

Development of Team Leaders' Management Skills - Evidence from Taiwan's Bakery Industry

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Abstract

With the development of Taiwan's economy, the management function of the pastry baking industry has evolved from a one-stop production model in the traditional baking era to a quantitative production model in a modern chain store centralized factory. The purpose of this study was to observe the development of management functions among seven production team leaders in different companies in the pastry baking industry. Based on the research theme, a semi-structured interview method was used to collect data from the respondents in order to understand the development of management functions of the grassroots team leaders in the bakery industry. It was found that the ability to work with others was most important to enhance the management function. Based on the results of this study, recommendations are made for human resources departments, production department heads and production team leaders in the bakery industry, as well as for future research on the development of management functions.

Keywords: Function, Functional Development, Development of production team leader management functions.

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1. Introduction

With economic development, the bakery industry has become a trend that emphasizes quality of life in Taiwan's consumer market. According to the Ministry of Finance of Taiwan, the number of bakery-related industries in Taiwan will reach more than 12,000 in 2021, with a production value of NT\$105.7 billion, with professional bakeries, cake stores, convenience stores, coffee complexes, and supermarkets successively investing in the bakery industry to sell bread; with the economic development of the bakery industry, industry players have taken the advantage of With the development of the economy, bakery industry operators have taken advantage of the chain to broaden the sales channels of pastry and bread. With the growth of business turnover and the large demand of market distribution, the production demand of bakery products began to transform from the family mass production with small quantity and few styles to the central factory with large quantity and many styles. In order to meet the large demand of market distribution, the bakery industry in Taiwan has started to think about how to shorten the delivery time, increase the speed and frequency of delivery, and cooperate with refrigeration or freezing operations, so as to enhance the market share and product competitiveness (Lu et al., 2018).

The development of the bakery industry is mainly based on the popularity of bakery products among consumers, and the biggest intellectual capital is the cultivation of baking talents. In the early days of bakeries and traditional bakeries, the cultivation of talents was mostly based on the traditional apprenticeship system, which focused more on the craft side of product production. After the business model of the industry was transformed to a chain of stores with a central factory, the training of talents in the baking industry in Taiwan was gradually formed by a professional division of labor in the form of a central factory, with professional consultants in the research and development, production and transmission of baking techniques for bread, pastry, French desserts and Chinese cakes.

The central factory adopts a division of labor to divide the manufacturing process into production lines for each task, and assigns production personnel on the line to manage and supervise the production process, allocating manpower according to the standard working hours of each process, so that the production line is balanced and smooth. The purpose of the production line is to achieve mass production. The person who performs the most basic management in the central factory production line is the production team leader, who plays the role of both manager and supervisor. Therefore, the production team leader must have sufficient management skills and baking skills to maintain good relations and cooperation with supervisors at all levels; he must also understand the needs and reactions of production staff, and perform according to the interests of each production staff, and represent the production staff in a sincere manner in front of the upper management, and reasonably argue for needs so that both sides can be helpful.

Competency is a term used to describe the key competencies required to perform a job. It helps an organization or individual to identify and recognize the

competencies and behaviors that are required to perform well in order to improve their performance. Nurturing is defined as the learning process in which an individual continuously experiences various things or skills in a particular area and develops competencies in different ways. The development of management functions is a learning process in which supervisors gradually develop the knowledge, skills, and attitudes necessary to enhance management performance; the ability to awaken to management dilemmas and continuously reflect on what is needed to overcome them, along with different personal development methods.

There are five levels of development of various abilities, which are: not knowing, knowing, skilled, proficient, and general. In life or work, we constantly experience the ability to learn various things or technologies, and as we become more proficient in the operation of the same thing or technology, understand it more thoroughly, and apply it more extensively, our ability development will have the opportunity to gradually improve in the process. In the process of developing each ability, the initial stage is from "not knowing" to "knowing", from "knowing" to "familiar", and then to "proficiency" and "mastery", which is a continuous learning process. Each time a level of ability is upgraded, there are more different conditions that must be met, and it is not always possible to upgrade naturally with the progress of time; moreover, the higher the level of development, the longer the development process required to upgrade will be different from person to person. Therefore, to which level can a person's ability be upgraded? Will the development stop in the process? This has to do with whether a person is clearly aware of the process of upgrading and the conditions required to have enough motivation and patience to learn.

Because it is not easy to develop the management function of a production team leader in the bakery industry, the researcher was engaged in human resources work in the bakery chain company he served. "Are we really short of talent?" The researcher often discusses this issue with production executives in the company, and the key factors affecting the management of production team leaders and the ability to cultivate the management dilemma of production team leaders and overcome it are our main concerns. Instead of going to great lengths to find talented people from outside, who may not be able to work long after they arrive due to incompatibility with the company's culture or other reasons, the company should plan a suitable talent development mechanism internally. The researcher would like to use the results and recommendations of this study to help establish a mechanism for cultivating production team leaders to improve production efficiency in the baking industry, to systematically develop a talent cultivation mechanism for the cultivation of production team leaders' management functions, to enhance the trust relationship of production line personnel, and to maintain good interpersonal relationships (Japan Energy Association Consultants, 2013).

The knowledge and experience of the baking industry in which the researcher works has been accumulated since the establishment of the organization, but there is a long history of insufficient data on the development of managerial functions and the problem that the development process is individualized, which led the researcher to investigate the development of managerial functions of the production team leader

in his workplace. Therefore, we collected a wide range of research papers on "function development". According to the NDLTD-Taiwan, there were 4 research topics with the keyword "function development" (accessed on July 1, 2019), 17 research topics with the keyword "ability development" (accessed on July 1, 2019), 8 research topics with the keyword "professional development" (accessed on July 1, 2019), and 2 research topics with the keyword "development experience" (accessed on July 1, 2019). There are 2 research topics (accessed on July 1, 2019), 10 research topics with the keyword "formation process" and 33 research topics with the keyword "formation education".

The research themes are widely related to the development of knowledge or the establishment of systems for specific professional orientations. Therefore, the focus of this study is not on the development of specific management functions, but on the development of management functions that each individual should possess in performing routine tasks, the different development paths, the important keys that affect management work, and the difficulties encountered in performing management work and the abilities needed to overcome them. Therefore, this study focuses on the development of management functions to complement the research on the development of management functions in the baking industry.

Based on the above research background and motivation, this study aims to investigate, through empirical investigation and analysis.

1. What are the main responsibilities and tasks of production team leaders in the baking industry?
2. What are the important keys affecting the management of production team leaders in the baking industry?
3. What are the management difficulties of production team leaders in the baking industry and the abilities needed to overcome them?
4. What management functions should production team leaders in the baking industry possess?
5. How to develop the management functions of production team leaders in the bakery industry?

The objectives of this study are to investigate the management functions of production team leaders in the bakery industry, to investigate the management dilemmas of production team leaders in the bakery industry and the competencies needed to overcome them, and to investigate the development of management functions of production team leaders in the bakery industry.

2. Literature review

2.1 Function

The world is changing faster and faster, coupled with the rapid changes in industrial structure and technology, the global and domestic competitive environment has become more complex. Knowles (1975) proposed functions as the knowledge, understanding, skills, attitudes, and values that create an expert performer. Boyatzis (1982) argues that effective job performance requires key essential attributes of

personal motivation, attributes, skills, self-image or social roles and knowledge that can lead to better performance. Spencer and Spencer (1993) began to gradually apply the study of functional competencies to human resource management, arguing that functional competencies are the sum of an individual's external knowledge skills and latent attributes, which are not only related to job duties, but also used to actually reflect his or her behavior and expected job performance. Lucia and Lepsinger, (1999) suggest from a human resources perspective that functions are a specific combination of knowledge, skills, and attributes required to effectively perform each role in an organization. Stoof (2005) pointed out that functions can accomplish the K, S and A of a job or task, that is, the knowledge, skills, and attitudes that an employee needs to have in that job. According to Lee and Lai (2011), functions are the knowledge, skills, and abilities required to successfully perform important job roles or functions in a particular industry or occupation.

Spencer and Spencer (1993) proposed the functional "iceberg model" theory. based on Freud's theory that "function" is the sum of a person's apparent abilities and potential traits, which are related to overall performance and can be used to predict future behavior and performance. He points out that intelligence tests and academic performance cannot predict a person's performance in the workplace. In the "iceberg model," Spencer and Spencer divide "functions" into two major components, namely, external functions and internal functions, one is observable (Visible): on the horizontal plane of the iceberg visible abilities, such as skills, knowledge, etc., which can be developed through acquired learning and training, and are essential for the completion of work tasks; the other is hidden: on the horizontal plane of the iceberg visible abilities, such as skills, knowledge, etc., which can be developed through acquired learning and training, and are essential for the completion of work tasks. The inner traits that are hidden under the horizontal plane, such as motivation, traits and self-concept, are deeper hidden traits that cannot be easily changed through learning and have to be explored step by step through dialogues in specific situations; however, such traits are necessary for success. The sum of the two major components, the external and the internal, is the "iceberg model" of function.

The number and type of functions within each function depends on the nature and complexity of the occupation and the culture and values of the field (Wikipedia, 2009). Companies often classify functions into four categories, such as Management Competency, Core Competency, Functional and General Competency, etc. Spencer and Spencer (1993) classified functions into Threshold competency, Differentiating, and so on. Darrell and Ellen (1998) proposed that functions can be divided into core and professional functions, and then subdivided into functional functions, role functions and job functions under professional functions (Lee & Cheng, 2008). Different positions require different degrees of competence in management work, and different positions and different tasks are proposed for management functions according to junior supervisors, middle-level supervisors, and senior managers.

- (1) *Grassroots managers*: They need to have management functions such as work efficiency, learning attitude, execution, time management, and emotional stability.
- (2) *Mid-level managers*: Need to have management functions such as developing and supporting subordinates, conflict management and team building, innovation, and problem solving.
- (3) *High-level managers*: They need to have management functions such as planning and organizing, decision making, management change, strategy planning, and vision.

Functional competencies are a set of knowledge, skills and attributes related to a job, which are the key success factors for high performance in the job, and a set of evaluation tools that can be observed and measured. Through the construction of functions, companies can help select, cultivate, and reward the right talent with more effective human resource strategies to continuously strengthen the quality of the company's talent and employment competitiveness; they can also further strengthen the company's culture and core values through the strengthening of the function system (Teng, 2012). Considering the function development process of production team leaders in the baking industry, functions can be applied to recruitment and selection, education and training, performance appraisal, and talent development (Wang, 2013). Functional development is a complex process, and in different areas of the workplace, there are industry-specific dilemmas when performing each duty or task. The competencies required for each job or task in the workplace cannot be developed in a short period of time, but need to be practiced step-by-step over a long period of time. Referring to the literature on the development of related functions or competencies, it is mentioned that the key factors affecting work are quite diverse, including the individual's motivation, the trainer's motivation, and the organization's climate and culture.

2.2 Functional Development

In his book on socialization in the workplace, Chen (2015) mentions that in order to become a generalist in the workplace, one must not only be willing to focus on learning from the beginning but also to develop the habit of continuous learning. The functions required in different fields of work or duties are different. The development of these functions is based on each individual's inherent motivation, traits, and self-concept, and is developed or matured through professional knowledge and skills training in different fields prior to employment, gradually developing into a professional (Tsao, 2018).

The key factors that influence work are quite diverse, including three directions: the motivation of the individual's characteristics, the motivation of the trainer's characteristics, and the organization's climate and culture. It is a long-term and continuous process of accumulating knowledge, skills, behaviors and attitudes. When faced with workplace setbacks and bottlenecks in growth, the behaviors and attitudes that each person chooses to face the workplace and the behaviors and attitudes that he or she chooses to face will determine what kind of person he or she

will become in the workplace. When facing a difficult situation, it varies depending on the economic environment they are facing and the time they entered the workplace. Schein (1978) classifies new entrants to the workforce who have gone through pre-employment training into survival, adjustment, maturity, compliance, and exceptions.

In order to enhance competitiveness, companies need to integrate employees' vocational competencies with their job content and further link them with the company's business philosophy, goals and strategies, so as to help companies effectively cultivate key talents in the application of human resource management and talent cultivation and training development, enhance organizational competitiveness, and strengthen the company's competitive advantage (Wu, 2015). From the literature, we understand that the bakery industry production team leaders have the same function learning and development process during their function development. Adults have a self-directed and interest-needed learning style and are active learners, and each industry has its own industry-specific training style for professional development (Lee & Yeh, 2014).

This study is organized as follows:

1. Vocational education and training.
2. Technical vocational education and training.
3. Professional internship courses.
4. Pre-vocational education and training.
5. Mentorship.
6. Job rotation.
7. Technology transfer.
8. Technical competitions.
9. Benchmarking learning.
10. Adult self-directed learning.

Functional ability is the key ability that needs to be developed to perform a certain job. It refers to the knowledge, skills, motivation, values and personality traits that a person must have when performing a job, and other potential attitudes.

Organizations need to have different functions and different levels of competency for different jobs. Companies can use these different functions, roles, and jobs to build a set of assessment tools that can be observed and measured in the workplace to help companies conduct effective human resource selection, training, and retention strategies through the function system to enhance the quality of the company's talent and the competitiveness of the industry. The company should first plan the job classification needed by the organization, set the knowledge, skills, and attitudes required to perform the job according to the job nature, and design a set of functional benchmarks that can be used for performance assessment. And in the actual work application, to guide the practitioners to do a good job of self-management, to develop the functions required for the work.

2.3 Development of production team leader management functions

In recent years, Taiwan's bakery industry has been burdened with an annual business opportunity of \$60-80 billion, and many traditional bakeries and dessert specialty stores with front and back stores have gradually expanded their stores and formed a certain scale, and have transformed to a centralized factory to supply chain stores with a centralized procurement, processing, and distribution production model to provide daily sales. (Modern Material Handling & Logistics, 2019).

The central factory has scientifically standardized the complex food processing and production process of bakery, and these operations are carried out in multiple production lines for each food product. Each production line has a production team leader who is responsible for handling the food production on the line, supervising the progress of the process and fulfilling the orders of the supervisor, communicating the pre-determined goals to the production staff, and providing work instructions and training.

The Production Department of a central plant shall be responsible for all functions related to production management in the Production Department. The main responsibilities of the production team leader are the scope of the work and the corresponding responsibilities undertaken, including the completion of the results. The main responsibilities of the production team leader are manpower arrangement and deployment on the production line, production line process inspection, equipment management, and production line performance management.

With the right work priorities in the implementation of daily management, gradually discover their own problems and learn to avoid the recurrence of mistakes immediately (Kahneman et al., 2021). It is a long and difficult learning process that affects production team leaders to manage the process of improving competence from the "skilled" craftsman level to the "refined" to the "general" level (Du, 2016). In between, the degree of development of each production team leader's management function is influenced by different key factors such as the motivation, characteristics, and self-concept of individual learning development, the level of learning development, and the ability to strengthen in the management function.

As the bakery industry evolves into the era of centralized factories in chain stores, the development of management functions for each production team leader will vary depending on the individual's motivation, learning methods, human qualities, and environment. Here, the training and development of traditional apprentices, the strengthening of management functions from the experience of the Yi store, the self-directed improvement, and the training courses of modern enterprises are used. In the process of production, growth and evolution, the material and labor force increases, and new technologies and businesses emerge, which in turn affects the culture of cultivating management personnel in the bakery industry, and gradually develops into what it is today.

The competitiveness of a company depends on the establishment of a management function development system for production team leaders, and it is not possible to cultivate the management functions that production team leaders should have in the

execution of management work overnight. The training program for production team leaders is considered as a kind of goal setting, and suitable courses for the development of management functions are designed to fill the gap of production team leaders' ability, in order to strengthen the management functions of production team leaders and enhance the competitiveness of the company.

3. Research methodology

This study focuses on the knowledge management needs of production team leaders in the bakery industry in terms of the development of their management functions during their workplace. The researcher explores the dilemmas and competencies needed to overcome the dilemmas in the management process of seven subjects from different companies and their specific development of management functions through the convenience of working in the bakery industry. This study used semi-structured in-depth interviews, a method used in case studies, as the data collection method. Nevertheless, some scholars use the case study approach as an empirical research and research strategy, focusing on real-life situations and validating them with various types of evidence. The researcher achieves the exchange of ideas and construction of conversational events mainly through an interactive conversation between the interviewer and the respondent, which is a personal, individual mode of interaction that emphasizes the process of meaning construction between the interviewer and the respondent.

The interviewer discovers and analyzes the thoughts, motivations, attitudes, and beliefs of the interviewee through the content and process of the interview. To understand the nature of managerial work, Mintzberg (1973) conducted interviews with managers and used the data collected during the interviews to develop a managerial role theory that describes the types and nature of managerial activities. The theory has been continuously tested through interviews and questionnaires. This research approach is a social interaction process between the interviewer and the respondent, so the post-interview data is the asset of social interaction (Yuan, 2002). The researcher used multiple data collection methods, such as observation, physical, interview, and document analysis, in the daily production team leader's workplace in his company to conduct an in-depth investigation of the various phenomena presented by the respondents as a whole, and then used an inductive method to analyze the data to form a theory, and through interaction with the research subjects, he constructed an activity to explain and understand the behaviors and meanings of their performance (Chen, 2017). It consists of in-depth data collection in a natural context, in-depth interviews, participant observation and document analysis, collecting documentary or other non-written data, using supplementary tools such as photography or audio recording to collect and record, and then organizing, summarizing, and analyzing them, and then expressing the facts found in the research in writing.

The researcher interviewed production team leaders whom he knew from his own work, and selected production team leaders from different companies who were

introduced or recommended by the interviewees and were willing to participate in the study. The seven subjects selected for this study were supervisors with at least four years of management experience as production team leaders in different companies in the bakery industry. They shared their stories of the difficulties and challenges they experienced in the workplace, and their reflections, independent learning, practice, and realization through their long years of experience in production line management and the abilities needed to overcome them. They also share their stories of growth through continuous reflection, self-learning, practice and realization.

The interview will be held from October 1, 2019 to April 15, 2020, with five topics:

1. What are the responsibilities and tasks of production team leaders in the baking industry?
2. What are the key factors affecting the management of production team leaders in the bakery industry?
3. What are the difficulties of production team leaders in the bakery industry and what are the competencies needed to overcome them?
4. What kind of management functions should a production team leader in the bakery industry possess?
5. What are the competencies required to perform these tasks? or management functions?

In the invitation to interview, researchers were invited to conduct interviews by mail and telephone.

All interviews were conducted in a conference room. Each interview lasted between 1.5 hours and 2 hours. During the interviews, the questions were open-ended, and the participants were free to discuss the mechanisms and strategies for developing the management function of production team leaders and the development of equal rights in the workplace in each company, as well as the fairness of current human resource management practices.

4. Finding and discussion

As a human resources worker in the bakery industry, the researcher was responsible for the selection, recruitment, appointment, and evaluation of production staff, and had a lot of business dealings with production team leaders in central factories and back-of-house factories. The researcher would like to use this study to gain a deeper understanding of the experiences of production team leaders in developing their management functions, so as to assist companies in planning a systematic and suitable talent development mechanism to enhance production efficiency and human resource development.

The seven interviewees in this study are production team leaders who are well known to the researcher and have more than 10 years of working experience, all of them are independent individuals. Each person has a different environment, knowledge, and personality traits for the development of management functions. Behind each human resource is a unique corporate culture and quality of function

development, different from the quality and personality traits of the ideal position that each job seeker wants to obtain.

Based on relevant literature and interview results, this study on the development of management functions of production team leaders in the baking industry can be divided into six parts, namely.

1. The stories of the development of management functions of seven production team leaders in the baking industry.
2. The main responsibilities and tasks of production team leaders in the baking industry.
3. The management functions that production team leaders in the baking industry should have.
4. The development of management functions of production team leaders in the baking industry.
5. The key factors affecting the development of management functions of production team leaders in the bakery industry.
6. Suggestions for effectively solving the development of management functions of production team leaders in the bakery industry.

1. Current status of the development of management functions.

1.1 Seven respondents were aged between 34 and 48, and there was a positive correlation between the number of years of supervisory experience and age.

1.2 Two of the respondents graduated from university, one was studying in university, and the other four were in the stages of higher education and graduation; two of them continued their on-the-job training at their own expense after being promoted to the supervisory position, and one was a baking instructor in the technical system after graduating from the central factory production system.

1.3 The seven respondents came from different companies in the bakery industry, namely, the central factory and the back office of the chain company, the snack room of the hotel, and the technical school of the bakery program, and all of them were supervisors who were mainly production team leaders.

1.4 Respondents' main viewpoints on the development of the management function of the production team leader were consistent in that the baking industry is a labor-intensive and hard-working job, and in the process of developing the management function, not only must they be able to learn through hard work, but also must uphold professional ethics and a sense of responsibility to lead the team to complete their work tasks. They believe that the value created by attitude determines the height of the individual.

2. The main responsibilities and tasks of the production team leader of the baking industry.

2.1 Management of production line personnel: In order to control the overall smoothness of the operation, the production line must be prepared for shift scheduling and station configuration, production line personnel guidance, and daily management of personnel before entering the production line.

2.2 Production line process inspection: In order to achieve product quality that meets customer satisfaction, be responsible for inspection of production process status, distinguish process errors and eliminate abnormalities.

2.3 Daily maintenance of equipment: To improve the operating efficiency of the production line, responsible for equipment operation, routine temperature inspection, and simple troubleshooting work.

3. Management functions that production team leaders in the bakery industry should have.

3.1 Thinking and adjusting from the manager's perspective: accumulate from management and learn to think from different perspectives.

3.2 Self-awareness to generate learning motivation: to identify gaps from failures or successful experiences to generate learning motivation.

3.3 Conscious learning in response to deficiencies: Awareness of one's own deficiencies, ability to change in response to the environment, and learning from experience.

3.4 Interpersonal relationships in the workplace are important: Learning and adjusting to interpersonal relationships in the workplace determine the quality of work.

4. The development of management functions of production team leaders in the bakery industry: Past literature points out that the dilemmas of production team leaders' management are uncertainty about the future, being trapped by past experiences, mentors' skills staying in their hands, and long labor-intensive working hours, which are similar to the lack of confidence to break through, lack of self-awareness, guiding principles, and attitudes of recruiting talents summarized in this study.

4.1 Adjust your mentality to not let your experience limit you: develop towards diversity, adjust your mentality, and welcome new developments in the workplace.

4.2 Success requires precipitation and life requires training: how can you get the fragrance of plum blossoms without going through some cold bones?

4.3 Significantly improve your ability after investing resources and learning: breakthrough from difficulties to meet a better you.

4.4 Reflect on different perspectives from setbacks and learn to know yourself: face setbacks and find light in adversity.

4.5 Self-awareness to change from the smallest to the most important: start from the smallest and do the right thing.

5. Keys affecting the development of management functions of production team leaders in the bakery industry.

5.1 Knowledge and functions corresponding to the scheduling and workstation configuration work: need to have the knowledge of legal leave regulations and production value estimation; as a reference for calculating the process demand, arranging the production line personnel leave schedule, and planning the equipment

and material workflow. Corresponding technical functions: need to have the principles of scheduling and workstation configuration; as a reference to arrange the workstation productivity gap configuration.

5.2 Knowledge function to do the job of production line personnel guidance: need to have the knowledge of work instruction concept and product production standard book; through work instruction to strengthen the familiarity of production line personnel in product production standard. Corresponding technical functions: need to have the ability of mobile inspection and verbal guidance; determine the gap of production line personnel's ability through monitoring and timely verbal guidance.

5.3 Technical functions for daily management of personnel: the ability to check the attendance of personnel, improve work efficiency and control overtime hours; as a reference to maintain the normal operation of the production line.

5.4 Knowledge and functions to check the process status: Knowledge of visualization concept, work safety concept, hygiene self-management, product production standard process and 5S concept is required to ensure the process is free of deviation and prevent the occurrence of occupational disasters at the same time. Corresponding technical functions: need to have the ability of product production, inventory management of ingredients, supervision and guidance of equipment operation procedures, health self-management table tracking, product quality control, product innovation and the ability to use and maintain production tools.

5.5 The technical functions corresponding to the work of handling abnormalities: the ability to find problems and the ability to judge the origin of abnormalities; the responsibility to supervise and manage the overall process status.

5.6 Technical functions corresponding to the daily maintenance of the equipment: the ability to operate and troubleshoot the equipment is required; the operating efficiency of the equipment is enhanced through an attitude of care for public property.

5.7 The bakery production team leader's attitude and function when performing the above six tasks: need to have a sense of responsibility, random response, time concept, team consciousness, learning ability and logical thinking; as a reference for recognition and self-improvement of the job.

6. Suggestions for effectively solving the development of management functions of production team leaders in the baking industry.

6.1 Gradually mature from doing: find ways to solve the various difficulties encountered every day, adjusting and transforming from doing.

a. Discover your own problems: when you encounter setbacks, you gradually discover your own problem points from the reflection process, and then get to know yourself better, so that you can establish your confidence to overcome difficulties.

b. Attitude determines everything: no matter how unfavorable the external conditions are, you can find ways to respond from the problems and help yourself to overcome difficulties.

c. Do not set limits for yourself: The process of strengthening their competitiveness is the process of sharpening their minds.

d. Know the limits of their abilities: Staying flexible and continuing to learn is the most common belief of the subjects in this study.

e. Giving is more blessed than receiving: Sharing is the source of happiness, and your external behavior determines what kind of person you are.

6.2 Establishment of team relationship: Each production line has different production tasks, and the production team leader should do a good job of establishing team relationship before the production line operates in order to effectively improve the productivity of the team. 1. We learn to appreciate each other's strengths, evaluate each other fairly, and gain each other's trust so that we can cooperate with each other to enhance the effectiveness of our common goals.

6.3 Implementation of daily management: Production team leaders should implement the factory's 5S in the daily management of personnel to improve the quality of the environment and work efficiency, in order to have the benefit.

a. First of all, we must set an example: when leading the team to carry out daily tasks, if you do not set an example, but only order others to do things well; then you just take the stone to smash their own feet.

b. To master the work priorities. Production team leader must have the ability to plan the production line of the previous operations, and in accordance with the work priorities, and gradually improve them.

c. Insist that apprentices should start from the basics: the development of baking skills need a hard foundation of basic skills, from the shallow to the deep grinding and training, only to have the opportunity to gradually mature.

5. Conclusion and further research

The purpose of this study is to investigate the development of management functions of production team leaders in the baking industry, and to further understand the management functions of production team leaders in the baking industry from the main responsibilities and tasks of production team leaders, how these management functions are developed, the dilemmas encountered in the process of development of management functions, and the countermeasures to address the dilemmas. Based on the results of the interviews, the main conclusions were summarized as follows:

1. The main responsibilities and tasks of production team leaders in the bakery industry are the most important tasks of managing production line personnel and their scheduling and workstation configuration and production line personnel guidance.

2. The key factors affecting the management of production team leaders in the bakery industry are most important from the manager's perspective of thinking and adjusting.

3. The management difficulties of production team leaders in the bakery industry are most important in terms of figuring out by themselves in difficult situations; the ability of production team leaders to overcome difficulties is most important in terms of adjusting their mindset and not letting their experience limit them.

4. The management functions that the production team leader in the baking industry should have are the most important knowledge and technical functions corresponding to the work of checking the status of the process.

5. The development of management functions of the production team leader in the baking industry is most important to learn from doing and gradually mature, and the ability to cooperate with others is most important in strengthening management functions.

The core competitiveness of a bakery company is the successful branding of good products and good business models in the minds of consumers. These good products are produced one by one by production line personnel through strict quality control and in accordance with product manufacturing standards. The production line personnel are well trained, guided, supervised and managed by the production team leader in order to perfectly present the high quality products that meet the marketing requirements. The competitiveness of a company is based on the training and development of key personnel, and production team leaders are the key personnel that bakery companies need to cultivate. The results of this study show that the bakery industry is mostly small and medium-sized enterprises, and many of them have not established a good human resource development system, which threatens their competitiveness and development potential in the bakery industry market.

The study concluded that the following recommendations should be made to the bakery industry:

1. Establish a knowledge management database.
2. Prevent the loss of key personnel.

The management functions that production team leaders in the bakery industry should possess, when performing their tasks, correspond to the attitudinal functions, including the sense of responsibility, random response, time concept, team awareness, learning ability, and logical thinking.

Therefore, we suggest to the human resources department of the bakery industry:

1. Take stock of the current situation of human resources.
2. Set up a benchmark for the management functions of production team leaders.
3. Set up an education and training development system based on the benchmark for the management functions of production team leaders.
4. Set up a performance assessment development system oriented to the management functions of production team leaders.
5. Establish a talent pool for the successor of production team leaders.

In addition, we suggest the following to the production department supervisors in the bakery industry:

1. Establish a systematic method of job coaching.
2. Conduct regular performance evaluation of the production team leader's management functions.
3. Make good use of the rotation mechanism to develop the production team leader's management functions.

Lastly, suggestions for production team leaders in the bakery industry:

1. Review the inadequacy of their duties through performance evaluation.
2. develop a self-motivated learning attitude for continuous self-improvement.

The following are the limitations of this study:

1. Sample: The subjects of this study were production team leaders of several enterprises in the baking industry. The main responsibilities and tasks of production team leaders in each enterprise were used to gain an in-depth understanding of the development process of management functions, and the development experience of production team leaders was used to present their viewpoints from the different positions of enterprise and production department supervisors and production team leaders. Therefore, it is suggested that the future research subjects can be increased with these three different identities to increase the breadth of the study.

2. Research theme survey: Mainly in the study of the development of production team leaders' management functions in the baking industry, different industries, different enterprises, different departments, different positions, different levels, different professions, and different functions can be further explored or compared. Therefore, it is suggested that one of the research questions can be chosen as the focus of the future research.

3. Research methods: This study mainly investigates the development of production team leaders' management functions in the bakery industry. Since the areas of management functions of the seven production team leaders cover a wide range of different corporate cultures and the focus of different management functions is different, it is suggested that future research could expand the sample and examine the differences between the different functional areas in more detail.

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