All Graduate Projects   Graduate Student Projects

Summer 1997

A Model Program to Develop Management Strategies and Training Skills for Fast Food Industry Employees in Taiwan

David Ruey-Lin Lai

A MODEL PROGRAM TO DEVELOP MANAGEMENT STRATEGIES

AND TRAINING SKILLS FOR FAST FOOD INDUSTRY

EMPLOYEES IN TAIWAN

A Project Report Presented to

The Graduate Faculty

Central Washington University

In Partial Fulfilment

of the Requirements for the Degree

Master of Education

by

David, Ruey-Lin Lai

June, 1997

A MODEL PROGRAM TO DEVELOP MANAGEMENT STRATEGIES AND TRAINING SKILLS FOR FAST FOOD INDUSTRY EMPLOYEES IN TAIWAN

By

David, Ruey-Lin Lai

June, 1997

A model program in developing corporate personnel was designed for domestic fast food industry in Taiwan.

The program emphasizes on successful business leaders' skills in the basic management function of decision making, planning, organizing, communicating, directing and controlling. Meanwhile, the successful fast food employee development have focused on training activity of customer service, personal appearance, company rules and regulations.

The program concentrates on two specific areas: a management model and an employee training model. More specifically the management approach and training skills are addressed through a variety of methods and activities.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

CHAPTER 1

BACKGROUND OF THE PROJECT

Introduction

We will also need visionary leaders, facilitative leaders, inspiring leaders, collaborative leaders - in other words, leaders of all types arising at every level of an enterprise. Leadership is no longer exclusively top - down, but also bottom - up and "omni-directional". Leaders at the top will need to make it popular to lead, invite everyone to take a leadership role and then educate and strengthen each person's capacity to lead (McFarland, 1993).

In the above statement, McFarland has conveyed many new definitions for leaders in the 21st century. She emphasized that new leaders are no longer the exclusive domain of the "boss at the top". Rather, they must facilitate excellence in others and share their power and distribute leadership out to the far reaches of their organization. In the meanwhile they have to educate and strengthen each employee's capacity to lead. Every employee should learn their job as if they were Olympic champions. He or she can be developed into a "potentiality force", and being coached, conducted, coaxed and encouraged.

Employers should focus on sensitivity training and team building through process training and job competency.

Cohen (1993), has also supported the strategy of *developing* employees. In today's organizational structure, increasing attention is being given to employee empowerment; more innovative incentives are given to employees to explore ways to understand people as individuals who seek to fulfil needs, attain personal goals, live rewarding lives, and find an overall sense of satisfaction. Entrepreneurs must empower their employees to achieve the kind of expected outcomes that benefit everyone. Said Cohen:

In rapidly changing environments, skills quickly become obsolete. Firms maintain currency by providing training and educational opportunities to help employees develop new skills and gain new knowledge. Strategic development includes these efforts, but it also involves exposing employees to learning opportunities through assignments. These opportunities include not only involvement in cutting-edge research that enhance employees' skills, but also personal, interpersonal, job, and career experiences that prepare future leaders through influencing attitudes and testing abilities. Activities such as mentoring programs build informal linkages between junior and senior colleagues and constitute a means

of strategically developing future leaders and preparing for success.

Another important message for those concerned with the training of leaders, managers, and corporate personnel who hope to succeed in business, was given particular emphasis by Peters and Austin in their 1985 book, A Passion for Excellence - The leadership Difference. Authorities like Peters and Austin have reminded business leaders that, as important as it is to focus on marketing, on the development of well-trained employees, and on profit making, as most books on business and management do, the company will fail if the customer is not served. Peters and Austin devoted five chapters in their book to "customers," and claimed the most strategic advantage they observed in successful companies was "an obsession with customers." "Surely it is obvious," they added, "everything necessarily starts with the customer." (P.39) They have cited many examples of companies whose success was founded on"customer service." However, the story of Domino's Pizza Distribution Company, an American fast-food business, was of particular interest because of its similarity to the present study which has, as its focus, the fast-food industry in Taiwan. Specifically, Domino's has a keen awareness of the importance of the customer, and has gone to great lengths to train their franchise managers in measuring customer satisfaction. Domino's system of customer evaluation was described as follows:

Domino's Pizza Distribution Company, the dough makers

and equipment suppliers for Domino's Pizza's 1,200 franchises, do

measure service systematically--and weekly, to boot--in their Ideal

Service Survey. They make an extensive phone survey of their

customers to ask them how the service and product quality were.

They survey not only covers quantitative/technical issues--e.g.,

response time - but also qualitative ones: "Did anything we do bug

you?" Monthly evaluation and compensation for all hands (up

through the president!) are predicated on the results, which are

instantly summarized and made available to everyone; in fact, they

are publicly and prominently posted in all facilities. President Don

Vleck explains the logic behind the survey: "We believe customer

satisfaction is an advance indicator of swing in market share. Why

wait for the P&L's?" (P. 88)

Purpose of the Project

The purpose of this project was to design and develop a model program of selected

strategies for developing corporate personnel in the fast food industry of Taiwan. To

accomplish this purpose, a review of current literature regarding development of corporate

personnel and related research was conducted.

Limitations of the Project

For purposes of this project, it was necessary to set the following limitations:

1. <u>Research</u> : The preponderance of research and literature reviewed for purposes of this project was to limited to the past five (5) years.

2. <u>Scope</u> : The model program was designed for implementation in the domestic fast food industry in Taiwan.

3. <u>Target Population</u> : The model program has been designed for corporate employees in the fast food industry in Taiwan.

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. <u>Career</u> : The sequence of behaviours and attitudes associated with past, present, and anticipated future work-related experiences and role activities. A career is work-related and lifelong. (Cummings, 1993)

2. <u>Environment</u> : The physical and social context within which any client system (a person, group, or organization) is functioning. (Cummings)

3. <u>Facilitate</u> : A process by which events and "helped to happen." Facilitating is a kind of influence role that is neither authoritarian nor abdicative. (Cummings)

4. <u>Fast Food Industry</u> : The fast food industry includes all types of establishments that prepare, supply, and serve food quickly. (Hopke, 1993)

5. <u>Fast Food worker</u> : A fast food worker is responsible for serving each customer the correct order in an efficient, professional, and courteous manner. Fast food workers may be employed by large chain restaurants of privately owned shops. (Hopke)

6. <u>Food Franchise</u> : One of a chain of related food outlets with access to centralized purchasing of supplies and equipment, corporate advertising campaigns, and systems designed to speed up food service, franchise chains can keep down their overhead expenses and, therefore, their menu prices. (Macmillan, 1990)

7. <u>Food Service Industry</u> : The food service industry includes all types of establishments that prepare, supply, and serve outside the home. This includes restaurants, carry-out operations, cafeterias, school and college dining rooms, catering and vending companies, hotels and motels, and retirement centers. (Hopke)

8. <u>Franchising</u> : An organizational form in which a firm (the franchiser), with a market-tested business package centered on a product or service enters into a continuing contractual relationship with franchisees, operating under the franchiser's trade name, to produce or market goods or services according to a format specified by the franchiser. (Bygrave, 1994)

9. <u>Informal (Leader, group, organization, system)</u> : A term introduced in the Hawthorne studies to designate the set of organizational relationships that emerge over time from the day-to-day experiences that people have with one another. Informal relationships are expressive of the needs that people actually feel in situations, in contrast to needs their leaders think they should feel. (Cummings)

10. <u>Leadership</u> : The ability to lead, including inspiring others in a shared vision of what can be, taking risks, serving as a role model, reinforcing and rewarding the accomplishments of others, and helping others to act. (Brown, 1995)

11. <u>Need</u> : A central concept in psychology, referring to a biological or psychological requirement for the maintenance and growth of the human animal. It is used among practitioners chiefly to refer to a psychological demand not met in organizational life, with the emphasis on the search for ways in which more such wants can be satisfied. (Cummings)

12. <u>Sensitivity Training</u> : A method of helping individuals to develop greater self-awareness and become more sensitive to their effect on others. Individuals learn by interaction with other members of their group. (Cummings)

13. <u>Strategy</u> : A plan of action defining how an organization will use its resources to gain a competitive advantage in the larger environment. It typically includes choices about the functions an organization will perform, the products or services it will provide, the markets, products, or services it will provide, and the markets and populations it will serve. (Cummings)

14. <u>Team Building</u> : The process of helping a work group to become more effective in accomplishing its tasks and in satisfying the needs of group members. (Cummings)

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The review of research and literature summarized in chapter 2 has been organized to address:

1. The Fast Food Industry--History and Franchise Background.

2. Fast Food Jobs.

3. Fast Food Employee Training.

4. Management and Training.

5. The Future of the Fast Food Industry.

6. Summary.

Data current primarily within the past five (5) years were identified through an Education Research Information Center (ERIC) computer search. A hand-search of various other sources was also conducted.

<u>Overview of the Fast Food Industry:</u>

<u>History and Franchise Background</u>

<u>Fast Food Industry History</u>

Today, fast food is one of the bright spots in the food service industry. Customers are intrigued with the speed and assembly-line efficiency by which meals are prepared in these restaurants, and this has kept them coming back. They like the way the fast food industry has always tried to service food quickly, efficiency, and economically. The <u>Encyclopedia of Careers and Vocational Guidance</u> (Hopke, 1993), stated that fried chicken was the specialty in a small Kentucky restaurant opened by a man named Colonel Sanders in 1930. By 1956 Sanders was promoting his own recipe throughout the area, and eventually his one-restaurant business become the famous Kentucky Fried Chicken now known throughout the world. The second oldest fast food chain is Burger King, which was opened by the Burger King Corporation of Miami, Florida, in 1954.

According to <u>Opportunities in Fast Food Careers</u> (Eberts and Gisler, 1995), the history of fast food restaurants, from the first restaurant to the thousands that exist today, is quite short because the fast food concept is so new. Fast food has become increasingly popular because it fits the busy schedules of most working families. However it is no longer the "new kid on the block" in the food service industry, but also become a dynamic part of the food service industry.

Franchise Background of Fast Food

The fast food industry is dominated by chains. Nothing has had a greater impact

on the food service industry than fast food franchise operations since 1950's. Franchises

are a special category of chain operations. With a franchise, the franchisee pays fees to

use the name, building design, and business methods of the franchisor. Furthermore, the

franchisee must agree to maintain the franchisor's business and quality standards. The

franchisor expands the chain of franchise by signing up franchisees. The relationship

between a franchisor and his or her franchisees is necessarily comprehensive, covering a

wide area of activities, and of mutual and reciprocal obligations and responsibilities.

Green (1993) pointed out that "the benefits of the business concept of the

franchising boom. Occurred in the 1950's, spurred by the success of the famous fast-food

franchises." (p.6) Therefore, fast food was become the fastest growing segment of the

food service industry. The pioneers of fast foods, e.g., Mc Donald's, Kentucky Fried

Chicken, Burger King, Hardee's and Wendy's, have continued to grow. TABLE 1 and 2

have provided a visual perspective of the franchise growth of franchising in the United

States, from 1980-1991.

TABLE 1

Total Establishments--All Franchising USA
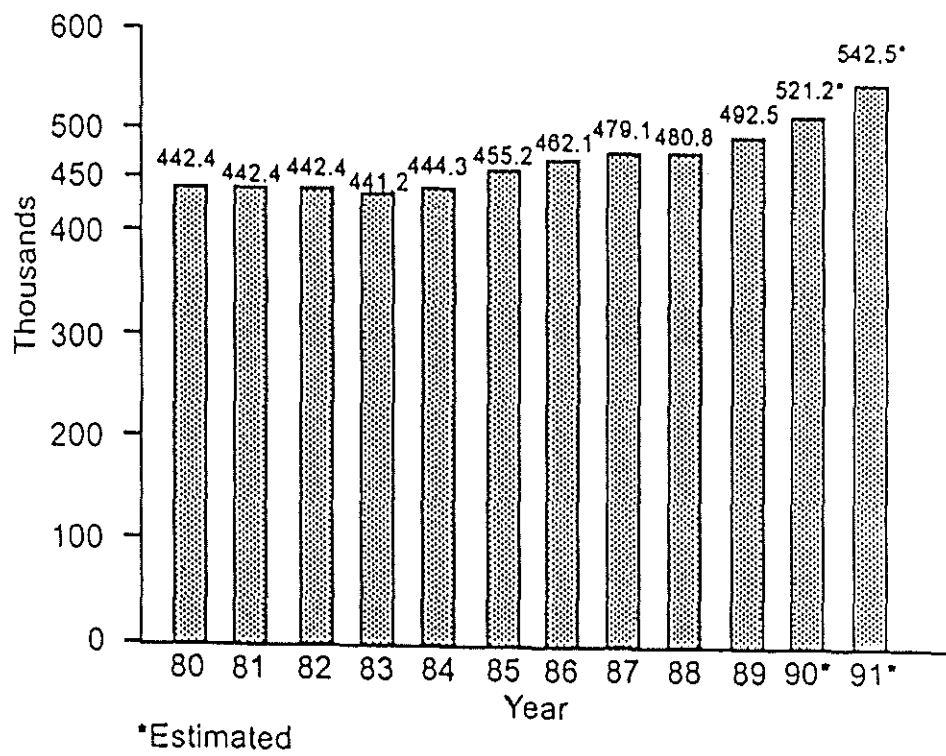
1980-1991

Source: Franchise Survival Guide (Green, 1993)

TABLE 2

Total Sales--All Franchising USA

1980-1991
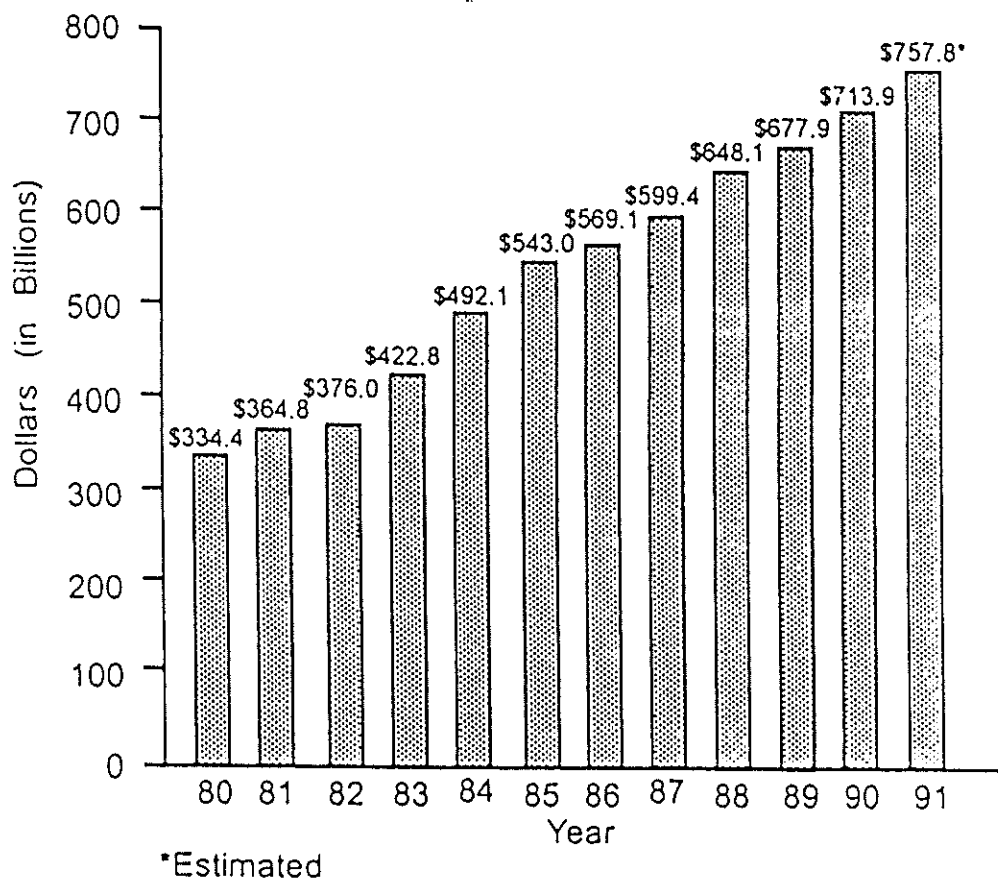
Source: Franchise Survival Guide (Green, 1993)

Fast Food Jobs

Fast Food Employees

The recent 1900's was an excellent time to start a career as a fast food worker

because of the continued expansion of the fast food industry. During this period, a

tremendous demand developed for individuals who had the commitment, desire, and

expertise to provide a quality dining-out experience at fast food restaurants.

According to Fast Food Jobs (Charner and Fraser, 1984), most fast food workers

are young people between the age of 16 and 20. Many of these young workers are in

school. As stated by these authorities, "more than three and a half million workers can

be found working in fast food jobs across the United States country in any given week.

Seventy percent or approximately two and a half million of these employees, are under

the age of 21." More and more fast food workers are home owners, who want to work

part-time or retirees who enjoy working or welcome the extra income. The diversity of

fast food workers employed in the U.S., from 1985-1995, has been shown in TABLE 3

(Chraner and Fraser) are now fast workers then previously.

TABLE 3

Selected Characteristics of Fast Food Employees

U.S. 1984 - 1995

Characteristics		Percentage with Characteristics
A.	Sex	
	Male	34
	Female	66
B.	Age	
	14- 15	1
	16- 17	27
	18- 20	43
	21- 24	14
	25- 29	6
	30- 34	3
	35- 44	4
	45 or order	3
C.	Racial/Ethnic group	
	Black	16
	White	77
	Hispanic	5
	Other	3

Source: Fast Food Jobs (Charner and Fraser, 1984)

According to Charner and Fraser, although the results of the survey of fast food

workers presented in Table 3 was published in 1984, but most fast food companies still

consider these data to represent a reliable description of current workers in the industry.

A 1984 study reported in <u>Fast Food Jobs,</u> of over 4000 hourly workers, indicated the

majority of the workers had either completed high school were presently enrolled in high

school.   Today's typical fast food worker is most likely to be female, under 21, and a

high school graduate with aspirations of continuing education beyond high school.

Furthermore, fast food workers are also typically good students in their high school.

TABLE 4 and 5 have provided an overview of the primary responsibilities of male and

female fast food employees (Charner and Fraser).

TABLE 4

Primary Responsibilities of Fast Food Employees

Front of the Store
(Taking orders, etc.)
(51%)

Maintenance
(3%)

Hosting in
Dining Area
(8%)

Back of
the Store
(Cooking, etc.)
(16%)

Administrative
(22%)
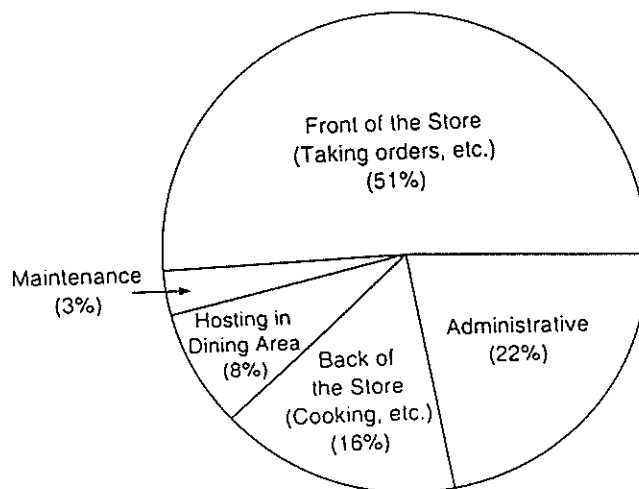
Source: Fast Food Jobs (Charner and Fraser, 1984)

TABLE 5

Primary Responsibilities for Male and Female

Fast Food Employees
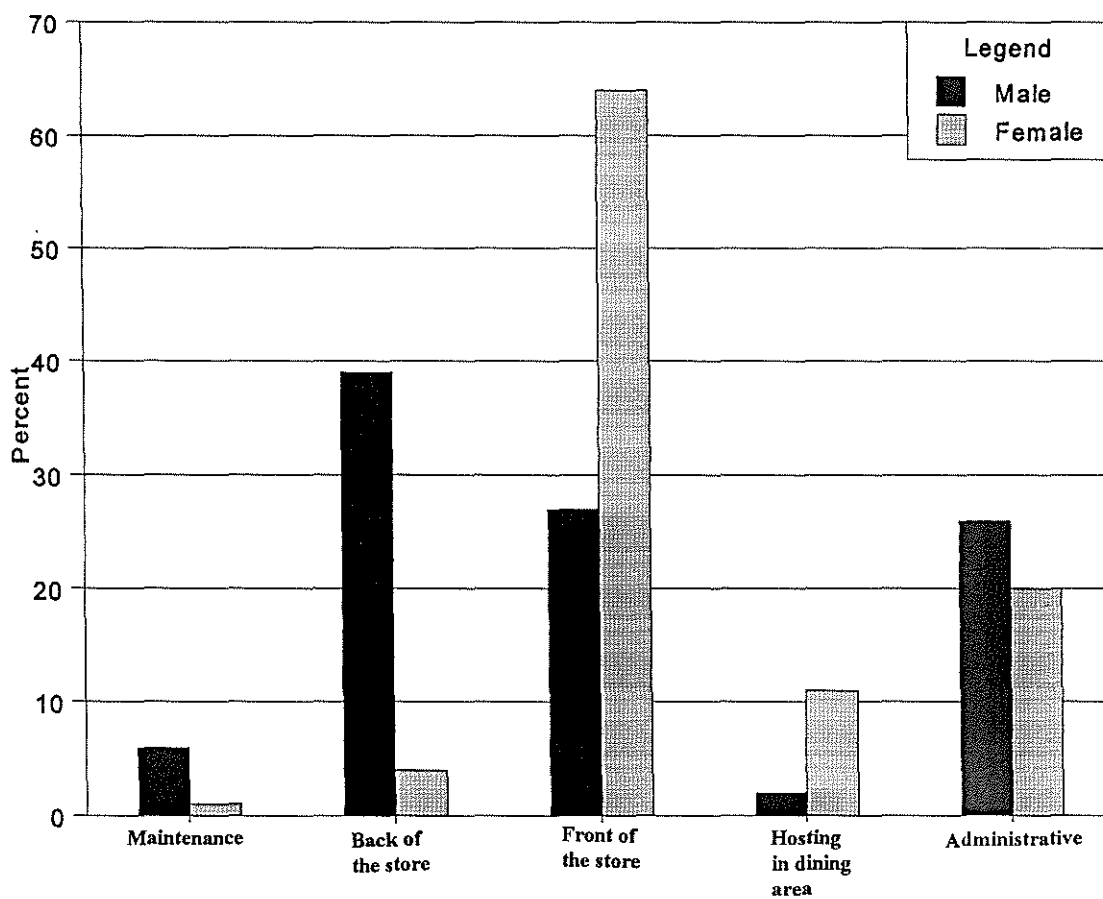
Primary Store Responsibilities

Source: Fast Food Jobs (Charner and Fraser, 1984)

Why People are choosing Fast Food Jobs

As described in the Encyclopedia of Careers and Vocational Guidance (Hopke,

1993), more than 50 percent of fast food restaurant positions are for part-time employees.

However, there are two major routes up the management ladder in this industry. One is

to begin as an hourly employee, while the others is to have been selected for some

training after high school. Hopke also pointed out that more than 550,000 people were

employed at fast food restaurants in the 1990's. A 31 percent increase in employment has

been projected through the year 2000, which would suggest the total number of food and

beverage workers can be expected to be plentiful for the next decade or more. (P.638)

When fast food workers are asked what they like about their jobs, one answer that

is heard all the time is, "I enjoy the camaraderie of the restaurant." Another is that "the

job is fun." Results of a have 1984 survey conducted by Charner and Fraser, summarized

in TABLE 6 and 7, explain reasons why workers seek fast food jobs, by percentage and

age group.

TABLE 6

Reasons for Seeking a Fast Food Job

Reason	Percentage
Help support family	26
Support myself	66
Have money for other things	73
Experience of working	46
Parents want me to work	19
Friends work here	9
Learn skills	37
Save for future education	39

Source: Fast Food Jobs (Charner and Fraser, 1984)

TABLE 7

Reasons for Seeking a Fast Food Jobs
by Age Groups

Reason	Age Group			
	14-17	18-20	21-24	25 or older
Help support family	10	16	43	64
Support myself	56	69	77	63
Have money for other things	81	74	66	62
Experience of working	52	46	41	41
Save for future education	45	45	32	19

Source: Fast Food Jobs (Charner and Fraser, 1984)

Fast Food Employee Training

Definition of Fast Food Workers

The Encyclopedia of careers and Vocational Guidance (Hopke, 1993), stated "whether the restaurants's menu lists pizza, tacos, hamburgers, or fried chicken, a fast food worker is responsible for serving each customer the correct order in an efficient, professional, and courteous manner". Fast food workers typically take orders from patrons at fast food restaurants, gather the ordered items from food waiting to be sold, serve the customers, and accept payment. Workers also often help prepare food and drinks.

The Importance of Training

According to Nilso (1990, p.1), training is one of the major approaches use to help people to control or manage change. This happens because training is designed to lead the trainee to master new knowledge, attitudes, and skills. Such training provides learning and confidence that allows an employee to cope with change. Training is a way of organizing information and experience so that an employee can behave differently on-the-job to his or her own and to the company's benefit. Training can be a manager's most efficient strategic tool for enabling employees to take charge of change. All kinds of working people will at one time or another need training. This is because, over time, organizations change, techniques, equipment, knowledge change, and people change.

Whether they are executives, managers, supervisors or secretaries, cashiers, instructors, clerks, salespersons, or chefs, all at some time will need to have new information, acquire new skills, and develop new attitudes to successfully master the changes in their work environment. Focused training is designed around the specific tasks of a specific job, and its success is measured by how well a person can perform those specific tasks with desirable outcomes after training.

Well-trained employees will be capable of performing better-quality work and, for many people, the personal satisfaction of doing a good job is a powerful motivation to do an even better job in the future.

Sources of Training

As reported in Fast Food Jobs (Charner and Fraser, 1984), and summarized in TABLE 8, fast food workers were asked to estimate how much training was received from 10 different sources. Results of this study indicated that on-the-job experience was the number one source of training for the majority of workers. It was also considered to be the most helpful source of training. The second largest source of training was provided by co-workers. Three-quarters of employees surveyed indicated they received at least some training from co-workers. Many employees received a basic orientation to the job, and then were expected to learn the fine points while performing their various duties.

TABLE 8

Sources and Amount of Training Received by Fast Food Workers

Training Source	None	A Little	Some or a Lot
Manager	25	21	54
Assistant manager	24	18	58
Crew chief/supervisor	41	14	45
Co-worker(s)	11	15	75
Special trainer	61	8	32
District manager/supervisor	78	11	11
Area manager/supervisor	78	10	12
Training films or slides	31	19	49
Printed instructions	37	23	40
On-the-job (experience)	7	3	90

Source: Fast Food Jobs (Charner and Fraser, 1984)

Whether training is formal or casual, one thing is certain, there will be considerable hands-on training for new workers. In many restaurants, training also consists of reading materials, listening to tapes, and watching slide shows or films. Recently, videos have become popular as an instructional aid along with other materials and hands-on training.

How long the training of a fast food worker takes depends on such things as a trainee's prior work experience, hours on the job, aptitude for the work, and eagerness to learn. Usually, a new employee will learn how to do one or more tasks on the first day and by the end of the shift will be working at those tasks with some supervision. The

worker will continue to learn new tasks until he or she is able to handle every position in

their stores. This training may taken only a few days, but it usually continues for a

month or longer. Most workers will eventually learn how to handle all of the jobs

assigned to hourly workers in a fast food restaurant. In fact, there are usually incentives

to do so. Furthermore, some chains insist that a certain number of workers in each store

be trained to handle all of different tasks in different work shifts.

Usefulness of Training Sources

TABLE 9 has identified the efficiency of different sources of training, by

percentage as perceived by fast food workers (Charner and Fraser). As noted, on-the-job

was experience is both the most often used and most useful source of training. These

kinds of training data may also reveal patterns that may be due to sex, age, race, or other

differences among employees.

TABLE 9

Usefulness of Different Sources of Training

for Fast Food Jobs
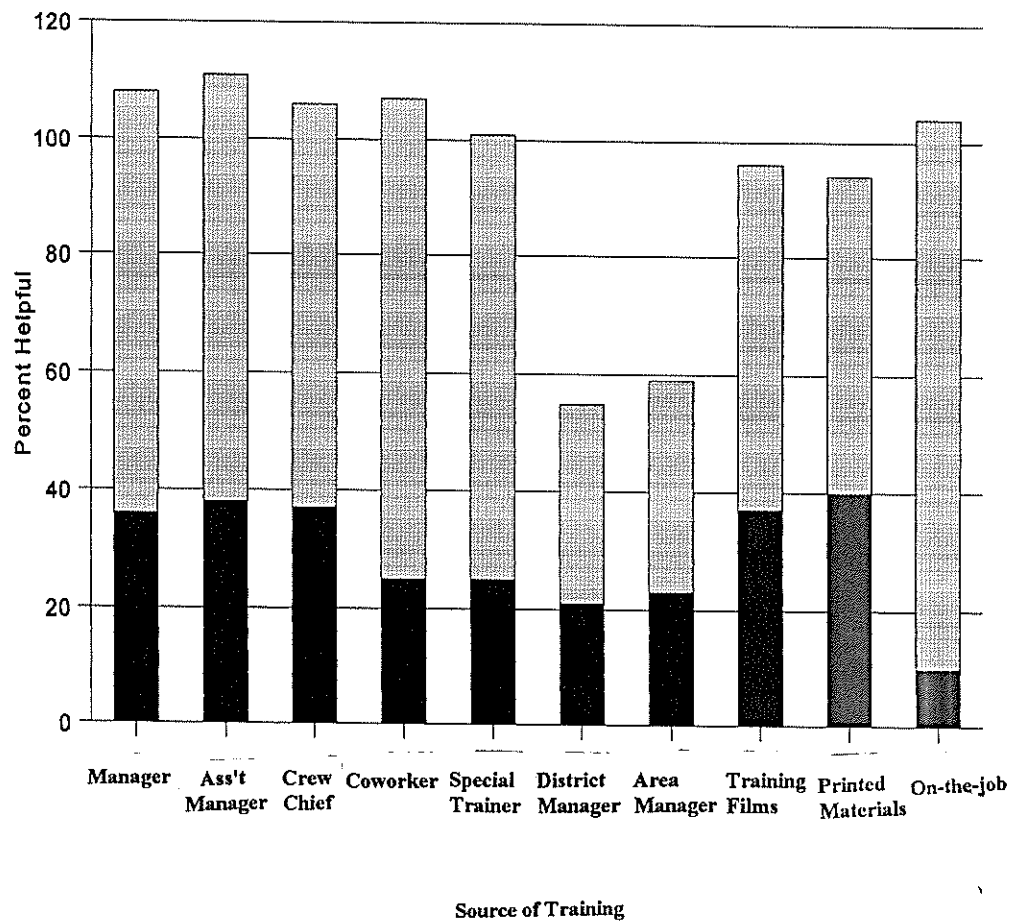
Source: Fast Food Jobs (Charner and Fraser, 1984)

The Importance of Orientation Training

Before new fast food workers begin their training, they generally receive some type of orientation to acquaint them with the restaurant or chain at which they will be working. At some point during this process, a new worker will usually be introduced to co-workers and orientation may be given in the form of an orientation speeches by training personnel, explaining to new employees what they need to know to start their jobs. Hourly workers usually will receive information on the following subjects: (Eberts and Gisler, 1995)

(1). Personal appearance and grooming: What clothing is provided by the restaurant and what the employee must furnish. For example, the type and color of shoes is usually mentioned; and, grooming standards of the chain are explained, especially relating to hair styles and fingernails.

(2). Meals: Fast food companies vary in their approach to employees' meal. At some restaurants, there is no charge for meals eaten while on duty or at the end of a shift. At others, employees pay one-half to full price for meals.

(3). Pay procedures: Paychecks are normally delivered to the restaurant where an employee works. Paydays are either once a week or every other week.

(4). Attendance and punctuality: Most companies view attendance and punctuality as very important, and an employee can be fired for habitual tardiness.

(5). Schedules: As schedules will often change from week to week, employees have the responsibility of checking the weekly work schedule to see when they are assigned

to work.

(6). <u>Vacations</u>: Employees generally must work one full year to be entitled to vacations. Workers may receive one or two weeks of paid or unpaid vacations, depending on the chain.

(7). <u>Security</u>: Because of the vulnerability of fast food restaurants to petty thieves and robbers, employees are asked to follow certain security precautions.

(8). <u>Rules and regulations</u>: All restaurants will have rules and regulations similar to those detailed below, that tell employees they should:

--Treat customers like guests in their homes.

--Use every opportunity to learn more about their jobs.

--Make suggestions to the manager if they would help improve customer service.

--Help coworkers whenever assistance is needed.

--Keep busy at all times when on duty.

--Use the company telephone only for business purposes.

--Eat only in designated areas on breaks.

--Keep work station clean..

--Park only in designated area.

Many orientation programs also provide information about opportunities for advancement and award or bonus programs, holidays, performance evaluations, pay scales, company benefits, safety procedures, sanitation, and waste control. (Eberts and Gisler, p.42)

Management and Training

Management Responsibilities

What is management? Ninemeier (1990) emphasized that management should attend to organizational objectives and use them as the drives to obtain, distribute, and allocate resources to a variety of tasks. Such resources should include people, money, time, products, equipment and procedure. This realization, in terms of organizational management, coincides with the definition of management by the American Management Association: "Management is that process by which human and physical resources are guided into dynamic and viable organizational units that attain objectives to the satisfaction of those served, and with a high degree of morale and sense of attainment on the part of those providing the service." (p. 44)

According to Khan (1991, p.278), some important management functions are described as follows:

Decision making: Decision making is a process that starts a chain reaction among all affected individuals or groups. A food services manager makes primarily two types of decisions:

1. Tactical decisions: Tactical decisions do not require extensive thought and can be made fairly quickly. Many times these decisions can be made by the manager or supervisor without any consultation. Examples of tactical decisions in the food service would be the decisions made by a

food service manager when an employee calls in sick, or when an

unexpectedly large group of customers arrives at a restaurant. These decisions

have to be made fairly quickly and they have effects which are relatively short-

lived.

2. Strategic decisions: Strategic decisions have a long-term impact, and therefore

have to be carefully thought out and planned. They require consultations and

involve people from various levels within the organization. Normally, these

decisions are made by higher levels of management. Examples of strategic

decisions are the opening a new section in a restaurant to reduce the lunch

time rush, and hiring of additional employees.

Planning: Planning is the management task of creating goals and objectives, and

programs of actions to reach those goals and objectives. Goals and objectives indicate

what one wants to do; action plan tell how one proposes to do it. Planning should be

done before other management tasks are undertaken. Every manager, regardless of

position or type of food service organization, must plan. At the highest management

levels, long-range planning is undertaken to develop strategies helpful in attaining long-

term goals. At intermediate management levels, operational plans are developed to

attain shor-term goals. At lower management levels, planning involves the day-to-day

process of running the operation.

According to Khan (p.281), good plans should be:

1. Clear, concise, complete, and specific to the objectives to be
   achieved.

2. Easily understand by all concerned persons.

3. Based on the desired and preset goals of the food service operation.

4. Realistic and based on achievable goals.

5. Flexible so that changes may be incorporated from time to time.

Plans that are well thought out and executed should produce the described results. An
assessment of how plans are executed will help in future planning.

Organizing: The management activity of organizing answers the question, "How can we
best assemble and use our limited human resources to attain organizational objectives?"
Organizing involves establishing the flow of authority and communication among
people. The most important task of organizing is to understand the organization or the
system itself. All activities and work are to be grouped by kinds, functions, and levels.
An organizational chart can be drawn to show different functions and levels of activities
and can serve as a valuable management tool. An example of a restaurant owner's
organization pyramid has been provided in TABLE 10, to illustrate levels of
management/non management authority (Khan, p.284).

TABLE 10

Restaurant Owner's Organization Pyramid
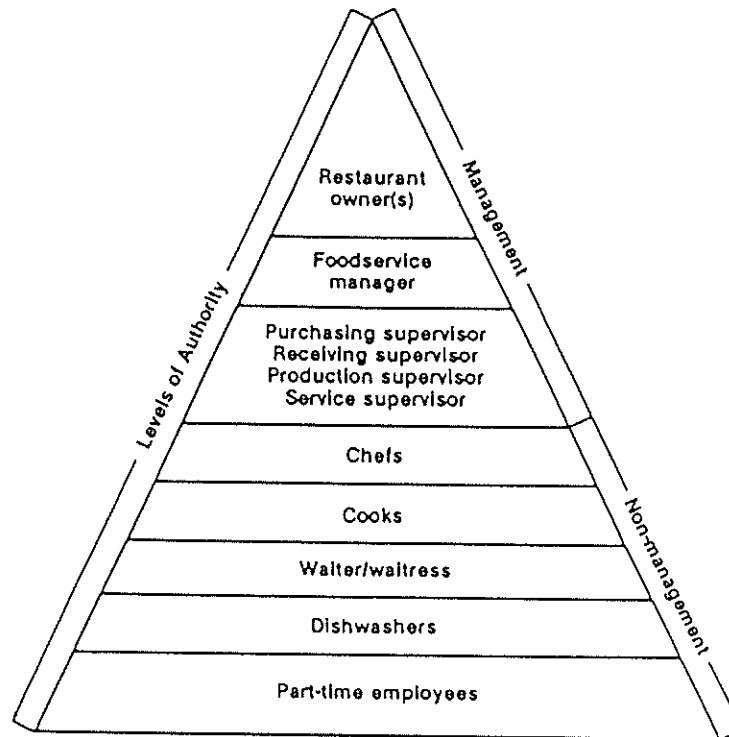
Source: Concepts of Foodservice Operations and Management (Khan, 1991)

Organizations based on Khan's research analysis, vary from industry to industry. Distinctive characteristics of hospitality/fast food organizations are: (1) it is a service industry, with large numbers of people involved; (2) a high proportion of employees are teenagers, women, minorities, or immigrants; (3) there are relatively smaller unit of operation when compared to other industries, and each unit requires unit managers; and (4) there is a lot of direct interaction between the consumers and the employees. All these aspects should be considered while planning organizational strategies (Khan).

Communicating: Communicating is an important function of management since it keeps the entire organization runs smoothly and unites the various groups or individuals working within the organization. Thus, communication involves the transfer of information facilitate the conduct of activities within an organization. (Khan, p.284) Typical types of communications and the situations for these communications with food service employees are:

    a) Person-to-person discussions

    b) Group meetings

Directing: Directing is a large part of most managers' job. Management is often defined as "getting work done through other people." This is particularly time in the labor- intensive food service industry. Employees are critical to the success of every food service operation. All human being are complex and at times difficult to understand. However, understanding the wants, needs, and expectations of your employees helps you direct them more effectively (Khan, p.286).

Directing includes supervising, scheduling, and disciplining employees. Supervising comprises all the ways a manager relates to his/her employees when work is being done. When supervising employees, a manager should know how to motivate, gain cooperation, give orders, and bring out the best in people. Ways to infuse organizational goals with the needs of employees becomes important. Employees can be motivated when their personal needs are addressed on the job. Whenever possible, employees should have input into decisions that affect them. Scheduling employees work

effectively is very important. A manager must know exactly how much labor is needed, and be able to work within those parameters and treat all employees fairly. Discipling employees is a task many managers dread. However, it can be a posistive experience if one keeps in mind that discipline is not a form of punishment. Rather, discipline is a way to address and correct improper behavior and help employees become productive members of the organiation. Discipline can consist of informal counsel sessions as well as more serious meeting between the manager, employees, and perhaps a higher-level manager or, in a large organization, someone from the human resources department.

Khan (p.287) also emphasized that directing involves the ability to lead people, which is dependent on the skills of a manager. An effective leader is one who influences the behavior of the majority of followers to achieve set objectives. Every manager has a different style of leadership, and the attitude of the manager is based on his or her style. Leadership style is generally based on several factors, and no particular style can be recommended for manager to adopt. In general, it can be said that an effective manager is one who recognizes that he or she has power, accept power, and use it wisely, while keeping in view the goals and objectives of the organization. Six major types of leadership are described by Khan have been below:

1. Supportive leader: One who emphasizes employee participation and job satisfaction. A supportive leader involves employees in the decision-making process, planning, and other management functions.

2. <u>Autocratic leader</u>: One who plans, controls, and directs all of the work. The leader is

   authoritative and dictatorial in many respects and uses power to achieve productivity.

3. <u>Bureaucratic leader</u>: One who governs by the book and is involeved in bureauccracy

   at the expense of morale and productivity.

4. <u>Diplomatic leader</u>: One who is more spontaneous and tries to achieve a balance

   between getting work done and keeping emploees satisfied.

5. <u>Free-rein leader</u>: One provides freedom to employees and lets the organization run at

   its own pace.

6. <u>Instrumental leader</u>: One has talents in working on such procedures as scheduling and

   routine work, and places too much emphasis on routine procedures.

Controlling: Management must assure that organizational activities conform to the plans

designed to achieve set specifications and objectives. Making and overseeing

enforcement of regulations are difficult management function too many controls not only

affect productivity but also generate resentment against management. However,

enforcing conformance is essential for many reasons. (Khan, p.288)

1. Perishable goods have to be handled at a particular time and temperature.

2. There are peaks and valleys in production.

3. Employees tend to lower work standards in the absence of effective controls.

4. Many employees feel uncomfortable when there are no formal rules.

5. Regulations provide a basis for objective employee evaluation and assessment of

productivity.

The best controls are those that are the least obvious. a time clock is a good example of an effective but no obvious control. Effective controls should save more time than that spent on functions, or factorial, based on quality or quantity parameters. Controls that are working effectively should be changed when necessary.

Training Responsibilities

Training plays an important part in developing a productive work force and in getting operations finely tuned so they can contribute more directly to profits. If a fast food employee is already working full time at a large franchise and is interested in pursuing managment training, there are many outlets for career prepartion. Many franchises have their own training programs for future managers and franchise owners. McDonald's, Dunkin' Donuts, and Burger King all offer serious course work in such areas as: maintaining restaurant equipment; hiring, training, and motivating employees; and, purchasing supplies. Most other chain franchises offer employee instruction as well, so that the product and image of their restaurants are kept constant and so that they may offer new franchise owners assistance in getting started in the business.

Hopke also pointed out that the food service industry does not require a college degree for employment or pomotion. All segments of the food service industry emphasize the inportance of on-the-job training. Many workers begin in entry level jobs such as waiters or waitresses, and move through a series of promotions become managers. Although

college training is not always a guarantee of success, many food service establishments now look to college graduates to fill upper-level managerial position.

Management Training:

Management training can be obtained in several ways. For those going into the food service industry directly from school, an excellent idea is to choose one of the larger restaurant organizations that has a training program. This does not necessarily need to be a management training program. Some of the chains and individual operators, for instance, have waiter and waitress training programs that in a few weeks can provide employees excellent experience that will serve them in good stead, not only working for the company, but also as a reference in applying for job in other restaurants.

Food Service Manager Training:

Successful food service managers are constantly learning because the business changes from year to year. Customers' eating habits and food preferences change; new competition comes in to challenge successful operations; food prices may soar or drop and menus have to be changed. For this reason, restaurant managers and owners must search continually for ways to keep people coming, and all restaurateurs must be able to develop effective advertising and promotion programs if they are to continue to attract customers. (Hopke 1993, p.189)

Post Secondary School Training:

The graduates of trade schools, junior colleges, and colleges that specialize in the

field of food planning, preparation, and sersvice are in demand. Chef's training schools, such as the Culinary Institute of America, concentrate on teaching all aspects of food preparation. For most gourmet and fine food restaurants, a degree from a cooking shool has become more important. Many colleges and universities offer four-year courses in the food service field. A student may choose to take a degree in restaurant administration, institutional management, dietetics, home economics, or business administration. In addition, there is a three-year apprenticeship administered by the American Culinary Federation that combines on-the-job training with related course work at a post-secondary institution. This prepares individuals to enter the food service field at the management level. More colleges and universities are sugggesting that their students devote their summers to working in restaurants or other food service establishments. (Hopke, p.189)

The Future of the Fast Food Industry

The fast food industry is a growing industry that appears to be here to stay. The industry has a larger marketplace than any other type of restaurant facility. Eberts and Gisler (1995, p.121) described the future of the fast food industry as follows:

What will fast food restaurants be like in the next century?

Will they be much the same as they are today? Many new ideas

are being tested right now. Some of them will probably be used in

the future while others will never be used. Will there be robots in

restaurants? It could happen. McDonald's is already testing robots

in some of their restaurants. Will fast food be served faster than

ever? Drive-through servie is getting faster now with double

window service and with some chains using one window for cash

and the other for food service. Will there be new menu items?

Recently, there has been an explosion of rotisserie and charbroiled

chicken menu items. Probably, some new products will capture

public attention in the years ahead. Will fast food restaurant be

located even more in nontraditional location? Right now you can

find these restaurants in stores, malls, theater, and gas stations. In

the future, you should expect to find them almost everywhere.

The distinction between chains is not as obvious as it once was, as menus are

becoming more diversified to please more people. For example, customers can now buy

chicken and Mexican food items at hamburger outlets. By looking at some of the

changes that are occurring now in the fast food industry, one may have better idea of

what fast food restaurants will be like in the future. (Eberts and Gisler, p.121)

People talk about the increasing number of fast food concepts and a glutted

market, but competition and diversity and healthy, and consumers and savvy marketers

are both winner. Today's life-style is taking people out of the kitchen and putting them

into restaurants with 50 percent of meals eaten away from home. As long as busy American stays that way, the future of fast food is secure. Fast food restaurants have also started to offer more personalized service. Restaurant crew members are now working in the dining area, not only taking orders but serving the customer who is already seated. The workers bring the customers such things as more coffee, water, or ketchup. This will become an important marketing strategy for fast food operations, particularly during the dinner hours. Furthermore, the use of pre-assembled products, more time to serve customers. (Eberts and Gisler, p.126)

<u>Summary</u>

The research and literature summarized in Chapter 2 supported the following themes:

1. The benefits of the business concept of the fast food franchise has become the fastest growing segment of the food service industry.

2. The 1990's was an excellent time to start a career as a fast food worker because of the continued expansion of the fast food industry.

3. Training plays an important part in the development of the fast food industry work place, including career preparation for general employees, knowledge and skills enhancement for specialists, and management development for owners and managers.

4. While management seeks to use organizational objectives to obtain, distribute, and allocate resources, training plays an important part in developing a productive work force that can contribute more directly to profits.

5. Go global, if you are going to have a successful business in fast food; you will have to be a world player in the future.

CHAPTER 3

PROCEDURES OF THE PROJECT

The purpose of the project was to design and develop a model program of

selected strategies for developing corporate personal in the fast food industry of Taiwan.

To accomplish this purpose, a review of current literature regarding development of

corporate personal, management and related research was conducted.

Chapter 3 contains background information describing:

1. Need for the project.

2. Development of support for the project.

3. Procedures.

4. Planned implementation and assessment of the project.

Need for the Project

The need for this project was influenced by following considerations:

1. The writer (Lai, Ruey-Lin), a general manager at Mei & Mei Foods Company in

Taipei, Taiwan since 1988, has become keenly aware of the importance of developing

efficient management strategies and useful training skills for both entrepreneurs and

employees of the fast food industry in Taiwan.

2. The writer's acquisition of new knowledge and strategies gained from graduate studies and related current research in management and training at Central Washington University, has helped him to discover more efficient employee practices and skills, and how utilize these skills for his company in Taiwan.

3. The writer has integrated his entrepreneurial background with an intense interest in how people find personal fulfilment. After his fast food store chain reached a performance plateau, he realized that his own management style was limiting his company's success. By creating a culture that rewarded risk-taking and by keeping an open mind, he took his own first-step toward the project, which became the subject of this graduate project -- "New management and training for the fast food industry", which resulted in the dramatic growth of his business. It was the writer's belief that he would take an incisive, engaging approach to bring out the best in employees in the fast food industry in Taiwan.

4. The growth of fast food franchises and the need for skilled employees has become increasingly acute in Taiwan. In view of this fact, the writer needed to learn from available how to design and develop specific management, planning, and training, strategies that would provide his company with skilled employees, build sound relationships, and achieve company goals.

5. Undertaking the project coincided with the writer's graduate studies at Central Washington University.

Development of Support for the Project

The writer founded his fast food enterprise in 1988 as an entrepreneur and general manager at Mei & Mei Foods Company, Taipei, Taiwan. This company is the only fast food franchise which has the reputation of serving its customers honestly and providing full support to its franchisee. Today, there is a total of more than 1600 franchisees under the direction of the company. The trade mark, "Mei & Mei", has become the most popular logo for hamburger fast food restaurants in Taiwan.

In view of the rapidly growing reputation, popularity, and number of Mei & Mei franchises in Taiwan, the writer has found himself in a new--and often uncomfortable--role. He realized that he must learn everything a business leader needs to know to be successful. As a result of new knowledge gained from graduate studies, he would have the opportunity to apply his practical knowledge and long-range strategy to the fast food industry in Taiwan. Following his admission to graduate studies program at Central Washington University in 1996, the writer undertook in-depth research on current practices in management and training for the fast food industry, which produced the subject of this project.

Procedures

To obtain background information for developing a model program of efficient management strategies and useful training skills for fast food industry employees, the writer conducted an Education Resources Information Center (ERIC) computer search. A hand-search of various other resources concerned with management and employee training programs was also undertaken.

Planned Implementation and Assessment of the Project

Implementation of the model program personnel training for Mei & Mei Food Company in Taipei, Taiwan, for all directors and employees, has been scheduled for fall, 1997. To initiate the selected mangaement strategies and training skills presented in Chapter 4, all 300 employees will receive on-the-job training and retraining, at periodic intervals, for three years. Such training is considered essential to provide continuing education for all employees, and to bring them up-to-date information and specific knowledge.

During this three year period, the writer will periodically provide all directors and employees with program implementation presentations and planning conferences. Opportunities will be produced for all employees to evaluate company operational procedures to assess their generalized perceptions, concerning the effectiveness of the

model personnel training program. Analysis and assessment of survey data collected will

be used by the writer to modify the new management and employee training program. At

the end of the third year (1999), if progress has proven successful, the writer will

undertake planning for expansion of the fast food business to mainland China after 2000.

CHAPTER 4

THE PROJECT

The model program to develop efficient management strategies and useful

training skills for fast food industry employees in Taiwan, which was the subject of this

project, has been presented in three sections in Chapter 4 as follows:

Section A: Introduction

Section B: A Management Model

Section C: An Employee Training Model

A MODEL PROGRAM TO DEVELOP

MANAGEMENT STRATEGIES

AND TRAINING SKILLS FOR

FAST FOOD INDUSTRY EMPLOYEES

IN TAIWAN

Mei & Mei Foods Co., Ltd.

Taipei, Taiwan

Prepared by

David, Ruey- Lin Lai

Central Washington University

Ellensburg, Washington, U. S. A.

May, 1997

TABLE OF CONTENTS

SECTION A

Introduction

Introduction

The purpose of this project was to design and develop a model program of selected strategies for developing corporate personel of domestic fast food industry in Taiwan.

The franchising of fast food is more systematically organized than that of food retail sales, because it involves various issues relating to employment and small business survival. It is also about self-fulfilment, personal expression and creativity. Today, the business is ever changing from year to year. Responding to intense competition in a rapidly changing world, a successful franchisor has to learn constantly. The bosses and managers must seek innovative ways to become more competitive, such as efficient management, and useful training. In the meantime the employees also have to learn what skills they will need to achieve their short and long range plan, such as how to satisfy customers, improve quality, and grow personally and professionally.

A company's leaders must set the company's missions and goals, while allowing customers to help determine on what to focus. Strategic planning converts quality values and customer requirements into company's goals, and the system stands ready to pursue those goals. All the employees and leaders of Mei & Mei company in Taiwan, must use the following methods to work together with one heart and purpose:

1. Set challenging goals.

2. Develop action plans to pursue the goals.

3. Train people to acheive the goals.

P-3

SECTION B

A MANAGEMENT MODEL

SECTION B

A MANAGEMENT MODEL

TABLE OF CONTENTS

A MANAGEMENT MODEL

Overview

Managing means getting things done through employees with their full

cooperation. As a manager, success depends on what employees do. In essence,

managing is a people-centered activity. An effective manager needs a practical,

understandable approach on how to manage employees to achieve success in Mei & Mei.

If management follows all the prescribed steps in sequence of this model, it will provide

them with an efficient strategy for analyzing performance problems.

Settting Company's Goals

1. Business sales income increase to 200% within three years from 1997-1999.

2. Chain stores (franchisees) number increase to 200% within three years from
   1997-1999.

3. Employees to increase 140%-160% within three years from 1997-1999.

Primary Methods for Reaching Goals

1. Translate the customers focus and quality values into requirements for
   managers, supervisors, and other employees.

2. Communicate the requirements throughout the organization and ensure that
   the requirements are being met.

3. In the years ahead customer service will continue to need constant attention. Employee on - going training, and evaluation will be necessary to meet the challenge.

4. Develop action plans to be flexible and adaptable. Encourage all employees to work together, train and empower each other.

5. Encourage innovative and promotive long-term relationships with customers, franchisees and fellow employees.

6. Senior management to review performance during its weekly meetings. Performance also to be studied through employee opinion surveys.

Six Basic Management Approaches:

Approach #1: Selecting the Right People

1. The Job Description:

* Job identification

* Job qualification

* The job setting

* A job summary

* Responsibilities and duties

* The signature of the person approving the job description and the approval date. (As seen in TABLE 1)

TABLE 1

Mei & Mei JOB DESCRIPTION

JOB IDENTIFICATION
Job Title:_Storekeeper_____
Department:_Central Kitchen_____ Report to:_Chef_____
Hours:_8:00 A.M. - 4:20 P.M. Monday to Friday_____

JOB SUMMARY
Receives, stores, issues, and inventories food, beverage, disposables, and equipment used by kitchen staff.

RESULTS AND DUTIES
1. Receives all incoming goods to ensure adequate and high-quality stock.
    a. Verifies actual quantity received against vendor's invoice and purchase order.
    b. Checks price on vendor's invoice against purchase order pricec
    c. Checks quality of incoming stock according to policy and procedure
    d. Speaks with Chef if there are any discrepancies or poor quality.

2. Stores all incoming stock to maintain quality and food safety.
    a. Unpacks stock and removes cardboard boxes to disposal area to decrease pest problems.
    b. Stores refrigerated and frozen foods within 30 minutes of arrival to decreased food safety problems.
    c. Rotate stock, using the first-in, first-out principle to ensure fresh products.

3. Maintains records of stock, to permit accurate food costing and purchasing.
    a. Issues stock during posted hours, using stock requisition forms, according to policy and procedure.
    b. Takes physical inventory on weekly basis, using inventory book.
4. Keeps storeage areas clean to ensure a safe product.
    a. Cleans and maintains all storage areas according to posted cleaning schedule.

- continued -

TABLE 1 Continued

5. Works as a team member to maintain a pleasant work environment.
    a. Comes to work on time.
    b. Is not absent from work excessively.
    c. Reports to work dressed according to the dress code.
    d. Maintains safety standards.
    e. Performs other duties as requested.

JOB SETTING
Contacts: Vendor's drivers, kitchen staff
Working Conditions: Works in cold freezers and refrigerators and outdoors, where temperatures vary; areas become cramped at times
Physical Demands: Is standing most of time; does much walking; frequently does heavy lifting
Work Hazards: Back injuries due to lifting

JOB QUALIFICATIONS
Knowledge: Must have basic knowledge of foods
Skills and Abilities: Performs basic mathematical calculations (addition, subtraction, multiplication, and division); counts accurately; performs heavy physical work, written instructions; works with minimal supervision; must be able to work well with others, due to frequent contacts with drivers and kitchen staff; dresses per policy; is honest; handles stress; works hard; is reliable
Work Experience: One year satisfactory experience as storekeeper preferred
Education and Training: High school graduate or storekeeper training, or both, preferred

Incumbent Signature:_____   Date:_____

Approval Signature:_____   Date:_____

Remarks:

2. Selection and Hire

     * Evaluate the candidates according to the competencies required to do

    . the job effectively, and assess candidates on their match with the "can

    do", "will do" and other factors. (As seen in TABLE 2)

     * Selection and hire are the processes by which a company selects

    applicants who best meet the qualifications of the available position. By

    using the selection form (TABLE 3), the manager can compare various

    applicants and select the best person to hire.

TABLE 2

Position_____ Date_____ Candidate_____ Examiner_____			Mei & Mei SELECTION SHEETS(1)			
POSITION **CRITERIA**		RATING OF CANDIDATES				
Rating	Superior (+5)	Good (+3)	Adequate (Nil)	Deficient (-3)	Lacking (-5)	Score
Can Do **(Skills and knowledge)** Education Work history _____ _____ _____ **Will Do** **(Appropriate behaviour)** Loyalty Steadiness Overtime _____ _____						
Totals						
Remarks:						

COMPARISON OF APPLICANTS FOR SELECTION Mei & Mei SELECTION SHEET(2)

Date:_____

Position/Department to be filled:_____

First, fill in the job qualifications for this position. Next, rate each applicant using this scale:

1. Does not meet qualification
2. Meets minimum qualification
3. Exceeds qualification

Job Qualifications	Applicant	Applicant	Applicant	Applicant
1. Knowledge				
2. Skills and Abilities				
3. Work Experience				
4. Education and Training				

Rate each applicant using this scale.

1. Unsatisfactory results
2. Satisfactory results
3. Above average results

Preemployment Testing	Applicant	Applicant	Applicant	Applicant
Test 1				
Test 2				
Test 3				
Test 4				
Background Checks				
Reference 1				
Reference 2				
Reference 3				
Reference 4				
Totals				

Final Selection:_____

Name of Person(s) Making Selection:_____

Remarks:

Approach #2: Providing Job Orientation and Ongoing Direction

* Provide new employees with a clear set of objectives for their responsibilities. An orientation check list (TABLE 4) shows the wide range of topics and operations which need to be discussed, and addressed during the first days on the job.

* Show new employees the effective alternatives for reaching these objectives.

* In cooperation with the employee, design a detailed performance plan (TABLE 5) to provide ongoing direction for each employee.

* Use the performance plan as the standard for evaluating the employee's performance. Revise performance plans regularly.

TABLE 4

Mei & Mei Job Orientation Check List

INTRODUCTION TO THE COMPANY

_____ Welcome the new employee.

_____ Describe the company briefly, including history, operation (type of menu, service hours of operation, etc.), and goals. (Be sure to mention the importance of quality service.)

_____ Show how the company is structured or organized.

POLICIES AND PROCEDURES

_____ Explain the dress code and who furnishes uniforms.

_____ Explain how to sign in and out and when to do so.

_____ Review the amount of sick time, holiday time, personal time, and vacation time allowed as applicable.

_____ Explain how the employee is to call in if he or she is unable to come to work.

_____ Explain the procedure for requesting time off.

_____ Review the new employee's salary and when and where to pick up the paycheck, as well as who can pick up the employee's paycheck. If applicable, explain the policy on overtime.

_____ Discuss the rules on personal telephone use.

_____ Explain the company's smoking policy.

_____ Explain the company's meal policy, including when and where food can be eaten.

_____ Explain channels of communication--meetings, bulletin boards, etc.

_____ Review disciplinary guidelines.

_____ Explain the guest relations policy.

_____ Review the teamwork policy.

_____ Explain the Basic Law of Taiwan Labor.

_____ Discuss promotional and transfer opportunities.

_____ Explain the professional conduct policy.

_____ Explain guidelines for safe food handling, safely in the kitchen, and what to do in case of a fire.

_____ Explain requirements for giving notice if employee decides to leave the job.

THE NEW JOB

_____ Review the job description and standards of performance.

_____ Review the daily work schedule, including breack times.

_____ Review the hours of work and days off. Show where the schedule is posted.

_____ Explain how and when the employee will be evaluated.

_____ Explain the probationary period.

_____ Explain the training program, including its length.

_____ Describe growth opportunities.

_____ Give a tour of the company's operation and introduce the employee to other managers and coworkers.

TABLE 5

Mei & Mei PERFORMANCE PLAN

DATE: Mar 11, 1997   COMPLETION DATE: Feb. 28, 1997
NAME OF EMPLOYEE: Pei-I, Kuo   FOLLOW-UP MEETINGS: June 1, 1997
POSITION: Clerical Services Supervisor   Dec. 1, 1997
YEAR OF PERFORMANCE PLAN: Fiscal 1997   APPRAISAL MEETINGS: May 1, 1997
STARTING DATE: March 1, 1997   Oct. 1, 1997
THEME: Service and Support for the Enterprise

a. Quantitative Objectives

1. To produce or have produced by someone else all regular business correspondence by the end of the next business day.
2. To produce or have produced all other correspondence or assignments by the negotiated completion date.
3. To complete weekly payroll reports by the end of every Tuesday.
4.. By May 31, 1997, to produce and implement a guidelines and standards manual for the M&M external and internal communications.
5. To assist the Office Manager in preparing forecasts for the Clerical Services budget for fiscal 1998 by August 31, 1997.
6. To achieve the Clerical Services budget objectives:
   --minimum objective: approved budget
   --stretch objective: approved budget less 5%
7. To execute performance plans for the Clerk and Receptionist.
8. To hold at least three interim follow-up meetings and one performance appraisal meeting with each subordinate (or more often for those new to their position and/or not at job rate) during fiscal 1997.
9. To provide opportunity for staff training to increase skill levels and productivity, especially with respect to telephone and greeting skills.
10. To develop and carry out the role of Supervisor of Clerical Services by delegating, coaching, counselling, teaching, motivating and leading by example, and to develop the day-to-day responsibility and accountability of those in the positions of Clerk and Receptionist.
11. To foster the shared decision-making process by encouraging the Clerical Services staff to constantly consult with the Supervisor of Clerical Services, actively seek counsel, negotiate approvals, report results, communicate problems and opportunities.
12. To ensure that all assigned office equipment is maintained in proper working order for the smooth operation of Clerical Services.

b. Self-development Program

1. To develop written and verbal communication skills through supervising staff, seeking counsel, reading reference material and attending seminars.
2. To develop supervisory skills through supervising staff, seeking counsel, reading reference material and attending seminars.
3. Through self-directed and directed learning, to stay up to date on issues related to Clerical Services (office equipment, automation, personnel and supervision) so as to offer timely and topical advice to the Office Manager.

Remarks:

Approach #3: Designing the Work Environment

* The work environment is defined by space, physical layout, noise, equipment materials, and relationships with co-workers. The quality of these factory has a significant impact on the quality of the work produced.

* Since employees know which conditions help them work more effectively, they should be given a strong voice in decisions affecting their work environment.

* The workplace should strive to create a balance between exposure and confinement.

* Obstacles should be removed as quickly as possible. Managers should try to anticipate obstacles and prevent them from happening.

* Noise should not exceed that which is natural to the workplace itself. Employees doing similar work should be grouped together.

* Interpersonal conflict must be managed and resolved. Mediation should be the first step. If mediation fails, then managers must solve the problem by controlling the situation and on the people involved.

* The managers have to addressed the worksheet (TABLE 6) periodically, to see how they currently deal with work environment problems and other conflicts.

TABLE 6

Mei & Mei WORK SHEET
DESIGNING THE WORK ENVIRONMENT

Consider you current position and the employees who report to you. Then ask yourself these questions:

1. Have I given my employees any say in the design and layout of their workspace?

   _____

2. Do I allow my employees to alter their workspace, or do I insist they leave things as they are?

   _____

3. Do I allow my employees to "personalize" their workspace, or do I insist that only company-related items be used to decorate the workspace?

   _____

4. Do I always deal with obstacles that prevent my employees from working to their best and most efficient?

   _____

5. Do I tend to ignore interpersonal conflict in the area under my control? Realizing the importance of dealing with such conflict quickly and appropriately, do I follow the three steps to resolve the conflict?

   _____

Remarks:
* If your answer to any of these questions is negative, you need to refine your skills in these areas--knowing when to share control and when to take control.
* Step 1: clarifying the issues.
  Step 2: mediating, if possible.
  Step 3: Controlling.

Approach #4: Applying Training and Skills Development

1. Applying a Training Program

* Before training, define the real problem, seek alternative solution, select the most acceptable solution, commit to action.

* Develop a step-by-step training module, including extensive drills at every step. This boosts confidence as well as skill level and increases the likelihood that trainees will apply the skills appropriately.

* Have all trainees commit themselves to practicing these steps on the job so they can perform them smoothly and naturally. Instruct managers to encourage employees to apply the skills on the job.

2. Soft-Skills Training

* The "Boss is the trainer" method. Before training employees, train the manager in the new skills. Instruct managers in the best ways of training the employees and reinforce their efforts. With this method, employees can consult the manager as an on-the-spot- expert when they encounter difficulties in applying the new training. They are less likely to fall back into old patterns.

* Soft skills are more complex and involve dealing with people. Hard skills can be applied uniformly in all situations requiring a specific skill. The use of soft skills requires adaption to each individual. Managing and selling are two areas that demand many soft skills.

P-15

* Soft skills must be taught modeled and reinforced again and again before trainees can apply them. Meanwhile, repeat the training periodically until an acceptable number of are able to apply these skills.

3. Follow-Up

* Training does not end when the training course or session ends. Follow up is the most important part of the training process.

* After training follow-up techniques include tests and short refresher seminars that support the earlier training. Managers should observe their employees closely to determine the extent to which each has transferred the learned skills to the job.

* In view of the concept " the boss is the trainer", the boss must first learn the skills first before training the employees. The boss will indeed be an expert and able to correct or reinforce the employees as they go about their tasks.

Approach #5: Empowering Employees

1. The ultimate goal of empowerment is to make every employee an entrepreneur, motivated to do their job in the best manner possible -- as true entrepreneurs always are.

2. Give employees responsibility and let them go. Employee empowerment must be seen in action to be fully appreciated.

3. Employee empowerment is trust, teamwork, and communication. We begin with trust in Mei & Mei because it is considered the most important. Tom Peters, a famous author, has an interesting perspective on trust: " Technique is important but adding trust is the issue of the decade...Without trust we cannot expect the human imagination to pursue value-added." True " freeing" of employees must be preceded by trust.

4. Teamwork is a vital part of the empowerment process. The correct way to think of empowerment is by management giving up power and hierarchical control. Employees and management need to learn to respect and talk to each other about problems and opportunities. Creating work teams that can drive real change and eventually may become self-directed work teams.

5. Good communication with the employees often begins with the boss listening instead of talking. It involves giving employees full information on the company's performance. It also allows employees to see the company's model. It is values because Mei & Mei " walks its talk ". At Mei & Mei, management decisions are communicated directly to all employees during monthly meetings. More frequent

informal help assures managers that everyone in the system is humming the same tune. Contributors not only receive the company's applause, but also praise from supervisors. A Mei & Mei's supervisor must respond to an idea within two days, and show a plan to act on the idea within four days.

Approach #6: Keeping Customer Satisfaction

1. Specific Training in Customer Service

   * Pleasant tone of voice training.

   * Good manners and professional decorum training.

   * Good written communication skills training.

   * Good verbal communication skills training.

   * Good analytical skills training.

   * Good listening skills training.

2. Meeting the Customers' Requirements

   * Focus on customer feedback and value their viewpoints.

   * Encourage error-free work for every time and look at everything that affects the customer.

   * All employees must understand customers' needs and expectations. They need to spend time with customers and compare what they learn with what others in the Mei & Mei company know about customers, and

their particular market.

3. Improving Customer Contacts

* Treat customers as you would want to be treated as a customer.

* Take personal responsibility to see that customers' needs are met.

* Constantly seek to improve performance by learning as much as possible about your job.

* Offering customers assistance and being honest with them.

* Continually making improvements that relate to customer satisfaction.

SECTION C

AN EMPLOYEE

TRAINING MODEL

SECTION C

AN EMPLOYEE TRAINING MODEL

TABLE OF CONTENTS

AN EMPLOYEE TRAINING MODEL

<u>Overview</u>

Training should be systematically planned investment in the development of the knowledge, skills and attitudes of an employees. Effective training should result in productivity and quality performance. Training programs ideally consist of establishing training objectives and assessing the extent to which those objectives have been fulfilled.

<u>Assessing Training Needs</u>

1. Interviews

    * what problems are employees and having in their work related experiences?

    * what additional skills and/or knowledge and training does an employee need to perform his or her job more effectively.

2. Surveys/ Questionnaires

    * Develop a list of skills required to perform specific jobs effectively.

    * Ask employees to respond to the questions in TABLE 7.

TABLE 7

Mei & Mei Survey List

Instructions: Please read carefully the list of training areas belows. Circle Yes if you believe you need training in a particular skill, either for use in your current job or for getting ready for promotion. Circle the question mark if uncertain. Circle No if you have no feel no need for training in specific area.

1. How to more effectively manage my time   Yes ? No

2. How to handle stress on the job   Yes ? No

3. How to improve my written communication skills   Yes ? No

4. How to improve my oral communication skills   Yes ? No

5. How to improve my listening skills   Yes ? No

6. How to improve my personal productivity   Yes ? No

Remarks:

3. Observations

* Must be conducted by individuals trained in observing employee

behaviour and performance.

* Must be conducted by individuals who can provide specific training needs.

4. Focus groups

* Be composed of employees from various levels and departments within the

organization.

* Groups topics should address:

-- What skills/knowledge employees need in order for our organization to

stay competitive over the next three years (1997~1999)?

-- What organizational problems our organization has that can be solved

through training?

5. Document examination

* It is concerned with examininging organizational records on absenteeism,

turnover and accident rates to determine if problems exist and to if they can

be addressed through training.

Setting Training Objectives

1. Instructional objectives

-- What principle, facts, and concepts are to be learned in the training

model?

-- Who is to be trained?

-- Who will do the training?

2. Organizational and department objectives.

    -- What impact will the training have on organizational and departmental

    outcomes, such as absenteeism, turnover, reduced cost, and improved

    productivity?

3. Individual performance and growth objectives

    -- What impact will the training have on the behavioral and attitudinal

    outcomes of the individual trainee?

    -- What impact will the training have on the personal growth of the

    individual trainee?

4. Effective training objectives should state what the organization,

    department, or individual is to be like when the training is completed.

    The outcomes should be described in writing. When clearly defined

    objectives are lacking, it is impossible to evalute a program efficiently.

    Furthermore, there is no basis for selecting appropriate materials,

    content, or instructional methods.

Training Techniques

1. On-the-job training

    Step a. Preparation of the trainee for learning job skills.

    -- Put the learner at ease, relieve the tension.

    -- Explain why he or she is being trained?

-- Create interest, encourage questions, find out what the trainee
already knows about their responsibilities.

-- Explain the "why" of the whole job and relate it when possible to the
past job experienecs of the trainee.

-- Place the trainee as close to the normal working situation as possible.

-- Familiarize the trainee with the equipment, trade terms, products and
so on.

Step b. Presentation of the operation

-- Explain service and quality requirements.

-- Practice skills at normal work pace.

-- Practice skills several times at a slower pace.

-- Explain each step and key points of references.

Step c. Performance tryout

-- Have the trained practice slowly the skills several times, explaining
each step of the way. Correct mistakes and if necessary, demonstrate
of the complicated steps the first few times.

-- The trainer should demostrate the skills at a normal pace.

-- Have the trainee perform, gradually building up skills and speed.

-- As soon as the trainee demonstrates ability to pefform their
responsibilities, let the work begin, but don't abandon them. Be true

for support and encouragement.

Step d. Follow-up

-- Identify to whom the trainee should go for help if he or she needs it.

-- Gradually decrease supervision, checking work from time to time against service or quality standards.

-- Correct inappropriate work patterns before they become a habit. Show why the expected method is superior.

-- Compliment good work and encourage the trainee to meet or the requirements.

2. Customer-Service Training

-- In Mei & Mei the most important training program is customer-service.

-- The aim is to train all employees to threat the company's customers in a courteous and hospitable manner. The saying " The customer is always right " may be an old one, but it's one that has been rediscovered and today is being emphasized by countless service companies

-- Customer-service training at Mei & Mei is called the "Smile " program. Carried out from 1992 up until now, it provides funds to support new customer-service policies training and retraining of employees and franchisees in the practice of excellent customer-

service.

-- The " Smile " customer-service training program consists of a series of orientations. First, employees and franchisees are familiarized with Mei & Mei's history, its growth and expansion, and the company's expectations regarding customers. The program then shifts to customer-service training. Mei & Mei has translates its customer service expectations into standards, in the following ways:

   (a). Answer phone calls within five rings and respond to messages from customers within an hour.

   (b). Acknowledge receipt of customer problems as soon as possible. Respond within 24 hours with a solution, action plan, or future plan.

   (c). When a customer calls to complain, listen carefully, do not argue. Encourage the customer to talk, apologize for any inconvenience or misunderstanding. Give assurance of satisfaction, ask for suggestions, and take action immediately. Follow up and call back within an hour.

   (d). The Mei & Mei employees when contacted by a customer, should understand he/she is representing Mei & Mei; resolve the problems internally and apologize on the company's behalf. Do not blame the problem on any individual or

department within Mei & Mei.

(e). Feedback solicited from both customers and employees suggests the training program has been successful. While other factors may have contributed to the improvements, sales complaints were down 30% from the year before the training commenced. Similarly, complaints of rudeness were down 60% and the firm's business jumped by 20% in one year.

Evaluation of Training

1. Reaction: Evaluate trainees' reactions to the training program. Did they like the program? Did they think it worthwhile?

2. Learning: Test the trainees to determine if they learned the principles, skills, and facts of the "Smile" program.

3. Behaviour: Ask the trainees if their behaviour on the job changed as a result of the training program.

4. Results: Ask what final results were achieved and if the objectives were met? Did the number of employee customer complain is drop? Did the trainee drop out rate improve? Did waste cost decrease? Was turnover reduced?

5. The training program may be successful in terms of trainee feedback, increased learning, and even result in changes of behaviour. However if the final result (customer satisfaction) is not achieved, then the

training has not achieved its goals, and the problem may lie in the training program itself.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the project was to design and develop a model program of

selected strategies for developing corporate personnel in the fast food industry of

Taiwan. To accomplish this purpose a review of current literature regarding

development of corporate personnel and related research was conducted.

Conclusions

Conclusions reached as a result of this project were:

1. Developing a productive work force can assure a profitable fast food industry
   in Taiwan.

2. Successful business leaders are skilled in the basic management functions of
   decisions making, planning, organizing, communicating, directing and
   controlling.

3. Successful fast food employee development programs have focused training
   activity on personal appearance, meal preparation, attendance, punctually,
   security, and company rules and regulations.

Recommendations

As a result of this project, the following recommendations are suggested

1. To assure profitable results in the Taiwanese fast food industry, management should invest in the development of a productive work force.

2. A model training program intended to produce business leaders should focus on the management functions of decision making, planning, organizing, communicating, directing, controlling and collaborating.

3. A model employee development program designed for fast food workers should focus on personal appearance, meal preparation, attendance, punctually, security, and company rules and regulations.

4. Managers responsible for the development of corporate personnel in the fast food industry in Taiwan, may wish to adapt to the Lai model training program developed for purposes of this project, or undertake further research on the subject to meet unique needs and individual situations and needs.

Bibliography

Austin, N., & Peter, T. (1985). <u>A Passion for Excellence the Leadership Difference</u>. New York: Random House, Inc.

Brown, S.A. (1995). <u>What Customers Value Most</u>. New York: John Wiley & Sons, Inc.

Bygrave, W.D. (1994). <u>The Portable MBA in Entrepreneurship</u>. New York: John Wiley & Sons, Inc.

Charner, I., Fraser, B.S. (1984). <u>Fast Food Jobs</u>. Washington, D.C.: National Institute for Work and Learning.

Childress, J.R., & Senn, L.E., & McFarland. (1993). <u>21st Century Leadership</u>. New York: Leadership Press.

Cohen, A.R. (1993). <u>The Portable MBA in Management</u>. New York: Johan Wiley & Sons, Inc.

Cumming, T.G., & Worley, C.G. (1993). <u>Organization Development and Change</u>. St. Paul: West Pub Co.

Green, C.B. (1993). <u>The Franchise Survival Guide</u>. New York: Probus Pub Company.

Hopke, W.E. (1993). <u>The Encyclopedia of Careers and Vocational Guidance</u>. (Chicago) IL: J.G. Ferguson Pub Co.

Khan, M.A. (1991). <u>Foodservice Operations and management</u>. New York: Van Nostrand Reinhold.

Linda Brothers., Eberts, M., & Gilser, M. (1995). <u>Opportunities in Fast Food Career</u>. U.S.A.: VGM Career Horizons.

Love, J.F. (1986). <u>MacDonald's Behind the Arches</u>. New York: Bantam Doubleday Dell Publishing Group Co., Ltd.

Macmillan., & Glencoe. (1990). Career Information Center. New York: Mission Hills, Calif.

Ninemeier, J.D. (1986). Management of Food and Beverage Operations. New York: East Leasing, Mich: Educational Institute of the American.

Nilson, C. (1990). Training for Non Trainers. U.S.A.: American Management Association.

Richard, P. (1990). From Boarding House to Bistro (The American Restaurant then and now). Boston: Unwin Hyman.

Williams, B.K., D'Angles, R.E., & Lorraine, B.S. (1981). A Comprehensive Review of Food Service Administration. N.Y.: Westville.