3, 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.

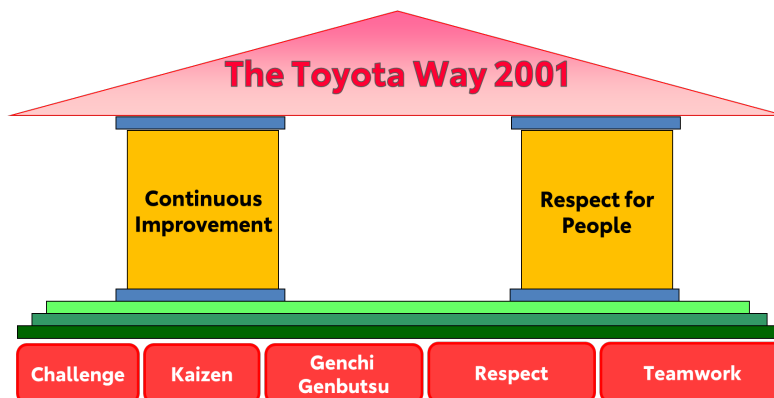


Figure 3. Toyota Way 2001 Framework



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This is the reason why the Toyota Way 2020 update had translated these into 10 actionable values for daily practice, as shown in Figure 4.

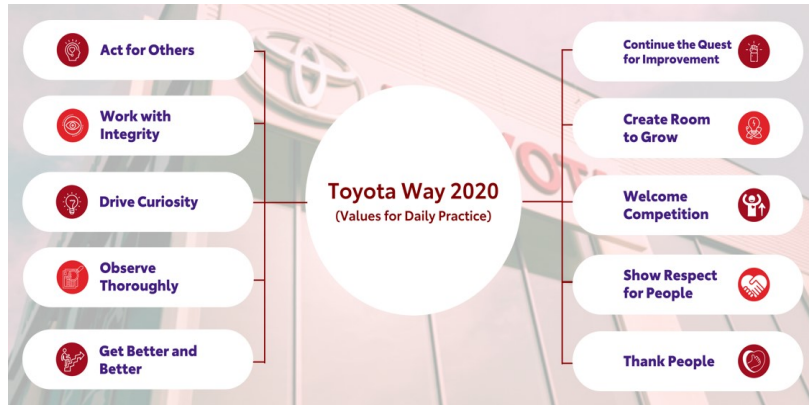


Figure 4. Toyota Way 2020 Framework

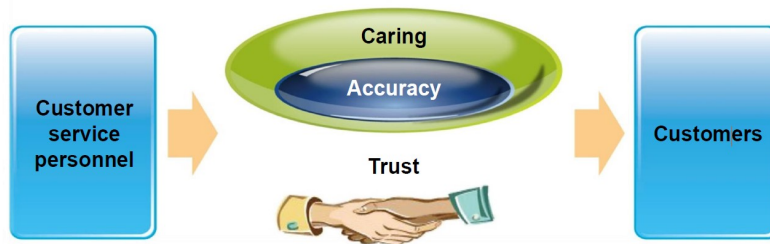


Figure 5. Toyota Customer Service Philosophy Framework

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.

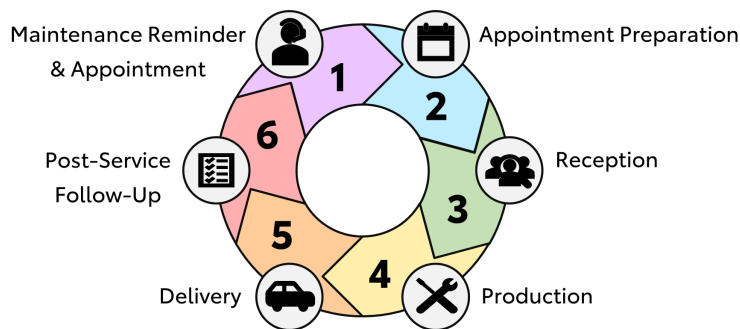


Figure 6. Toyota Service Process Framework



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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	△	X
Are all MFS capable of making maintenance reminder call to all customers without delay and problem (via mobile or landline)?	Mandatory	Check if MFS can call all customers regardless of mobile network and communication device (cellphone or landline)			
Is there a designated PC terminal or laptop assigned per MFS Staff which has access to TPO-MRS, dealer SAP-DBM, and SAP-OLB in creating appointments?	Mandatory	Check if each MFS Staff have designated PC terminal or laptop in good working condition			
Does each MFS Staff have individual access to TPO-MRS, Dealer SAP-DBM, and SAP-OLB for creating appointments?	Mandatory	Check if each MFS Staff has designated access to the TPO-MRS, SAP-DBM, and SAP-OLB for MR Activity and Appointment creation			
Is there any visualization of MFS KPI Management with analysis and countermeasure which is updated regularly?	Mandatory	1. Check for availability of the MFS 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 MFS Team who is responsible to check, monitor, and resolve MFS-related issues of the Dealer?	Mandatory	Check available documentation identifying existence of the Dealer MFS Team. Dealer MFS Team should include the ff.: Service Manager, Reception Head, MFS, MFS Reliever, Kaizen Staff, and IT Staff			
Does the dealer have a designated MFS reliever to finish the call list in absence of main PIC?	Mandatory	1. Check the Service Department Table of Organization; confirm if MFS 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 MFS who can cascade learning from TMP MFS related training courses?	Mandatory	Check whether there is at least 1 MFS who had completed the MFS Training. N/b: Newly Hired MFS or MFS Reliever should immediately attend said MFS Training upon Probationary Status.			
Does the dealer utilize consolidated forecast from different sources such as TPO, SAP-DBM and Dealer Initiated (MFS Consolidator)?	Mandatory	1. Check previous and current month consolidator if has data and utilized 2. Interview MFS 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 MFS KPI Report?	Mandatory	1. Assess MFS promptness on the submission of MFS 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 MFS 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 MFS during appointment reconfirmation 2. Check repair order (with appointment) reconfirmation details is available.			
Is there 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 7. MRS Evaluation Checklist



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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 8. 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.

Home Page






[Free 1K – 20K KM PMS](#)



[Negotiation Ability](#)



[Spiel for Reviewed Transactions \(ETSC\)](#)

MR Spiels – Interactive (v.092122)
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Figure 9. MR Spiels – Interactive



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Figure 10. MR Technical Spiel Generator

This was presented to DTD heads for their inputs and approval, prior 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.



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3.3.1. Material Development

Using the approved outline provided in Table 5 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.



Figure 11. Mindset Building Training Module Contents



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The figure displays a comprehensive set of SOP training module contents, organized into a grid of 48 individual slide thumbnails. Each slide represents a different component of the Standard Operating Procedure (SOP) for MRAS in Dealer Operations. The slides are categorized into several main sections:

- Process Overview:** Multiple slides titled 'The Six Service Process Overview' showing a flow from Appointment to Delivery to Production.
- Objectives:** Slides defining goals such as 'To inform customers when maintenance is due based on vehicle use' and 'To reduce technician engagement with improved human resource planning, utilization and efficiency.'
- Customer Expectations:** Slides detailing what customers expect, such as 'To prepare maintenance and handle additional repair requests based on customer needs' and 'To have the parts needed to the job ready to advance.'
- Requirements:** Slides listing necessary conditions, such as 'Use the JPCB (Inventory) to control the number of resources and vehicles arriving at any given time, thus preventing congestion.'
- Detailed Operations:** Numerous slides providing step-by-step instructions for various tasks, including:
 - Maintenance Reminders by Phone (Steps 1-4)
 - Maintenance Reminders by Direct Mail
 - Appointment Scheduling Board
 - Appointment Preparation Board
 - Appointment Information Management
 - Job Plan Creation
 - Part Preparation
 - Job Plan Confirmation
- Visual Tools:** Slides showing various boards and charts like the 'Appointment Scheduling Board', 'Appointment Preparation Board', and 'Job Progress Control Board'.
- Key Points and Notes:** Slides highlighting critical information, such as 'If the date requested is booked, provide the customer with other options.'

Figure 12. SOP Training Module Contents



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

Why on a **personal** level?

The Four Core Elements of Persuasion

1. Credibility
2. Common Ground
3. Vivid Evidence
4. 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.

#2. Let them know that you care.

#3. Listening is key.

"People don't care how much you **KNOW**, until they know how much you **CARE**."

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."
 Source: Stallings.com

5 Components of ESI

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

emotional

Self Awareness, Empathy, Motivation, Social Skills, Self Regulation

Social

4 Key Principles of Good Customer Service

1. Personalized
2. Competent
3. Proactive
4. Convenient

1. Personalized

HELLO my name is

2. Competent

Each and every person who is part of the dealership **REPRESENTS** the Toyota brand.

3. Proactive

FIR: Fix-It-Right

4. Convenient

MISSLE FREE 100% GUARANTEED

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

"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

5 P's in Telephone Handling

1. Preparation
2. Proactiveness
3. Professionalism
4. Politeness
5. Personal Touch

1. Preparation

Customer Training Base

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.

3. Professionalism

- Do not allow internal conversations to be heard.

4. Politeness

5. Personal Touch

- Address the customer using his / her name
- Helps you establish rapport even over the phone

Figure 13. Communication Skills Enhancement Training Module Contents



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MR Spiels - Interactive
Version 09.21.22

Guidelines

- Kindly use the buttons / icons to navigate through the slides. These are linked throughout the entire presentation, so it will be easier for you to use during calls.
- Legend:
 - Home Page
 - Previous Slide
 - Next Slide
 - Spiel for Reviewed Transactions (ETSC) Concern Category
 - Free 1K-20K KM PMS Concern Category
 - Negotiation Ability Concern Category
 - Next Spiel

Home Page

- Free 1K - 20K KM PMS
- Negotiation Ability
- Spiel for Reviewed Transactions (ETSC)

Free 1K - 20K KM PMS

- Toyota Standard Spiel for Free PMS
- Answers to Customer Inquiries (FAQs)
- Job to be Done & Participating Models / Variants
- Required Documents to Bring

Negotiation Ability

Toyota Standard Appointment Spiel

Answers to Common Customer Concerns

Toyota Standard Appointment Spiel

Answers to Common Customer Concerns

Toyota Standard Appointment Spiel

Answers to Common Customer Concerns

Toyota Standard Appointment Spiel

Answers to Common Customer Concerns

Toyota Standard Appointment Spiel

Answers to Common Customer Concerns

Toyota Standard Appointment Spiel

Answers to Common Customer Concerns

Toyota Standard Appointment Spiel

Answers to Common Customer Concerns

Toyota Standard Spiel for Free PMS

Answers to Common Customer Concerns

Answers to Common Customer Concerns

Too Early

Too Late

Needs Consultation

Prefer to Call

Will be Visiting Other Dealers

Fleet

Answers to Common Customer Concerns

Concerns	Spiel
Too Early	A
Too Late	B
Needs Consultation	D
Prefer to Call	E
Will be Visiting Other Dealers	F
Fleet	G
Unit Sold	H

Too Early

Step 1: Ask for current vehicle odometer reading & usage frequency.

Step 2: Choose customer's argument from the category below.

Customer's Argument	Spiel
"Vehicle is seldom used (and for short-distance trips only)."	A
"I will book an appointment only when the specific mileage is reached."	B
"I'll avail of the next kilometer check-up instead."	C

Too Late

Step 1: If you have any ongoing promos / discounts, promote them.

Step 2: Choose ONE selling point you would like to highlight from the category below, then click the corresponding spiel.

Selling Points	Spiel
Value for Money	A
Genuine Parts	B
Better Resale Value	C

Needs Consultation

Step 1: Is there something that you would like us to clarify / elaborate further on?

Step 2: Choose customer's concern from the category below.

Customer's Concern	Spiel
Financial Concern	A
Too Early	B
Too Late (if vehicle serviced in 3+ day workshop)	C
Technical Concern (About functions of vehicle components / fluids)	D

Prefer to Call

Step 1: We humbly apologize for the inconvenience that we have caused you. What would be the most convenient time for us to contact you again?

Step 2: Choose customer's response from the category below.

Customer's Response	Spiel
Agrees to be contacted	A
Does not want to be contacted again	B

Will be Visiting Other Dealers

Step 1: May we know if there is something we can do to improve your customer service experience here at Toyota?

Step 2: Choose customer's response from the category below.

Customer's Response	Spiel
There is a negative complaint against the dealer.	A
Other reasons (ex. Proximity, etc)	B

Fleet

Step 1: Choose the type of customer from the category below.

Customer's Response	Spiel
Fleet Coordinator	A
Driver / User of Vehicle	B

Figure 14. 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.



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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.

3.4 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 6 below.

Table 6. 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.



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3.4.1. 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.

3.4.2. 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 15. 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.

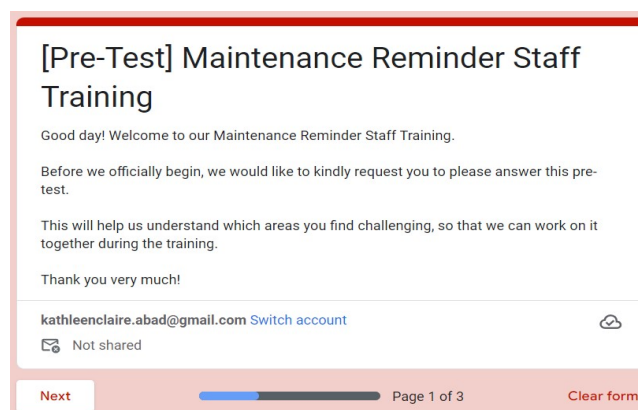


Figure 16. MRS Training Pre-Test Google Forms



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3.4.3. 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.

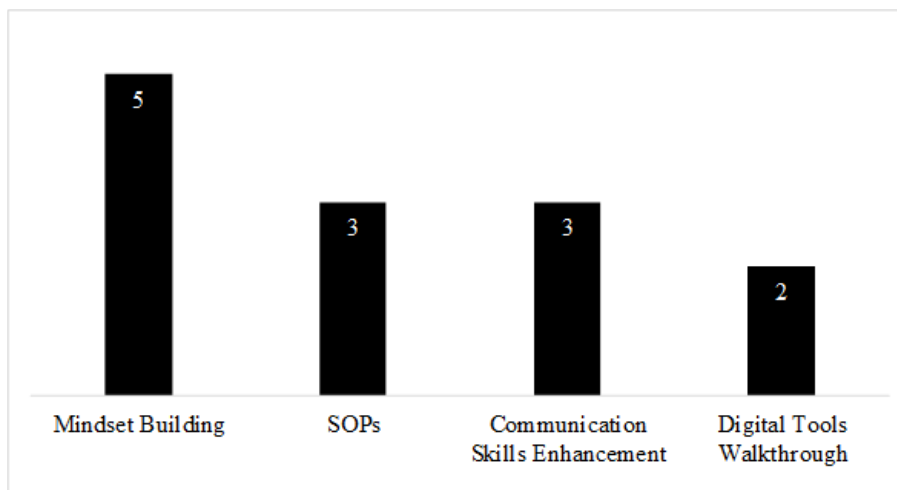


Figure 17. Average Score per Focus Area

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 18. Ideal score to be hit was 18 points or higher out of 20.



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#	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 18. Toyota Standard Appointment Spiel Checklist



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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.

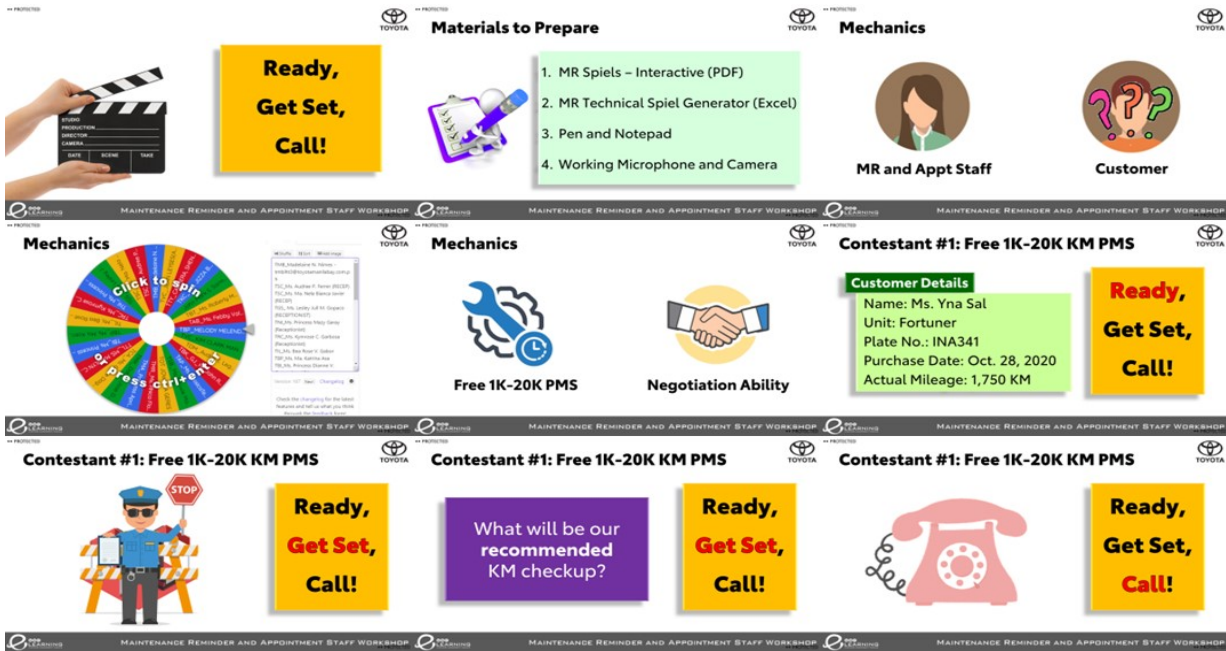


Figure 19. Ready-Set-Call Game Overview

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 20. MR Spiels - Interactive



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Select Category

Periodic_Maintenance

Maintenance Interval

Our maintenance interval is every 5,000 km or 3 months, whichever comes first. Please do note though, that using fully synthetic oil does not mean that you will be bringing your vehicle to the dealership every 10,000 km. Our periodic maintenance interval is still every 5,000 km, so that we can check for other items that needs to be inspected in your vehicle. This will help us ensure your safety and peace of mind when driving. Only the oil change interval will be every 10,000 km for vehicles who use fully-synthetic. However, if your vehicle is a Toyota 86, your maintenance interval is every 7,500 km and if you have a hybrid vehicle, it is every 10,000 km.

Figure 21. 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 7. 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				
2:30 PM - 2:45 PM		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			



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Table 8. 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				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 7 and 8 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.

3.5. 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 9, both the control unit and treatment unit were observed to have a significant percentage increase in scores after the training.



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Table 9. 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 10 and 11 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 10. 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 11. 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%



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Table 12. 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 13. 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%



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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 ff. 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 14. 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 14 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.



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Conclusions

This research study revolves around enhancing the existing training module to effectively address the challenges that MRS currently face. This aims to help them confidently and accurately answer any customer queries regarding maintenance / repairs, as well as to effectively help customers realize the value in having their vehicle regularly maintained at the dealership. It specifically focuses on determining the effectiveness of the enhanced MRS training module in improving objection handling skills of newly hired Toyota dealer personnel. It also explores the potential implications of this intervention for educational practices in the corporate setting. The research highlights the importance of regularly conducting training needs analysis in order to assess the relevance and applicability of the training materials being used. Moreover, it also highlights the value of incorporating a holistic training approach to education in the corporate setting because it allows trainees to immediately apply what they have learned, thus creating more well-rounded and high-performing individuals.

The effectiveness of the MRS training module enhancement is evident in the study's findings, as was reflected in the statistically significant differences observed in the improved Q3 2023 CSI Results. While the module enhancement had not caused any significant effect in terms of the number of booked appointments, it had caused a significant increase in customer satisfaction with the Service Initiation process. Though both training modules show comparable improvement in MRS KPI performance, the strength of the enhanced MRS module lies in its holistic training approach and relevance to the actual dealer condition. The enhancement was specifically tailor-fitted to the needs of the target audience, making it more adept in achieving its objectives.

In conclusion, this study demonstrates the transformative potential of the enhanced MRS training module in improving objection handling skills of newly hired dealer personnel. By deviating from the usual training methodologies and approaches, corporate trainers and instructional designers gain valuable insights on how to develop better training programs that address the target audience's needs and yield tangible results. Given that quality education is not just limited to the academe, this research significantly contributes to the ongoing effort to provide effective training solutions in the corporate setting.

Recommendations

Based on the findings and implications of this research study, the ff. items are recommended by the researcher and her team to guide educational practitioners and researchers in optimizing training module enhancements to improve objection handling skills:

1. Best practice sharing of training module enhancement process. Given the positive impact on MRS objection handling skills and KPI performance achievement as a whole, it is recommended that the step-by-step enhancement process be shared to inspire more corporate educators to adopt an innovative approach to training.
2. Further improvement of MRS training module. Even though module enhancement has been completed, it is important to note that customer behavior and economic conditions still continue to change over time. Thus, it is important to keep its contents up to date and relevant to the current condition.
3. Standardization of training module enhancement process. As the team in charge of Dealer After-Sales Learning and Development (L&D) in Toyota Motor Philippines, TMP-DTD must implement the same enhancement process for all training materials that they produce and utilize. In addition to this, the development of new training interventions should also be patterned after this standard.
4. Collaboration and professional development. To ensure consistently successful training efforts to support MRS operations, TMP-DTD must regularly consult internal stakeholders and actual trainees regarding their input and feedback on how to further improve training.



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5. Personalized instruction and differentiated learning. Since each individual trainee has a different way of learning, it is important for trainers to adapt a more personalized approach by tailoring it to each trainee's strengths and weaknesses. This can help achieve more effective outcomes.

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