

Evaluation of On-the-Job Training for Frontline Employees
at XYZ Beverage Chain Store
In Taiwan

by

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A Research Paper

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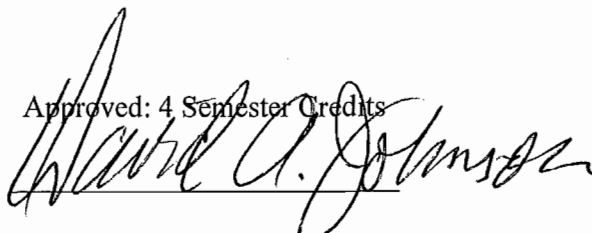
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ABSTRACT

Small and medium size enterprises in Taiwan widely use on-the- job training (OJT) as the primary training method. However, many of them do not put emphasis on the structured OJT and evaluation of the training program. The purpose of this research is to discuss how well the OJT was implemented at XYZ beverage chain stores in Taiwan. The information for this research which the researcher gathered at XYZ beverage chain stores is regarding training structure, material, people, method, and satisfaction with training. The results of this research are to make clear the current training issues for XYZ beverage chain stores and encourage them to enhance their OJT program.

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Introduction

Taiwan has an excellent geographic environment for growing tea trees; therefore, Taiwan tea is an important local product in Taiwan. WunShan Paoching, Oolong, green, and black are the four main types of traditional Taiwan tea. Tea plays an extremely important role in daily Taiwanese life. Taiwanese people have planted tea trees for more than 200 years. The latest data shows that the annual average harvest of Taiwanese tea leaves in 2007 was 17 million KG (<http://www.taiwantea.org.tw/P02.asp>).

“Bubble milk tea, also called boba tea, is a tea beverage containing gelatinous tapioca pearls” (http://en.wikipedia.org/wiki/Bubble_tea). Bubble milk tea was developed in Taiwan in the 1980’s. The cooked tapioca balls, also often called pearls, are usually served with wide straws. Most beverage stores also provide smaller-sized tapioca balls with normal sized straws. At first, bubble milk tea was only made of black tea with milk and tapioca balls. Today, in order to meet a variety of customer demands, Oolong tea, green tea and other fruit-flavored teas are also used for bubble tea. Moreover, juice, coffee, and smoothies are also sold at the beverage stores to meet different customer needs. Over the past 20 years, bubble milk tea has spread to Mainland China, Hong Kong, Japan, South Korea, the United Kingdom, and the United States.

Beverage chain stores that sell bubble milk tea have been a significant industry in Taiwan since the 1980’s. Owing to the low investment and ease of entry into this industry, it is attractive to entrepreneurs.

Two important Taiwanese beverage companies, Han-lin tea room and Icetea, both claimed that they were the originators of bubble milk tea; however, there is no evidence

to determine which company actually originated bubble milk tea (<http://www.nownews.com/2006/10/26/138-2007900.htm>). No matter which company was the original creator, at the present time there are dozens of different beverage chain stores in Taiwan selling bubble milk tea. In addition, some companies have extended their branches overseas into the United States, Macau, and elsewhere.

XYZ beverage chain store was established in Tainan, Taiwan in 1987. This company began creating franchises in 1991 and now leases over 900 chain stores in Taiwan. Each franchise is formed by a group of two people who are a married couple or siblings. Both of them must attend an orientation training program held by XYZ franchise headquarters. After completing the orientation training program, the franchise owner is responsible to provide on-the-job training for current and future employees. XYZ beverage chain store headquarters then periodically inspects each franchise. XYZ beverage chain stores offer a variety of choices of tea, juice and coffee beverage products. All the products are served as take-away beverages.

The duties of frontline employees at XYZ beverage chain store include tea and tapioca cooking, beverage making, and customer service. Frontline employees have a direct connection with customers which means that customer delight will be primarily determined by the performance of the frontline employees.

Generally speaking, there are no specific prerequisite abilities or educational background for frontline employees working in the food and beverage industry in Taiwan. However, it is important that employees have proficient operating knowledge and skills. The content of on-the-job training for frontline employees includes working environment safety, proper attire, and customer-oriented service procedures (http://163.29.140.81/careerguide/ind/ind_detail.asp?section_id=1&id_no=G051#top).

For beverage chain stores, customer satisfaction comes mainly from the service quality. Service quality is essentially determined by the performance of well-trained frontline employees. Because of the costs associated with managing a beverage store and considering ways to save expenses, employees are usually part-time and paid low wages. Each chain store usually provides minimal on-the-job training for frontline employees. This results in a high turnover rate.

Also, there is no formal evaluation of the training to ensure that employees are proficient in their jobs. When frontline employees cannot perform their jobs satisfactorily, customers are not satisfied with the service quality, and XYZ beverage chain store loses current and potential customers. Therefore, to ensure each customer is satisfied with the service quality, it is important to evaluate the effectiveness of the company's on-the-job training program.

Statement of the Problem

On-the-job training is one of the most common methods of training frontline employees in beverage chain stores. Therefore, this study will analyze current on-the-job training for frontline employees at XYZ beverage chain stores in Taiwan to determine its effectiveness.

Purpose of the Study

The two primary purposes of this study are shown below:

1. Identify the level of effectiveness of on-the-job training program for frontline employees at XYZ beverage chain store in Taiwan.
2. Provide recommendations for trainers and managers at XYZ beverage chain stores to improve the training program and enhance the work performance of their frontline employees.

Definition of Terms

Beverage industry. According to Standard Industrial Classification System of the Republic of China, beverage store industry is a separate category only referring to the stores which sell nonalcoholic drinks (<http://www.dgbas.gov.tw/public/Attachment/513110322071.pdf>). Tea shops, coffee shops, cold beverage shops, and juice bars are all included in this industry, as long as they sell only nonalcoholic drinks.

Chain stores. Two or more retail stores that belong to the same owner and sell the same merchandise. (<http://www.britannica.com/EBchecked/topic/104457/chai-store>).

Customer delight. Customer delight is the peak level of customer satisfaction. It increases from the tremendously good service delivery or product performance which exceeds customer's expectations. (Keiningham & Vavra, 2001, p25).

Food and beverage industry. Food service can be applied in different places, such as vendors, fast food restaurants, cafeterias, or café shops, etc. Enterprises which provide totally prepared food in any one of those venues are all a part of the foodservice industry (Dittmer & Griffin, 1997).

Front-line service work. "Front-line service work involves portability, inseparability, and simultaneous production and consumption." (Korczynski, 2002, p13).

On-the-job training. Lawson (1997) stated that "On-the-job training is a structured process conducted at the employee's work area to provide the employee with the knowledge and skills to perform job tasks" (p2). Chen (1996) also explains OJT by combining with 5W1H (where, when, who, to whom, what, and how): OJT is a training activity occurring in the workplace during routine work hours, provided by a superior to a new employee on teaching job required elements.

Profitability. “Profit: the amount by which our customers believe our products to be worth more than the sources expended on these products.” (Weiglin, 2002, p3).

Limitations of the study

1. This study focused on the training of the XYZ beverage chain store frontline employees. The results might not be appropriate for other non-chain or small private beverage stores because of different training strategies between different sized enterprises.
2. This study was limited by its small sample size. The survey instrument was sent to only five stores; therefore, the results might not be applicable to all beverage chain stores in Taiwan.
3. Information about on-the-job training in Taiwanese beverage chain stores is limited.

Introduction

The second chapter of this study will explore on-the-job training (OJT) in the food and beverage industry in Taiwan. It will also review the types of beverage stores in Taiwan and other issues regarding the components of effective OJT, advantages of OJT, barriers of OJT, and the use of OJT programs.

Food and Beverage Industry

The food and beverage industry sells not only the visible products, food and beverages, but also the invisible ones: customer service and dining atmosphere. Qiu & Chen (2006) state that the food and beverage industry tries to create the customer's maximum satisfaction and the enterprise's maximum benefits through the interaction between frontline employees and customers (<http://dlit.edu.tw/~hschang/C3-4.pdf>).

According to the Standard Industrial Classification System of the Republic of China, companies which provide customers frontline service with food cooking and beverage brewing all belong to the food and beverage industry.

(<http://www.dgbas.gov.tw/public/Attachment/513110322071.pdf>) (See as Figure 1).

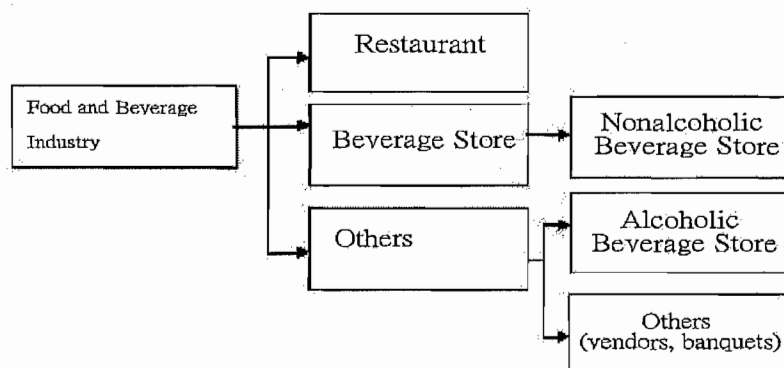


Figure 1. Classification of the food and beverage industry in Taiwan

Source: Standard Industrial Classification System of the Republic of China (2001)

Beverage Industry

Cithy & Wise (1998) mention that beverage services could be offered in multiple places and are a crucial element for providing customers with satisfactory food service. Not only served with food, beverages in Taiwan are also a specific product sold alone in the stores.

Types of Beverage Stores in Taiwan

Drinking beverages is a significant activity in Taiwanese daily life, which can be seen from the numerous beverage stores everywhere in Taiwan. Generally speaking, beverage stores are operated in many different venues. Listed below are the six most common types of beverage stores in Taiwan (Wu & Lin, 2006):

A. Coffee shops

1. High- quality dining environment with specific decor and furniture. It may require higher investment.
2. Special fresh meals and beverages are offered with elegant tableware.
3. Good service quality is required.
4. Long-term working hours and high personnel costs are typical.

B. Tea lounges

1. Target customers are low-income students and office workers.
2. Dining area should be as wide as possible to settle more seats, and some tea lounges also have independent balconies.
3. Tea quality is important. Variety choices of food like snacks, deserts, and pastries benefit sales volume.
4. Well-trained employees are required for the customer service.

C. Juice bars

1. Ice shavings, fresh sliced fruit, and juice are the primary products.
2. Per serving is usually large size but low cost.
3. Sanitation and fresh products are the main points to consider.

D. Vendors

1. Each vendor usually sells one product with minimal skills and materials.
2. Working area is mostly at outdoor, night market or on the street, and some has no seats for customers. Weather is a key factor for the business operation.
3. Sanitation and fresh products are the main points to be thought over.

E. Trolleys

1. Most trolleys sell coffee and tea beverages.
2. The selling location can be anywhere, but it might depend on the weather, or the availability of water and electricity.

F. Chain stores

1. Chain stores are alliances, or agreements between the member stores and the headquarters store. By joining an alliance, an entrepreneur can take advantage of receiving support from headquarters about store management, materials, facilities, promotion plans, training, and etc.
2. An alliance membership fee is required by all stores. The amount varies from \$1400USD to as much as \$53000 USD depending upon the company name.
(<http://www.businessblog.com.tw/?p=43>).

According to the Ministry of Economic affairs, R.O.C., chain stores can be classified into four categories: Regular Chain, Voluntary Chain, Franchise Chain, and Cooperate Chain (as cited in Wang, 2003).

A. Regular Chain (RC)

1. Headquarters owns all the rights to make strategic decisions, manage and operate the business.
2. All regular chain stores are funded by the headquarters.
3. All goods are provided directly from the headquarters.
4. All managers are designated by the headquarters.
5. All profit belongs to the headquarters.

B. Voluntary Chain (VC)

1. The franchise of each store belongs to an individual entrepreneur.
2. Based on the contract, each entrepreneur would purchase an agreed up amount of goods from the headquarters. The headquarters then earns profit from the wholesale transaction.

C. Franchise Chain (FC)

1. FC is a lease relationship between the headquarters and the franchise. The franchisee pays money to the headquarters for using trademark, operating procedures, and receiving employee training.
2. The headquarters assigns staff members to mentor franchisees in various FC stores.
3. Franchisees can recruit employees for their own chain stores.
4. Product price, materials, and promotion all follow the decisions of the headquarters.

D. Cooperate Chain

1. A cooperate chain is an alliance formed by various retail stores to compete with large-sized chain stores.

2. Each cooperate chain store owner has freedom to manage, but must purchase a bulk goods together with other chain stores.

Most tea beverage stores belong to Franchise Chain or Voluntary Chain stores.

The total number of Taiwanese beverage stores has been increasing (see Table 1); however, recently many Taiwanese food and beverage industry employees have been laid off or taken unpaid leave.

Table 1

Business units and sales- by industrial classification on taxation: beverage store industry

Year	Unit					
	January	February	March	April	May	June
2007	12,037	11,998	11,980	12,024	12,104	12,210
2008	13,413	13,321	13,331	13,342	13,415	13,506

Source: Ministry of Finance, R.O.C. (2007 &2008)

Table 1 shows that beverage store members increased by 93 units during the first half of 2008. Comparing the number of stores from June 2007 to June 2008, they increased by 1296 units, which is a 10.6% gross rate increase. Because beverage stores require a low investment with low risk but have the potential for high profit, more and more people continue to start their own business in the beverage industry.

The cost to establish a Franchise Chain or Voluntary Chain selling to-go tea beverages is about \$30,000 USD including alliance fee, equipment, signboard, store decorations, and technology transfer (Lin, 1999). The procedures to open a beverage chain store are generally the same for an FC or VC. Ding Tea beverage chain store began business in Taiwan in 2002 and already owns 50 branches in Taiwan at present. The procedure for joining an alliance with Ding Tea is shown in Figure 2:

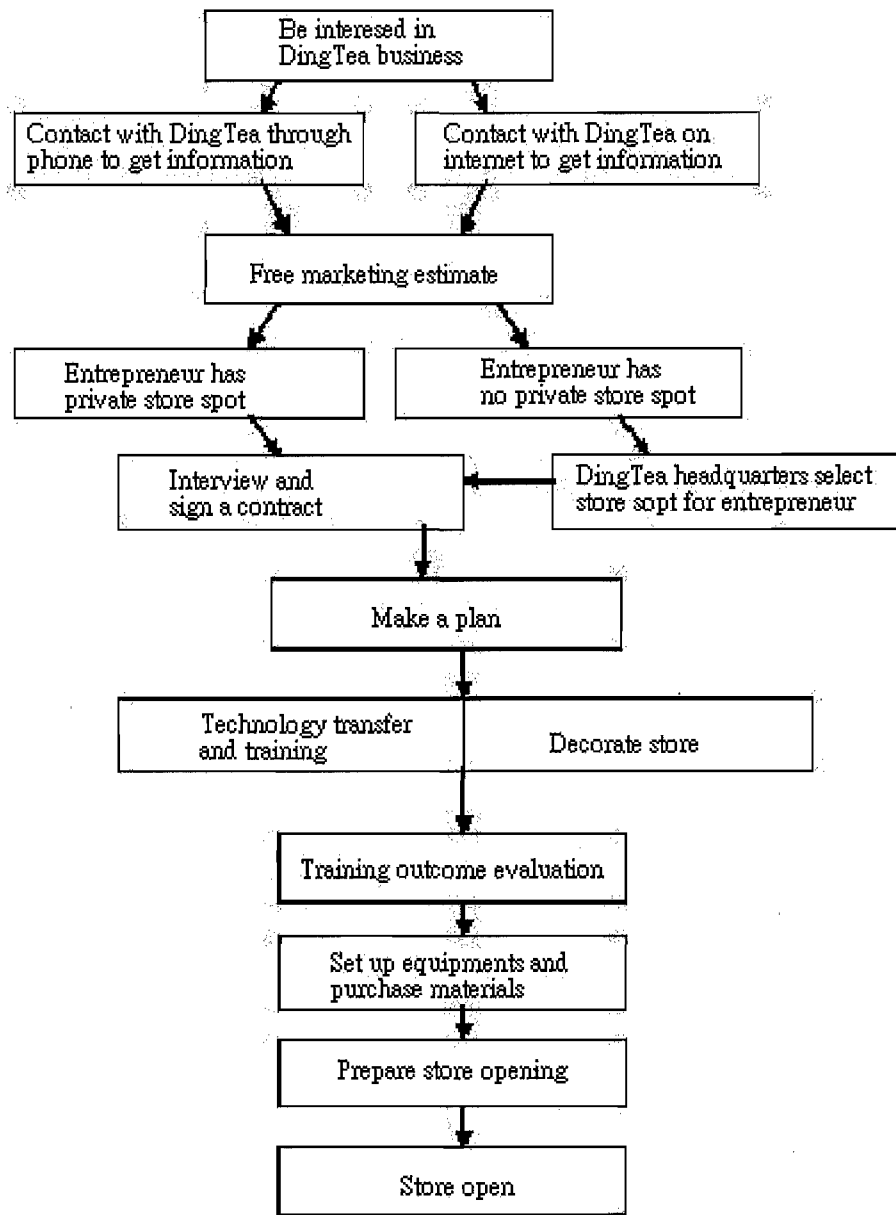


Figure 2 Procedures to join Ding Tea beverage chain store

Source: <http://www.dingtea.com/join.php?cid=4>

The headquarters of a tea beverage chain store is responsible for providing equipment and store decorations. Also, the headquarters offers complete knowledge transfer including management and production. In order to maintain high standards of

service quality among all branches, the headquarters periodically monitors each branch. Representative tea beverage firms in Taiwan include Easy Way Co., Quickly, 50 Lan, Shiny Tea, and Ding tea.

On-the-Job Training

In the past, some store owners were concerned that if the company provided training, the well-trained employees would leave their company and go to a competitor. However, industrial training now has become indispensable business strategy for competing with others. Having well-trained employees can be a benefit to the company. Also, most employees want to improve their knowledge, skill, and ability in the current workplace. On-the-job training is one of the primary training methods used to enhance worker performance.

On-the-job training (OJT) is a commonly used learn-by-doing process among the real work place (Li, 2007). The Bureau of Employment and Vocational Training of the Republic of China defines OJT as the training process conducted through work routine by a superior and as the main method for Asian companies to advance employees' abilities (cited in Ho, 2005).

Components of On-the-Job Training

Since OJT is one of the most effective methods of training today, how can a company ensure that they can get benefit from implementing OJT? Cadwell mentioned four elements of effective OJT (1995, p9):

- A. Training must be done under time constraints.
- B. Training is the responsibility of line management.
- C. The training budget is limited.
- D. Training must reflect actual workplace situations.

To match each company's needs, each OJT program may be different. Chen (1996) explained the components of OJT by combining the definition of OJT and 5W1H (See as Table 2).

Table 2

OJT components with 5W1H

5W1H	Content
Where	On the work area
When	During the working period
Who	Superior
Whom	Employees
What	The key points for enhancing the company
How	Proceeding all possible instruction and activities based on the key points

Source: Chen, 1996

Since OJT is directly provided by an experienced person who previously held the job, trainees would be able to learn what they need to implement their jobs quickly and precisely. However, OJT is often unstructured, which results in negative outcomes of training, increased mistakes and low output (Jacobs & Jones, as cited in Li, 2007). Therefore, structured OJT is the preferred and most productive approach.

Jacobs & Jones (1995) defined structured OJT as "The planned process of developing task-level expertise by having an experienced employee train a novice employee at or near the actual work setting" (p22). Obviously, the difference between unstructured and structured OJT is that structured OJT is planned on how and what to implement. According to Jacobs & Jones (1995, p32), structured OJT processes include six steps: (See as Figure 3)

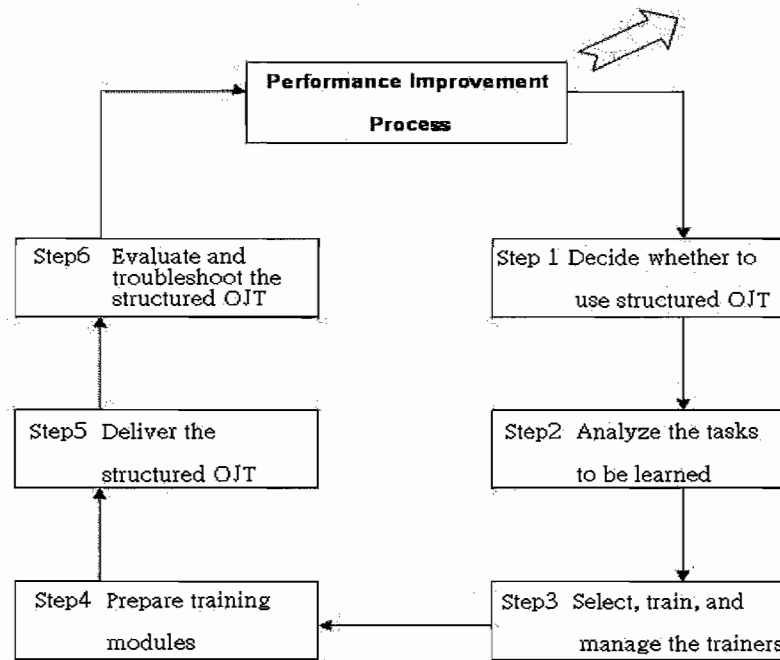


Figure 3 Structured OJT process

Source: Jacobs & Jones (1995)

To obtain efficient and effective outcomes from structured OJT, all the six steps should be adapted based on the demands of the situation, or some steps might occur at the same time (Jacobs & Jones, 1995).

Benefits of Effective On-the-Job Training

Most Taiwanese companies are small and medium sized enterprises employing less than 250 people

(<http://www.moeasmea.gov.tw/public/Attachment/86211281771.pdf>). The number of eating-drinking places in Taiwan in 2007 was 109,140, which included 108,869 units of small to medium-sized enterprises. This means that 99.75% of the companies belong to small and medium-sized business. Moreover, most of them are family owned business.

Because of the limitation of funds, small to medium sized company owners tend to spend minimal time and money on planned training activities. At present, most workers in small and medium sized enterprises in Taiwan are hired as part-time low-waged employees but

are still expected to perform at the same level as full-time employees. Using OJT can be an effective way to cost-effectively train employees.

Johnson (1993) mentions that OJT occurs in the actual work environment with the normally used equipment, and daily working procedures; this is the reason why companies can obtain many advantages from it. By using OJT, employees have the opportunity to learn KSAs directly on the job. If employees are trained in the classroom or in other places, they may need time to get used to their job in the real but unfamiliar environment after completing training. Moreover, some employees who received training away from the job site seldom perform what they have learned, making the training ineffective (Jacobs & Jones, 1995).

Yang (2007) states that the best advantage of using OJT is the ease of implementing the training and the higher cost saving because of combining work and training together. Entrepreneurs don't have to spend additional time and money to set up a special training environment. In addition, since OJT is provided directly from a superior, trainer and trainee will develop a close relationship between themselves. Lawson (1997) believes that "a structured OJT program builds teamwork and helps develop cohesiveness in the workshop (p3)."

Huang summed up seven advantages of using OJT (cited in Yang, 2007):

- A. The content of OJT is more practical.
- B. Compared with the use of off-the-job training, it is easier to implement OJT.
- C. Training outcomes can directly improve the work efficiency, which can inspire employees' motivation to learn more.
- D. OJT can increase the interaction between superiors and subordinates.
- E. Training and working occur at the same time.

F. Low cost for using OJT.

G. Training content can be adapted based on employee's individual original abilities and needs.

Barriers to On-the-Job Training

Most entrepreneurs/ supervisors have a sense of the importance and the advantages of implementing OJT; however, some problems still happen to prevent successful OJT. The majority of OJT barriers come from the design and the use of unstructured OJT. This unstructured OJT often results in employees that cannot achieve the desired level of expertise and the company would lose profits.

Unstructured OJT often results in incorrect or shortened content (Jacobs & Jones, 1995). Johnson (1993) mentions that most superiors are not ready to be a trainer because they have not received complete training. Besides, some trainers have little or no experience in training, and some have no skills to deliver training. Yet they are still required to provide OJT program to newcomers. The quality of the training content may not be consistent and the newcomers may never learn the standard operation procedures as a result. Cadwell (1995) addresses seven qualities which an effective trainer must have: Good communication skills, Strong subject knowledge, On-the-job experience, Patience, Interest in helping people learn, Respect for others, and a Sense of humor.

Training effectiveness may be decreased because of conducting training in the work place (Johnson, 1993). The restrictions of the real work place and the noise and other related factors may interfere with the training (Li, 2007). Moreover, training in the work place sometimes causes customer inconvenience, and then customer satisfaction is reduced.

Training and working may not work well at the same time (Yang, 2007).

Superiors or workers who are designated to be trainers also have responsibility for their own jobs. To train newcomers during their regular shift definitely decreases the time on their own work and reduce product quantity and quality.

The Use of On-the-Job Training

One big challenge for beverage chain stores is maintaining product quality among different stores. Training content and outcome directly impact quality. The training system applied to the food and beverage industry in Taiwan includes instruction, off-the-job training, and on-the-job training (Fang, 2001). Fang (2001) explains four important points when implementing on-the-job training:

- A. An integrated training program should be established before implementing training.
- B. The training process should follow the materials such as handbooks.
- C. Employees should be retrained to improve the knowledge, skills, and abilities (KSAs) periodically.
- D. Employees' performance should be evaluated every year or at least every half a year.

OJT is a preferred method of training frontline employees, but currently there are no documents found about the precise content of OJT programs for beverage stores in Taiwan. OJT programs differ in each beverage store and are usually not circulated to others. Training is provided by the manager or a senior worker and usually begins with learning back-up tasks in the kitchen, the control of ice cube and fructose quantity, the cleanliness of cooking facilities, and daily store opening/ closing preparation. After that, trainees typically learn about tea brewing, beverage making and other customer service skills. Some beverage stores have a test for trainees to evaluate the training outcome. Training evaluation procedures are usually determined by each store's owner.

OJT is used not only in the food and beverage industry but is also widely applied in many other industries. Here are two examples of elective current OJT programs:

A. IBM

International Business Machines Corporation (IBM) received the Society for Human Resource Management's Innovative Business Solution Award for their problem-solving program (Spoon, 2008). They designed a program that included stretch assignments, cross-unit projects, short- and long- term job rotations, and onsite job shadowing for their employees to have an access into experiential learning with senior management.

The IBM Taiwan branch believes that all employees must be precisely trained to perform their jobs from the basic level and should be working in the right position (http://www.104learn.com.tw/events/wp/man_21.htm). New IBM employees are assisted by a colleague or superior to become familiar with their working environment. If they are accommodated with their job or interested in a specific field, they can apply for a "mentoring project." According to an evaluation of personal talent, abilities, and work efficiency, IBM chooses the top 20% of employees every year to join the mentoring project.

The mentoring project is one to one and a half year long program (http://www.104learn.com.tw/events/wp/man_21.htm). Both mentor and mentee have to sign a contract. According to the contract, the mentee has to set up personal objectives including tasks, training content, evaluation schedule, and etc. The mentee can visit customers with his mentor as well. The mentor's duty is to check the mentee's learning situation and provide recommendations based on the real working activities. By using the

mentoring program to pass down KSAs, IBM has succeeded in developing competent executives.

B. Goodyear Tire and Rubber Company

Goodyear Tire and Rubber Company, established in 1898, is the third largest tire company in the world after Bridgestone and Michelin (http://en.wikipedia.org/wiki/Goodyear_Tire_and_Rubber_Company). Goodyear provides a six to 15 months job rotation program for college graduates to improve their KSAs (Li, 2007):

1. Instruction: It lasts for three weeks. The purpose is to provide trainees with the organizational structure and goals, and basic manufacturing procedures.
2. Job rotation: During the next six months, each trainee would choose six preferred departments, and stay in each one for about one month.

After the training is completed, trainees would be able to choose a department in which to start their career.

Summary

An enterprise itself cannot do anything to improve business, but employees are the key to an enterprise's success or failure (Markezich, as cited in Yang, 2007). All businesses have employees who design new products, manufacture them, and sell them. How an employee performs his/her job will definitely influence the enterprise's development. In the food and beverage industry, most job tasks are directly involved with customers; therefore, new employees are usually trained on the job. Then they can clearly and directly learn about KSAs and experiences in customer service (Huang, 1996).

Customer's satisfaction comes from an employee's performance; employees should be prepared to perform professionally. For the small- and medium-sized beverage

stores in Taiwan, each store owner/ manager should focus on planning an effective OJT program including structured manuals and processes provided by experienced trainers to help trainees achieve successful outcomes.

Introduction

This study evaluated the effectiveness of OJT for frontline employees at XYZ beverage chain store in Taiwan and provides three specific recommendations for training program improvement. The following procedures are discussed in chapter three: subject selection, instrument, data collection, data analysis, and limitations.

Subject Selection and Description

In order to collect the data necessary to evaluate the OJT programs used at XYZ beverage chain store, the researcher used frontline employee surveys. Five branches of XYZ beverage chain stores in North Taiwan were chosen by simple random sampling. Because of a different number of employees hired in different branches and different working shifts, it was difficult to survey all existing frontline employees. This survey was only offered to frontline employees who were 18 years of age or older at each chain store.

Instrumentation

The study instrument designed by the researcher used a Likert scale with 20 questions focused on training structure, material, people, method, and satisfaction and one open-ended question to provide additional comments about the training program (See as Appendix 1). The 20 questions were rated from one to five, strongly disagree to strongly agree. The instrument was anonymous and the Likert scale questions provided measurable data for the researcher to analyze.

Data Collection Procedures

The survey was conducted in Taiwan directly at the frontline employees' workplace. Before surveying the frontline employees, the researcher personally obtained approval from each of the store managers. Also, the researcher explained to all

participants the relevant information about the survey, the purpose, time period needed and how to fill it out. A consent statement was included with the survey questions. The survey was processed directly at the frontline employees' workplace.

Data Analysis

The Statistical Program for Social Sciences, version 16.0, (SPSS, 2007) was used to analyze each participant's responses. Descriptive statistics including Mean, Mode, Median, and Standard Deviation were used by the researcher to determine the details about how well the OJT was applied at XYZ beverage chain store.

Limitations

1. Because of using simple random sampling, the probability of each branch to be chosen was not the same.
2. There were no documented measures of reliability and validity for the instrumentation.
3. The sample was only selected from five stores. With such a small-sized sample, the research results might not be applicable beyond the companies involved in the study.

Introduction

The purpose of this study was to evaluate how well the OJT program at XYZ beverage chain stores worked for frontline employees. The responses from the frontline employees at XYZ beverage chain stores were analyzed to identify the critical training issues which influenced frontline employees' performance and customer satisfaction.

Eighteen surveys were completed from the five separate XYZ beverage chain stores during June 2008. The data collection instrument was based on a Likert scale format (See as Table 3):

Table 3

Format of rating scale

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Item Analysis

The results of each question were separately analyzed in five categories: training structure, material, people, method, and satisfaction with training.

1. Training structure: training objectives, training hours, and training process.
2. Material: accurate training manuals and understandable training manuals.
3. People: trainers' willingness to repeat demonstrations and explanation, time and flexibility for trainees, and trainers' willingness to listen to trainee's thoughts and opinions during the training process.
4. Method: correct demonstration of trainers' skills in brewing different kinds of tea, correct explanation of brewing beverage process, trainers' assistances in developing

skills in interaction with different customers, evaluation during the training process, and evaluation after completing the training.

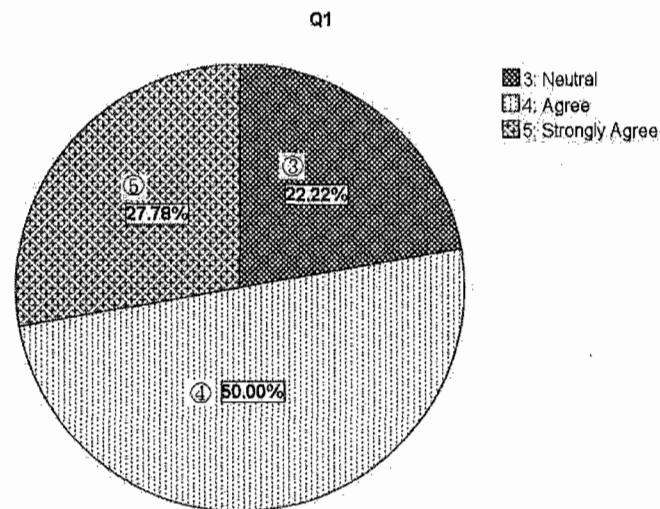
5. Satisfaction with training: in preparation and storage of materials, in tea cooking, in beverage brewing, in customer service, having good performance after training, continuous instruction provided after the training process, inspiration to continuing work in the beverage industry, and additional comments about the OJT program.

1. Training Structure

Table 4

Training objectives

Q1: Training objectives were clear.		
N	Valid	18
	Missing	0
Mean		4.0556
Median		4.0000
Mode		4.00
Std. Deviation		.72536

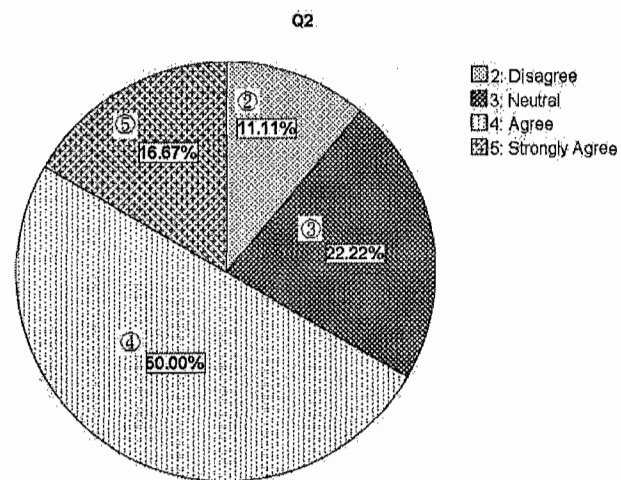
*Figure 4* Training objectives

Having clear training objectives is one of the primary concerns for successful training. Most (77.78%) respondents agreed that they had clear training objectives to follow.

Table 5

Training hours

Q2: Training hours provided enough time to learn all the needed skills.		
N	Valid	18
	Missing	0
Mean		3.7222
Median		4.0000
Mode		4.00
Std. Deviation		.89479

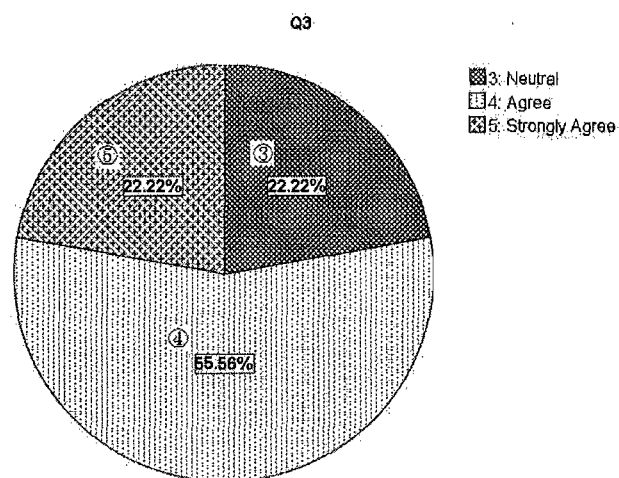
*Figure 5 Training hours*

The results of question two indicated that most respondents (66.67%) agreed with the time period for receiving training.

Table 6

Training process

Q3: The training process was thorough and followed a logical sequence.		
N	Valid	18
	Missing	0
Mean		4.0000
Median		4.0000
Mode		4.00
Std. Deviation		.68599

*Figure 6* Training process

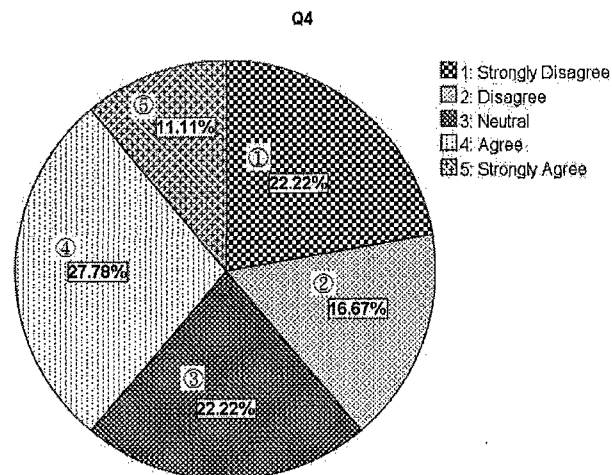
Over 77% of participants agreed with question three. This may be attributed to the fact that a systematic OJT program was used for the frontline employees at XYZ beverage chain stores.

2. Material

Table 7

Accurate training manuals

Q4: Training manuals were accurate.		
N	Valid	18
	Missing	0
Mean		2.8889
Median		3.0000
Mode		4.00
Std. Deviation		1.36722

*Figure 7* Accurate training manuals

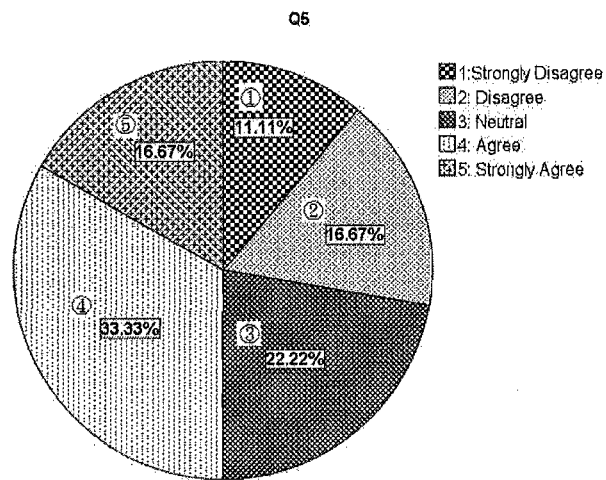
About 40% of the respondents agreed that the training manuals were accurate.

Another 40% disagreed that the training manuals were accurate. About ¼ of respondents had no opinions. Some of the disagree and neutral responses may be attributed to the lack of training manuals at some of the branches.

Table 8

Understandable training manuals

Q5: Training manuals were easy to understand.		
N	Valid	18
	Missing	0
Mean		3.2778
Median		3.5000
Mode		4.00
Std. Deviation		1.27443

*Figure 8* Understandable training manuals

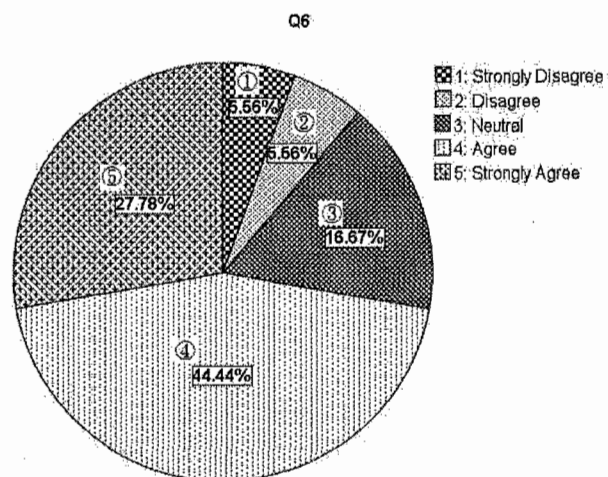
Approximately half of respondents agreed that the training manuals were understandable, while the other half disagreed or were neutral. This may be because some stores didn't provide training manuals for frontline employees.

3. People

Table 9

Trainers' willingness to repeat demonstrations and explanations

Q6: Trainers were willing to repeat demonstrations and explanations.		
N	Valid	18
	Missing	0
Mean		3.8333
Median		4.0000
Mode		4.00
Std. Deviation		1.09813

*Figure 9* Trainers' willingness to repeat demonstrations and explanations

OJT is directly provided by the trainer; therefore, the trainer's attitude towards the trainees plays an important role of successful OJT. Each task in the beverage store included many complicated steps which required certain time to learn. Approximately 70% of respondents felt that their trainer was willing to demonstrate and explain the training content repeatedly.

Table 10

Time and flexibility for trainees

Q7: Trainers allowed time and flexibility for trainees to become proficient in brewing beverages.

N	Valid	18
	Missing	0
Mean		3.8333
Median		4.0000
Mode		5.00
Std. Deviation		1.20049

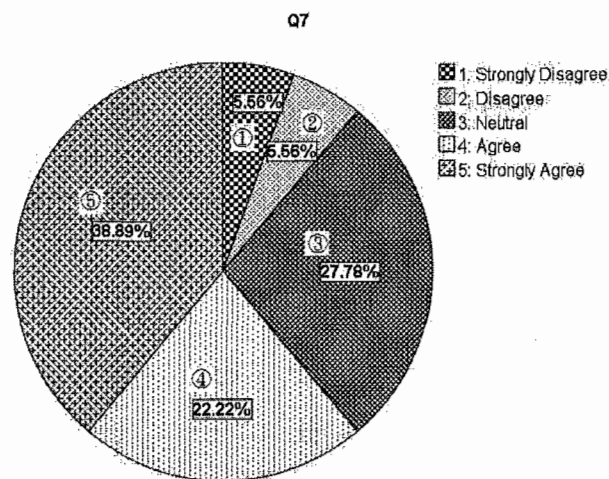


Figure 10 Time and flexibility for trainees

Quality of beverage products depends in large measure on the frontline employees' performance; therefore, it is important for a new employee to learn exactly how to brew beverages. But it definitely takes time to become familiar with decades of tea beverage recipes. The data reveals that 61.11% of respondents strongly agreed or agreed that trainers allowed time and flexibility for trainees to become proficient in brewing beverages.

Table 11

Trainers' willingness to listen to trainee's thoughts and opinions during the training process

Q8: Trainers were willing to listen to trainee's thoughts and opinions during the training process.		
N	Valid	18
	Missing	0
Mean		3.5000
Median		4.0000
Mode		4.00
Std. Deviation		1.24853

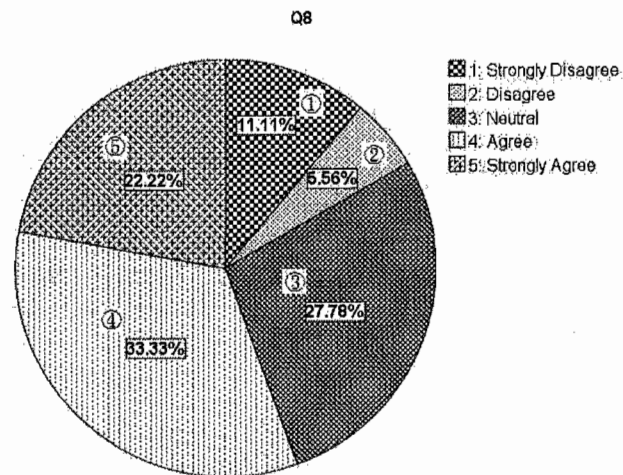


Figure 11 Trainers' willingness to listen to trainee's thoughts and opinions during the training process

More than half (55%) of the respondents felt the trainers were willing to listen to trainees thoughts and opinions during the training process.

4. Method

Table 12

Correct demonstration of trainers' skills in brewing different kinds of tea

Q9: Trainers demonstrated the correct skills in brewing different kinds of tea.		
N	Valid	18
	Missing	0
Mean		4.5556
Median		5.0000
Mode		5.00
Std. Deviation		.51131

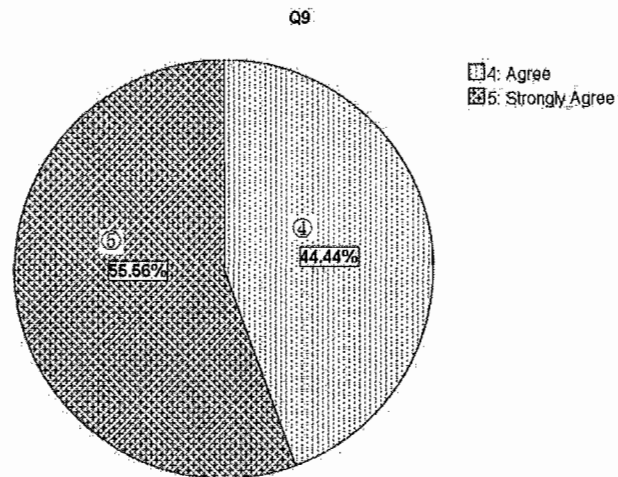


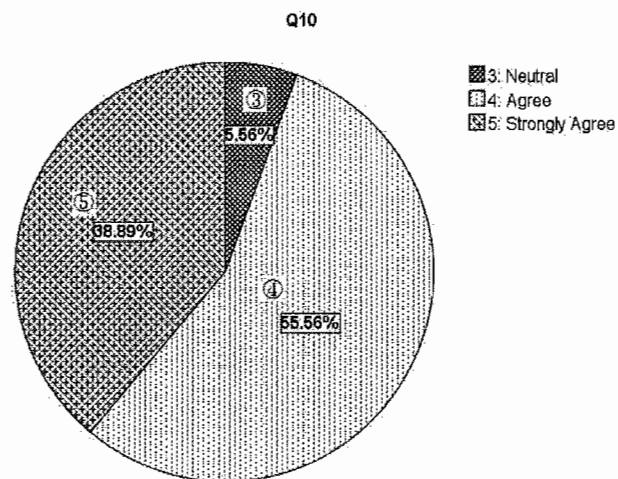
Figure 12 Correct demonstrations of trainers' skills in brewing different kinds of tea

All respondents agreed that the skills in brewing teas are well demonstrated by the trainers, with more than 55% of respondents strongly agreeing.

Table13

Clear and correct explanation of brewing beverage process

Q10: Trainers explained clear and correct process of brewing beverages.		
N	Valid	18
	Missing	0
Mean		4.3333
Median		4.0000
Mode		4.00
Std. Deviation		.59409

*Figure13* Clear and correct explanation of brewing beverage process

Most respondents (95%) agreed that trainers correctly and clearly explained the process of brewing tea. Only 5% were neutral.

Table 14

Trainers' assisted in developing skills in interacting with different customers

Q11: Trainers assisted trainees in developing skills in interacting with different customers.

N	Valid	18
	Missing	0
Mean		3.5000
Median		4.0000
Mode		4.00
Std. Deviation		1.20049

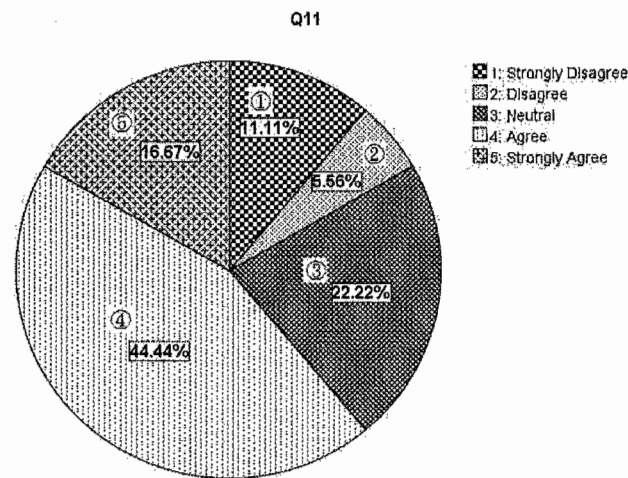


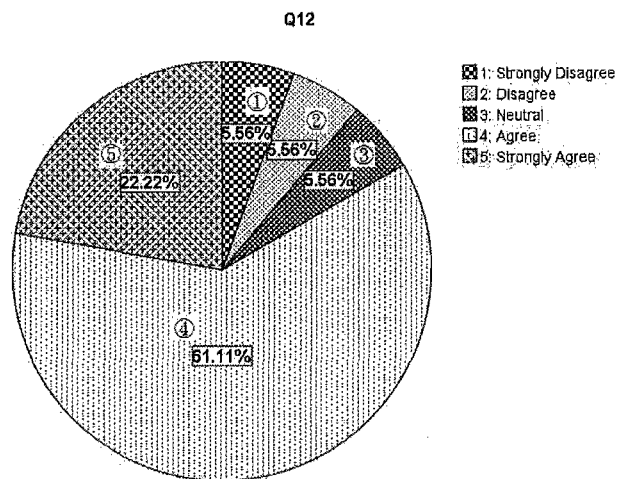
Figure 14 Trainers' assisted in developing skills in interacting with different customers

Approximately 61% of the respondents agreed that their trainers provided enough assistance in developing customer interaction skills; while only 16% disagreed.

Table 15

Evaluation during the training process

Q12: Learning outcomes were evaluated during the training process.		
N	Valid	18
	Missing	0
Mean		3.8889
Median		4.0000
Mode		4.00
Std. Deviation		1.02262

*Figure 15* Evaluation during the training process

Approximately 83% of respondents stated that they received some type of evaluation during the training process.

Table 16

Evaluation after completing the training

Q13: Learning outcomes were evaluated after completing the training.

N	Valid	18
	Missing	0
Mean		3.9444
Median		4.0000
Mode		4.00 ^a
Std. Deviation		1.21133

a. Multiple modes exist. The smallest value is shown.

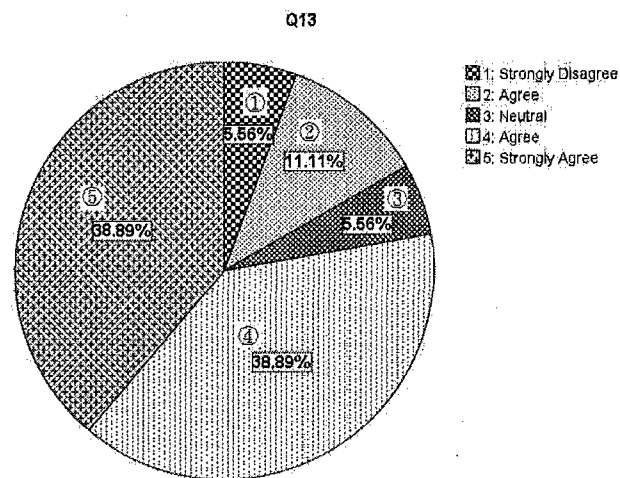


Figure 16 Evaluation after completing the training

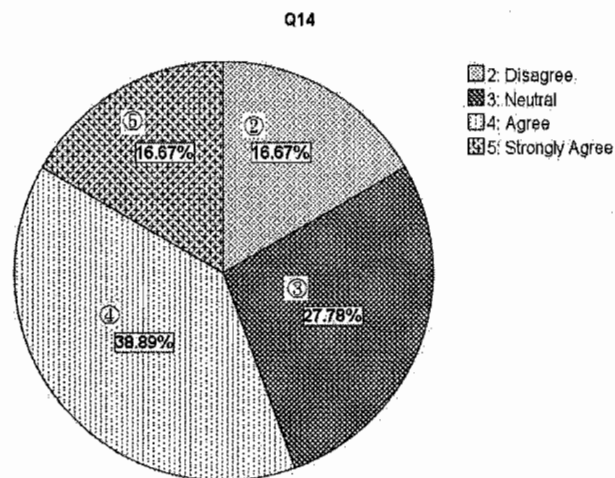
Over 77% of respondents agreed that they received some form of evaluation after completing training.

5. Satisfaction with training

Table 17

More training needed in preparation and storage of materials

Q14: More training is needed in preparation and storage of materials.		
N	Valid	18
	Missing	0
	Mean	3.5556
	Median	4.0000
	Mode	4.00
	Std. Deviation	.98352

*Figure 17* More training needed in preparation and storage of materials

Over half of respondents (55.56%) felt that more training in material preparation and storage was needed, while 16.67% disagreed.

Table 18

More training needed in tea cooking

Q15: More training is needed in tea cooking.		
N	Valid	18
	Missing	0
Mean		3.9444
Median		4.0000
Mode		4.00 ^a
Std. Deviation		.93760

a. Multiple modes exist. The smallest value is shown

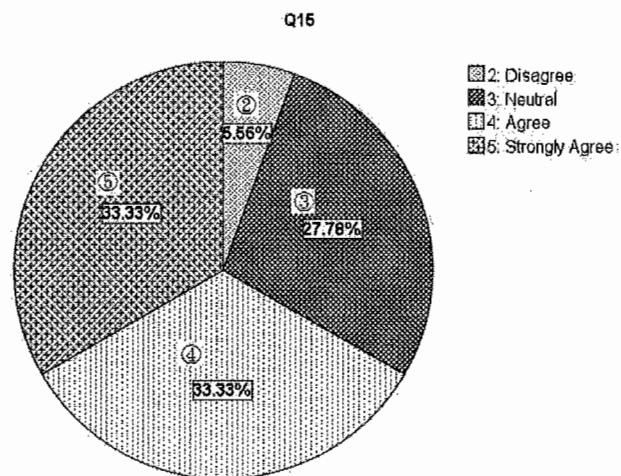


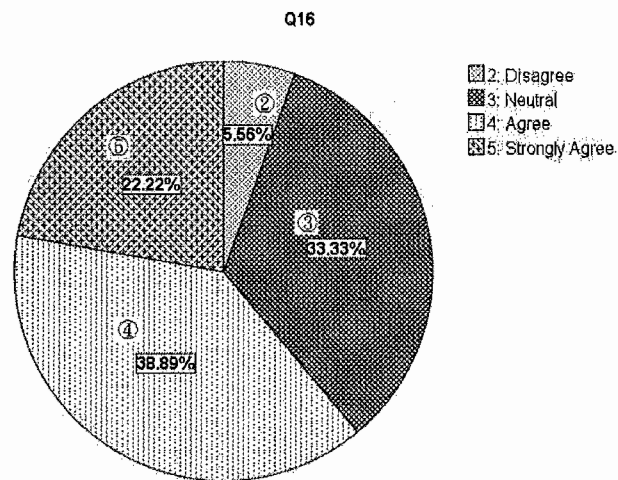
Figure 18 More training needed in tea cooking

One-third of the respondents (33.33%) strongly agreed and 1/3 (33.33%) agreed that more training in tea cooking is necessary.

Table 19

More training needed in beverage brewing

Q16: More training is needed in beverage brewing.		
N	Valid	18
	Missing	0
Mean		3.7778
Median		4.0000
Mode		4.00
Std. Deviation		.87820

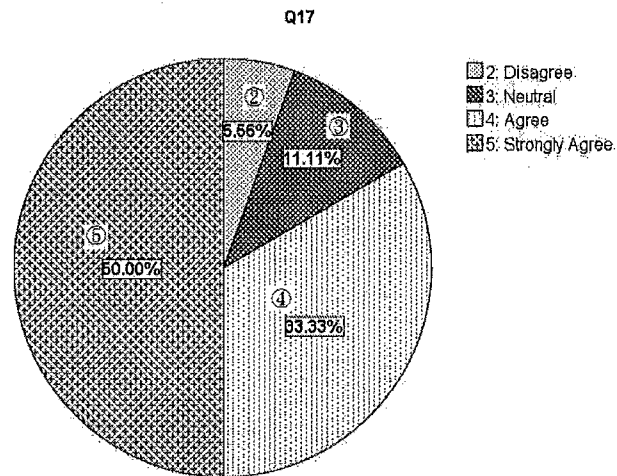
*Figure 19* More training needed in beverage brewing

About 61.11% of respondents agreed to have more training in beverage brewing; while about 1/3 were neutral.

Table 20

More training needed in customer service

Q17: More training is needed in customer service.		
N	Valid	18
	Missing	0
Mean		4.2778
Median		4.5000
Mode		5.00
Std. Deviation		.89479

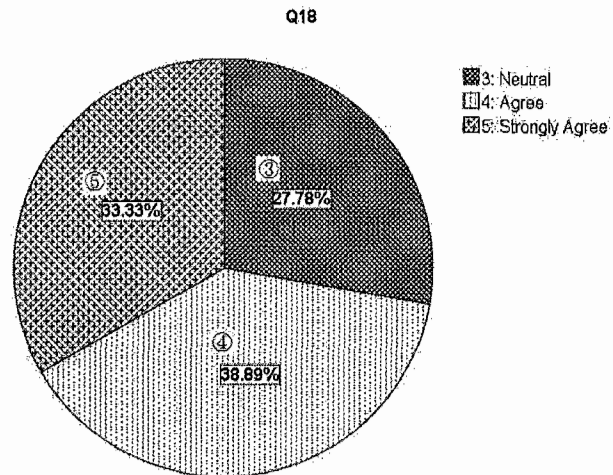
*Figure 20* More training needed in customer service

A high percentage of respondents (over 83%) agreed with the statement. It may reflect that most employees feel they need more training in customer service.

Table 21

Having good performance after training

Q18: The training outcome helps trainees to perform well in work.		
N	Valid	18
	Missing	0
Mean		4.0556
Median		4.0000
Mode		4.00
Std. Deviation		.80237

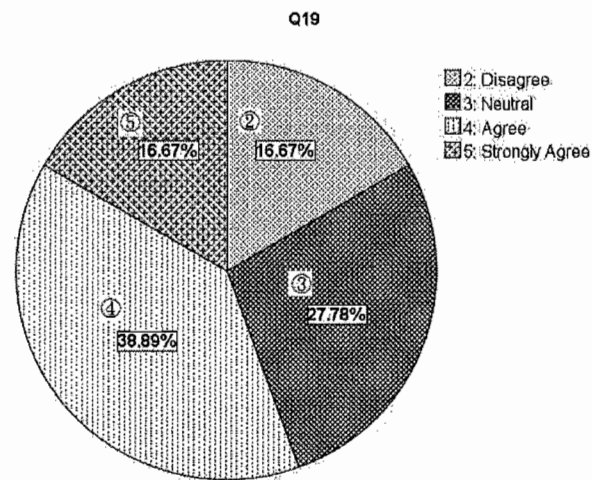
*Figure 21* Having good performance after training

With 72.22% agreement, most respondents believed that receiving training will help them achieve good performance at work.

Table 22

Continuous instruction provided after the training process

Q19: The company provides continuous instruction after the training process is finished.		
N	Valid	18
	Missing	0
	Mean	3.5556
	Median	4.0000
	Mode	4.00
	Std. Deviation	.98352

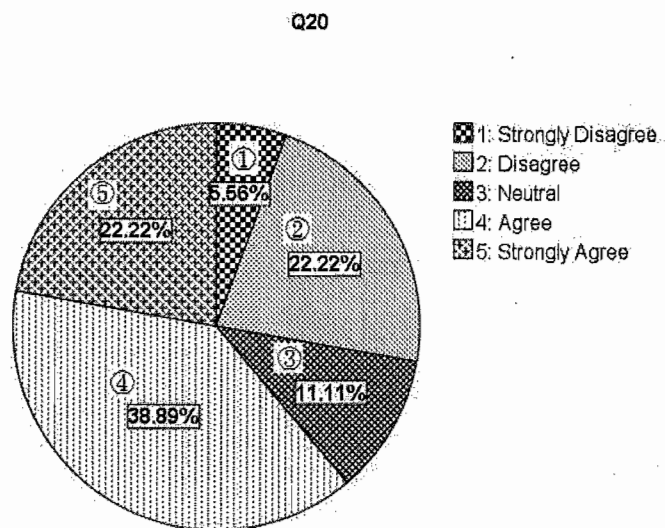
*Figure 22* Continuous instruction provided after the training process

Over 55% of respondents agreed that they were provided continuous instruction after the training process. About half of the trainers provided instruction when frontline employees were encountering some problems in work after completing their training.

Table 23

Inspiration to continuing work in the beverage industry

Q20: The training process and outcomes inspire the trainee to continue his/her career in the beverage industry.		
N	Valid	18
	Missing	0
Mean		3.5000
Median		4.0000
Mode		4.00
Std. Deviation		1.24853

*Figure 23* Inspiration to continuing work in the beverage industry

A majority of the employees in the Taiwanese beverage industry were students who work part-time rather than as a long-term career. Over half of the respondents (61.11%) appear willing to continue their career in the beverage industry in the future.

Table 24

Additional comments

Q21: Additional comments about on-the-job training at company XYZ.

1. Lack of training on customer interaction
2. Lack of training on customer service such as basic manners. Most trainers seemed to not care about the manners which frontline employees should have. It might have a negative influence on the company.
3. High turnover rate and abilities differing from employees in different shifts result in much variation in the quality of tea.
4. Too many training hours.
5. There should be a training manual for employees.
6. It is too much training content for new employees to learn at one time.
7. There is no training manual!
8. Hope to get respect from trainers.
9. Hope to learn about how to interact with people.
10. No training manuals and training is processed individually in each branch. Only the manager can be trained directly by headquarters.
11. If possible, training content should include the management of crisis such as talking about some problems that happened when providing customer service.

Most of the respondents' comments can be categorized into two areas: more training on interaction with customers is needed, and training manuals need to be provided during training.

Chapter V: Discussion

Introduction

Structured on-the-job training is a cost-effective training method. By using it, a company can gain many benefits including saving expenses, and keeping regular productivity while conducting training. XYZ beverage chain stores used OJT for training their frontline employees.

The goal of this study is to identify how well the OJT program was used in XZY beverage chain stores. Recommendations for improving the efficiency of XYZ company's OJT program will be discussed in this chapter.

Limitations

This study focused on the OJT program for frontline employees used in XYZ beverage chain stores in Taiwan. The survey was conducted in the XYZ beverage chain stores chosen by simple random sampling and the sample size was small; therefore, one limitation is that the results may not be applicable to any other beverage stores in Taiwan.

Conclusions

Many Taiwanese businesses rely on OJT to save expenses, especially in the beverage industry. Chapter II of this study referred to the benefits of using OJT such as ease of implementing and enhancement of employees' motivation to learn (Huang, as cited by Yang, 2007). Most frontline employees of XYZ beverage chain stores are interested in continuing their careers in the beverage industry. Frontline employees felt their abilities were recognized by the store. They were also inspired to learn more KSAs on tea cooking, beverage brewing, and other customer service skills. If the owner of each store can pay attention to this and provide more ongoing training for their employees, it can result in a win-win situation for both the store owner and the frontline employees.

An important characteristic of OJT is that OJT is directly provided by the superior or colleague who is currently handling the job. Therefore, how the superior/ colleague performs as a trainer is a critical factor for successful OJT.

On the survey, most frontline employees displayed their endorsement of the trainers' personal skills and abilities on implementing their job. However, as chapter II of this study mentioned, a trainer should have some positive personality traits, and then he/she can be a good trainer. Having enough patience toward trainees, being interested in helping people learn, and understanding the importance of respecting others, are all important factors for qualified trainers (Cadwell, 1995). This study reveals there is still room for some trainers to improve their attitudes about providing training. More leadership training for trainers will help them refine their attitude and develop harmonious relationships with their trainees. This may result in better training outcomes.

Recommendations

This study has provided three primary recommendations:

A. Provide training manuals for frontline employees.

Training manuals provide a simple way for trainees to become familiar with the training content. Working in XYZ beverage chain stores, frontline employees have to learn about brewing numerous beverages and then provide them to customers rapidly. Reviewing a training manual can help frontline employees memorize the content more quickly and correctly which will benefit the store by having higher productivity, maintaining product quality, and decreasing order taking mistakes.

B. Provide additional training on communication skills for frontline employees.

This study revealed that most frontline employees are worried most about how to interact with customers when providing service. This problem can be solved by adding

communication skills as a training topic. Practical experiences from superiors, communicating best practices, and role playing are all good examples to be presented in the training. However, an important prerequisite is that the trainers themselves should possess good communication skills.

C. Emphasize the evaluation of training outcomes.

Both formative and summative evaluations are important to ensure that frontline employees' perform their jobs well. Structured evaluation should be developed and applied at each XYZ branch both during and after finishing the training to determine how well the frontline employees can perform their jobs.

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Appendix A: Evaluation of OJT Program of XYZ Beverage Chain Store

In Taiwan Survey

Consent to Participate

Title: Evaluation of on-the-job training for the front-line employees at XYZ beverage chain store in Taiwan.

Investigators:

Yu-Jou, Wang.

Graduate student of Training and Development of University of Wisconsin-Stout. 715-410-9310, wangy@uwstout.edu

Description:

This survey will be used for evaluating the effectiveness of on-the-job training for the front-line employees at XYZ beverage chain store in Taiwan. Your comments will be the most important information for this study. The researcher will list some questions about your training. Your responses will be kept completely confidential.

Risks and Benefits:

Participating in this study is expected to have no risks. All individuals participating in this study will be kept anonymous.

The benefit of this study is to provide an opportunity to improve the on-the-job training at XYZ beverage chain store.

Time Commitment:

The survey will take about 15 minutes to complete.

Confidentiality:

Your responses will be completely confidential. Your name will not be included on any documents.

Right to Withdraw:

Your participation in this study is entirely voluntary. You may choose not to participate without any adverse consequences to you. If you choose to participate and later wish to withdraw from the study, you may discontinue your participation at this time without incurring adverse consequences.

IRB Approval:

This study has been reviewed and approved by The University of Wisconsin-Stout's Institutional Review Board (IRB). The IRB has determined that this study meets the ethical obligations required by federal law and University policies. If you have questions or concerns regarding this study please contact the Investigator or Advisor. If you have any questions, concerns, or reports regarding your rights as a research subject, please contact the IRB Administrator.

Investigators:

Yu-Jou, Wang.

Graduate student

Training and development of UW-Stout
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Advisor:

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IRB Administrator:

Sue Foxwell, Director, Research Services

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Statement of Consent:

By completing the following survey you agree to participate in the project entitled, *Evaluation of OJT at XYZ beverage chain store Survey.*

Signature.....Date

Dear participants:

The purpose of this study is to collect information regarding the effectiveness of on-the-job training for the front-line employees at XYZ beverage chain store. This survey will take about 15minutes to complete. All the information gathered will be kept strictly **anonymous**. Your participation in this survey is voluntary. If you decide not to take this survey, please feel free not to participate.

Thank you so much for your participation.

Sincerely,

If you have any questions for this survey, please contact the researcher.

Yu-Jou Wang

Graduate student, Training and Development
University of Wisconsin-Stout
715-410-9310,
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Dr. David Johnson

Project Advisor

Please circle the most appropriate response to each question

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Training Structure</i>					
1. Training objectives were clear.	1	2	3	4	5
2. Training hours provided enough time to learn all the needed skills.	1	2	3	4	5
3. The training process was thorough and followed a logical sequence.	1	2	3	4	5
<i>Material</i>					
4. Training manuals were accurate.	1	2	3	4	5
5. Training manuals were easy to understand.	1	2	3	4	5
<i>People</i>					
6. Trainers were willing to repeat demonstrations and explanations.	1	2	3	4	5
7. Trainers allowed time and flexibility for trainees to become proficient in brewing beverages.	1	2	3	4	5
8. Trainers were willing to listen to trainee's thoughts and opinions during the training process.	1	2	3	4	5
<i>Method</i>					
9. Trainers demonstrated the correct skills in brewing different kinds of tea.	1	2	3	4	5
10. Trainers explained clear and correct process of brewing beverages.	1	2	3	4	5
11. Trainers assisted trainees in developing skills in interacting with different customers.	1	2	3	4	5
12. Learning outcomes were evaluated during the training process.	1	2	3	4	5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
13. Learning outcomes were evaluated after completing the training.	1	2	3	4	5
<i>Satisfaction with training</i>					
14. More training is needed in preparation and storage of materials.	1	2	3	4	5
15. More training is needed in tea cooking.	1	2	3	4	5
16. More training is needed in beverage brewing.	1	2	3	4	5
17. More training is needed in customer service.	1	2	3	4	5
18. The training outcome helps trainees to perform well in work.	1	2	3	4	5
19. The company provides continuous instruction after the training process is finished.	1	2	3	4	5
20. The training process and outcomes inspire the trainee to continue his/her career in the beverage industry.	1	2	3	4	5
21. Additional comments about on-the-job training at company XYZ.					

~Thank you very much for your participation~