

Original Article

Service Quality Training Design: Evidence from A Large Bakery Company in Indonesia

¹Agistya Maharani Joner, ²Henndy Ginting

^{1,2} School of Business Management, Institut Teknologi Bandung, Indonesia

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Abstract: *Excellent service is the highest priority in the fast-moving consumer goods retail market, as it has the potential to enhance customer loyalty and sustain or even increase sales rates. Holland Bakery, a pioneer bakery company in Indonesia, established in 1978 under PT Mustika Citra Rasa, holds the same belief in the importance of providing exceptional service. Holland Bakery's commitment to excellence is not only for product quality but also excellent customer service standards. The belief is that their frontline personnel serve as a reflection of their business; consequently, it is crucial to provide them with education to enhance the level of service. The research was conducted to assess service quality components that need improvement using the 5-dimensions of the SERVQUAL model - reliability, responsiveness, assurance, empathy, and tangible- and captured both the perspective of the customer and employee. The author employs research methodologies and employs questionnaires and interviews as data-collecting instruments. A mix-method of quantitative-qualitative using descriptive statistics, Importance Performance Analysis (IPA) and thematic analysis on 205 customers and 125 employees of Holland Bakery indicate several elements of service quality that still need improvement, which are handling customer complaints, consistency in providing service quality, product knowledge, promotion skills, responsiveness, attitude, prompt delivery, accuracy of product and transaction detail information, delivering specific customer request, communication skills and self-confidence. The result is used to create business solutions in the form of training design and curriculum to enhance employee's competencies in service quality to serve the customer better.*

Keywords: *Bakery companies, Retail, Service quality, Sales, Training program.*

I. INTRODUCTION

The growth rate of the food and beverage industry on gross domestic product in 2023 is 5.33% in the first quarter, 4.97% in the second quarter, 4.39% in the third quarter and 4.47% in the fourth quarter (BPS, 2023). Bread is one of the food options that are growing more popular in Indonesia, especially as a breakfast and snack meal. Bread has become an essential part of Indonesian culinary culture, with a growing demand for a range of bread kinds, both traditional and Western styles. Bakery products are considered Fast-Moving Consumer Goods (FMCG) that specific consumers regularly require (Cleanthous et al., 2010). To properly address this need, firms must prioritize adopting a customer-centric approach. This methodology enables organizations to understand customer preferences better, ultimately ensuring a satisfying buying experience. Delivering exceptional service is crucial for attaining this level of customer loyalty. The higher the perceived quality of service, the more likely customers are to return and promote positive word of mouth, which increases brand loyalty (Pai et al., 2016). Furthermore, research has shown that maintaining high-quality standards can lead to economic benefits by increasing market share and improving return on investment. (Anderson & Zeithaml, 1984).

Indonesia's bakery business is doing well due to a growing demand for bakery products and strong sales numbers. In accordance with the Indonesian Bakery Producer Association (APEBI), this industry is growing at a rate of more than 10% each year, with revenues of USD 49.19 billion in 2023; Indonesia is expected to continue its position as the leader in bakery products and bread sales across Southeast Asia. As a result of its continued expansion, this industry has a bright future. There are 829 registered bakery and cake product enterprises in Indonesia, including medium 632 and large-scale producers 197 (BPS, Statistics of Indonesia Manufacturing Industry report, 2021). Bakery items in Indonesia mostly include breads, traditional snacks, cookies, wafers, biscuits, and cakes. The Indonesian bakery business is thriving, with rises in both bakery product sales and imported baking ingredients. On average, Indonesia's baking sector employs 70% foreign and 30% indigenous ingredients (BPS, Statistics of Indonesia Manufacturing Industry Report, 2021).



Holland Bakery, one of the largest pioneer bakery shop brands in Indonesia, has an issue that service quality in the branch is not being fully optimized. The indicator arises from the staff performance evaluation, which the company believes reveals unsatisfactory results in several branches. To effectively address this matter, Holland Bakery believes in the critical role of frontline sales personnel in influencing the overall perception of products among customers. Recognizing the important part performed by this staff as the representatives of the business who have direct interactions with customers daily, the organization needs to place a high priority on the importance of providing education to enable them to enhance their service performance skills. The company needs to determine the suitable method of learning by developing a well-defined training framework that effectively addresses the gaps between consumer expectations and the actual experiences received in the store. The method of Training Needs Analysis (TNA) is crucial for determining problems with the performance of individuals and organizations as well as potential solutions (Cotes, J., & Ugarte, S. M., 2021). This is in accordance with the research found that there was a substantial correlation between employees' perceptions of the quality of their services and the perceived benefits of training (Waqanimaravu, M., & Arasanmi, C. N., 2020). Training expenditures demonstrate how important people are to a company (Waqanimaravu, M., & Arasanmi, C. N., 2020).

II. LITERATURE REVIEW

A) Service Quality

Service quality is defined as a comprehensive assessment or perception of the overall excellence of the service (Parasuraman et al., 1988). Based on the description of service quality provided by the client, managers ought to ascertain the expectations of their target market group or customers regarding the quality of the services (Farmer, 1988). SERVQUAL original set of 10 characteristics consisted of the following: (1) dependability, (2) responsiveness, (3) competence, (4) access, (5) politeness, (6) communication, (7) credibility, (8) security; (9) understanding/knowing; and (10) tangibles (Parasuraman et al., 1988). In 1988, the SERVQUAL dimensions were revised and reduced to five dimensions as follows: The five dimensions of service quality are tangibles, reliability, responsiveness, assurance, and empathy. The framework for assessing service quality is known as the gap theory, which compares between the actual service quality provided and the expected service performance (Gronroos, 1984). There are significant gaps in how executives see service delivery to consumers. These differences pose significant obstacles when trying to provide a service that consumers view as being of higher quality (Parasuraman et al., 1985). The gap consists of 5 gaps. Gap 1 is management's inability to understand how consumers create expectations based on factors like advertising, experience, personal requirements, and social connections. A lack of management commitment to service quality or an incapacity to live up to consumer expectations could be the cause of Gap 2. This disparity can be closed by clearly defining goals and roles in service delivery. Gap 3 can be caused by poor cooperation, poor staff selection, insufficient training, and ineffective job design. Gap 4 is the inconsistency between service delivery and external communications, resulting in overstated claims and a lack of information. Gap 5 is the gap between consumer expectations and perceptions, which is the foundation of the gaps model (Fitzsimmon, 2001).

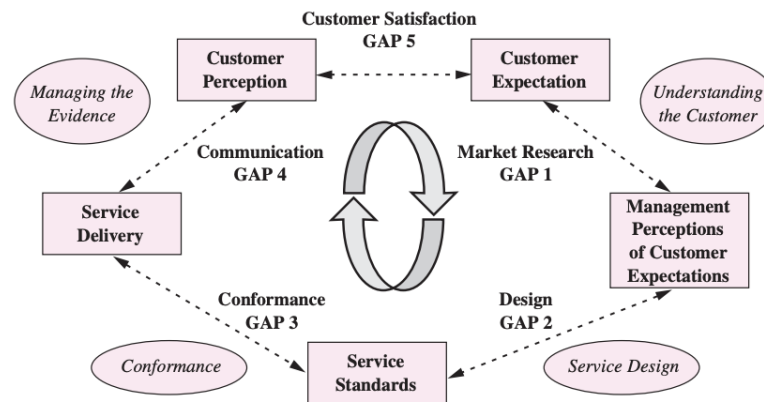


Fig. 1 Service Quality Gap

Madanoglu (2006) conducted a study on service quality in restaurants, specifically focusing on two dimensions: physical quality and staff behavior/attitude. The study used the confirmatory factor analysis approach. The results suggested that the dimensions of restaurant service quality, physical quality, and staff behavior/attitude were effectively validated by confirmatory factor analysis. The study offered additional data to support the theory that the two aspects (tangibles and intangibles) are crucial in assessing Service Quality (SQ).

B) Importance-Performance Analysis

The Importance-Performance Analysis (IPA) is a strategic tool utilized in marketing and management to identify customer satisfaction by product or services (Martilla and James, 1977). Its purpose is to assist firms in prioritizing activities by evaluating the importance and effectiveness of various elements of their business. The two axes that reflect the relevance of attributes and judgment performance were completely combined. The Y-axis represents the important characteristic, while the X-axis represents the performance aspects. The IPA analysis uses two axes to create four quadrants: Concentrate Here - High Importance and Low Performance, which represents attributes of high importance but low performance, and Keep Up the Good Work - High Importance and High Performance, which represents attributes with high importance and high performance. Respondents highly value these attributes and could provide a competitive edge. Low Priority - Low Importance and Low Performance, which represent attributes not considered significant by customers and should be allocated limited resources. Possible Overkill - Low Importance and High Performance, which represents traits that are performed exceptionally well by the organization but have little importance to customers. The IPA analysis will help identify areas that the firm should prioritize to improve service quality.

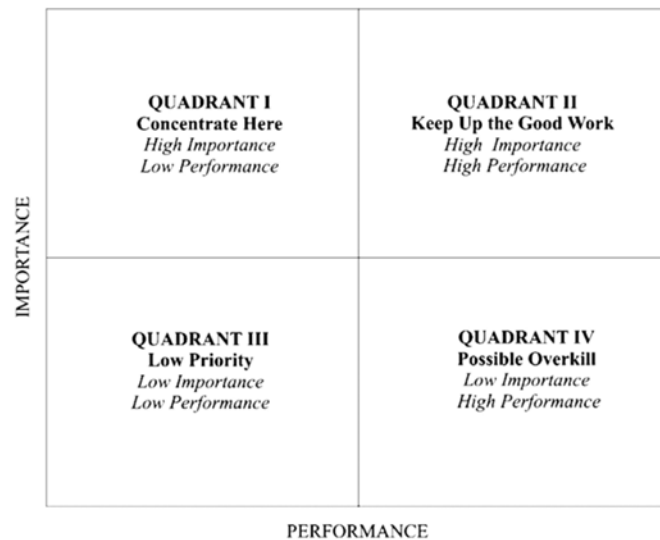


Fig. 2 Importance Performance Analysis Quadrant

C) Training Needs Analysis

According to Gary Dessler (2015), the ADDIE five-step training process model, Analysis-Design-Develop-Implementation-Evaluate analysis, is as follows:

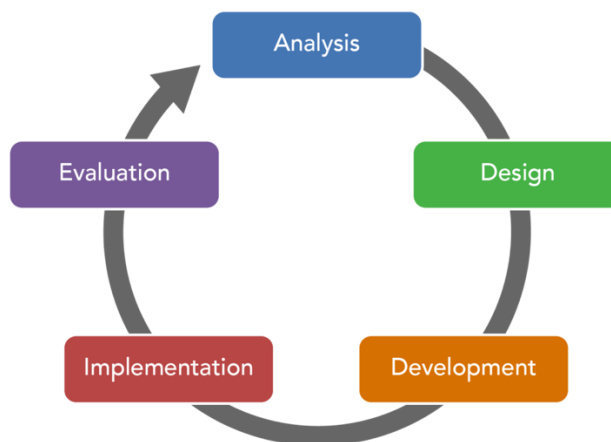


Fig. 3 ADDIE Model

A training needs analysis is a crucial step in addressing an employer's strategic and current training needs, supporting succession planning. The type of data to be collected should be determined beforehand to ensure that the request is relevant to

any performance gaps (McArdle, 2010 in Cotes & Ugarte, 2021). It involves several analyses, including task analysis, talent management consolidation, and performance analysis. Task analysis involves a detailed study of a job to determine the specific skills required, while talent management consolidates represents the knowledge, abilities, and behaviors necessary for effective performance. Performance analysis assesses performance deficiencies and determines whether training or alternative methods should be used. There are several training methods, including On the Job Training, Off the Job Training, and Presentation Information. On the On-the-job training involves working in the actual workplace, with two types: Informal Job Training and Formal on-the-job training. It includes job rotation, coaching and counseling, apprenticeship training, demonstration and example, evaluation systems, temporary assignments, job instruction, and task forces. Off the Job Training is conducted outside regular working hours, using simulation methods such as case studies, role-playing, business games, vestibule, laboratory training, sensitivity training, and outdoor training (Sedarmayanti, 2007). The overall training program design involves planning objectives, delivery methods, materials, and evaluation. Program development involves assembling content and materials, while implementation involves implementing the program using various methods. The effectiveness of the course is evaluated by evaluating trainee reactions, learning, and on-the-job behavior.

D) Methodology

The Sequential Explanatory Design Mixed-Method model was used in this research, which involves collecting and analyzing quantitative data in the initial phase and then gathering and evaluating qualitative data in the following phase to strengthen the results of the quantitative research conducted in the initial phase (Creswell, 2011). Data collection in this study used a questionnaire and interview as primary data. The secondary data will be collected from the journal, article, report, and book to strengthen the analysis and build a training program. Data analysis was evaluated by using Descriptive Statistics, Importance Performance Analysis and Thematic Analysis. The subject of the research is customers and employees of Holland Bakery with the object study examining the gap between expectation and perceived performance score. In this study, the gap between the current condition and expected service quality in the operational of Holland Bakery employees are quantified. This was performed to develop a comprehensive understanding of the specific areas of service quality that require improvement, which serves as the initial phase of the Training Needs Analysis. The author used the Slovin Model to determine the sample size of respondents for the questionnaires.

The Slovin model calculation shows that the minimum sample of customers is 100 and employee is 83. This research uses the number of populations for customers based on estimated total billing customers per year and total frontline services staff in Holland Bakery.

E) Data Validity and Reliability

The validity and reliability assessments validate the study instrument's applicability used in this study. Using SPSS version 27, it was shown that all instruments have validity, as indicated by r-count values that surpass the corresponding thresholds of 0.1146 for 205 customer samples and 0.1466 for 125 employee samples. Moreover, the instrument's reliability testing confirms its reliability, as evidenced by Cronbach's alpha coefficients exceeding the threshold of 0.6. The findings provide evidence for the validity and reliability of the research instrument, increasing trust in the accuracy and consistency of the data collected for the study.

III. RESULTS AND DISCUSSION

A) SERVQUAL Gap Analysis

The following table illustrates the classification of SERVQUAL into five dimensions, each characterized by attributes representing quality. Based on the analysis of customer data, it is noticeable that the service dimension of responsiveness shows the largest average gap score of -0.420, surpassing other dimensions. Specifically, the attribute "welcoming customers with a smile and greetings when entering the store" shows a significant gap in the average score of about -0.589. The second dimension with the highest gap is assurance, about -0.384, where the attribute "explain and offer applicable product promos" represents the largest gap among all attributes, about -0.686. The empathy dimension rank is in the third position, with an average gap of about -0.364. Followed by the reliability dimension in the fourth ranks with an average gap score of -0.321, while the tangible dimension shows the lowest gap, with an average score of -0.224.

Table 1: Result of Customer and Employee SERVQUAL Gap Analysis

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No	Attribute	Literature Sources	Customer		Employee	
			GAP	GAP average	GAP	GAP average
Reliability						
1	Delivering orders on time	(Parasuraman et al., 1988), (Kattara et al.,	-0.300	-0.321	-0.246	-0.200

No	Attribute	Literature Sources	Customer		Employee	
			GAP	GAP average	GAP	GAP average
		2008), (Ramseook-Munhurrun et al., 2009), (Biswas & Verma, 2023)				
2	Demonstrate commitment to resolving customer complains	(Ramseook-Munhurrun et al., 2009),	-0.367		-0.160	
3	Receive/give accurate information about product and transaction details	(Ramseook-Munhurrun et al., 2009), (Kattara et al., 2008)	-0.365		-0.200	
4	The quality of service provided by staff is always consistent	(Kattara et al., 2008)	-0.421		-0.292	
5	Delivering products following what customers requested	(Biswas & Verma, 2023)	-0.171		-0.176	
6	Always have a good attitude when serving	(Parasuraman et al.,1988)	-0.302		-0.128	
Responsiveness						
7	Handle customer needs quickly	(Parasuraman et al., 1988), ((Ramseook-Munhurrun et al., 2009),	-0.376	-0.420	-0.272	-0.180
8	Always ready and willing to help answer customer questions	(Ramseook-Munhurrun et al., 2009), (Biswas & Verma, 2023)	-0.277		-0.128	
9	Provide the best service to resolve customer complaints.	(Parasuraman et al., 1988), (Kattara Munhurrun et al.,, 2008), (Biswas & Verma 2023)	-0.426		-0.112	
10	Welcoming customers with a smile and greetings when entering the store	(Kattara et al., 2008)	-0.589		-0.176	
11	Busyness in the store is managed efficiently by staff	(Biswas & Verma, 2023)	-0.432		-0,213	
Assurance						
12	A good attitude of staff is important to make customers trust their services	(Ramseook-Munhurrun et al., 2009)	-0.339	-0.384	-0.168	-0.150
13	The staff is always consistent, polite and respectful to customers.	(Parasuraman et al., 1988), (Kattara et al., 2008), (Ramseook-Munhurrun et al., 2009) (Biswas & Verma, 2023)	-0.335		-0.097	
14	Staff demonstrate a thorough knowledge of all products and services.	(Kattara et al., 2008), (Ramseook-Munhurrun et al., 2009), (Biswas & Verma, 2023)	-0.407		-0.224	
15	Staff offer products and give buying suggestions	Company Internal	-0.558		-0.128	

No	Attribute	Literature Sources	Customer		Employee	
			GAP	GAP average	GAP	GAP average
	to customers.	SOP				
16	Staff suggest to customers to increase product purchases.	Company Internal SOP	-0.246		-0.136	
17	Staff expertise in explaining product information makes customers interested in buying more than customers planned.	-	-0.480		-0.200	
18	Staff maintain a good relationship with customers.	(Kattara et al., 2008)	-0.386		-0.125	
19	Staff process the product correctly.	(Kattara et al., 2008)	-0.237		-0.136	
20	Staff offer products according to customer preferences.	-	-0.328		-0.168	
21	Explain and offer applicable product promos.	-	-0.686		-0.120	
22	The product is safely delivered to the customer's place.	(Biswas & Verma, 2023)	-0.264		-0.104	
23	Staff receive adequate support from superiors and the environment to be able to provide the best service in the store.	(Parasuraman et al., 1988)	-0.333		-0.192	
Empathy						
24	Prioritizing customers' personal interests and needs.	(Parasuraman et al., 1988), (Munhurrin et al., 2009), (Biswas & Verma, 2023)	-0.371		-0.160	
25	Understand and serve the specific needs of customers.	(Munhurrin et al., 2009), (Biswas & Verma, 2023)	-0.312	-0.364	-0.242	-0.188
26	Have good eye contact when interacting with customers.	(Kattara et al., 2008)	-0.416		-0.192	
27	Have good verbal communication skills with customers.	(Kattara et al., 2008) (Biswas & Verma, 2023)	-0.356		-0.160	
Tangible						
28	Staff have a neat, clean and attractive appearance (equipped with make-up for women and certain uniform clothes according to grooming standards).	(Parasuraman et al., 1988), (Biswas & Verma 2023)	-0.240		-0.104	
29	The appearance and arrangement of the bread is attractive and appetizing.	(Munhurrin et al., 2009), (Biswas & Verma 2023)	-0.236	-0.224	-0.040	-0.060
30	Using standard bakery tools such as bread claws and trays.	(Parasuraman et al, 1988)	-0.142		-0.048	
31	Using tools in a clean and hygienic state when serving customers.	(Biswas & Verma, 2023)	-0.277		-0.048	

Based on the employee perspective, The reliability component has the biggest gap average of about -0.200, which is highest in the attribute "the quality of service provided by staff is always consistent" at about -0.292. The second position is the gap in average, followed by empathy at about -0.188, while the responsiveness dimension is in third rank with a -0.180 gap in average, and the assurance dimension is in fourth rank with a -0.150 GAP mean average. In contrast, tangible dimensions show the lowest average gap score, about -0.060. This indicates that the company's tangible dimension is relatively strong. Given Holland Bakery's position as a leading bakery company, it is reasonable to assume that it has reliable tangible assets. Tangible assets are primarily physical properties such as a clean environment, grooming standards, tools, and inventories. For a large bakery like Holland Bakery, these assets are probably well-established and maintained to support its operations efficiently. As businesses expand, the need for human resources generally rises in direct proportion. As the proportion of the workforce increases, effective human resource management becomes more important to ensure that employee performance is in line with the company's objectives especially in delivering service quality. This study indicates that being a well-established business

does not automatically provide exceptional service quality. Although Holland Bakery is a mature and large business, the research is still identifying the necessity of continuous improvement to enhance service quality.

B) Importance-Performance Analysis

Based on the following table, the importance-performance results consist of the X-axis, which is for performance, and the Y-axis, which is for importance. The mean of the performance (x) attributes is 4,0184, and the importance (y) attribute is 4,3726. The SPSS program will then be used to layout all of the effectiveness and importance metrics into four quadrants.

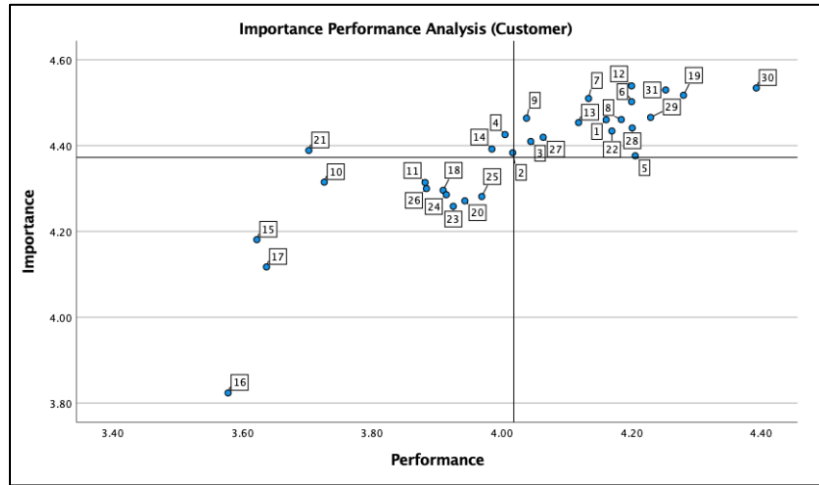


Fig. 4 Importance Performance Analysis – Customer

It can be concluded that the attributes that require improvement from the customer’s perspective are reliability numbers 2 and 4 and assurance numbers 14 and 21. The assurance attribute shows the largest difference, amounting to -0,686, concerning the attribute “Explain and offer applicable product promos”. This is followed by the reliability attribute, which has a gap of -0,421 concerning the attribute “The quality of service provided by staff is always consistent”. The assurance attribute has a deficiency of around -0,407 in “Staff demonstrate a thorough knowledge of all products and services.” Furthermore, the reliability attribute demonstrates a gap of -0,367 in “Demonstrate commitment to resolving customer complaints”. In summary, the area that needs improvement is the ability to handle customer complaints, consistency in providing excellent service, product knowledge, and effectively giving promo information through sales.

The employee results consist of an X-axis for performance and a Y-axis for importance. The mean of the performance (x) attributes is 4,5390, and the importance (y) attribute is 4,6969. Then, all the means of importance and performance will be plotted into four quadrants using the SPSS Program.

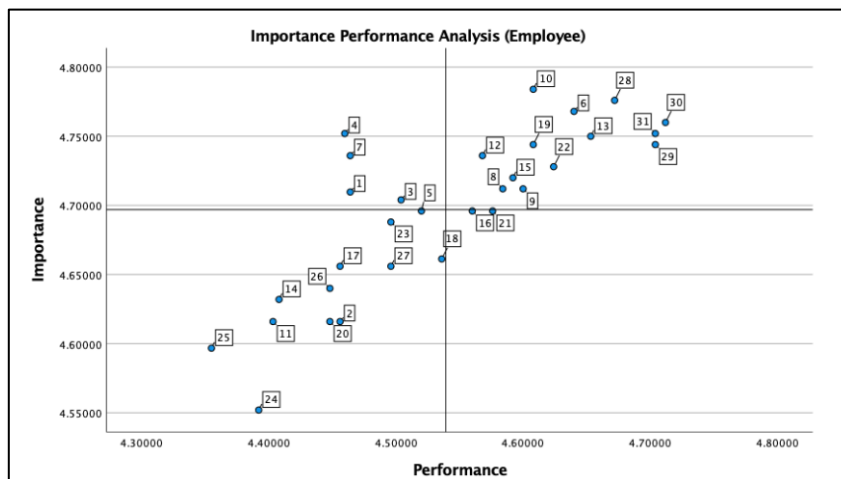


Fig. 5 Importance Performance Analysis – Employee

It can be concluded that the attributes that require improvement are reliability number 1, 3, 4 and 5 and responsiveness number 7. The reliability attribute shows the largest difference, amounting to -0.292, concerning the attribute “The quality of service provided by staff is always consistent”. This is followed by the responsiveness attribute, which has a gap of -0.272 concerning the attribute “Handle customer needs quickly”. The reliability attribute has a deficiency of around -0.246 in “Delivering orders on time” and -0.200 in “Giving accurate information about product and transaction details”. Furthermore, the reliability attribute demonstrates a gap of -0,176 in “Delivering products following with what customers requested”. Concisely, the area that needs improvement based on employee perspective is the ability to deliver orders on time, provide information about products and transactions accurately, consistently provide excellent service, deliver products following what customers requested, and handle customer needs quickly.

C) Interview Result

The customer interviews found concerns with the responsiveness, attitude, promotional capability, and product knowledge. Customers criticized the passive attitude, highlighting that staff were often unresponsive to customer needs, lacked initiative in helping, and tended to be ignorant. This creates the impression that interactions between customers and employees lack warmth and are unsatisfactory. Regarding attitude, some customers experienced discomfort due to staff's negative reactions when a purchase was cancelled or when a customer took longer to select a product. This kind of attitude ruins the customer's shopping experience and creates a negative perception of the company's service. In terms of promotions and product information, there were significant complaints about the lack of communication about ongoing promotions. Customers feel uninformed about special offers, which could be a motivation for them to make more purchases or try new products. In addition, information about new products or product recommendations is often not communicated, so customers tend to buy products they are already familiar with. These factors represent missed opportunities for upselling and introducing customers to a wider variety of products.

The employee interviews found some crucial areas for improvement. First, employee communication skills and confidence were key areas for improvement. Staff experienced difficulties with effectively communicating with customers because of insufficient initial training or practical experience. Employees recognized difficulties in communicating effectively with customers, often due to a lack of initial training or hands-on experience. This problem is compounded by the uncertainty of handling difficult situations or demanding customers, indicating the need for a more thorough and focused training approach.

Furthermore, in-depth product knowledge is a barrier for employees to provide informative and engaging recommendations to customers. This limitation not only slows down the service process but also reduces customer confidence in employees' abilities. Employees highlighted the absence of product-specific training and lack of access to guides or information sources that could help them deepen their knowledge of the products offered. Then, recognizing and understanding the character of customers is considered very important by employees in providing satisfactory service. However, they often feel unprepared to deal with the wide variety of customer characteristics they serve every day. This emphasizes the need for more specific training on how to identify and adapt service approaches to different types of customers. Last, Handling customer complaints is also an area that requires special attention. Employees feel that they are not adequately equipped with the necessary skills and techniques to handle customer complaints effectively. This is the weakness in existing training, particularly in the aspects of conflict resolution, which are crucial in maintaining customer satisfaction and loyalty. Concisely, the overall effectiveness of employee training is questionable. Employees criticize the training they receive as monotonous, inadequate, and lacking emphasis on motivation or practical skill enhancement. Outdated materials, insufficient training frequency, and the absence of professional mentors further highlight the need for an appropriate future training design approach.

D) Training Program and Curriculum

Once analyzing the needs, the next important step is to create a comprehensive training program that specifically targets the identified requirements for the business. In this stage, the data collected during the needs assessment is combined to develop a well-organized plan that specifically addresses the areas in need of improvement. Below is a program design based on G. Piskurich about Rapid Instructional Design Framework (Noe, 2002).

Table 2: Training Program Design

Scope of Project	The objective of this project is to design a training program by specifically targets the improvement of customer service skills at Holland Bakery.
Goal	To provide employees with the necessary training so they can successfully market Holland Bakery's products, deliver exceptional customer service, and consistently fulfil the company's standards for service excellence.

Audience	This program targets all frontline employees of Holland Bakery, including new hires and existing staff requiring skill enhancement.
Design Time	Planning and Development: 2 months Material Preparation and Coordination: 2 weeks (inside the timeline of planning and development)
Length of the course	The comprehensive course will span 1- 2 days (2 batch classes @50 participants for 1 day), with an additional week allocated for on-the-job coaching and follow-up assessments.
Delivery	The training will be delivered through a combination of classroom sessions, interactive workshops, and on-the-job coaching. Training manuals in printed books and digital resources will support the learning process.
Content	Understanding Customer Psychographics, Communication Skills, Self-Confidence, Attitude towards Customers, Personalized Customer Service, Responsive Behaviour, Product Knowledge, Promotion and Sales Skills, Handling Customer Complains, Consistency in Providing Service Excellence.
Method	Classroom Learning: Interactive lectures, discussions, and role-plays. Training Manuals: Comprehensive guides detailing procedures, product information, and customer service standard operational procedure. Professional Coaching: On-the-job training sessions led by experienced coaches (superior), offering real-time feedback and guidance. Scheduled Frequency: Quarterly sessions for all staff
Training Time	1-2 days in every quarter. For new hires, on-the-job coaching and a manual book must be provided first.
Problem and Opportunities	Problem: Holland Bakery lacks skilled instructors and has not prepared up-to-date training materials. Opportunities: Enhance customer satisfaction, improve sales through effective promotions and product knowledge, and foster a positive brand image.
Overall Objectives	The objective of training service excellence for Front Line Holland Bakery is to empower its workers with the necessary skills and expertise to deliver excellent customer service.
Resources	Human Resources: Professional trainers and coaches, experienced staff for peer mentoring. Material Resources: Updated training manuals, access to guidelines/SOP and an online resource portal. Financial Resources: Budget allocated for professional trainers and materials production
Who is Involved	Trainers and Coaches: Subject matter experts and professional coaches responsible for delivering the training content (Internal and External). HR Department: Coordinates the logistics, scheduling, and participant enrolment. Service Excellence Staff: Training Participants
Subject Outline	Course Introduction: Introduction to Service Excellence Customer Psychographics Engaging with Customers: Communicating with Customers Product Knowledge Promotion and Sales Skills Handling Customer Complains Consistency in Providing Service Excellence
Administration and Evaluation	Administration: HR department, supported by departmental supervisors for participant scheduling. Evaluation: Post-training assessments, customer feedback, and performance reviews to measure the effectiveness of the training.

After determining the program design, a curriculum is needed. A curriculum is essentially an instructional plan which derives from the Latin verb currere, which implies “to run” (Rothwell, 2008). This means that establishing a well-defined instructional plan is important for effectively running the training program. This schedule should consider variables such as the subject outline, sub-topic material, literature source, trainer, learning objectives, method, and duration. Through the establishment of a clearly defined timeframe, the organization may efficiently allocate resources and mitigate any possible delays to everyday operations. Furthermore, the training materials are also precisely designed to address the specific skill gaps, knowledge deficiencies, and performance issues identified during the needs analysis phase. Below is the training program curriculum that Holland Bakery can implement.

Table 3: Training Curriculum

No	Subject Outline	Sub-topic material	Literature Source	Learning Objectives	Trainer	Method	Duration
1	Course Introduction: Introduction to Service Excellence	1.1 Defining customer care to improve company performance	Customer Care Excellence (Rangkuti, 2017)	Employees understand the concept of customer care instead of customer service to improve company performance	Service Excellence Specialist (External)	Classroom Listening	1 hour
		1.2 Standardization of service processes and data based on the customer care concept - Importance of customer care - Strategy to enhance service - Building customer service to generate WOM - Standard operational procedures (SOP)	Customer Care Excellence (Rangkuti, 2017)	Employees understand service process and quality standards			
		1.3 Aspects need to be considered in service quality	Customer Service Excellence (Kasmir, 2017)	Employees are aware of the aspects that need to be considered in maintaining service quality.			
		1.4 Characteristics of good and quality service	Customer Service Excellence (Kasmir, 2017)	Employees understand the fundamental characteristics of good and quality service in the service business.			
2	Customer Psychographics	2.1 Customer cluster (Age, Gender, Occupation)	-	Employees can classify consumers into clusters to better understand the	Service Excellence Specialist (External)	Classroom Listening and profiling practice	1 hour

No	Subject Outline	Sub-topic material	Literature Source	Learning Objectives	Trainer	Method	Duration
				character based on demographics			
		2.2 Type of customer behaviour/character	Customer Service Excellence (Kasmir, 2017)	Employees can identify different types of client behaviours and characters to personalize service and handling complaints methods.			
		2.3 Reasons why customers leave and how to make customers loyal	Customer Service Excellence (Kasmir, 2017)	Employees understand the significant reasons why consumers might leave and develop strategies to promote customer loyalty.			
3	Engaging with Customers: Communicating with Customers	3.1 The 3 V's (Voice, Visual, Verbal) of communication	Customer Service Excellence (Kasmir, 2017)	Employees master the three V's of communication to improve their interactions with consumers.	Service Excellence Specialist (External)	Classroom Participating in exercises	45 minutes
		3.2 Facial expressions, body language and confidence	Customer Service Excellence (Kasmir, 2017)	Employees have the ability to use facial expressions and body language successfully while remaining confident towards customers.			
		3.3 Attitude Towards Customers	Customer Service Excellence (Kasmir, 2017)	Employees have a positive and customer-friendly attitude in all interactions.			
		3.4 Personalized customer requests	Customer Excellence (Mhd Rusyidi,	Employees understand how to manage specific			

No	Subject Outline	Sub-topic material	Literature Source	Learning Objectives	Trainer	Method	Duration
			2017)	consumer requests effectively and professionally.			
		3.5 Responsive Behaviour	Customer Excellence (Mhd Rusyidi, 2017)	Employees understand how to improve their service response time			
4	Product Knowledge	4.1 Type of products and services	Boosting Sales Promotion Girl Performance (Royan, 2013)	Employees master the detailed knowledge about the types of products and services offered by Holland Bakery	Supervisor Service Excellence and Production Team	Classroom Listening and taking notes	1 hour
		4.2 Code of products	Boosting Sales Promotion Girl Performance (Royan, 2013)				
		4.3 Basic ingredients	Boosting Sales Promotion Girl Performance (Royan, 2013)				
5	Promotion and Sales Skills	5.1 Appropriate approach for offer promotion (greetings, presentation, negotiation, closing)	Boosting Sales Promotion Girl Performance (Royan, 2013)	Employees can promote products and upsell or cross-sell products politely to increase sales.	Service Excellence Specialist (External)	Classroom Participating in exercises	30 minutes
		5.2 How to offer upselling products and provide suggestive selling politely (Negotiating)	Boosting Sales Promotion Girl Performance (Royan, 2013)				
6	Handling Customer Complains	6.1 The Reason for Customer Complains	Customer Excellence (Mhd Rusyidi, 2017), Dear customer, I hate you (Afriansyah, 2013)	Employees understand the most common causes of complaints.	Service Excellence Specialist (External)	Classroom Listening and taking notes	1 hour

No	Subject Outline	Sub-topic material	Literature Source	Learning Objectives	Trainer	Method	Duration
		6.2 Types of Customer Complain	Dear customer, I hate you (Afriansyah, 2013)	Employees understand different types of customer complaints to tailor response strategies.			
		6.3 Techniques for dealing with customer complaints	Dear customer, I hate you (Afriansyah, 2013)	Employees master the techniques for managing and resolving customer complaints.			
		6.4 Common complaints and appropriate service recovery	Dear customer, I hate you (Afriansyah, 2013)	Employees gain the strategies for service recovery after a complaint			
		6.5 Techniques for Making Complaints a service development process and building work enthusiasm/motivation	Dear customer, I hate you (Afriansyah, 2013)	Employees can use customer complaints as a tool for service improvement and enhance team motivation and enthusiasm.			
7	Consistency in Providing Service Excellence	7.1 Organization's mission and values	Company SOP	Employees give service delivery consistently in every branch in line with the organization's values	Service Excellence Specialist (External) and Supervisor Service Excellence (Internal)	Classroom Listening and simulation	30 minutes
		7.2 Customer's needs and expectations	Customer Excellence (Mhd Rusyidi, 2017)				
8	Role-Playing Scenarios	8.1 Communicating with Customers	-	Employee shows their service skills improvement in role-play activities.	Service Excellence Specialist (External) and Supervisor Service Excellence (Internal)	Role-play exercise	1 hour
		8.2 Handling Customer Complain					
		8.3 Promotion and Sales Skills					

IV. CONCLUSION

The findings highlight opportunities for improvement from the customer's perspective, such as complaint resolution, consistency in service quality, product knowledge, and effective promotion of applicable products. Additionally, consumer interviews identified responsive behavior in daily service and attitude as significant areas for improvement.

Employees have highlighted areas for improvement using Importance Performance Analysis, which include prompt delivery, accuracy of product information and transactions, consistency in offering service excellence, customized customer

requests, and handling customer needs quickly. Interviews with employees add the findings revealed that communication skills and self-confidence are critical areas for improvement.

To address these findings, a recommended solution is developed through a training program and curriculum that includes subject outline, sub-topic material, literature source, learning objective, trainer, method, and duration. The training program includes subject matter like Understanding Customer Psychographics, Communication Skills, Self-Confidence, Attitude towards Customers, Personalized Customer Service, Responsive Behavior, Product Knowledge, Promotion and Sales Skills, Handling Customer Complaints, and Consistency in Providing Service Excellence.

This program design is intended to serve as a solution for enhancing the skills and knowledge of service employees at Holland Bakery and similar industries, thereby benefiting their business performance.

Interest Conflicts

There is no conflict of interest concerning the publishing of this paper.

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