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The performance of practicing mental arithmetic in person was also highly praised by the audience. However, there were only seven people who showed interest in joining the teacher training when the workshop ended. The seven individuals came from different backgrounds, such as housekeepers who were interested in the enterprise of cultural education, merchants who would like to seek other developing opportunities from it, and also teachers who had already worked in cultural education institutes but also were interested in abacus mental arithmetic.

Tai Chiang Ching doubted if one, who had never had knowledge about abacus mental arithmetic, could succeed in operating the enterprise on abacus mental arithmetic. Ultimately, he discovered that one could indeed.

Chen Hsue-jiao, who was originally a housekeeper, took over the role of general agent in Hong Kong. When she was 30 years old, she found out CMA was looking for a general agent in Hong Kong. She was curious and joined, and then found herself a career that she could devote herself to for life.

The “basic” teacher training session was held for those who were interested in joining CMA’s franchise system. The session spanned a total of 16 hours for two days and 30 hours of take-home tasks. Take-home tasks include, introduction to teaching method of Two-handed Abacus Manipulation, enhance confidence and teaching skills, secret, methods and business philosophy, develop management strategies, promote franchise system, etc. Trainees learn addition, subtraction, multiplication and division of abacus mental arithmetic, work as teaching assistants for at least 12 hours, and watch the series of teaching materials of CMA, including VCD, internet practices and teaching videos. Trainees must learn how to apply teaching methods flexibly through both teaching and learning. As for those who want to become teachers, they have to participate in exams every year, and received the series of internal training sessions every two years, including intermediate, advanced and seminar classes.

Tai intended to have Ms. Chen, who acted as the main agent, to find a place to establish the Hong Kong headquarters. Chen looked for nearly 30 places and finally found one in the downtown of You Ma Tei area. The place located near bus stops and the subway with crowds. Tai even supervised the renovation of the headquarters in person. Tai stayed in Hong Kong for ten months, and recruited more than 70 students. Based on students' different conditions, he also designed another set of teaching materials that were more interesting and easy to follow.

After Tai Chiang Ching came back to Taiwan, he continued to communicate with computer programmers to design another set of teaching materials that was suitable for Hong Kong students. During the ten months, Ms. Chen worked as teaching assistant and learned how to manage business. Only when the CMA's business in Hong Kong became stable did Tai formally transfer the agent authority of CMA in Hong Kong to Chen whom he had trained personally.

At first, Chen's husband thought that the training fee and royalty fee were too much. However, after Chen evaluated various aspects and tried to deeply understand the system of CMA, she became more confident about Tai's teaching system. She believed the CMA's system to be very comprehensive and easy to learn. She believed CMA's franchise system to have a glorious future. She believed as long as she could recruit students, the institute could be operated smoothly.

However, two months after Chen took over the business, SARS broke out in Hong Kong. Nevertheless, Chen still held the workshop for franchising and recruitment as planned. Since the epidemic was getting worse, students didn't dare to go to classes. Chen then decided to go to students' home to give lessons. Thus, they finally survived from the crisis of SARS. From this case we can see that Ms. Chen is an excellent operator for cultural education institute and knows how to respond to a crisis flexibly.