

# LYCar Company Project



# HOTEL DES INDES

THE HAGUE

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Research number	2023-273
Hand in date	03/09/23
Campus	The Hague
Block	2023/2024A



## Executive Summary

Hotel Des Indes (HDI) is a prestigious hotel dating back to the 19<sup>th</sup> century, with a rich history and a member of the Leading Hotels of the World (LHW). It offers various amenities, including dining, meeting spaces, and a health club with spa facilities. Currently, the Hospitality Industry (HI) is dealing with severe labor shortages primarily as a result of the COVID-19 virus, which led to even higher turnover rates as compared to before the pandemic. In search of a solution, many employers, including HDI, resort to the usage of Temporary Employees (TE). To minimize turnover rates, Training & Development (T&D) is applied to increase Job Satisfaction (JS) and Organizational Commitment (OC). Although the effects of T&D on the JS and OC of Permanent Employees (PE) are well known, it remains unclear whether the effects hold in the context of TE. Given HDI's Food & Beverage (F&B) team consists of 50% TE, it is vital to understand how T&D affects OC among TE. Therefore, this research aims to identify the effects of T&D on OC as measured by JS in order to provide valuable recommendations as to how HDI can minimize employee turnover rates regarding TE. In doing so, this research explores additional factors influencing OC, effective training plan characteristics, and current training offerings at HDI.

OC reflects an employee's loyalty to an organization, which in turn affects performance. Low OC is associated with absenteeism, tardiness, and high turnover, resulting in increased HR-related costs. According to the three-component model, OC includes Affective Commitment (emotional connection), Continuous Commitment (losses associated with leaving), and Normative Commitment (sense of duty and moral obligation). In summary, managerial support, role stress, empowerment, and job insecurity significantly influence OC. Job Satisfaction (JS) reflects contentment with a job and impacts turnover and HR costs. JS is linked to OC and overall organizational performance. Trust, job autonomy, relative income and T&D impact JS. T&D is essential for improving employee skills, motivation, and retention. Regular T&D evaluation, management support, and a learning culture contribute to its effectiveness. However, in the context of TE, managers often choose not to train these employees given it is a costly investment. Simultaneously, TE may prioritize general skill training over company-specific training.

Within this study, a Mixed Method Research Approach has been employed, which combined quantitative and qualitative research in the form of a survey and focus group to explore the proposed relationship. A convenience sample has been used to gather data. The participants' JS was measured before and after exposure to an online LQA training. The focus group was performed as a semi-structured discussion that explored various themes affecting OC, such as professional development, role ambiguity, inclusion, and managerial support. Thematic Analysis is used for the focus group data, involving familiarization, generating codes, finding themes, reviewing, defining, and refining themes. Certain ethical considerations have been made, such as consent and its transparent communication, and anonymity. The limitations of this research approach include a low response rate to the survey, potential sampling bias, social desirability bias, self-selection bias, and central tendency bias. The researcher has employed various methods to minimize the effects of these biases during the course of the research.

Regarding the items belonging to JS, the results showed that most items were rated around the midpoint of the scale before the intervention. After exposure to the intervention, the mean scores for all items decreased, although not noticeably significant.

Concerning T&D items, the responses generally showed high interest in training offered by HDI. However, after the intervention, all scores decreased compared to before. Despite the decline, TE maintained a consistent interest in participating in T&D. The survey results led to the conclusion that the intervention had an insignificant impact on the JS of TE. They did not experience significant professional growth or improvements in their relationship with management, which might be attributed to the fact that the training was provided by the researcher rather than the management. While TE reported increased support from colleagues, it also led to a decrease in perceived value and respect from them, possibly due to an inability to apply the acquired knowledge. Moreover, the intervention did not reduce workplace stress, contradicting previous research.

During the focus group, TE expressed a need for more guidance and feedback from management. Clear instructions and information were essential for their JS and OC. They desired a sense of inclusion in the team, both through social events and training participation. They showed a strong interest in professional development, which they believed would boost their confidence and inclusion in the team and even mentioned to be a necessity in their search for an employer. Comparing the findings, it was evident that the content and format of the training intervention influenced the results in the survey. The irregularity, lack of interaction, and specific content of the training likely hindered the measurement of its effects on JS and OC.

In concordance with the findings, the researcher proposed a Training Program that includes various types of training tailored to different stages of the TE's career to enhance the skills and abilities of TE at HDI, while considering their needs and preferences. The following components have been recommended: onboarding, compliance, hard skill, soft skill, and product knowledge training. The Training Program not only encompasses various types of training, but also estimated costs, and organizations offering hospitality training, with a strong emphasis on continuous evaluation and improvement. Should the Training Program evaluation reveal that it does not significantly affect TE's Organizational Commitment (OC), the recommendation is to further explore the four other key variables impacting OC.

The importance of training evaluation is emphasized, with a recommendation to follow the Phillips V-model, a five-stage process for assessing training effectiveness. This model includes evaluating attendees' reactions, learning outcomes, application and implementation of knowledge, impact on organizational goals, and return on investment (ROI). Additionally, formative, and summative evaluations are proposed to provide ongoing feedback and assess both the learning process and the performance of attendees. The researcher recommends incorporating key performance indicators (KPIs) to measure the impact of the Training Program on TE commitment, including employee engagement, knowledge acquisition, turnover rates, and satisfaction rates. An infographic is designed to present the program, including training examples, duration, regularity, and evaluation, ensuring clear communication.

# Acknowledgements

My LYCar Company report signifies the end of my Hotelschool The Hague journey. As an academic career is not entirely my own achievement, I want to take the time to thank everyone who has been by my side throughout my academic life and this thesis.

I will start by thanking my LYCar coaches, Ms. De Heij and Mr. Govender. Although Ms. De Heij was not able to support my entire LYCar journey, she helped me start the Proposal, guided me with my topic and writing choices and motivated me to focus on a topic I am passionate about. I want to thank Mr. Govender, as he has provided me with valuable feedback on my Proposal and Company Project. He pushed me to think more critically and thus allowing me to dig deeper and continuously improve my work. Both Ms. De Heij and Mr. Govender have contributed to improving my research skills and have made me feel confident I will be a valuable contributor to the Hospitality Industry in the future.

I wish to thank my family, friends and colleagues for being by my side throughout this process. It has been a challenging year for me, and I could not have pushed through without their support and motivation. My close friend Sabrina Barb has done me the honour of taking the time to continue to support and motivate me to through the hard time of my thesis and internship. I truly could not have wished for anyone else as a sparring partner in this process and I am extremely grateful she took the time to be here for me.

I would also like to thank everyone who has participated in the survey and focus group, it allowed me to make a strong recommendation by ensuring their needs as TE are met. It massively contributed to the quality of my LYCar Company Report.

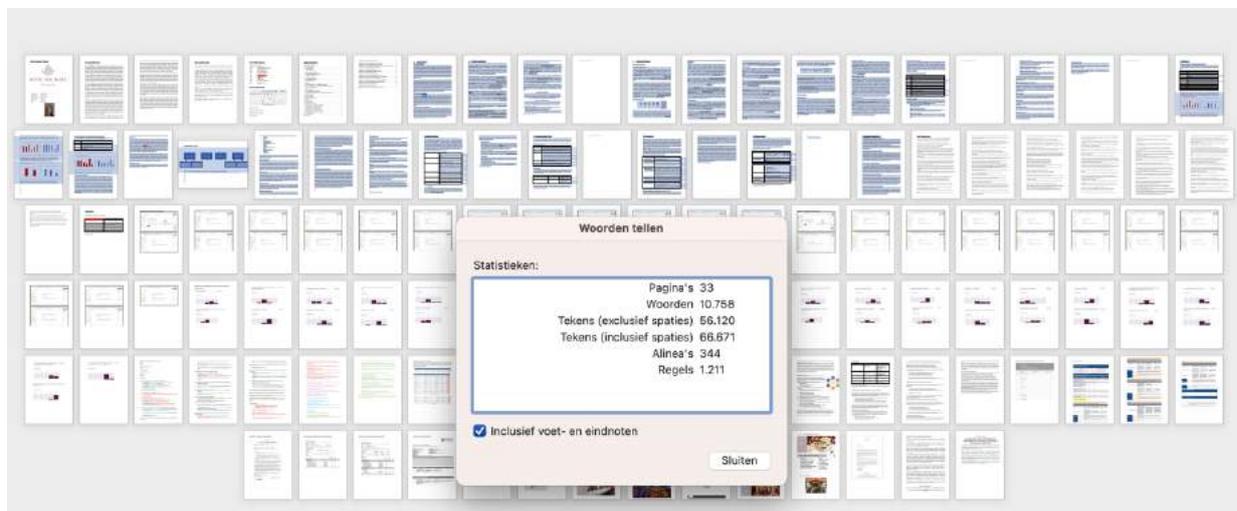
I am truly proud to present my LYCar Company report and besides everyone who has been there for me throughout my LYCar journey. All lecturers who have helped me through the first Phases of my HTH journey have contributed to the person I am today, my interest in this topic and the research.

Everyone who has been here for my I want to thank you from the bottom of my heart, and I am most grateful to have you in my life.

# List of Abbreviations

<b>Abbreviation</b>	<b>Meaning</b>
HDI	Hotel Des Indes
LHW	The Leading Hotels of the World
CLP	The Career Launching Project
HI	Hospitality Industry
GDP	Gross Domestic Product
TE	Temporary Employees
T&D	Training and Development
OC	Organizational Commitment
JS	Job Satisfaction
KHN	Haagse Horeca Beurs
i.e.,	Id est, that is
e.g.,	Example given
ROI	Return on Investment
KPI	Key Performance Indicators
PE	Permanent Employees
RS	Role Stress

# Proof of Word Count



- Picture 1, p.6 – 14 words
- Picture 2, p.9 – 22 words
- Picture 3, p.14 – 33 words
- Picture 4, p.15 – 34 words
- Picture 5, p.15 – 25 words
- Picture 6, p.16 – 38 words
- Picture 7, p.18 – 22 words
- Total – **10.946**

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# 1. Introduction

## 1.1 The Company

HDI, a prestigious company, is situated in a building that was originally constructed as a city palace for the baron van Brienen, an advisor of the king, in 1858. The building was used to host many guests and the baron held many parties, balls, and dinners during his time. The palace was named after HDI in Batavia and after renovation it opened its doors as a hotel in 1881. The interior still embodies the look and feel of this hotel located in the Dutch East Indies, given its focus on warm tones, marble, thick and luxurious rugs and palm trees. During World War I HDI offered first class lodging to negotiators of the peace talks. Moreover, during World War II it served as a German headquarter, offered refuge to Jewish people and was even a place of residence for allies after the war, such as Winston Churchill. HDI is thus well known for its rich history as well as the famous guests it has hosted, from kings to generals, Nobel Prize winners to composers and famous artists to spiritual leaders.

HDI has been a part of the LHW since December 2018, which selects independent hotels for their distinctive properties, location, their high standard service and offer in luxury and comfort, allowing the hotel to be unique yet permitting travellers to find hotels that fit their needs. HDI offers two F&B options: in the Lounge breakfast, their famous high tea and a light lunch is offered, while in the Restaurant guests can enjoy a 3-course meal composed by a chef. When entering the hotel, one immediately notices the Rotunda above, the marble columns, chandeliers and staircase which ensure a luxurious and historic feel. HDI offers various meeting spaces, ballrooms, and salons for any occasion with a capacity ranging from 4 to 100 people. The Health Club and Spa offers a gym with all equipment and personal guidance needed for a proper workout. Additionally, guests may enjoy different spa treatments and facilities including a pool with jet streams.

## 1.2 My position at HDI

As Duty Management Trainee, the researcher was involved across all departments and functioned as the first person colleagues contact for help, either for themselves or the guests. Responsibilities included: handling complaints, quality performance checks of the rooms and suites, hotel tours and handling guest requests and problems in rooms. The researcher has supported departments during busy moments, welcomed guests to the hotel and escorted larger parties to the ballroom or salon. Daily security rounds have been performed, ensuring the exits are free, and the hallways and public areas are up to standard. Lastly, the position required to ensure that the LHW standards were followed as well as that colleagues were aware of the VIPs of the day and thus ensuring their stay was perfect.

## 1.3 Company Project Report

LYCar is the final course, including this thesis, of the bachelor program at Hotelschool The Hague. The Career Launching Project (CLP) was written before starting the LYCar Journey to find a position and topic for the thesis that fit the interest of the researcher. Please find the CLP in *Appendix I*. The LYCar proposal functioned as a blueprint for the Company Project, and with the feedback provided by Mr. Govender this report was finalized. Both the internship at HDI as well as the Career Portfolio allowed the researcher to learn about Internal Cultural Leadership resulting in a substantial growth in my capabilities as a young professional. Please find the LYCar Proposal and the feedback in *Appendix J*.



## 2. Problem definition

The first case of the COVID-19 virus struck The Netherlands on the 27<sup>th</sup> of February 2020. The rapidly spreading virus caused a virtually complete shutdown of schools, sporting and cultural venues, hospitality operations and international travel worldwide (Baum and Hai, 2020; Rijksoverheid, 2022). The dramatic decrease in travel hit the Hospitality Industry (HI) in an unimaginable way. Prior to the pandemic the HI was one of the world's largest sectors, accounting for 10.3% of the global Gross Domestic Product (GDP) in 2019. This decreased significantly to 5.3% in 2020. According to the World Travel and Tourism council 62 million people lost their job in the HI in 2020, a decrease of 18.6%. This resulted in 271 million employees in the sector in 2020, whereas 333 million people were employed in the sector in 2019 (World Travel & Tourism Council, 2020b).

Even before the pandemic the HI was facing a high turnover and staff shortage, nearly 70% of hospitality operators reported having unfulfilled vacancies (Bluimink, 2019). It is evident that high turnover has been a problem long before the pandemic. The turnover in Dutch hospitality operations rose exponentially during the pandemic, with an increase of 84.7% in the second quarter of 2022 compared to the year before. This was mostly due to the measures taken by governments to fight the Coronavirus (Centraal Bureau voor de Statistiek, 2022). Although worldwide 18.2 million jobs were recovered in 2021, Dutch hospitality owners fear they are not able to fill in the vacancies the pandemic left them with, as people found jobs in different industries (Robin, 2021; Van Gurp, 2021). One third of former hospitality employees say not to return to the industry and even people that have studied to be in the industry tend to leave within 12 months. This results in a continued problem with labour shortage in HI (Croes, Semrad, Rivera, 2021).

Due to the steady recovery of the industry in terms of demand (Ibid.), organizations now have to resort to Temporary Employees (TE). TE are independent contractors that use online platforms to apply for jobs (Helling, 2021; El Hajal and Rowson, 2021), which in 2019, accounted for more than half of the hospitality employees (ABN AMRO, 2019). TE are the main cause for the expected growth of hospitality employees, to 599.000 people in 2025. Additionally, this type of contracts offer employers the required employment flexibility during the high peaks and dips of the seasons (Koninklijke Horeca Nederland, 2020). However, investing in long lasting committed employees leads to growth in productivity whereas regularly working with TE has the opposite effect (Lisi and Malo, 2017).

This phenomenon poses the question how the HI tries to retain employees. Many resort to Training and Development (T&D) as researchers have found it to be key in creating Organizational Commitment (OC) and Job Satisfaction (JS) (Eisenberger and Stinglhamber, 2011; Sukirno and Siengthai, 2011) because it motivates employees to improve their own performance.

Training aims to increase their skills, knowledge and abilities related to the job (Karim, Choudhury, Bin Latif, 2019; Saleem, Sahid, Naseem, 2011). Development encompasses more given it is a process that grows the employees understanding regarding the processes of a company by means of training, self-assessment, and assessment by management (Ismael, Othman, Gardi, Hamza, Soguli, 2021; Olaniyan and Ojo, 2008; McKenna and Beech, 2002; Noe, 2010). Although TE can be a perfect solution for filling urgent gaps or forming a buffer in uncertain times (Goux, Maurin, Pauchet, 2001), they prefer to improve general skills useful in any hospitality organization, rather than skills or

knowledge specific to one company. That is if a company is even willing to train their TE as management might not see the benefit given the costs.

JS impacts the attitudes, behaviours and actions of employees which contribute to the organization achieving the optimal results (Rahayu, Rasid, Tannady, 2019). The possibility of growth plays a large part in the JS of employees (Miner, 2005). Thus, T&D of personnel seems imperative to improve JS. Both career development and JS are known to increase employees OC (Rahayu et al., 2019). However, TE are significantly less committed than employees with a permanent contract given they have a short term dedication to the organization (DiPietro and McLeod, 2011). It is noteworthy to mention that, 33% of employees in hospitality state they are not trained well in the first phase of their employment (ABN AMRO, 2019).

OC can be defined as the attachment and loyalty of employees to an organization, the willingness and motivation to achieve common goals and pride to be part of an organization that values them (Gordon, 2022; Rahayu et al., 2019). OC is influenced by JS, the relationship with direct management and colleagues, the support from co-workers, incentives, compensation and T&D (Ahmad et al., 2019). Although the factors influencing JS differs per person, it often comes down to how content or pleased an employee is with their job (BasuMallick, 2021; Rahayu et al., 2019).

Currently, HDI's team consists of 50% TE. However, management is experiencing high turnover rates, as TE choose not to stay with the company. Moreover, their level of OC and JS remains unclear. Given the great body of TE in the F&B team at HDI, it is of importance that this research focuses on this type of contracts and aims to deeper understand their OC, how it can be improved and thus lower the current high turnover rates.

### ***Goal of the research***

*The goal of this research is to identify whether Training and Development also has a positive effect on the Organizational Commitment of Temporary Employees in the F&B department in order to form valuable recommendations as to how Hotel des Indes can improve various aspects related to Organizational Commitment.*

### ***Main research question***

*How can Training & Development positively impact the commitment, measured by Job Satisfaction, of Temporary Employees in the F&B department of Hotel des Indes?*

### **Sub research questions**

- Which elements impact, positively and/or negatively, Organizational Commitment?*
- What are common characteristics of a proper training plan?*
- What kind of training does Hotel Des Indes offer now?*
- What does Hotel Des Indes do now to ensure the temporary employees are satisfied?*
- What does Hotel Des Indes do now to ensure the temporary employees are committed?*



# 3. Literature Review

## 3.1 Literature Review

### Organizational Commitment

OC is often described as the psychological attachment, or loyalty, employees feel to an organization. OC suggests how much an employee identifies and involves themselves with the organization. Mathieu and Zajac (1990) argue that once OC is achieved, performance and employee turnover rates improve, directly contributing to the success of the organization (Ahmad et al., 2019; Sagie, 1998). Common withdrawal behaviours, such as absenteeism, tardiness and employee turnover are a direct reflection of low OC. It can be concluded that OC may lower HR related costs, such as turnover, recruitment and training (Dias and Silva, 2016). OC may boost the relationship between employees, management and departments, which in turn has a positive effect on company culture (Brown, 2014). It is mostly impacted by leadership, feeling empowered, experiencing job security, JS, the company's culture, values and norms (Mathieu and Zajac, 1990; Sagie, 1998; Shani, 2021).

OC is theorised as the three-component model. Firstly, Affective Commitment refers to the emotional connection and how much an employee identifies with the norms, values, and goals of the organization. Employees are committed because they "want to stay". Affective Commitment is seen as the most desirable form of OC, especially in the service industry since it demands continuous good service (Yew, 2008). Affective Commitment is closely related to organizational performance and retention. Secondly, Continuous Commitment entails the losses the employees would have to endure to leave the organization. In this case employees are committed because they "have to stay" either as a 'personal scarifies' given they made some kind of investment in the company (time, money, skill building, etc.) or due to limited possibilities would they choose to leave (Wołowska, 2014). Lastly, Normative Commitment is the sense of duty or moral obligation to stay within the organization because they "need to stay" (Allen and Meyer, 1990; Rajan, 2014; Issifu, 2020). This type of commitment occurs due to previously taught socialization experiences, i.e., strongly relying on culture and family (Wołowska, 2014).

### Factors influencing OC



(Shani, 2021)

Managerial Support is known to increase both OC and JS. The support entails dividing tasks between colleagues to even out the workload, provide employees with guidance, resources, and a sense of connection to the company by involving them in strategies, goals, objectives or the mission and vision. Moreover, supporting innovative ideas or initiatives and supporting behavioural improvements significantly impacts job performance and confidence, which are factors that also positively influence OC and JS (Arshad, Abid,

Contreras, Elahi and Athar, 2021; Rahman, Islam, Dayani, Abdullah and Sumardi, 2018; Shani, 2021).

Role stress (RS) occurs when the work expectations are unclear, do not match expected behaviour or is too much to handle. RS can be broken down into three forms. Firstly, Role Ambiguity concerns any situation where an employees' responsibilities, standards for success or behaviour are unclear, i.e., they lack information. Secondly, Role Conflict refers to different situations, for example, when their role and own values or the demands of their role and their capabilities do not match, i.e., there exists contradictory information. Lastly, Role Overload means the resources available are too little, or inadequate, for them to be able to meet the demands of their role (Stepanek and Paul, 2022; Paul, 2021). RS may lead to a decrease in performance and productivity, as it increases distractions. RS is known to have a moderate negative effect on JS, as well as a moderate positive effect on turnover intentions, thus in turn a negative effect on OC (Stepanek and Paul, 2022).

Empowerment is described in many ways such as, delegation of power, autonomy, team building, intrinsic motivation and sense of control (Borghei, Jandaghi, Matin and Dastani, 2010). Empowerment can be seen as a process of becoming more confident and capable of doing a task or job. The two main concepts are structural empowerment, meaning the ability to get tasks done and psychological empowerment, referring to the attitude of employees towards their job. Both structural empowerment and psychological empowerment have a positive effect on OC (Shani, 2021).

Job Insecurity refers to how uncertain an employee feels about the continuance of their employment (Doyle, 2021). Employability means the skills and abilities and employee possesses that allow them to be employed by many companies (Gani, 2017), determining the ease with which an employee finds new employment and meeting the continuous changes of the labour market (Sánchez Sánchez - Manjvacas, Revuelto Taboada and Saorín Iborra, 2020). According to De Cuyper et al. (2009), job insecurity has a moderate negative relation to Affective OC and JS of TE. Employability has a strong positive effect on JS given their skills and abilities improve allowing them to perform their jobs more easily. At the same time, this increase in skills and abilities results in a decrease in the OC given they are also more employable for other organizations. These effects are weak for Permanent Employees (PE) on the other hand.

## **Job Satisfaction**

JS is described as how content or pleased an employee is with their job, its daily tasks, support and appreciation shown by management, their relationship with colleagues, compensation and the possibility of growth (Rahayu et al., 2019; BasuMallick, 2021; Jaworski et al., 2018). It is also seen as the level of favourableness an employee feels about their job (Kalluvelil Janardhanan and George, 2011). Sagie (1998) suggests that JS and OC are highly correlated, which entails JS can significantly increase or decrease OC. This is supported by Issifu, who states "*managers need to actively improve JS in order for employees to achieve a higher level of OC*" (Issifu, 2020).

JS may improve turnover rate, thus HR related costs. JS has been identified as a key contributor to Affective OC (Chordiya et al., 2017). Moreover, as long-term, satisfied employees have more experience in the organization they are more productive. Thus, JS also improves the overall performance of an organization (Abuhashesh, Aldmour, Masa'deh, 2019). Research shows that JS contributes to the ownership employees take for their work and their willingness to take on extra tasks. This contributes to higher perception of service quality (Chung, 2017; Nadiri and Tanova, 2009).

Spector and Chung, argue that a high level of trust between management and employees and job autonomy, the degree of freedom and independence of employees, are key to increasing JS (Spector, 1986; Chung, 2017). Additionally, relative income is a considerable factor as individuals are often not only interested in their own wage but also their wage compared to others in the industry (Chung, 2017; Nguyen, Taylor, Bradley, 2003).

## **Impact of T&D**

Training is intended to improve the skills and abilities related to the job to ensure they are able to achieve the demands and goals of the organization. According to Sawyer and Gray (2016), training is a systematic process, aimed to improve processes and behaviours. On the other hand, development is a set of activities, such as training, (self) assessment and evaluation by management (McKenna and Beech, 2002; Noe, 2010; Olaniyan and Ojo, 2008). It is seen as an ongoing process to enhance cognitive skills, skills related to the job, employee motivation and retention (Karim et al., 2019). Development aims to create understanding of processes and the role and future of employees in the organization rather than only improving current processes (Ismael et al., 2021).

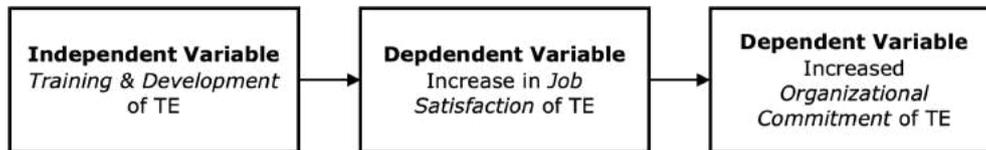
T&D is key to empowerment and motivation of employees, aiding in retention, satisfaction and commitment, i.e., when employees feel motivated and empowered their intention to stay increases (Karim et al., 2019; Ahmad and Oranye, 2010; Rahayu et al., 2019; Chung, 2017). Investing in T&D leaves the impression that the employer is committed to their professional growth, thus explaining its positive effect on JS, which in turn has a significant effect on OC (Jain and Khurana, 2017).

Regularity and the evaluation of training is imperative for it to be effective. Evaluating if the training objectives were reached is key to improve the program and its effectiveness (Karim et al., 2019). The training program should be designed to meet the needs of employees and the organization, given by someone with extensive experience in the subject and employees should be able to give feedback (Tabassum, 2021). Training can be evaluated by means of self-assessments, focus groups, improvement of Key Performance Indicators (KPI) or questionnaires (Verma, 2017). Although, the frequency of training sessions should be adjusted to the needs of the employees, the organization, the chain and guests, it should be given regularly to ensure its effectiveness. Please find a table of training intervals in *Appendix A* (Thoumyre, 2018).

It is important to note that the support of management during and after training sessions is imperative. The right leadership style and management actively trying to improve JS have a positive effect on OC, as it affects the company culture, the level of trust between management and employees, level of motivation and employee confidence as well as JS (Dahie et al., 2017; Abasilim et al., 2019; Gcaza et al., 2018; Block, 2003; Issifu, 2020). Managers can empower and support employees post-training, by referring back to it, which is crucial to achieve actual behavioural change as well as improve performance (Andriotis, 2018). Management is able to effectively set training goals that fit the needs of the organization, create time and space for on-the-job practice of what is taught in the training session as well as provide the trainer with an insight into the needs of the employees. Moreover, management is able to foster a learning culture, by expressing the importance of T&D to the employees and recognition for their efforts (Andriotis, 2018b).

TE are more likely to invest in general skills they can apply in many different organizations. They might be less willing to take part in training that would improve their skills specific to one organization, and aid in innovation of that organization (Kleinknecht, 1998; Lisi and Malo, 2017). Simultaneously, often little to no attention is given to TE socialization, the

introduction to the company culture, norms, values, and standards, given management may decide not to train them as it is considered to be a costly investment in employees who do not intend to stay. However, investment in employees through training, leads to higher productivity and commitment, increases customer and employee satisfaction, and should thus be deemed important by management (Lisi and Malo, 2017).



In summary, TE seem to be the solution for filling urgent vacancies. However, this leaves an organization vulnerable to higher turnover rates if it cannot establish how to increase OC of TE. Within this study, the variable OC, as defined by other studies (Ahmad et al., 2019; Gordon, 2022; Rahayu et al., 2019), takes centre stage. Not only does it underscore the importance of employee motivation, relationships with managers, and colleagues and any incentives, it lays emphasis on the relationship between T&D opportunities and JS. Affective OC is particularly emphasized, given the unique context of TE who often have various job options and may not feel “they have to stay” nor are they often included in the organization’s norms, goals, values, thus they do not feel “they need to stay”. This research focuses on enhancing JS to bolster OC, rather than assuming that improving OC will automatically elevate JS, performance, and reduce turnover as stated by Mathieu and Zajac (Issifu, 2020; Mathieu and Zajac, 1990). Additionally, given the profuse amount of evidence that T&D affects JS, i.e., growth possibilities is important for employees, the focus lies on the relationship between JS and T&D and thus indirectly, OC. More specifically, the focus of this research is to find if T&D holds the same effect on the OC of TE as it has on PE as found by previous research.

## 3.2 Methodology

### Research strategy

A Mixed Method Research Approach has been applied in this study, allowing the researcher to analyse the relationship between T&D and the JS of TE who work in the F&B department in depth. Quantitative research allows for a structured collection of numerical data, which gives a clear picture of the relationship between T&D and JS, as well as generalization to the population. On the other hand, this type of strategy may affect the representation of complex concepts, such as feelings about JS, as it is merely represented with numbers. Any missing data or inexact measurements could lead to wrong conclusions (Williams, 2021). Therefore, the in-depth insights have been collected via Qualitative data collection, which provided the researcher with a deeper understanding due to the comprehensive information to form a complete and well-thought-out solution that will positively impact the JS, and OC, of TE at HDI. The focus group has been organized on voluntary basis, but the researcher has aimed to form a group consisting of 2 to 5 TE (Nikolopoulou, 2022; Bhandari, 2020). It is important to note that the findings of these strategies provided information only about the TE at HDI, thus the information gathered is not representative for TE at other organizations.

## **Population and Sampling**

The sampling method within this research was that of *Convenience Sampling*, which is a non-probability sampling method. This method allows the researcher to gather data from a pre-existing group. Convenience sampling is an appropriate sampling method as it allows the researcher to gain insights into the attitude, opinions and feelings of the population (Nikolopoulou, 2022; Qualtrics, 2022). The sampling method is chosen as there is only a small pool of TE who work at HDI, which all have been asked to voluntarily participate in the research. Although the sample size had been set to consist of the whole population, i.e., 10 TE, the number of participants successfully completing the questionnaire were seven. To ensure the study is valid and reliable, extensive research has been done beforehand as well as a specific population has been defined. The method of data collection was planned, based on previous research to ensure the results are precise and reproducible (Middleton, 2019).

## **Methods of data collection**

To answer the research questions fully, secondary, and primary research has been collected. Secondary research has been performed through an extensive, scientific literature review regarding the industry, practitioners, and the organization. Primary data has been collected by means of a *Survey* and a *Focus group meeting*. The choice for the mixed method approach for the secondary research was based on two observed phenomena. Firstly, the TE showed great interest in T&D, but this was not reflected in the difference of their JS before and after exposure to the intervention. This indicated the type of offered training during the experiment did not adhere to their wants and needs. Secondly, the low response rate in the survey did not offer the reliable insights required for a proper advice as how to increase the JS of TE. The researcher has chosen a focus group over an interview setting mostly because the first offers a comfortable and open environment for the TE to express their viewpoints and discuss them, as well as allowed the researcher to clarify responses by asking questions. Although a focus group could also introduce the opposite effect, as some people might not feel comfortable to speak in group and their opinion could fall to the background due to others with stronger opinions (Binns, 2014), this bias has been reduced by the researcher by inviting participants on voluntary basis. Please find the notes taken during the focus group meeting in *Appendix E*.

## **Data collection Survey**

As has been shown and supported by the theory discussed in the previous chapter, JS is the dominant and main predictor of the OC of employees. The survey mainly focused on the variables JS as well as T&D. The survey items have extensively been used in previous research (Hayday, 2022; Vaughan, 2022; Blozialis, 2022). The survey utilizes a Likert Scales, which are regularly used to gain insight into employee engagement (Drexler, 2021). The participants were invited to answer the survey items regarding JS before exposure, they participated in the LQA-training, and one week after participation they filled in the survey items again. This type of training consists of four modules and focuses on teaching the F&B standards by LHW, a training that at the time of the study was only provided to PE at HDI and only given once. In this manner, the researcher was able to compare the baseline measurement with the measurement of the participants' JS taken after the manipulation, namely the online LQA training. Evidently, this has shown whether the training had an impact on the JS of TE, and thus has an impact on OC. The open questions at the end of the survey were intended to provide more information on the needs and wants of TE with regards to training possibilities.

## Data collection Focus Group

For the focus group, the researcher has established several themes adhering to the variables that have been found to affect OC by previous researchers, namely: professional development, role ambiguity, inclusion in the team, managerial support. The Focus Group meeting took place in person. In this manner, the chance of interaction between participants would feel more natural as well as give the researcher the option to interpret body language and facial expressions. These questions have been proposed in a group setting, but the researcher has tried to prompt response from each participant separately, by asking "Do you agree with participant X? And why?". This left room for a discussion to take place.

The following questions have been discussed:

Q1	What could HDI do to ensure you will keep applying for shifts?
Q2	What kind of training are you interested in?
Q3	Why would you want to attend a training given by HDI?
Q4	Can you name 2 things HDI does to make you feel committed to the company?
Q5	Can you name 2 things that need to change/be implemented for you to be committed to the company?
Q6	How can HDI make you feel more included in the team?
Q7	What information do you need from management to perform your daily tasks?
Q8	How does management currently support you?
Q9	Why do you keep applying for shifts at HDI?
Q10	Why would you stop applying for shifts at HDI?
Q11	Were any training sessions or courses given in the last 6 months and were you as tempers included?
Q12	Can you name 2 things HDI does to make you feel satisfied or happy with your job/shift at the company?
Q13	Can you name 2 things that do not make you feel satisfied or happy with your job/shift at the company?
Q14	What would you need to feel satisfied or happy with your job?

## Data analysis method

Thematic Analysis has been used to analyse the data collected from the focus group, which is a method of identifying, reporting and analysing themes within data. The themes capture important data related to the MRQ. Six phases have been created by Braun and Clarke to perform an effective thematic analysis (Braun and Clarke, 2006):

**Phase 1** - Familiarising oneself with the data.

Studying the collected data, i.e., search for meanings and patterns, and create a list of potential codes.

**Phase 2** - Generating initial codes.

On sentence level, signalize and capture the essence and generate a code or 'tag' accordingly. These codes represent the categories belonging to the data.

**Phase 3** - Finding themes.

Create a list of the generated codes and sort them together in potential themes, i.e., overarching concepts. Lists were used in this phase to form an initial thematic map.



**Phase 4** - Reviewing themes.

Ensure the data fits the themes and review whether it should be moved to other themes. Additionally, ensure the themes are distinct enough, or should be grouped into sub-themes that fit an overarching-theme.

**Phase 5** - Defining and refining themes.

Identifying the essence of each theme and explaining how each sub-theme relates with one another and with the overarching theme.

**Phase 6** - Producing the analysis report.

Producing the final analysis of the data, ensuring the complicated collected data is comprehensive and convincing. The analysis should include extracts from the data, ensuring its coherent, non-repetitive and logical.

A hybrid analysis was used for this research. Some themes emerged from the need of the researcher to dig deeper into these topics based on the findings from the survey, falling under deductive analysis. Other codes were based on identified patterns in the data, i.e., Inductive Analysis.

**Ethical Data Management and Limitations**

All participants have been asked to give their consent to use the findings stemming from the survey for research purposes. Moreover, the findings collected are for educational purposes, thus shared with Hotelschool The Hague and HDI after the study has been completed. The survey and focus group were anonymous, allowing the employees to answer freely and increase the level of trust between them and the researcher. Additionally, the researcher will report all findings honestly and fairly, trying to avoid bias and limitations. However, several limitations could affect the study and are therefore called for consideration.

**Little response**

The low response rate did not provide the researcher with all the required and reliable insights or needs and wants. Merely 50% filled of the population filled out the surveys and took part in the online training, although they were approached multiple times. To account for the small response rate the researcher has also performed a focus group.

**Sampling bias**

The participants were selected because of their willingness to participate and availability. This could lead to some TE being excluded due to how easily accessible they are to the researcher, which might entail that the sample does not properly represent the entire population.

**Social Desirability Bias**

Participants may fill out the survey to appeal to the researcher or the hotel. This often occurs with sensitive or personal topics, such as OC and JS. The researcher has tried to account to for this bias by ensuring anonymity for both the survey and focus group.

**Self-Selection Bias**

The researcher could be affected by asking participants who have mentioned their concerns or unhappiness regarding the topic of the study. This bias has been accounted for by inviting the entire population to take part. However, the participants may choose to

take part in the study or not. This could lead to a misrepresentation of the population and thus to a limited generalizability.

### **Central tendency bias**

Participants tend to avoid using the “extreme” responses, i.e., 1 or 5 on the Likert scale of the survey. This could negatively impact the value of the data, as it may become more difficult to figure out how the respondents actually feel. On the other hand, eliminating the neutral, or middle ground option, pushes respondents to choose an answer that might not represent how they really feel.

The researcher is confident that the study, the results, and recommendations, are as valid as possible given the limitations. Resulting in a valuable and usable advice HDI could use to increase JS and OC amongst their TE.



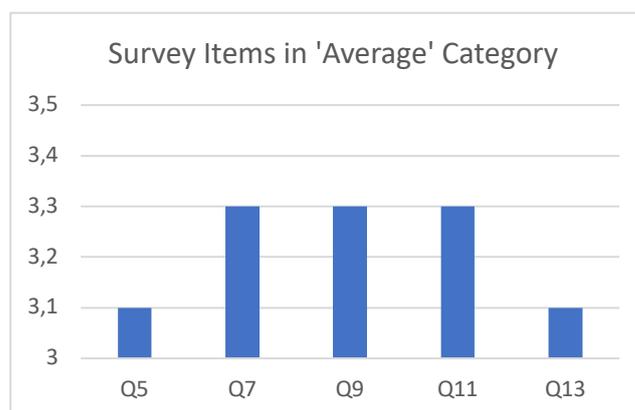
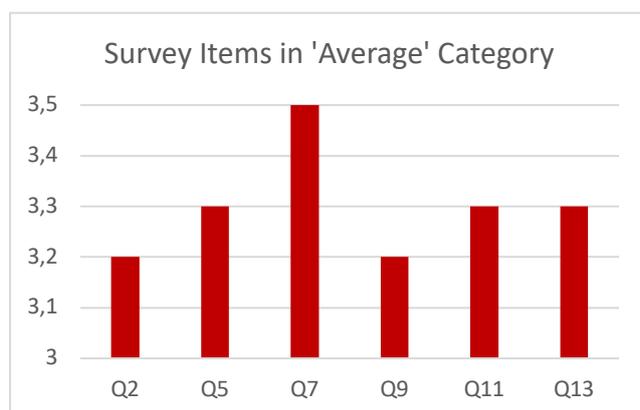
## 4. Analysis

### 4.1 Survey Results – Job Satisfaction items

The items belonging to the measurement of the variable JS have been analysed with the following univariate statistics: mean and mode. The results have been discussed in terms of before and after exposure to the intervention to illustrate the possible effect of T&D on JS.

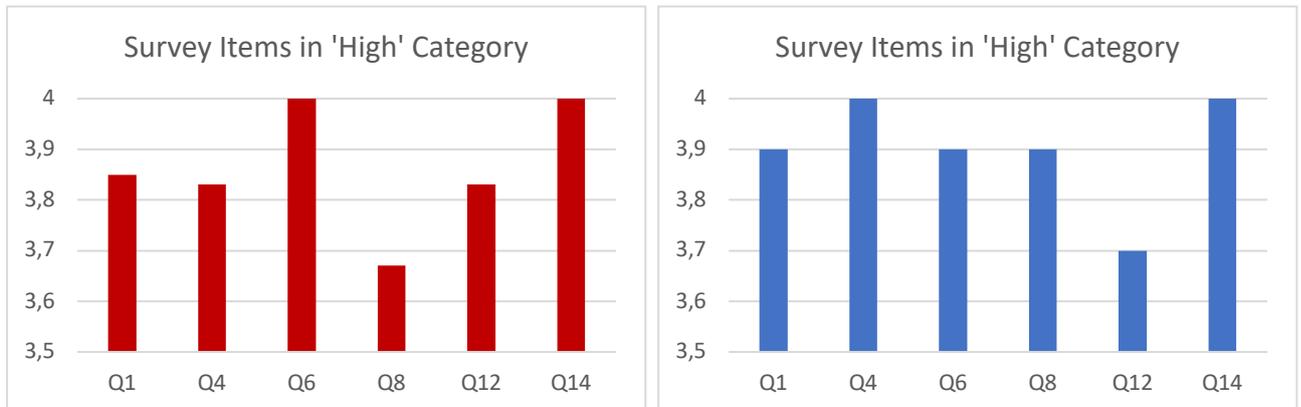
Item number	Question Content
Q1	I enjoy my work most days
Q2	I feel like there is a possibility of growth or promotion for me at HDI
Q3	The balance between working at HDI and my personal life feels right for me
Q4	My work is interesting and challenging
Q5	I feel appreciated or noticed for the work I do
Q6	I feel treated with respect by my colleagues
Q7	I feel treated with respect by my supervisors and the management team
Q8	I feel supported by my colleagues
Q9	I feel supported by my supervisors and the management team
Q10	I feel I can grow in this organization
Q11	I often feel stressed on a regular workday
Q12	I feel valued by my colleagues
Q13	I feel valued by my supervisors and the management team
Q14	I have thought about leaving HDI

The survey items have generally been answered in the middle of the scale **before exposure to the intervention**, i.e., a score between 3.1 and 3.5 has considered to be *average*. Note that, although question 5: "I feel appreciated or noticed for the work I do" has considered to be average, the mode shows it can also be considered low given 2 was mostly selected by the respondents.



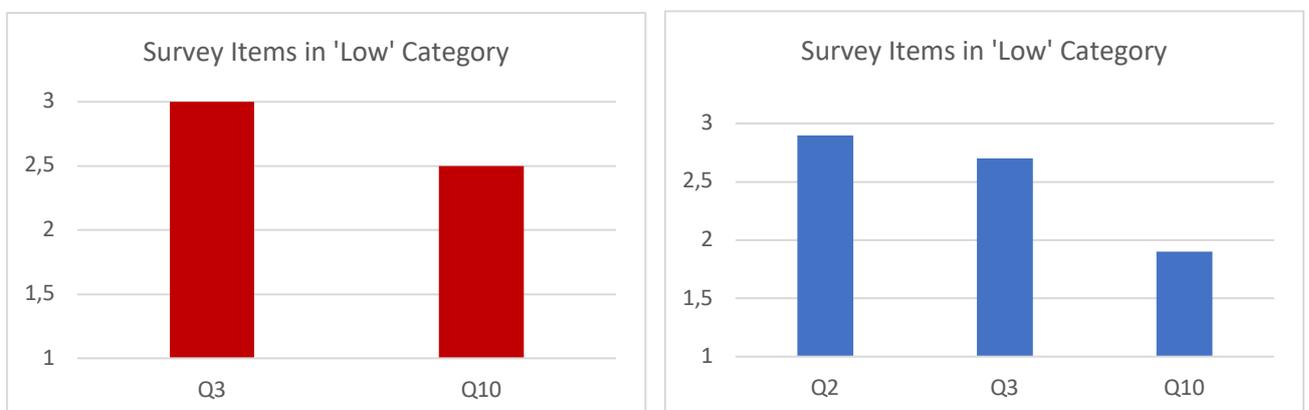
In the case of the scores **after the intervention**, it is noticeable to mention that the mean score of all the items in the questionnaire decreased. In addition, the after score of Q2 are not part of the average category anymore. The average scores of the questions relate to topics such as: growth, managerial relationship, appreciation, and pressure.

Regarding the 'high' category, items have been placed in this category when their respective mean scores were higher than 3.5. Note that, in the case of question 14: "I have thought about leaving Hotel Des Indes", a high score implies there exists low JS and OC.



It is worth noticing that even **before the intervention**, the score means of these items are considerably high. **After exposure to the intervention** not one item has moved to another category. Merely, Q6 and Q12 have seen a decrease in its mean score, while the other items in this category have seen an increase. The high scores on the questions all relate to the satisfaction of TE with their work relationship and type of job.

On the other hand, it has been noted that several items score below average, i.e., a score equal to or lower than 3.



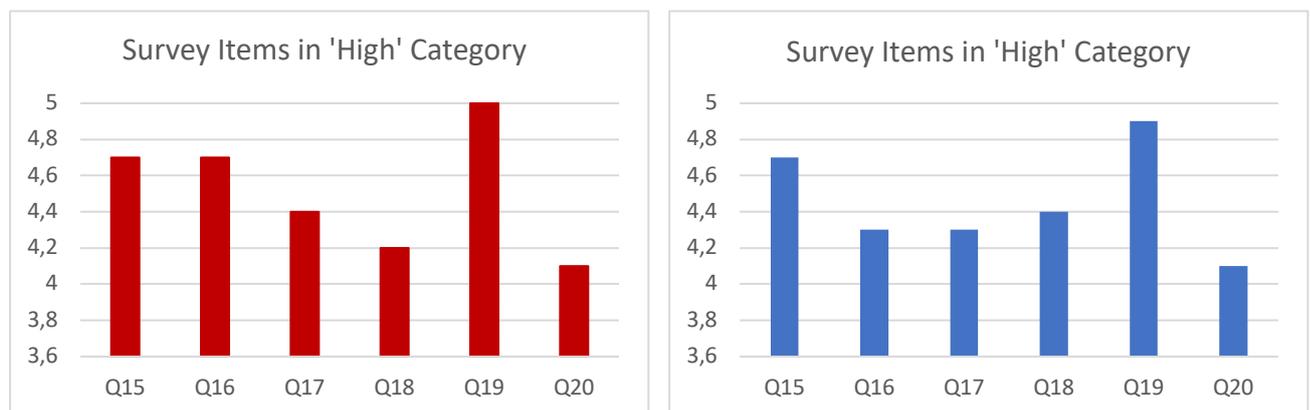
As mentioned before, the mean score of the item Q2 has been considered to belong to the low category **after exposure to the intervention**. The low scores on the questions all relate to the satisfaction of TE regarding the possibility of growth and work-life balance.

## 4.2 Survey Results – T&D items

The items belonging to the measurement of the variable Training & Development have been analysed with the following univariate statistics: mean and mode.

Item number	Question Content
Q15	I would attend training given by HDI
Q16	I would enjoy training given by HDI
Q17	If given the opportunity I would join training sessions on a regular basis
Q18	If I will be given training at HDI I would like to continue working there for a long period of time
Q19	Regular training would make me feel more confident about my skills and performance
Q20	If another employer would offer me regular training, I would seriously consider not returning to HDI

The items regarding the interest in trainings given by HDI have generally been scored highly, namely a score above 3.5.



It is worth to mention, that all scores **after exposure to the intervention** can be considered lower compared to the score **before exposure**. The high scores on the questions all relate to the interests of TE regarding the possibility of participating in T&D.

## 4.3 Survey Conclusion

To conclude on the JS items, although the intervention led to an increase of TE's JS, the increase was considered to be insignificant thus the training was not effective. As mentioned before the TE did not experience an increased feeling of Professional growth nor did it change the relationship with management. It is worthy to mention the intervention led to a decrease in terms of feeling appreciation from management, which might be explained by the fact that the training during this experiment was not offered by management but by the researcher. On the other hand, after the intervention TE reported an increase in the felt support by colleagues, indicating colleagues support them in using the acquired knowledge from the LQA-training. However, the data shows the acquired knowledge led to a decrease of the TE's perceived level of value and respect they feel from their colleagues. These contradictory findings can be explained by the TE's inability to apply the acquired knowledge. Additionally, the researcher has found that exposure to the intervention did not lead to a decrease in workplace stress. This finding directly contradicts other research that have shown training has a positive effect on workplace stress (Sesen

and Ertan, 2022). Therefore, it is safe to conclude the content in this training did not fit the needs of TE for them to develop the skills and abilities to feel confident and empowered in their job.

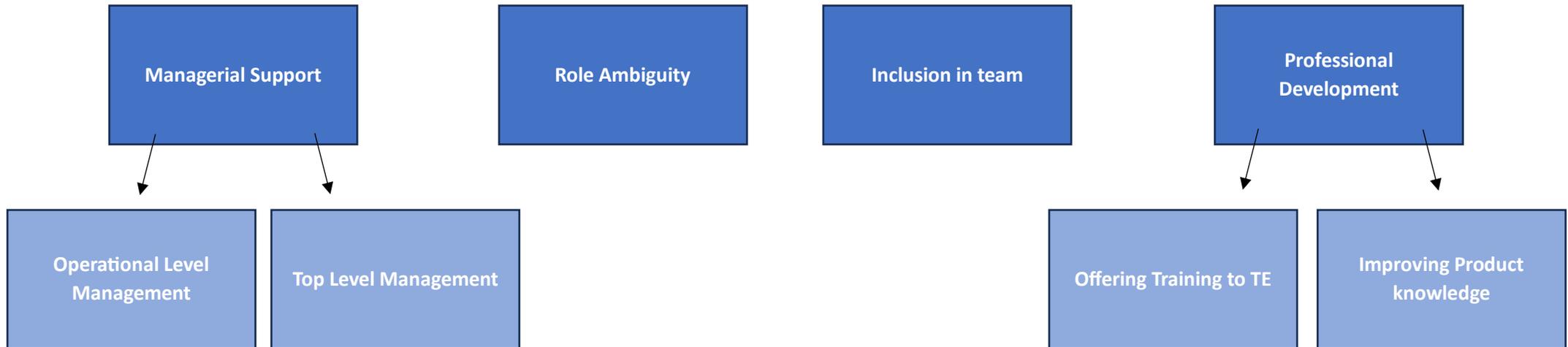
Regarding the T&D items, the analysis resulted in various findings. TE show a consistent interest in attending regular trainings given that the interest in trainings persisted even after the intervention. However, they showed that they did not enjoy this particular type of training, namely an online, multiple-choice version that was performed alone. Although this type of training barely influenced the commitment of TE to HDI, it is not excludable that training on a regular basis could have an effect on their commitment to HDI. Moreover, the intervention did not lead to a positive effect on the level of confidence of the TE, although the research of Sekeran (1988) has proven otherwise. Again, supporting the assumption that the offered content of the training did not meet the requirements of the TE to improve their skills and confidence. Lastly, it has been found that the intervention did not lead to an increase in commitment given that TE state they would consider not returning to HDI if another employer would offer them training.

These findings have led to two possible explanations of the observed phenomena. Firstly, there exists the possibility that training has no effect on the JS and OC of TE. However, given that the results show TE have a persistent interest in T&D and even state to consider leaving the company for another that offers training, proves this explanation not to be viable. Another explanation might be related to the specific intervention used in the experiment. The irregularity, lack of interaction or even the content of the training might have prevented the researcher in finding significant effects on JS and OC.

#### **4.4 Focus Group**

The findings of the focus group have been analysed and discussed in this subparagraph. As mentioned in Chapter 3, the themes have been established through thematic analysis which resulted in the following schematic:

## Overview thematic analysis



**Overarching themes:** Managerial Support, Role Ambiguity, Inclusion and Professional Development

**Sub themes:** Operational Level Management and Top-Level Management, Offering training to TE and Improving Product Knowledge

The following codes were established using the six-phase plan to thematic analysis:

- Guidance
- Feedback
- Tips
- Managers help
- Lack of information
- Clear instructions
- Needs to perform daily tasks
- Invited
- Belong to
- Relationship with colleagues
- Grow
- Develop or Development
- Training or Course
- Confident
- Empowered

The codes have been sorted to form the overarching and subthemes displayed in the schematic above. Please find the codes and allocated data extracts in the notes of the focus group in *Appendix E*.

### **Managerial Support**

Although the TE state to have a good relationship with management at HDI, the need for more guidance and feedback from direct managers is evident as well as higher level management showing their appreciation and interest in their development by including them in training. Respondent 2 mentioned: *"Sometimes I feel like I am fending for myself ... rather than getting a good explanation or guidance from a supervisor or manager during my shift"*. One respondent even mentioned that regular feedback would lead to them feeling motivated if the feedback is given positively. Additionally, the respondents have mentioned they appreciate and value the feedback and support that they do get occasionally, for example during the visits of high-profile groups.

### **Role Ambiguity**

According to TE clear information with regards to standards, expectations, reservations, and group details, is a key factor that makes them feel committed to a company and satisfied with their job. Moreover, clear information is seen as a need to be able to perform daily tasks. However, currently they lack crucial information regarding their shift and tasks: *"Clear instructions about tasks, like how it's done and when they expect it to be done and what they expect of me during my shift"*. Note that if another company offering shifts via Temper would be able to regularly communicate information or company changes with them, they would stop applying for shifts at HDI.

### **Inclusion in team**

The findings show TE want to feel included in the team, by i.e., including the TE in training, quarterly updates, and celebrations. Currently, they do not feel as included as possible given they are not invited for staff meetings, parties, quarterly updates, and birthday celebrations. However, note that the relationship with colleagues is considered a key factor as to why TE currently apply for shifts at HDI.

## **Professional Development**

Similar to the findings in the survey, the TE show great interest in participating in training for them to further develop the required skills in the HI. Additionally, respondent 1 mentioned: *"Training would make me feel more confident and included in the team"*. They mentioned the company can show its appreciation given it invests both time and money in the professional development of the TE. Respondent 2 mentioned: *"Training ... are some things I find important and would really like in a job"*, which indicates T&D influences the level of OC and JS of TE. Moreover, they mentioned training would make them more confident about their skills. The respondents have mentioned to be interested in various training themes such as: Barista course, LHW standards, High-Tea, the wines served at HDI, complaint handling, onboarding, and the history of HDI. Note that, given one respondent mentioned: *"I did not think it was for us (us being tempers)"*, there exists a lack of communication about training possibilities for TE at HDI.

## **4.5 Conclusion Focus group**

In conclusion, the focus group revealed many possibilities for HDI to improve the OC and JS of TE. In terms of managerial support, the TE have mentioned to want to receive feedback and support in their professional development more regularly. This could even result in higher motivation. The TE experience a fair amount of role ambiguity, given they mention to lack crucial information as to what is expected from them or the tasks they must perform. It is even mentioned that they would consider leaving the organization might it be they find an organization where they experience less role ambiguity. In terms of inclusion, TE have mentioned they feel included by direct colleagues in social environments as they do get invitations, it is even considered a key factor as to why TE apply for shifts at HDI. However, this feeling of inclusion is less experienced in the context of management given they are not invited to meetings, quarterly updates, celebrations, etc. The interest of TE in professional development persists. Investment from the organization in the professional development of TE not only shows appreciation, it also leads to an increase in their perceived skill confidence as well as fosters inclusion. The results lead to the conclusion that T&D in fact has a positive effect on the JS and OC of TE.

## **4.6 Comparing the findings**

As mentioned before, several assumptions to explain the findings in the survey have been made. Firstly, the content or type of training has been seen as a reason why no significant effects on JS and OC have been found. The focus group showed this assumption to be true given that TE are looking for trainings regarding product knowledge, i.e., barista courses, wines, and teas the hotel offers, and more generally professional development, i.e., complaint handling. One TE even mentioned that *"Training in person, and more regular, would help me remember better and I like it better if I am learning with the rest of my team."* This shows the type and irregularity of the training of the intervention was a barricade in measuring the effect on JS and OC. Secondly, it was assumed that the relationship with the TE's management did not improve because, the invitation to the training was sent by the researcher. This assumption has been shown to be valid given that one of the TE mentioned in the Focus Group they want to see that the management team shows interest in their development and growth within the company. Thirdly, the inability of the TE to apply the acquired knowledge of the training has also been validated by the focus group given that TE need more regular training to remember, prefer interaction with colleagues to be motivated and stimulated to learn.

## 4.7 Findings RQ

Several research questions were formed to answer the MRQ and form a proper solution.

**RQ1** - *Which elements impact, positively and/or negatively, Organizational Commitment?*

According to secondary research, 5 key factors have an impact on Organizational Commitment: Job Satisfaction, Managerial Support, Role Stress and Ambiguity, Empowerment and Job security and Employability. All factors could have a negative and positive effect, i.e., high JS has a positive effect on OC and a low JS has a negative effect on OC. Different factors, with T&D being the focus of this study, have effect on the 5 key factors.

**RQ2** - *What are common characteristics of a proper training plan?*

A training program is often set up using a needs assessment plan, i.e., finding out the needs of the organization and the employees, to reach company and employee goals. Key elements of a training program determine the types of training to include and its duration, i.e., soft skills training. An evaluation plan, for example the Phillips V model. Lastly, a plan regarding the regularity of the training sessions.

**RQ3** - *What kind of training does Hotel Des Indes offer now?*

During the time of the internship the Online LQA training was provided to the PE and interns of HDI. Moreover, a sign up/suggestion sheet was hung up in November 2022. However, during the time of the internship, August 2022 till February 2023, none of these suggested training sessions have taken place.

**RQ4** - *What does Hotel Des Indes do now to ensure the temporary employees are satisfied?*

According to the findings of the focus group the connection they had with their colleagues, both PE and TE and the interaction with the guests is what made them feel satisfied with their job.

**RQ5** - *What does Hotel Des Indes do now to ensure the temporary employees are committed?*

According to the findings of the focus group the TE felt committed to HDI because they are included in the Temper flexpool, ensuring they are chosen for the open shifts HDI offers first. Moreover, the connection with their colleagues and the relatively open relationship with management is what makes them continue to apply for shifts to HDI. Another reason they state to continue to apply for shifts is that they have gotten to know the organization a bit, which makes the work easier.

**MRQ** - *How can Training & Development positively impact the commitment, measured by Job Satisfaction, of Temporary Employees in the F&B department of Hotel des Indes?*

Based on the findings from both secondary and primary research, T&D positively impacts OC, by impacting JS, as it motivates and includes the TE. They have stated to find T&D a necessity in their search for employment. Moreover, they have expressed to continue working for a company, even with a temporary contract, if they are given the chance to take part in T&D.



## 5. Solution Design

Based on the findings and conclusions in Chapter 4, the solution has been designed in the form of *recommendations to implement a Training Program*. The training program consists of different types of trainings intended to further develop the skills and abilities of TE, while taking their needs and wants into consideration. These recommendations form the blueprint for the management team to ensure they have a thorough understanding of what a Training Program should include and how to involve TE effectively. The Training Program has trainings designed for different stages of the TE’s career at HDI, to support and further their development appropriately. Note that the training program consists of 5 types of training and may be evaluated and updated if need be. Over time the implementation of the Training Program will lead to a higher level of commitment amongst TE at HDI, i.e., the ultimate goal of the organization.

### The following Training Program was designed:

Onboarding Training	First training when the employee starts, given on the first 2 days of the employee. Providing an overview of the company’s departments, products, and structure.
Compliance Training	Training on rules made by the organization and rules the organization needs to abide to. Ensuring the employees are aware of any laws or regulations of their function and the industry.
Hard Skill Training	Used to improve specific skills needed for the job. Regular training to ensure the team keeps performing at the highest level. Training given to new employees as well as experienced employees to keep up with trends, internal changes, or techniques. This also allows for knowledge exchange between colleagues.
Soft Skill Training	Soft Skill Training is focussed on the communication with the guest and colleagues, creating a memorable experience. Topics such as complaint handling, conflict resolution, and problem solving.
Product Knowledge Training	Training on the products the hotel sells, allowing for the employee to properly assist the guest and provide the high-level service the hotel is known for.
Evaluation	Please refer to chapter 6.

(Jobs, 2022)

Note that employees generally absorb two or three hours of meaningful content in any single training day. Moreover, that rate tends to decrease exponentially as the number of consecutive training days increases. Therefore, offering training several days makes it more effective (Hughey and Mussnug, 1997).

Although both this research as well as previous research has shown T&D to be the main predictor of OC, should the training program after evaluation show to not significantly affect the OC of TE the researcher recommends to further investigate the 4 other key variables that impact OC, namely:

- Managerial Support

The hotel could research what kind of leadership style best fits their organization and the needs and wants of their employees. An anonymous survey could be used to gather insights and discover potential gaps in the management approach, covering subjects such as communication, trust and respect (Ryba, 2021). However, given the fact that in this researcher a focus group has shown to reveal more insights regarding 'sensitive' subjects, the researcher recommends applying this type of approach.

- Role Stress and Ambiguity

Research into the stress level of employees as well as whether the employees feel they are provided enough information to complete tasks. A Role Questionnaire and interview could be used to measure if improving this may impact OC (Stepanek and Paul, 2022).

- Empowerment

Researching how the team can be empowered may lead to an increase in JS and OC. Interviews and a survey may be held to investigate how the team is best empowered (Ahmad and Oranye, 2010).

- Job Insecurity and Employability

The hotel could research how they can make the TE feel more secure about their job. An anonymous survey could be used to test the level of job insecurity the TE feel, while interviews can be held to discover how this can be improved (Charkhabi, 2019).

## 6. Implementation Plan

The proposed training Program consists of examples of trainings, estimated costs, organizations offering hospitality training and evaluation proposals. The Training Program was presented to the management team of HDI using an Infographic, see *Appendix H*.

The following is an overview of the involved parties in the solution design and their proposed responsibilities:

Who	What/Actions
Researcher	Disseminate knowledge, provide the management team of HDI with the Training Program. Present a cost overview, implementation plan, evaluation plan and further research suggestions.
HDI Management team	Evaluate the proposed training program and ensure it fits the needs of the organization and the TE. Improve content or type if needed.
HR-Department	Determine training needs and goals of the organization. Develop training sessions according to the training program, goals and needs established before. Contact companies to provide training or choose to offer training themselves. Decide on the start date of training sessions. Communicate and ensure involvement of TE presence in training. Evaluate training sessions and implement changes accordingly based on feedback.
TE	Take part in training sessions offered by HDI. This can be done on site in one of the conference rooms the hotel has.
TE and HR-Department	Evaluate training program and training sessions, further develop and improve using the feedback. Evaluate progress of the TE, discuss what both parties would like to improve on further.

### Cost overview

The exact costs depends on the number of attendees, duration of the training, the location and type of training. On average the costs of training in hospitality in 2020 are 2.7% of the total labor costs according to CBS (CBS, 2022). Please find the table of companies offering training below:

Organization	Costs	Type of training
Gast is Koning	210 -295 monthly	Onboarding, basics in hospitality.
Haagse Horeca Beurs (KHN)	Free	Basics in hospitality, complaint handling, etiquettes, serving food and drinks, service, and sales.

Note that "Basics in hospitality" consists of: Welcome of the guest, the guests stay, bottlenecks and customer focus, i.e., recognizing and meeting the customers' needs.



## 7. Evaluation

Training evaluation is an ongoing process to analyse the effectiveness of a training program, gather feedback for improvement and measure if objectives have been met (Vulpen, 2021). As training can be a costly investment and it has the potential to convert employees into a valuable resource in this dynamic market, ensuring its effectiveness is imperative (Karim, Huda and Khan, 2012). Next to that, training evaluation, by assessing the attendees' behavioural changes and assessing the training quality by performing surveys or feedback opportunities, ensures training transfer, i.e., the usage of acquired knowledge during training sessions (Burke and Saks, 2009).

**Phillips V-model** consists of 5 stages that measure the effects of the training (Miner, 2005). The researcher suggests using this model as it consists of clear steps the management team can follow, allowing for easy implementation. The Phillips model allows for precise data to be collected and evaluated, i.e., the monetary benefits, and outcomes that are hard to quantify in numbers, i.e., satisfaction rates or effectiveness. Thus, all aspects of training benefits are evaluated, namely:

<p><b>Step 1: Reaction</b> The level of satisfaction with the training.</p>	<p>Evaluating the experience of the attendees by means of surveys, suggestion boxes or pulse surveys, i.e., a pop up with a short set of questions.</p>
<p><b>Step 2: Learning</b> The skills and knowledge gained.</p>	<p>Measure if the learning objectives have been met, as well as the level of active participation. Measuring the level of skills or abilities before the training session may ensure an accurate level of improvement can be measured.</p>
<p><b>Step 3: Application and Implementation</b> The ability to apply the acquired knowledge.</p>	<p>Evaluating if the training had any impact on the behavior of the attendees, which typically takes place at least one month after the training. This stage focusses on determining where the problem lies, if the previous stage indicated that the training was not successful. Thus, in this study, determine whether the content of the training or the way the training was given is the reason the training was not successful.</p>
<p><b>Step 4: Impact</b> The effect on organizational goals.</p>	<p>In this stage one considers the training as a whole as well as its impact on organizational goals and any external or organizational factors that might have hindered its success.</p>
<p><b>Step 5: ROI</b> Costs and Benefits.</p>	<p>Compare the costs of the training to the monetary benefits that are related to the training, i.e., not taking seasonal effects into consideration that contribute to a higher profit. ROI is calculated as follows:  <math display="block">\frac{((\text{Total training benefits} - \text{total training costs}) / \text{Total training costs}) \times 100}{1} = \%</math></p>

### **Formative and Summative evaluation** (Bin Mubayrik, 2020)

Formative evaluation is conducted during the training to improve and modify the learning process and performance of the attendee and provide feedback to the trainer. There are numerous methods usable for formative evaluation, such as surveys, focus groups, interviews, observations, assessments or quizzes and document review, i.e., reviewing training materials. Summative evaluation is performed after the training sessions have taken place, to measure how much the attendees have learned, i.e., the goals set beforehand, or the skills and product knowledge TE have required. Based on the outcome the training program can be revised. Demonstrations, tests, or presentations are common methods used for summative evaluation. The beforementioned method used for formative evaluation may be used at this time as well.

The combination of Formative and Summative Evaluation ensures improvement of the students learning, teaching methods and training program as well as increase the accountability of attendees. The researcher suggests this type of evaluation as an addition to the Phillips V-model as it also focusses on the process and teaching methods. In addition, the researcher suggests taking other metrics, such as KPI's into consideration to measure the impact of training on the commitment of TE. KPI's can be sorted in to the 4 key perspectives of an organization: financial, customer, process, and people. For this study, people KPI's such as employee engagement, knowledge acquired from training, turnover and satisfaction rates may be used to determine the effects of the training program. However, KPI's such as ROI, which is tested with the Phillips V-Model, and customer satisfaction and customer retention may also be tested, given these are ultimately affected by the level of JS and commitment of employees. Especially when looking at the reviews from HDI over the past years, indicating a dissatisfaction with the skills and abilities of TE, see *Appendix G*.

## 8. Dissemination

The dissemination of research is considered an integral part of research projects, which ensures the findings are communicated properly and thus enhances the usability of the solution or recommendation for further research. Key insights from this study are the positive effects of T&D on PE, such as improved JS and OC. Moreover, organizational benefits such as lowering HR costs, improved productivity and Customer Satisfaction and retention. The researcher tested if this effect would hold for TE, which was found to be true. The recommendation, the implementation of a training program, was communicated to the stakeholders of HDI (i.e., HR-Manager and Management team).

Please find the dissemination plan below.

<b>Stakeholder</b>	Human Resource Manager
<b>Objective</b>	Provide the HR manager with the Training Program. Explain the processes, evaluation plan, reasoning, and implementation possibilities to ensure they are able to fully implement the solution design.
<b>Method of communication</b>	An infographic was designed to disseminate the Training Program, including the training examples, duration, regularity and evaluation. The Infographic was presented to the HR manager for further clarification.
<b>Who</b>	The dissemination is done by the researcher.
<b>When</b>	September 2023

<b>Stakeholders</b>	Management Team HDI. <ul style="list-style-type: none"> <li>• General Manager</li> <li>• F&amp;B Manager</li> <li>• Director of Operations</li> <li>• HR manager</li> <li>• Director of Rooms and Revenue</li> <li>• Head Chef</li> </ul>
<b>Objective</b>	Provide the Management Team with the solution design, to inform them of the plan. This allows them to provide feedback on the solution design which could be used to further improve the Training Program.
<b>Method of communication</b>	The same infographic has been sent to the management team to ensure the information communicated to HDI is consistent throughout the dissemination.
<b>Who</b>	The dissemination is done by the researcher.
<b>When</b>	September 2023

Please find the infographic and feedback from the meeting in *Appendix H*.



## **9. Academic Reflection**

### **9.1 Reflection of Problem definition**

The intend has always been to focus on T&D, however, at the start of this research I found it hard to focus on one phenomenon. I originally planned to research the gaps of a training program of HDI. I wanted to focus on what has been proven to be effective for different types of employees, with regards to their age, knowledge, and abilities. However, it became evident the hotel did not have any training program in place, nor would this “plan” allow me to fully delve into the 5 stages of Design Based Research.

I noticed that TE are consistently part of the F&B team at HDI, and thus decided to focus on the effect T&D could have on these employees. This allowed for a clear and focussed problem definition.

### **9.2 Reflection of Literature review**

During the literature review stage, I found it hard to find topics to focus on given the relationship between the variables is complicated and evolves many variables. I found many topics and previous studies interesting and desperately wanted to find a way to incorporate all information in the literature review. Looking back this resulted in an unfocused chapter in the Proposal. With help from Mr Govender and my friends I was able to see which topics could be left out either because of a lack of relevance or relation to the topic and research question defined. The Literature review links back to the Problem Definition and has a common thread which depicts the key topics.

### **9.3 Reflection of Methodology**

The main hurdle in the Methodology chapter was determining the research approach. At the time I chose a quantitative research approach given my population would originally have been the entire hotel. However, once I had chosen to focus on TE, the population had decreased. To compensate I chose a mixed method approach to collect enough information to form a proper recommendation. This allowed me to write an encompassing methodology, including clear explanations on the sampling size, data collection methods, limitations and analyse the findings accordingly. The methodology is clear and well underpinned and formed a good foundation for the solution design and its implementation.

### **9.4 Reflection of Solution Design**

The solution design is based on the evidence found in the Literature Review, the Survey and Focus group. It links back to design-based research and the solution takes the needs of the organization and TE into consideration. The solution is clear and includes reasoning as to why it could have a positive effect on the organization and the employees. The inclusion of evaluation options provides the hotel with tools to develop the training program in the future. Although recommending to research other variables that might affect the OC of TE might be interpreted as a lack of confidence in the results and theory, I feel it was my duty to HDI to provide them an all-encompassing recommendation.

### **9.5 Implication for future research**

Based on this research, I believe offering training to TE improves the OC and JS. Moreover, it results in several other benefits such as improved quality of service, customer satisfaction. Therefore, it could be beneficial for the hotel to further research the impact

of the offered solution as well as delve into other factors that have shown to impact the beforementioned aspects. Especially when the hotel finds that only implementing the proposed training program does not show the desired effect.

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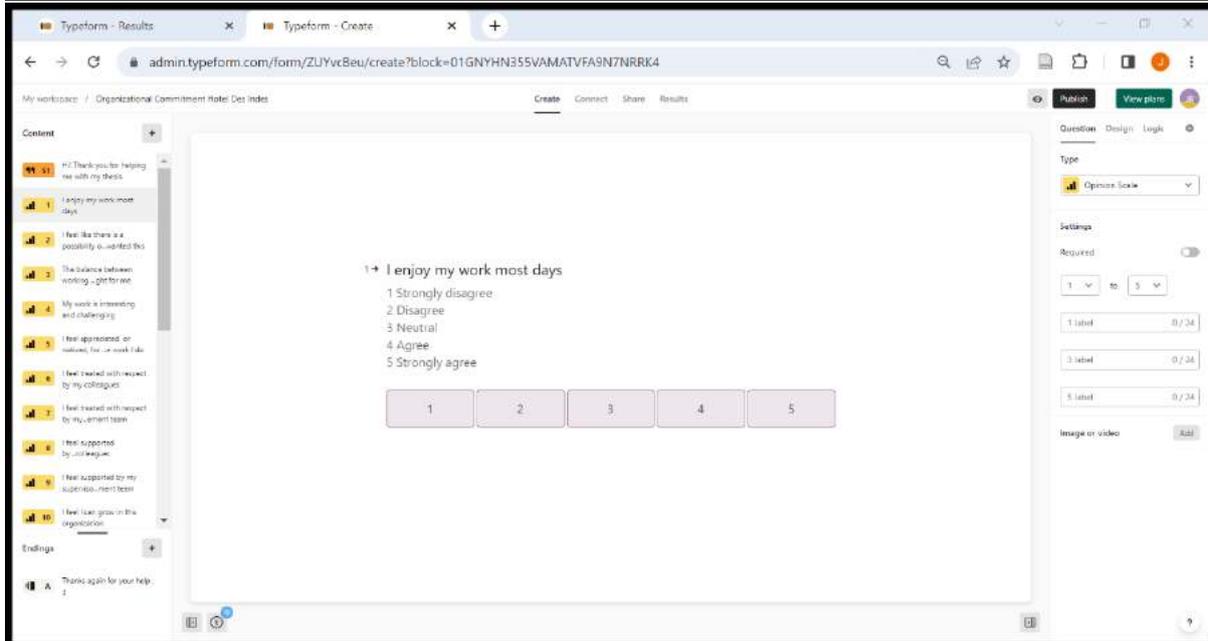
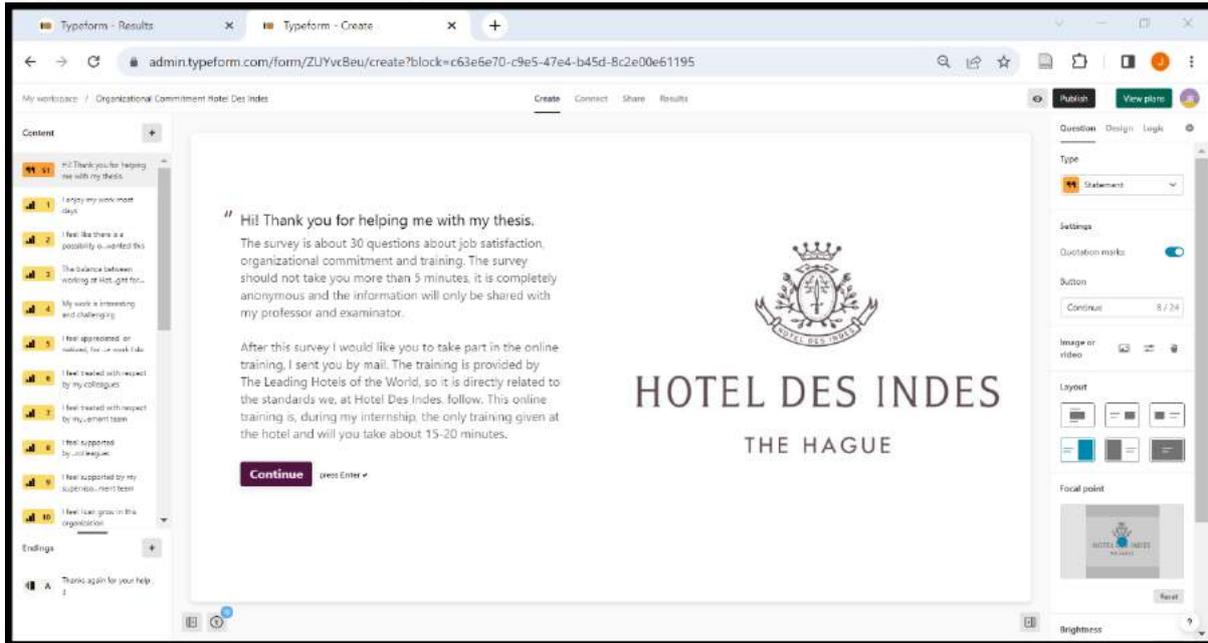
# Appendices

## Appendix A: Training Interval Table

Frequency	Type of training
Daily	General skills improvement and up keep, on the job training or feedback during a shift
Weekly	Updates on routines, general topics or tasks within the company
Monthly	Tasks, skills or topics that need continuous improvement as they change
Quarterly	Skills and standards related to the job, given by i.e mother companies or chains
Annually	Specialized training or recertifications such as Emergency Response Service

(Thoumyre, 2018)

## Appendix B: Proof Survey before intervention



admin.typeform.com/form/ZUYvcBeu/create?block=1f3b8103-77dc-4e0a-8574-8fd1e4fbc645

My workspace: / Organizational Commitment hotel Des Indes

Content

- 11.11 Thank you for helping me, my friends.
- 1 I enjoy my work more than...
- 2 I feel like there is a possibility of growth or promotion for me at Hotel Des Indes if I wanted this.
- 3 The balance between working at Hotel Des Indes and my personal life feels right for me.
- 4 My work is interesting and challenging.
- 5 I feel appreciated or valued for my work life.
- 6 I feel treated with respect by my colleagues.
- 7 I feel treated with respect by my management team.
- 8 I feel supported by my superiors, my team.
- 9 I feel supported by my colleagues.
- 10 I feel like I can grow in this organization.

Endings

- A Thank you for your help.

2\* I feel like there is a possibility of growth or promotion for me at Hotel Des Indes if I wanted this

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

admin.typeform.com/form/ZUYvcBeu/create?block=9a605d9d-8b91-46b1-adce-3925778dc37d

My workspace: / Organizational Commitment hotel Des Indes

Content

- 11.11 Thank you for helping me, my friends.
- 1 I enjoy my work more than...
- 2 I feel like there is a possibility of growth or promotion for me at Hotel Des Indes if I wanted this.
- 3 The balance between working at Hotel Des Indes and my personal life feels right for me.
- 4 My work is interesting and challenging.
- 5 I feel appreciated or valued for my work life.
- 6 I feel treated with respect by my colleagues.
- 7 I feel treated with respect by my management team.
- 8 I feel supported by my superiors, my team.
- 9 I feel supported by my colleagues.
- 10 I feel like I can grow in this organization.

Endings

- A Thank you for your help.

3\* The balance between working at Hotel Des Indes and my personal life feels right for me

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

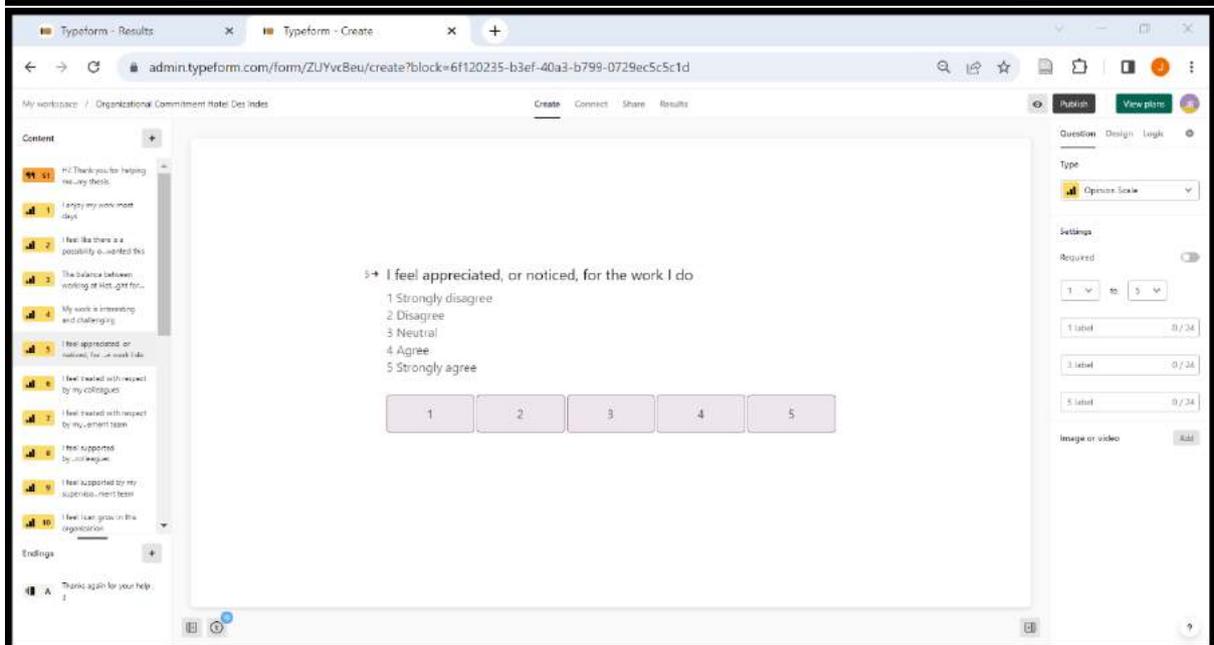
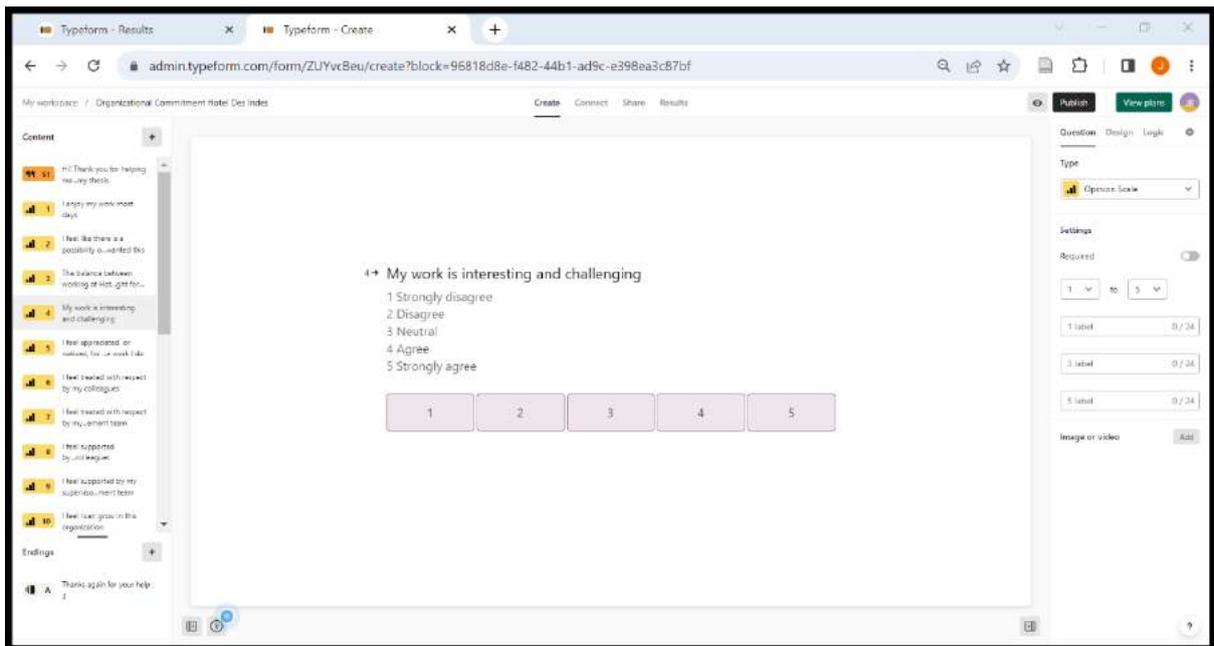
Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add



admin.typeform.com/form/ZUYvtBeu/create?block=2c26668e-920d-4cd9-8b89-59a974a113a1

My workspace: / Organizational Commitment Hotel Des Indes

Content

- 11-11 Hi! Thank you for helping me... thank!
- 1 I enjoy my work more days
- 2 I feel like there is a possibility to... wanted this
- 3 The balance between working or not... get for...
- 4 My work is interesting and challenging
- 5 I feel appreciated or noticed, for... work take
- 6 I feel treated with respect by colleagues
- 7 I feel treated with respect by my... ment team
- 8 I feel supported by... my super...
- 9 I feel supported by my super... ment team
- 10 I feel I can grow in this organization

Endings

- A Thank again for your help!

6+ I feel treated with respect by my colleagues

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24

3 label 0,7/24

5 label 0,7/24

Image or video Add

admin.typeform.com/form/ZUYvtBeu/create?block=9f486697-7b72-4262-97f6-4ee150a2b43d

My workspace: / Organizational Commitment Hotel Des Indes

Content

- 11-11 Hi! Thank you for helping me... thank!
- 1 I enjoy my work more days
- 2 I feel like there is a possibility to... wanted this
- 3 The balance between working or not... get for...
- 4 My work is interesting and challenging
- 5 I feel appreciated or noticed, for... work take
- 6 I feel treated with respect by my colleagues
- 7 I feel treated with respect by my... ment team
- 8 I feel supported by... my super...
- 9 I feel supported by my super... ment team
- 10 I feel I can grow in this organization

Endings

- A Thank again for your help!

7+ I feel treated with respect by my supervisors and the management team

- 1 Strongly disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

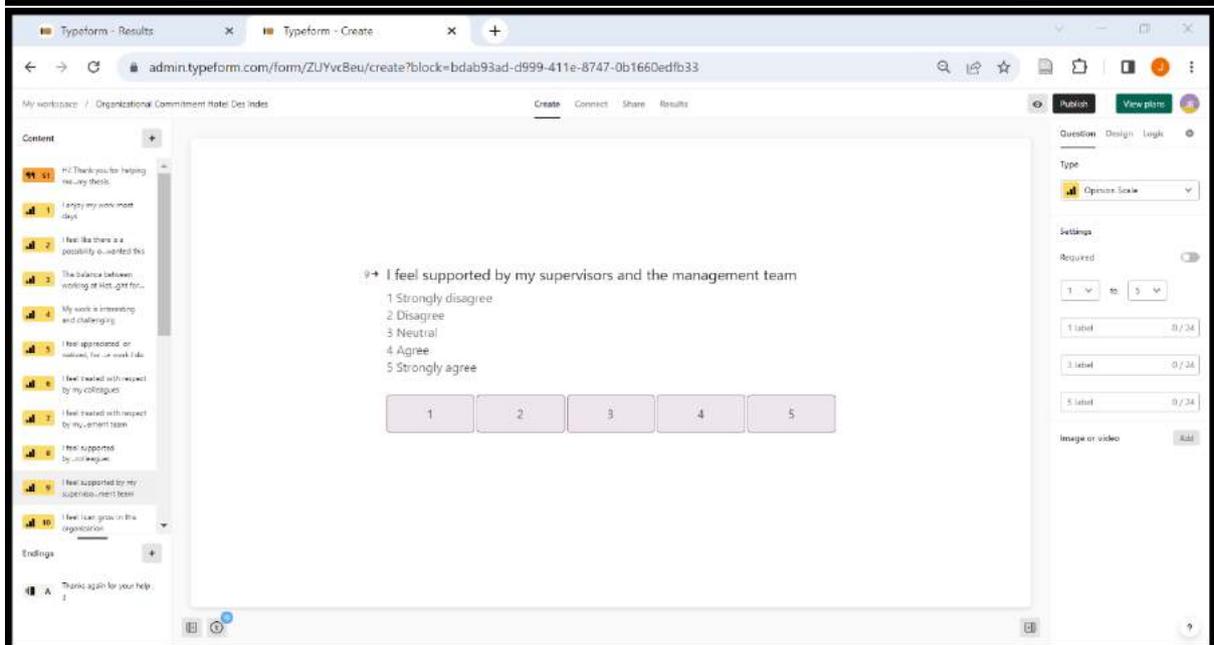
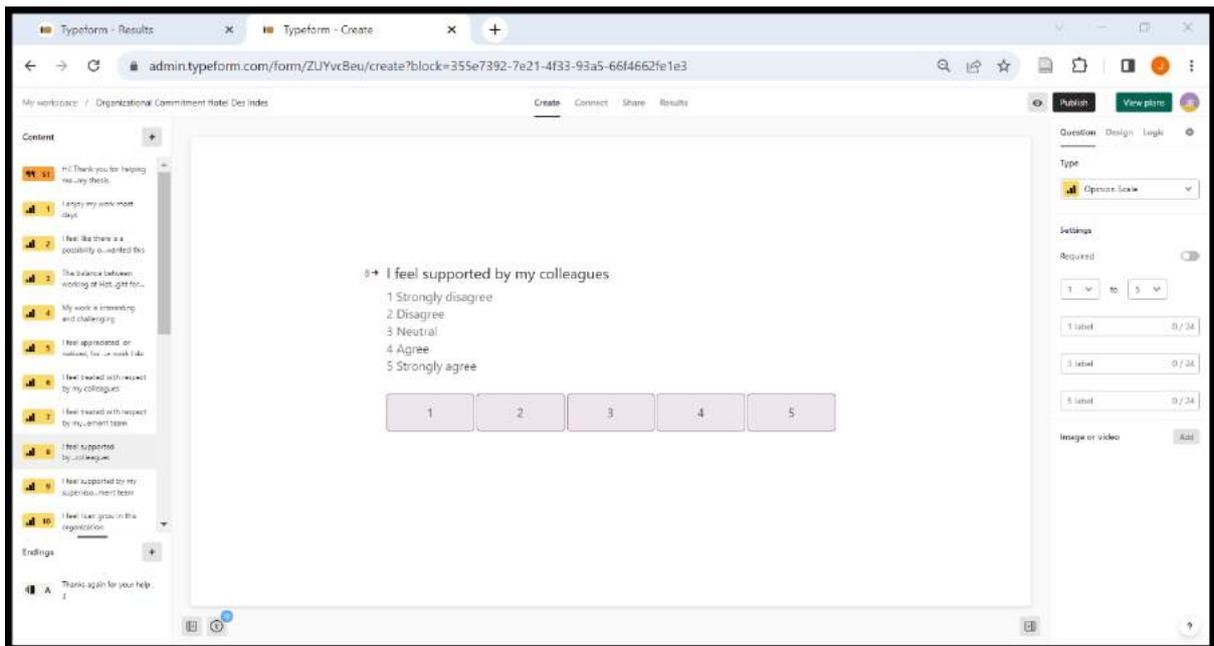
1 to 5

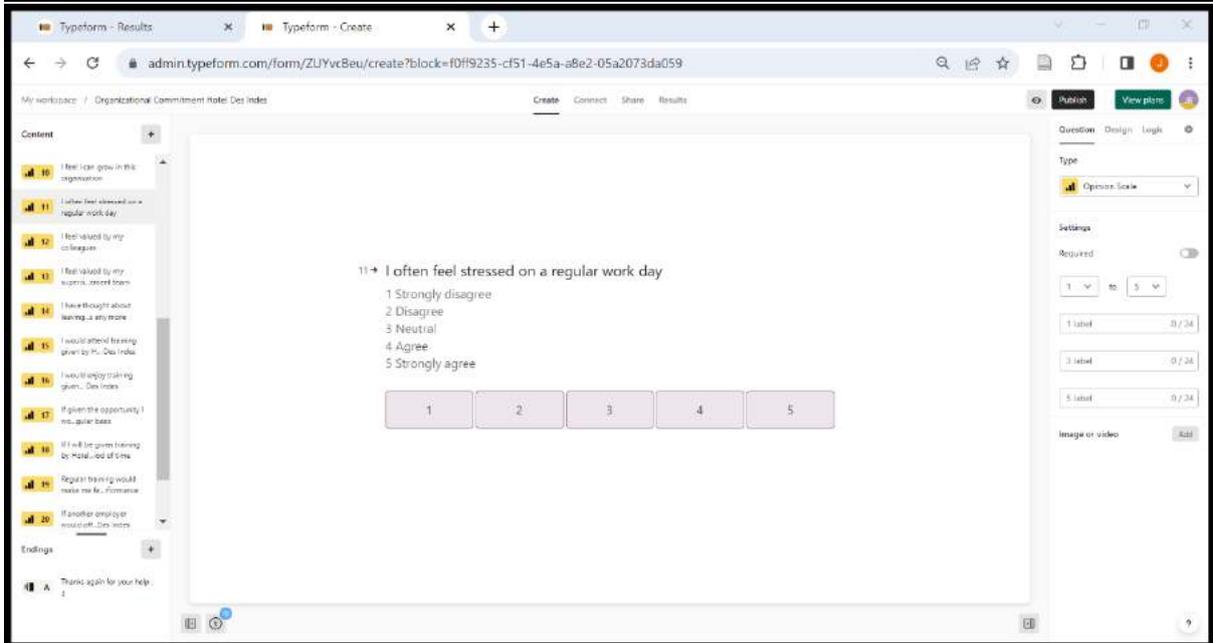
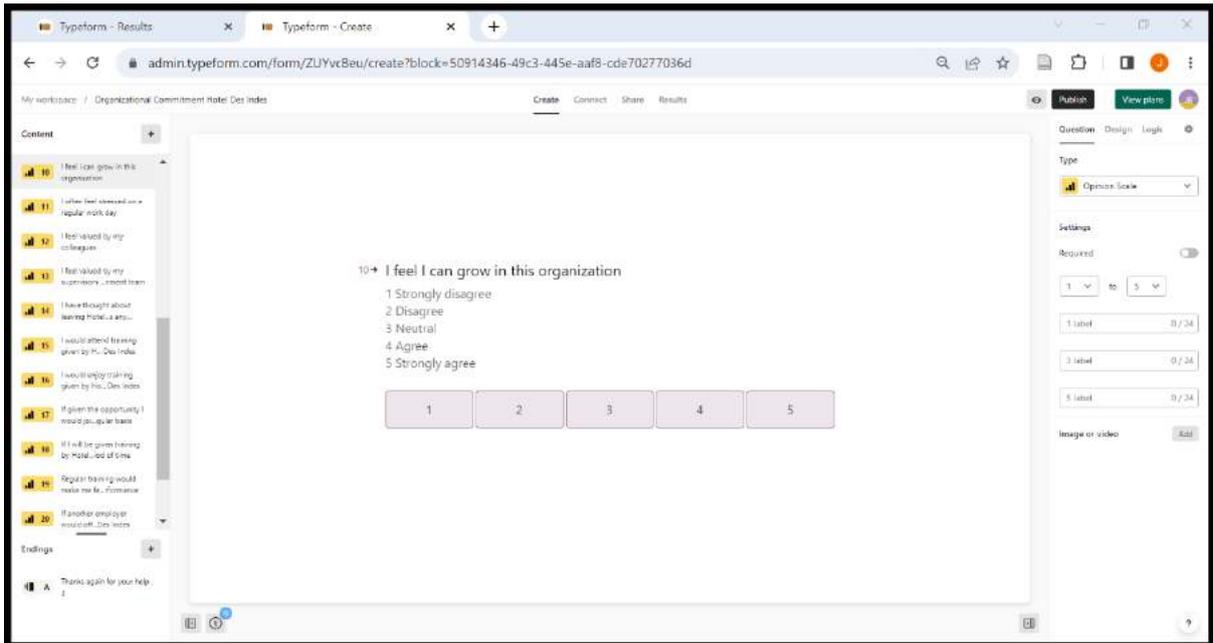
1 label 0,7/24

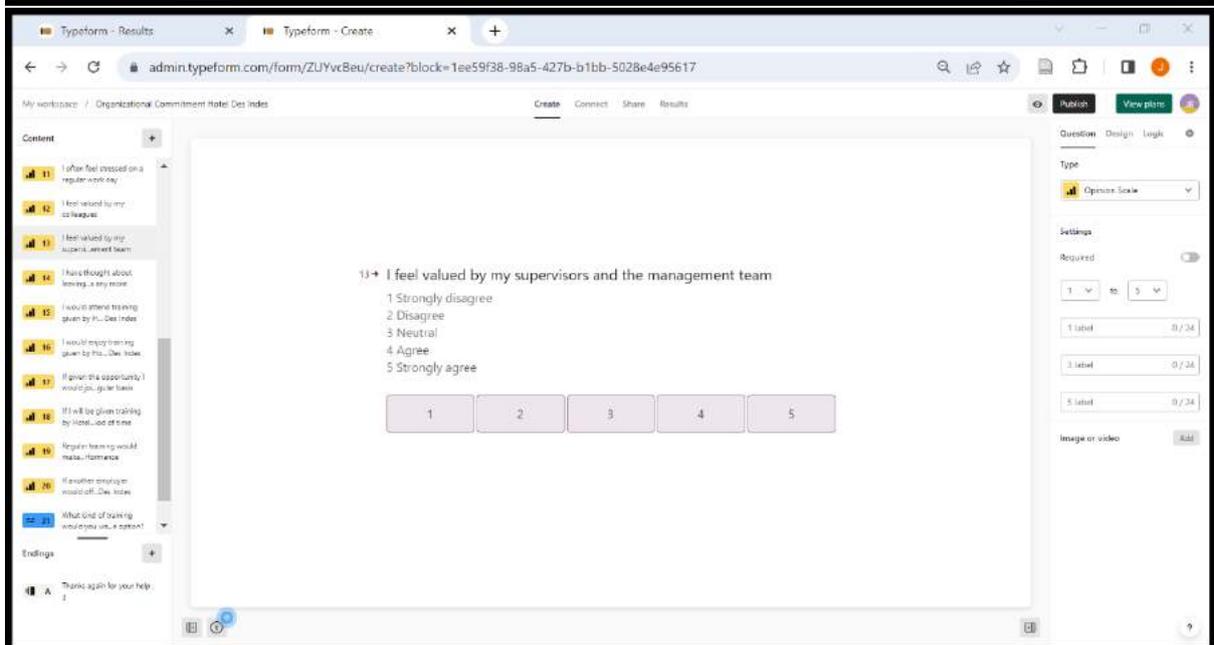
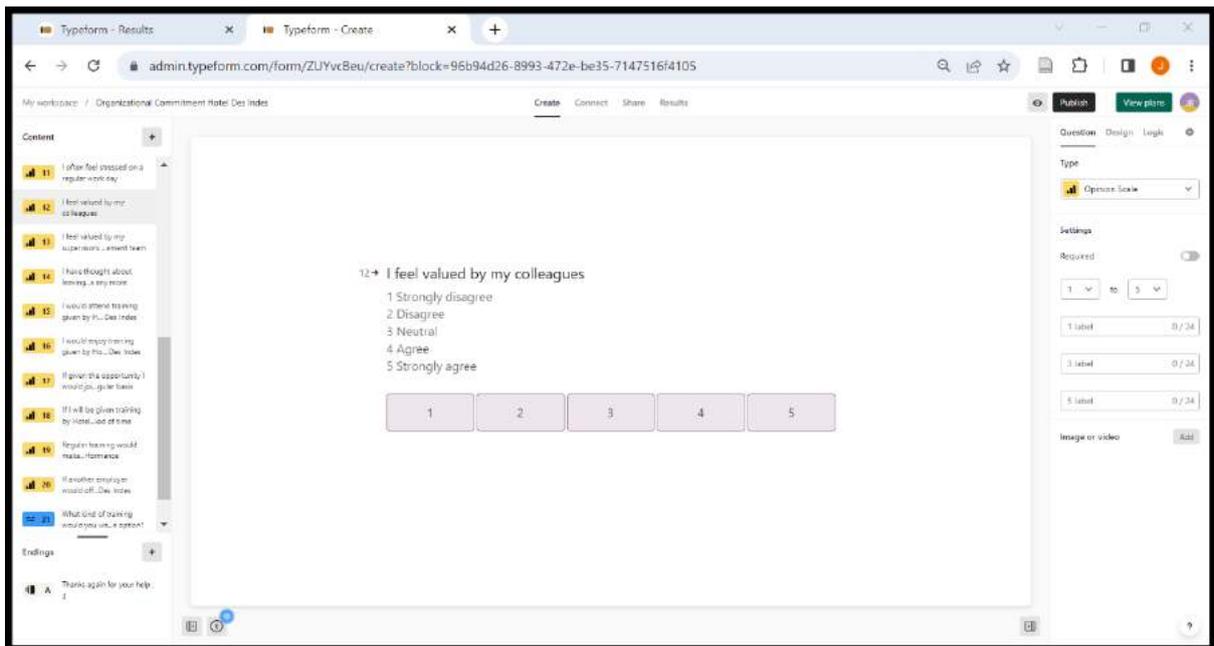
3 label 0,7/24

5 label 0,7/24

Image or video Add







admin.typeform.com/form/ZUYvcBeu/create?block=db7a8201-fc88-4ed6-aeaa-3c9818140c13

My workspace: / Organizational Commitment hotel Des Indes

Content

- 11 I often feel stressed on a regular work day.
- 12 I feel valued by my colleagues.
- 13 I feel valued by my supervisors / management team.
- 14 I have thought about leaving Hotel Des Indes...
- 15 I would attend training given by Hotel Des Indes.
- 16 I would enjoy training given by Hotel Des Indes.
- 17 If given the opportunity, I would go to other teams.
- 18 If I will be given training by Hotel Des Indes at time.
- 19 Regular training would make performance.
- 20 If another employer would offer Hotel Des Indes.
- 21 What kind of training would you use, a program?

Endings

- Thank again for your help.

14+ I have thought about leaving Hotel Des Indes/ I have thought about not applying for shifts at Hotel Des Indes any more

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video

admin.typeform.com/form/ZUYvcBeu/create?block=e6f820e0-77df-4d23-a5c8-b4fb7c7981ef

My workspace: / Organizational Commitment hotel Des Indes

Content

- 11 I often feel stressed on a regular work day.
- 12 I feel valued by my colleagues.
- 13 I feel valued by my supervisors / management team.
- 14 I have thought about leaving Hotel Des Indes...
- 15 I would attend training given by Hotel Des Indes.
- 16 I would enjoy training given by Hotel Des Indes.
- 17 If given the opportunity, I would go to other teams.
- 18 If I will be given training by Hotel Des Indes at time.
- 19 Regular training would make performance.
- 20 If another employer would offer Hotel Des Indes.
- 21 What kind of training would you use, a program?

Endings

- Thank again for your help.

15+ I would attend training given by Hotel Des Indes

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video

admin.typeform.com/form/ZUYvcBeu/create?block=33701912-7e4f-4033-bde0-509be9564d7a

My workspace: / Organizational Commitment Hotel Des Indes

Content

- 11 I often feel stressed on a regular work day.
- 12 I feel valued by my colleagues.
- 13 I feel valued by my supervisors / my team.
- 14 I have thought about leaving Hotel... Des Indes.
- 15 I would attend training given by H... Des Indes.
- 16 I would enjoy training given... Des Indes.
- 17 If given the opportunity I would join training sessions on a regular basis.
- 18 If I will be given training by Hotel... Des Indes.
- 19 Regular training would make me perform better.
- 20 If another employer would offer... Des Indes.
- 21 What kind of training would you use, a program?

Endings

- 2 Thank you for your help.

16+ I would enjoy training given by Hotel Des Indes

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

admin.typeform.com/form/ZUYvcBeu/create?block=29e3b419-60bb-4c53-ae94-3a30579cd035

My workspace: / Organizational Commitment Hotel Des Indes

Content

- 11 I often feel stressed on a regular work day.
- 12 I feel valued by my colleagues.
- 13 I feel valued by my supervisors / my team.
- 14 I have thought about leaving Hotel... Des Indes.
- 15 I would attend training given by H... Des Indes.
- 16 I would enjoy training given... Des Indes.
- 17 If given the opportunity I would join training sessions on a regular basis.
- 18 If I will be given training by Hotel... Des Indes.
- 19 Regular training would make me perform better.
- 20 If another employer would offer... Des Indes.
- 21 What kind of training would you use, a program?

Endings

- 2 Thank you for your help.

17+ If given the opportunity I would join training sessions on a regular basis

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

admin.typeform.com/form/ZUYvcBeu/create?block=e3fad857-4b02-4534-8ad3-cb41b7651320

My workspace: / Organizational Commitment Hotel Des Indes

Content

- 11 I often feel stressed on a regular work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisors / management team
- 14 I have thoughts about leaving Hotel...a...my...
- 15 I would attend training given by H...Des Indes
- 16 I would enjoy training given by H...Des Indes
- 17 If given the opportunity I would go...g...er team
- 18 If I will be given training by Hotel...od of time
- 19 Regular training would make...formance
- 20 If another employer would offer me...Dec...
- 21 What kind of training would you use...a...equent

Endings

- 2 Thank you for your help

18\* If I will be given training by Hotel Des Indes I would like to continue working there for a long period of time

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

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My workspace: / Organizational Commitment Hotel Des Indes

Content

- 11 I often feel stressed on a regular work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisors / management team
- 14 I have thoughts about leaving Hotel...a...my...
- 15 I would attend training given by H...Des Indes
- 16 I would enjoy training given by H...Des Indes
- 17 If given the opportunity I would go...g...er team
- 18 If I will be given training by Hotel...od of time
- 19 Regular training would make...formance
- 20 If another employer would offer me...Dec...
- 21 What kind of training would you use...a...equent

Endings

- 2 Thank you for your help

19\* Regular training would make me feel more confident about my skills and performance

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

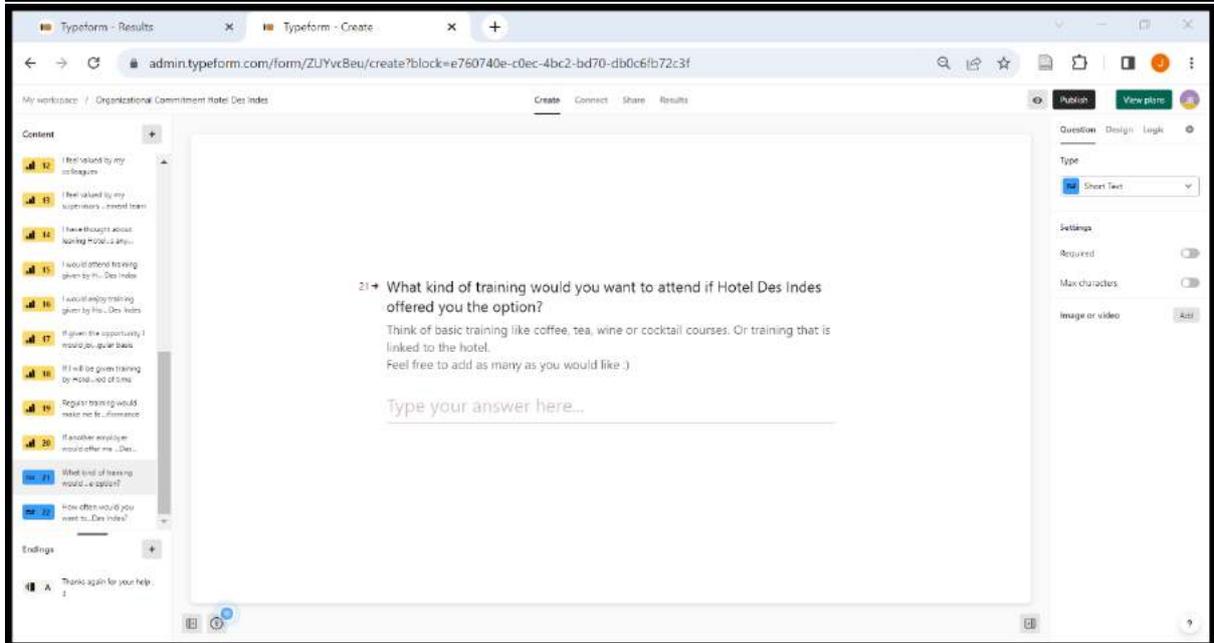
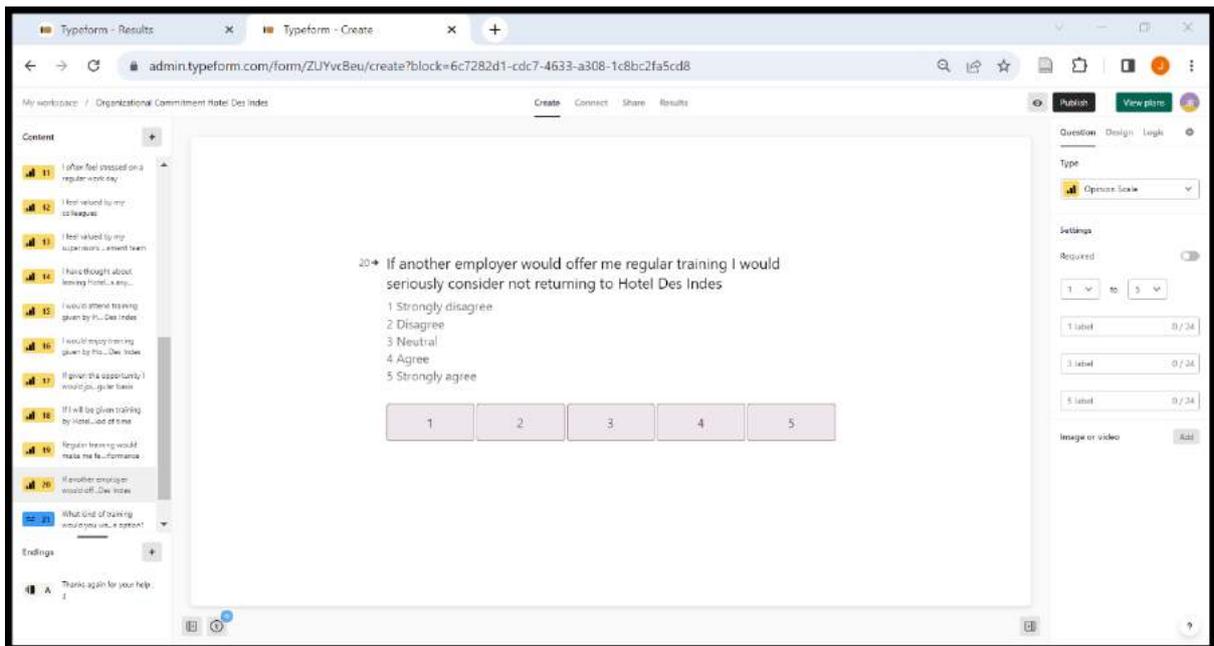
Settings

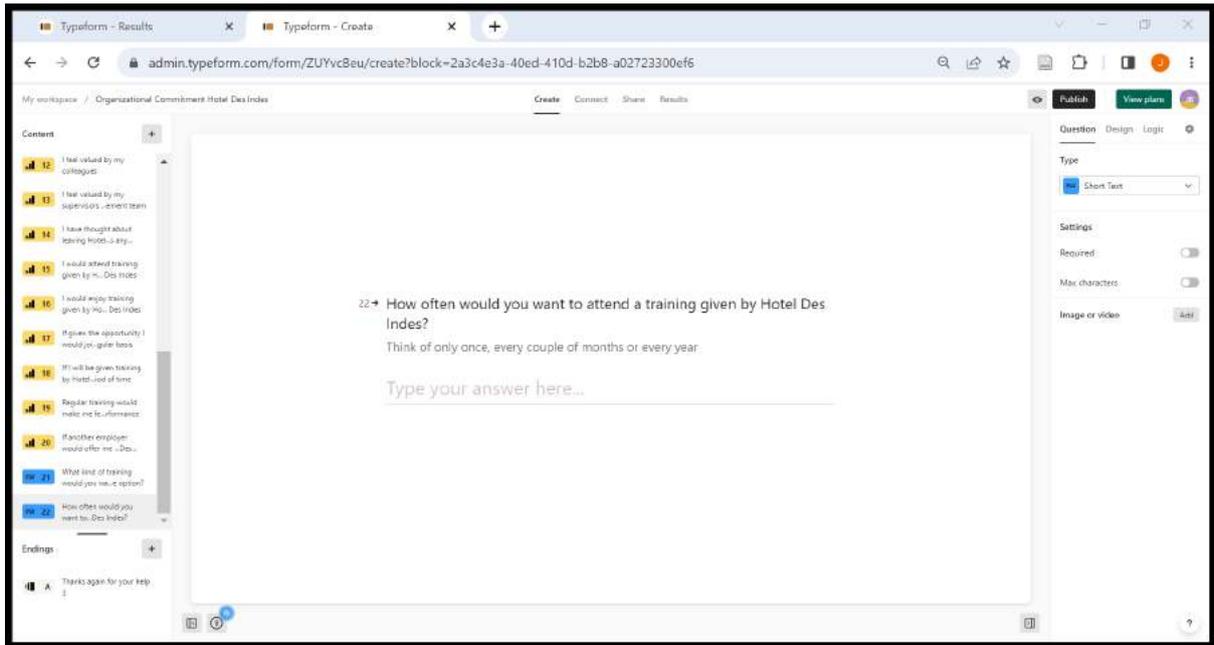
Required

1 to 5

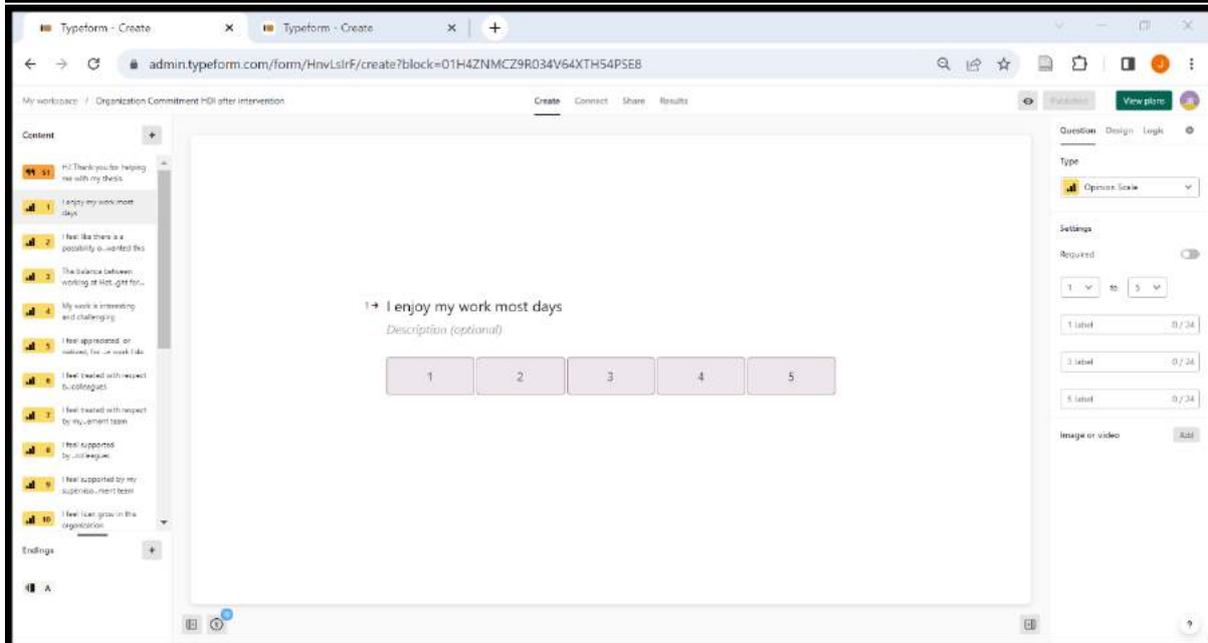
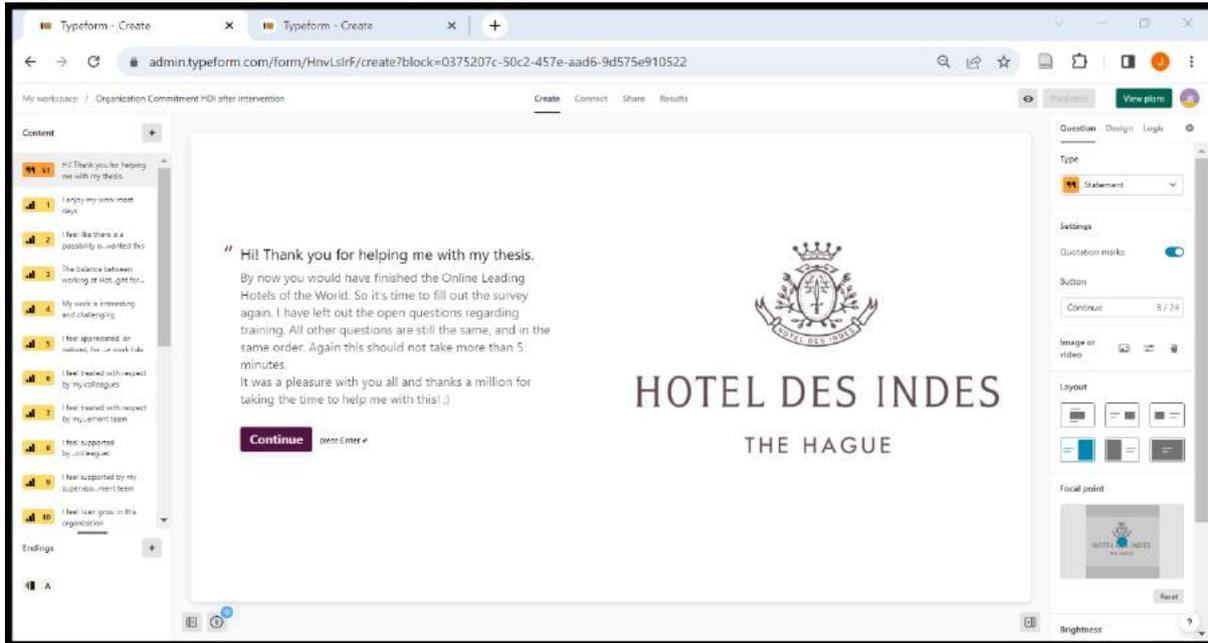
1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add





## Appendix C: Proof Survey after intervention



admin.typeform.com/form/HnvLstf/create?block=f197981b-c9d5-4abf-bc16-aa81de0f19d2

My workspace: / Organization Commitment HPI after intervention

Content

- 11-11 Hi! Thank you for helping me with my thesis
- 1 I enjoy my work more than
- 2 I feel like there is a possibility of growth for...
- 3 The balance between working at Hotel Des Indes for...
- 4 My work is interesting and challenging
- 5 I feel appreciated or valued for my work
- 6 I feel treated with respect by colleagues
- 7 I feel treated with respect by my current team
- 8 I feel supported by my manager
- 9 I feel supported by my supervisor/mentor
- 10 I feel like I can grow in this organization

2\* I feel like there is a possibility of growth or promotion for me at Hotel Des Indes if I wanted this

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

admin.typeform.com/form/HnvLstf/create?block=7952cc5e-d99f-45f3-9f25-d92ae432098f

My workspace: / Organization Commitment HPI after intervention

Content

- 11-11 Hi! Thank you for helping me with my thesis
- 1 I enjoy my work more than
- 2 I feel like there is a possibility of growth for...
- 3 The balance between working at Hotel Des Indes and my personal life feels right for me
- 4 My work is interesting and challenging
- 5 I feel appreciated or valued for my work
- 6 I feel treated with respect by colleagues
- 7 I feel treated with respect by my current team
- 8 I feel supported by my manager
- 9 I feel supported by my supervisor/mentor
- 10 I feel like I can grow in this organization

3\* The balance between working at Hotel Des Indes and my personal life feels right for me

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

admin.typeform.com/form/HnvLstf/create?block=fc9d18de-a5c7-46d9-9c9c-d85ee9441d7b

My workspace: / Organization Commitment HQI after intervention

Content

- 11 Thank you for helping me, my friends
- 1 I enjoy my work most days
- 2 I feel like there is a possibility I wanted this
- 3 The balance between working or not, got for...
- 4 My work is interesting and challenging
- 5 I feel appreciated, or noticed, for the work I do
- 6 I feel treated with respect by colleagues
- 7 I feel treated with respect by my current team
- 8 I feel supported by colleagues
- 9 I feel supported by my supervisor/ment team
- 10 I feel like I can grow in this organization

4+ My work is interesting and challenging

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0/24  
3 label 0/24  
5 label 0/24

Image or video Add

admin.typeform.com/form/HnvLstf/create?block=3b026544-c144-429f-b47e-e7839f6110fe

My workspace: / Organization Commitment HQI after intervention

Content

- 4 I feel treated with respect by my colleagues
- 7 I feel treated with respect by my current team
- 8 I feel supported by colleagues
- 9 I feel supported by my supervisor/ment team
- 10 I feel like I can grow in this organization
- 11 I often feel stressed on a work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisor/ment team
- 14 I have thought about leaving this company
- 15 I would attend training given by the Dev Index
- 16 I would enjoy training

5+ I feel appreciated, or noticed, for the work I do

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

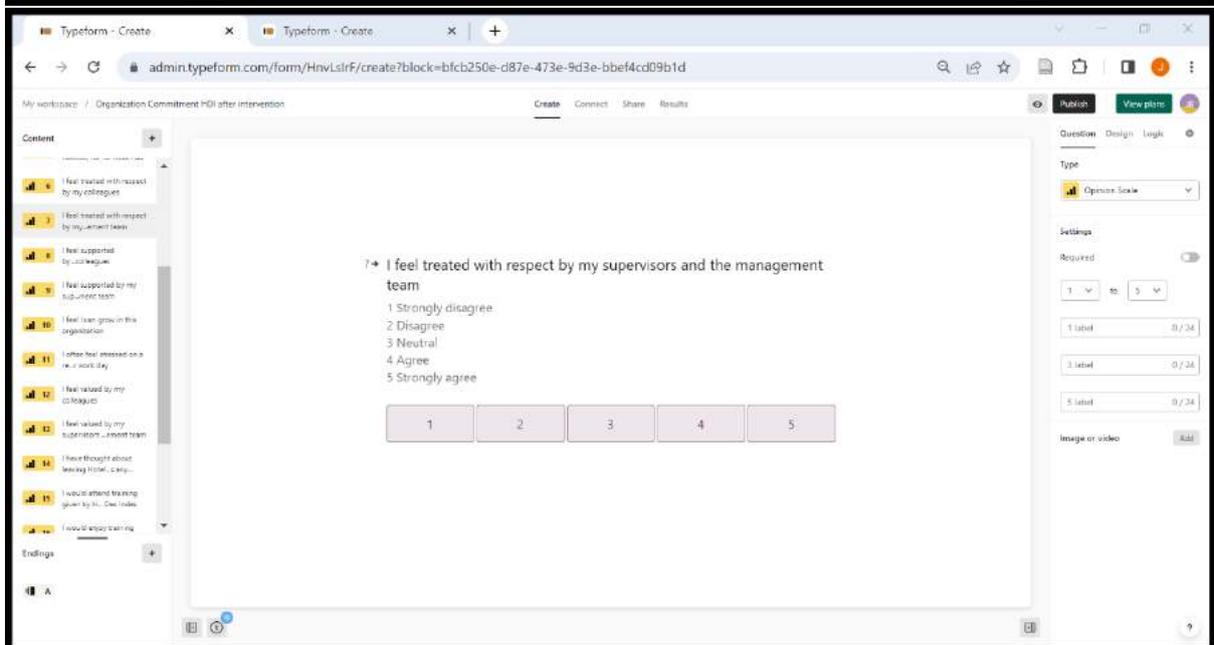
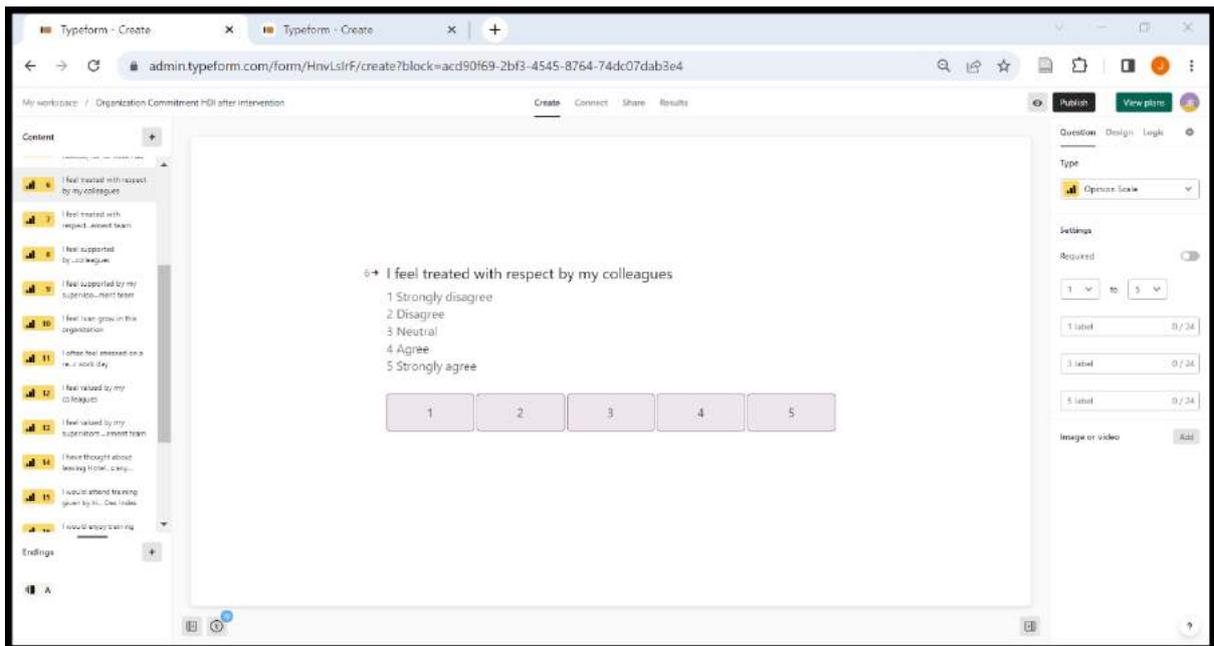
Settings

Required

1 to 5

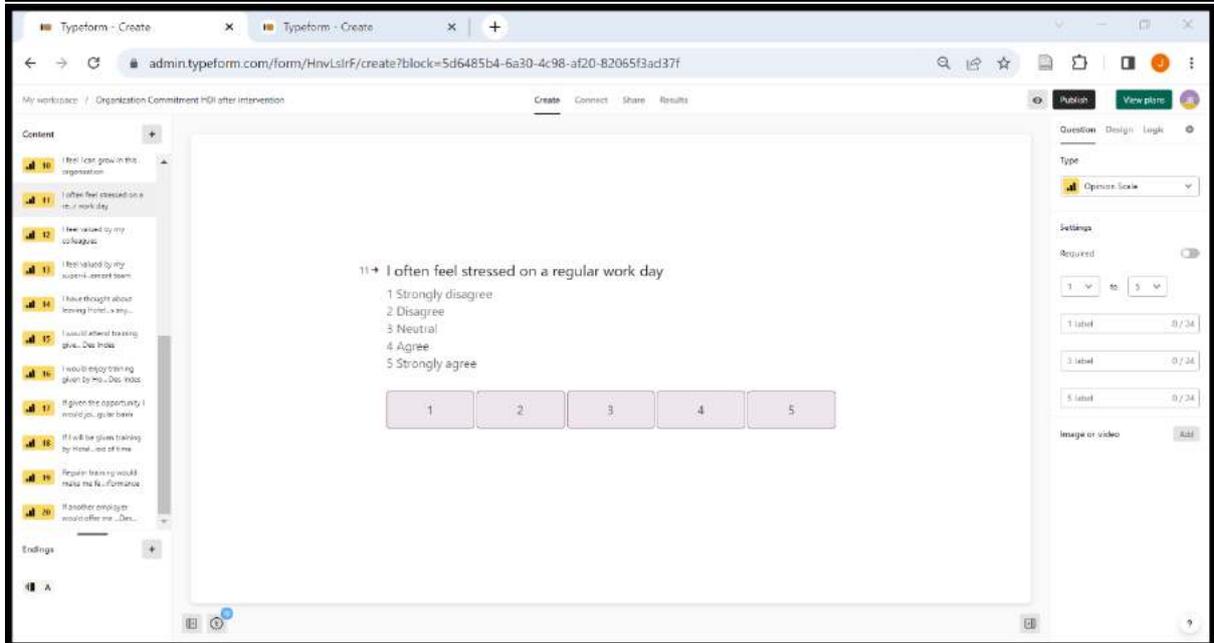
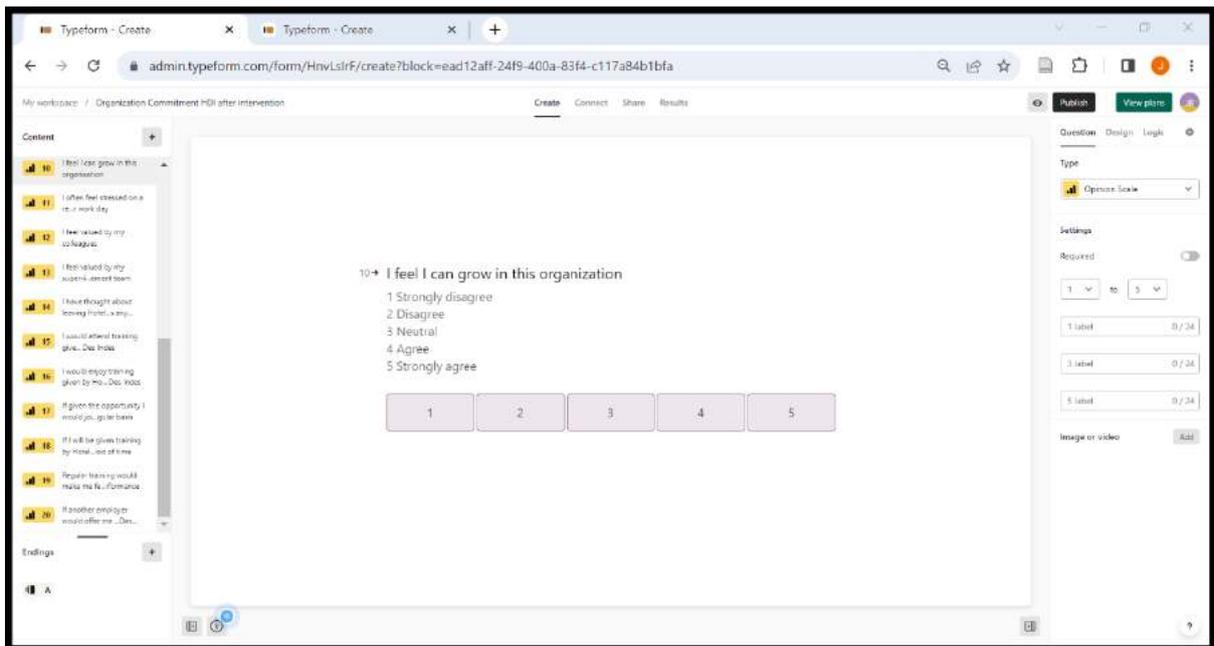
1 label 0/24  
3 label 0/24  
5 label 0/24

Image or video Add



The screenshot shows a web browser window with two tabs. The active tab is titled "Typeform - Create" and the address bar shows the URL: `admin.typeform.com/form/HnvLstf/create?block=3fe7d849-b00f-45fa-a00c-67642b5a1b9f`. The page content includes a sidebar on the left with a list of questions, a central editor area, and a settings panel on the right. The central editor area displays the question: "8+ I feel supported by my colleagues." Below the question is a list of response options: "1 Strongly disagree", "2 Disagree", "3 Neutral", "4 Agree", and "5 Strongly agree". At the bottom of the editor are five buttons labeled "1", "2", "3", "4", and "5". The settings panel on the right shows the question type as "Opinion Scale", a "Required" toggle, and a scale from "1" to "5".

The screenshot shows a web browser window with two tabs. The active tab is titled "Typeform - Create" and the address bar shows the URL: `admin.typeform.com/form/HnvLstf/create?block=3116305b-fd21-4239-8210-59c18357ce7a`. The page content includes a sidebar on the left with a list of questions, a central editor area, and a settings panel on the right. The central editor area displays the question: "9+ I feel supported by my supervisors and the management team". Below the question is a list of response options: "1 Strongly disagree", "2 Disagree", "3 Neutral", "4 Agree", and "5 Strongly agree". At the bottom of the editor are five buttons labeled "1", "2", "3", "4", and "5". The settings panel on the right shows the question type as "Opinion Scale", a "Required" toggle, and a scale from "1" to "5".



admin.typeform.com/form/HnvLstf/create?block=55b1cb8e-0123-45df-b26c-091ad0589290

My workspace: / Organization Commitment HQI after intervention

Content

- 10 I feel I can grow in this organization
- 11 I often feel stressed on a typical work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisor/management team
- 14 I have thought about leaving from...a job...
- 15 I would attend training given by...the organization
- 16 I would enjoy training given by...the organization
- 17 If given the opportunity I would join...another team
- 18 If I will be given training by...the organization
- 19 Regular training would make the...work more enjoyable
- 20 If another employer would offer me...a job...

Endings

12+ I feel valued by my colleagues

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 label 0/24  
3 label 0/24  
5 label 0/24

Image or video

admin.typeform.com/form/HnvLstf/create?block=285515c3-46ed-4b52-92e8-a9bd74bb6125

My workspace: / Organization Commitment HQI after intervention

Content

- 10 I feel I can grow in this organization
- 11 I often feel stressed on a typical work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisor/management team
- 14 I have thought about leaving from...a job...
- 15 I would attend training given by...the organization
- 16 I would enjoy training given by...the organization
- 17 If given the opportunity I would join...another team
- 18 If I will be given training by...the organization
- 19 Regular training would make the...work more enjoyable
- 20 If another employer would offer me...a job...

Endings

13+ I feel valued by my supervisors and the management team

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 label 0/24  
3 label 0/24  
5 label 0/24

Image or video

admin.typeform.com/form/HnvLstf/create?block=985b6f96-487d-4267-b180-31657aa5ab2a

My workspace: / Organization Commitment HQI after intervention

Content

- 10 I feel I can grow in this organization
- 11 I often feel stressed on a typical work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisors - event team
- 14 I have thought about leaving Hotel Des Indes
- 15 I would attend training given by Hotel Des Indes
- 16 I would enjoy training given by Hotel Des Indes
- 17 If given the opportunity I would join, give team
- 18 If I will be given training by Hotel... of time
- 19 Regular training would make the full...formance
- 20 If another employer would offer me...Des...

Endings

14+ I have thought about leaving Hotel Des Indes/ I have thought about not applying for shifts at Hotel Des Indes any more

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

admin.typeform.com/form/HnvLstf/create?block=c28622a2-c798-42f3-95c3-86fa16bc3b34

My workspace: / Organization Commitment HQI after intervention

Content

- 10 I feel I can grow in this organization
- 11 I often feel stressed on a typical work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisors - event team
- 14 I have thought about leaving Hotel Des Indes
- 15 I would attend training given by Hotel Des Indes
- 16 I would enjoy training given by Hotel Des Indes
- 17 If given the opportunity I would join, give team
- 18 If I will be given training by Hotel... of time
- 19 Regular training would make the full...formance
- 20 If another employer would offer me...Des...

Endings

15+ I would attend training given by Hotel Des Indes

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

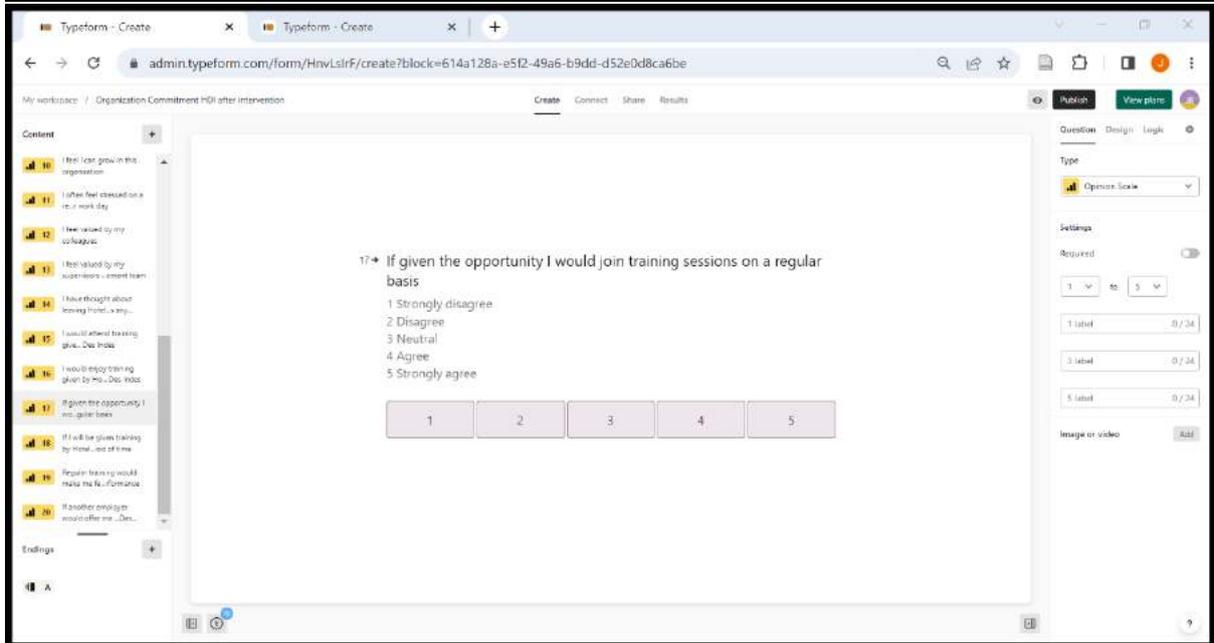
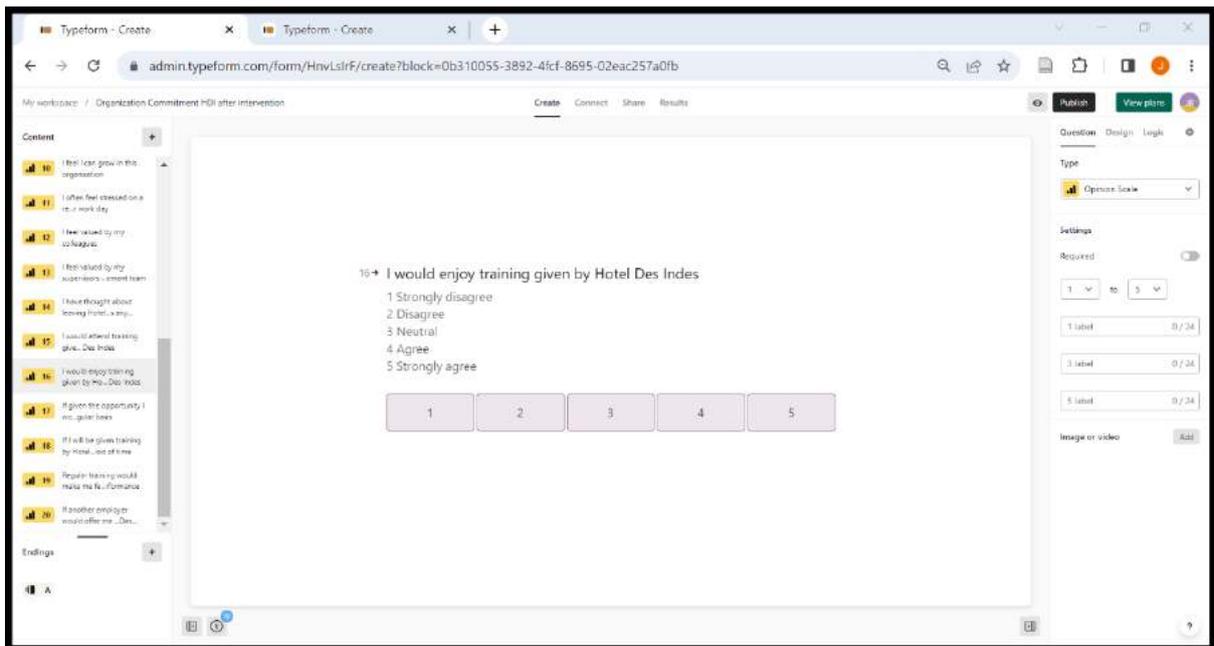
Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add



admin.typeform.com/form/HnvLstf/create?block=9cead498-2575-40bc-8ce7-7890b3ca04bb

My workspace: / Organization Commitment HQI after intervention

Content

- 10 I feel I can grow in this organization
- 11 I often feel stressed on a typical work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisors - entire team
- 14 I have thought about leaving Hotel Des Indes...
- 15 I would attend training given by Hotel Des Indes
- 16 I would enjoy training given by Hotel Des Indes
- 17 If given the opportunity I would join, give a team
- 18 If I will be given training by Hotel Des Indes
- 19 Regular training would make my performance
- 20 If another employer would offer me...

Endings

18\* If I will be given training by Hotel Des Indes I would like to continue working there for a long period of time

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

admin.typeform.com/form/HnvLstf/create?block=5d3fce6b-e7e7-43e7-844d-eb68a36434cb

My workspace: / Organization Commitment HQI after intervention

Content

- 10 I feel I can grow in this organization
- 11 I often feel stressed on a typical work day
- 12 I feel valued by my colleagues
- 13 I feel valued by my supervisors - entire team
- 14 I have thought about leaving Hotel Des Indes...
- 15 I would attend training given by Hotel Des Indes
- 16 I would enjoy training given by Hotel Des Indes
- 17 If given the opportunity I would join, give a team
- 18 If I will be given training by Hotel Des Indes
- 19 Regular training would make me feel more confident about my skills and performance
- 20 If another employer would offer me...

Endings

19\* Regular training would make me feel more confident about my skills and performance

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

1 2 3 4 5

Question Design Logic

Type

Opinion Scale

Settings

Required

1 to 5

1 label 0,7/24  
3 label 0,7/24  
5 label 0,7/24

Image or video Add

The screenshot shows a web browser window with two tabs titled "Typeform - Create". The address bar contains the URL: `admin.typeform.com/form/HnvLstrF/create?block=719414bc-80e3-429b-acbd-e620adbe535c`. The page header includes "My workspace / Organization Commitment HQI after intervention" and navigation buttons for "Create", "Connect", "Share", and "Results".

The main content area displays a survey question: "20\* If another employer would offer me regular training I would seriously consider not returning to Hotel Des Indes". Below the question are five radio button options: "1 Strongly disagree", "2 Disagree", "3 Neutral", "4 Agree", and "5 Strongly agree". At the bottom of the question area are five corresponding buttons labeled "1", "2", "3", "4", and "5".

On the left side, there is a "Content" sidebar with a list of 20 items, each with a small icon and a number. The items are: "1 I feel I've grown in this organization", "2 I often feel stressed on a typical work day", "3 I feel valued by my colleagues", "4 I feel valued by my supervisors / entire team", "5 I have thought about leaving Hotel Des Indes", "6 I would attend training given by Hotel Des Indes", "7 I would enjoy training given by Hotel Des Indes", "8 If given the opportunity I would join, give them", "9 If I ask for given training by Hotel Des Indes", "10 Regular training would make me be...formative", "11 If another employer would offer me...Des...", "12", "13", "14", "15", "16", "17", "18", "19", "20".

On the right side, there is a "Question" sidebar with tabs for "Question", "Design", and "Logic". The "Question" tab is active, showing the question type as "Opinion Scale". Under "Settings", there is a "Required" toggle switch, a range selector from "1" to "5", and three "Label" fields with values "0,7/24", "0,7/24", and "0,7/24". There is also an "Image or video" button.

## Appendix D: Proof Findings Survey (before and after intervention)

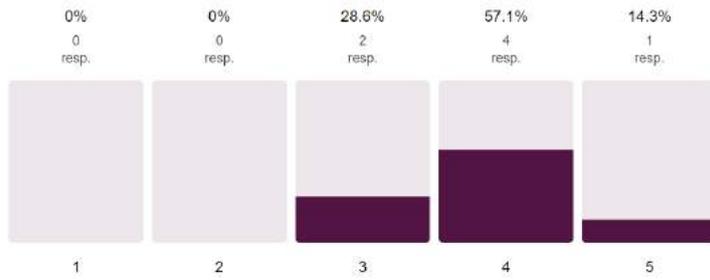
### Before intervention

I enjoy my work most days

 Hide question

7 out of 7 answered

3.9 Average rating



I feel like there is a possibility of growth or promotion for me at Hotel Des Indes if I wanted this

 Hide question

7 out of 7 answered

2.7 Average rating



### The balance between working at Hotel Des Indes and my personal life feels right for me

Hide question

7 out of 7 answered

#### 3.0 Average rating

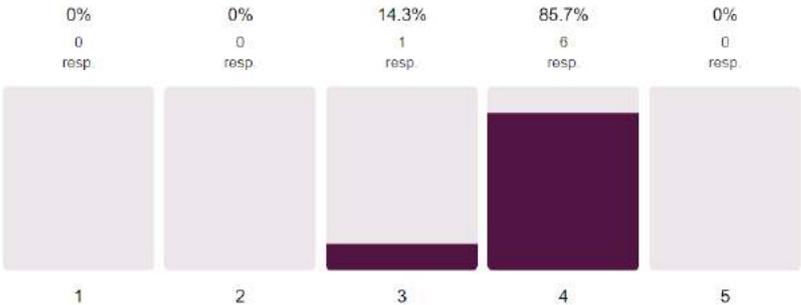


### My work is interesting and challenging

Hide question

7 out of 7 answered

#### 3.9 Average rating

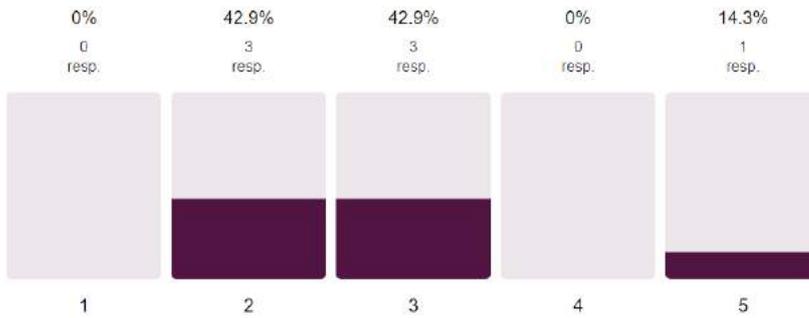


## I feel appreciated, or noticed, for the work I do

 Hide question

7 out of 7 answered

### 2.9 Average rating

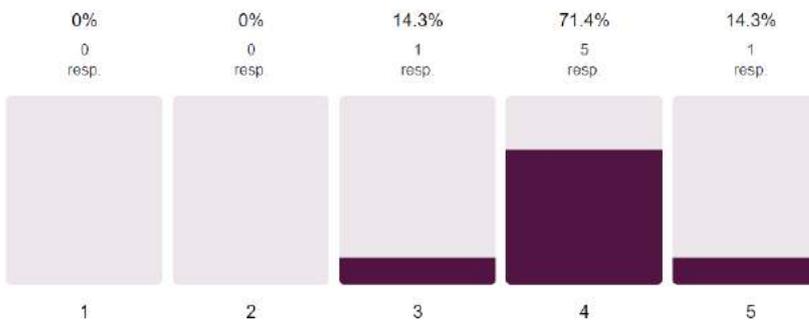


## I feel treated with respect by my colleagues

 Hide question

7 out of 7 answered

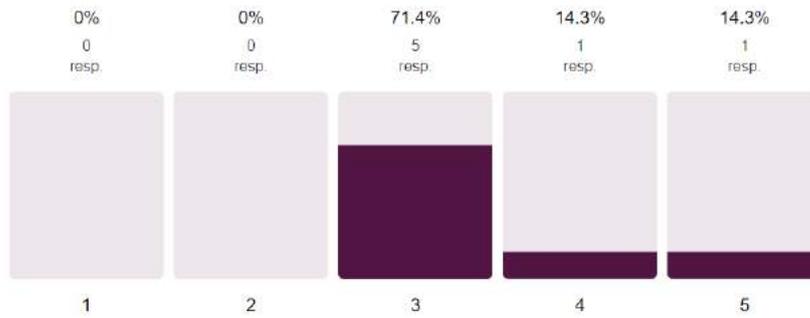
### 4.0 Average rating



I feel treated with respect by my supervisors and the management team [Hide question](#)

7 out of 7 answered

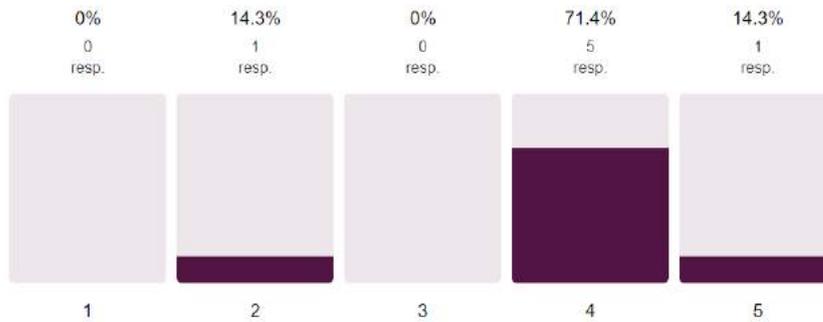
### 3.4 Average rating



I feel supported by my colleagues [Hide question](#)

7 out of 7 answered

### 3.9 Average rating

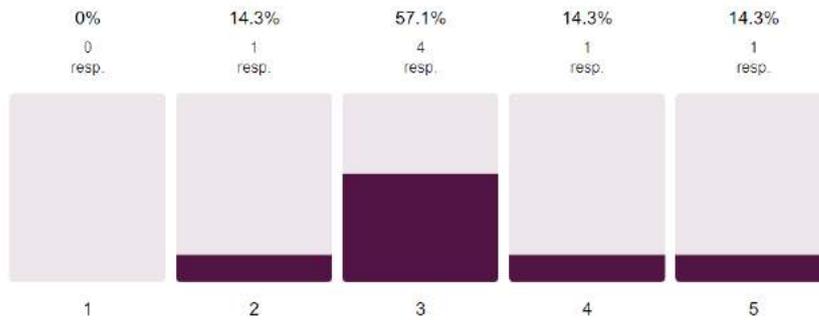


## I feel supported by my supervisors and the management team

 Hide question

7 out of 7 answered

### 3.3 Average rating

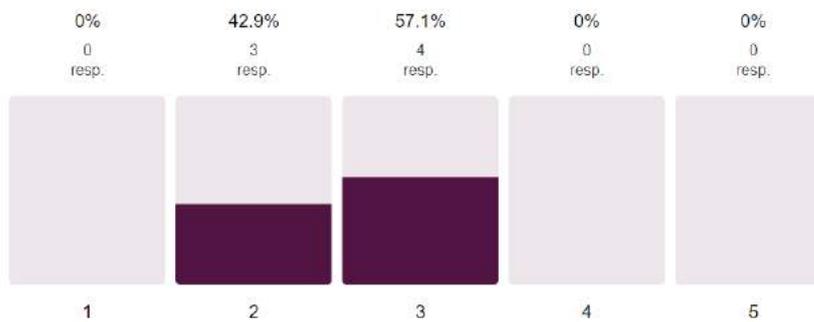


## I feel I can grow in this organization

 Hide question

7 out of 7 answered

### 2.6 Average rating

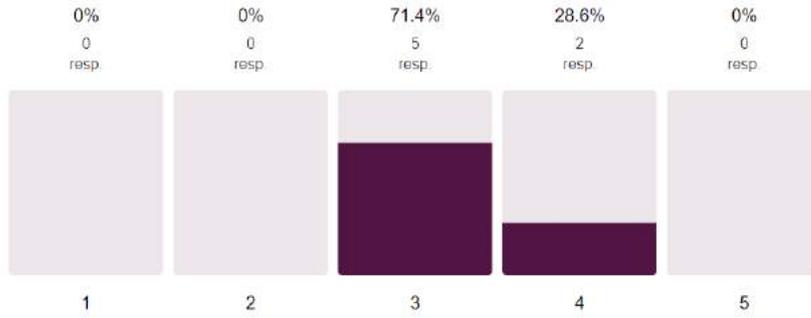


### I often feel stressed on a regular work day

Hide question

7 out of 7 answered

#### 3.3 Average rating

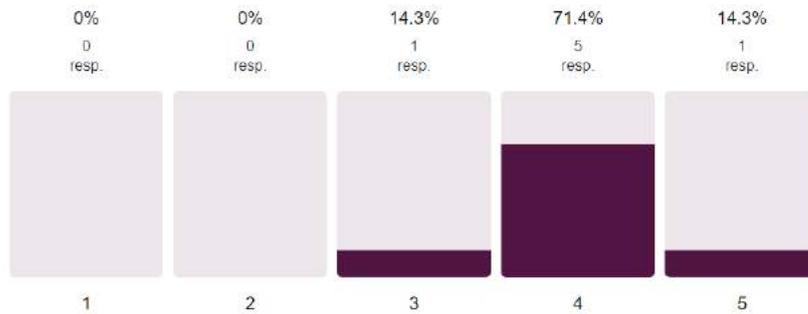


### I feel valued by my colleagues

Hide question

7 out of 7 answered

#### 4.0 Average rating

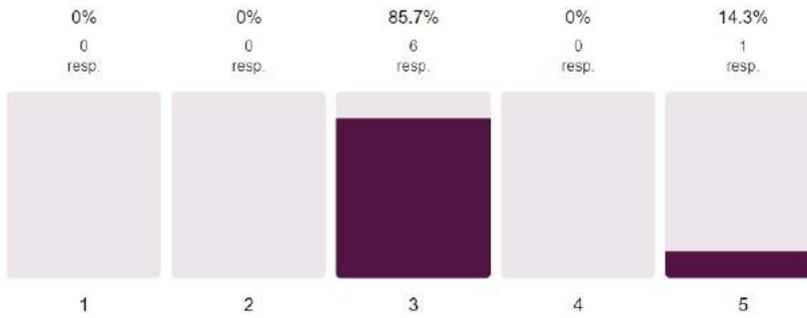


I feel valued by my supervisors and the management team

 Hide question

7 out of 7 answered

### 3.3 Average rating

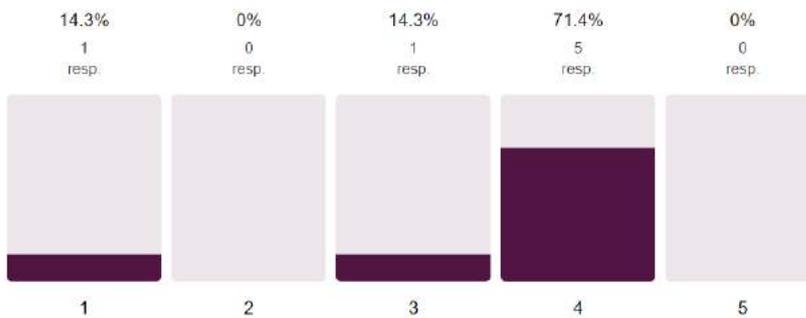


I have thought about leaving Hotel Des Indes/ I have thought about not applying for shifts at Hotel Des Indes any more

 Hide question

7 out of 7 answered

### 3.4 Average rating

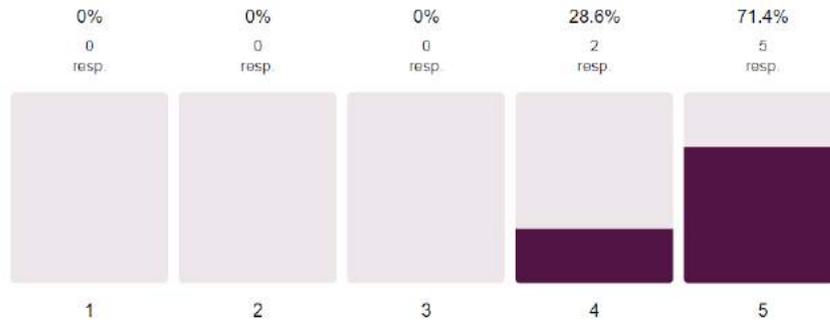


## I would attend training given by Hotel Des Indes

 Hide question

7 out of 7 answered

### 4.7 Average rating

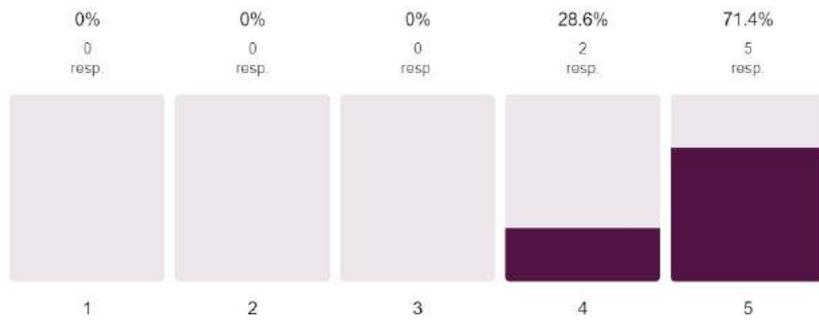


## I would enjoy training given by Hotel Des Indes

 Hide question

7 out of 7 answered

### 4.7 Average rating

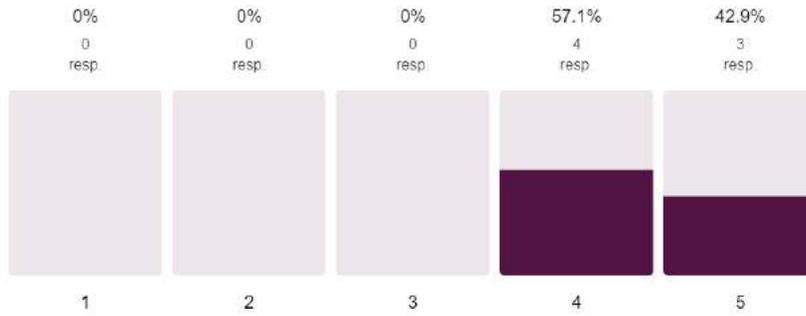


If given the opportunity I would join training sessions on a regular basis

 Hide question

7 out of 7 answered

#### 4.4 Average rating

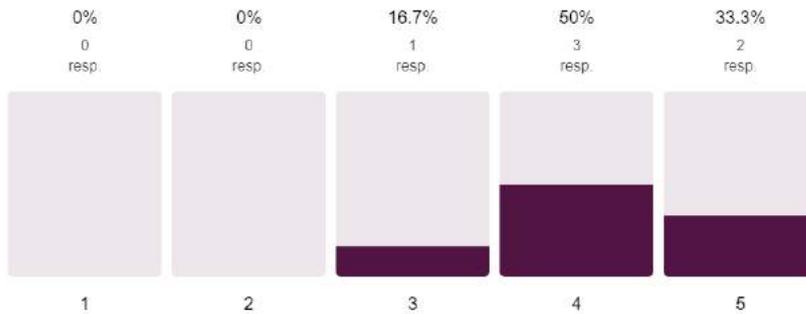


If I will be given training by Hotel Des Indes I would like to continue working there for a long period of time

 Hide question

6 out of 7 answered

#### 4.2 Average rating

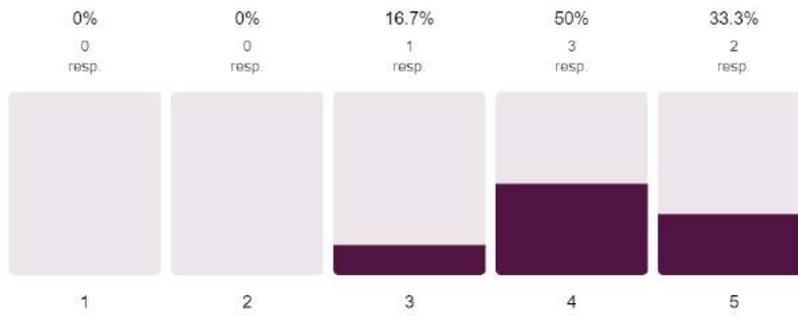


If I will be given training by Hotel Des Indes I would like to continue working there for a long period of time

Hide question

6 out of 7 answered

#### 4.2 Average rating



Regular training would make me feel more confident about my skills and performance

Hide question

7 out of 7 answered

#### 5.0 Average rating

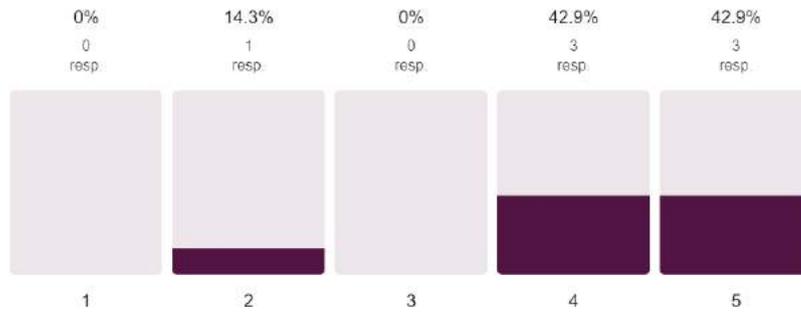


If another employer would offer me regular training I would seriously consider not returning to Hotel Des Indes

Hide question

7 out of 7 answered

#### 4.1 Average rating



#### After intervention:

### Organization Commitment HDI after intervention

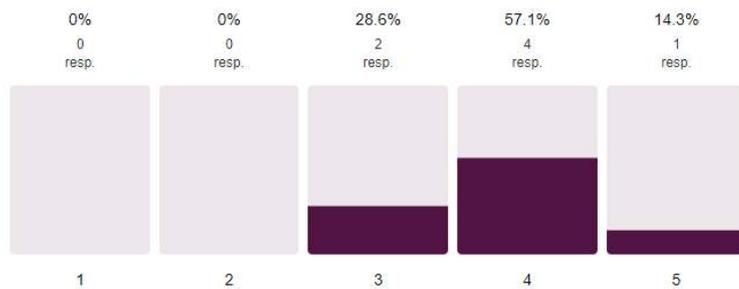
7 responses

I enjoy my work most days

Hide question

7 out of 7 answered

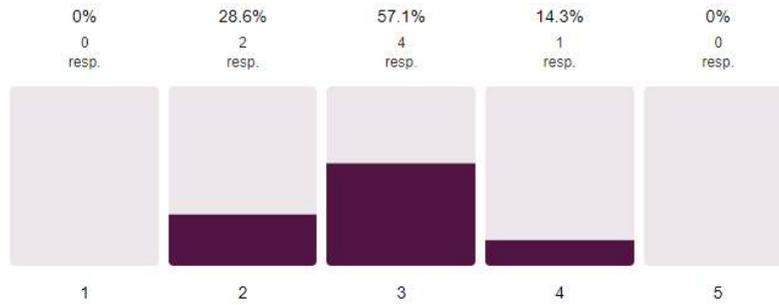
#### 3.9 Average rating



I feel like there is a possibility of growth or promotion for me at Hotel Des Indes if I wanted this [Hide question](#)

7 out of 7 answered

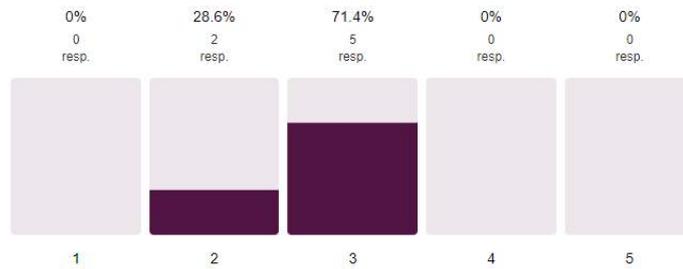
### 2.9 Average rating



The balance between working at Hotel Des Indes and my personal life feels right for me [Hide question](#)

7 out of 7 answered

### 2.7 Average rating

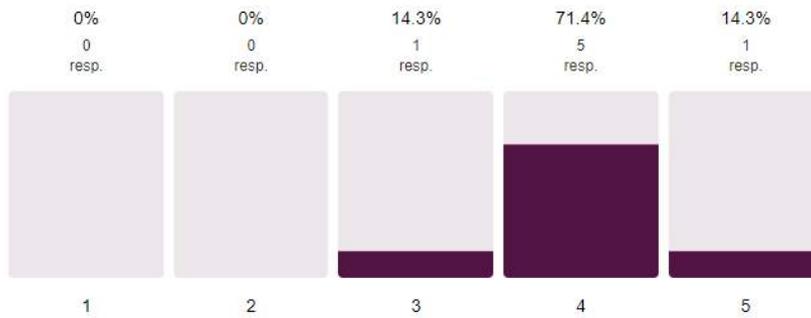


## My work is interesting and challenging

 Hide question

7 out of 7 answered

### 4.0 Average rating

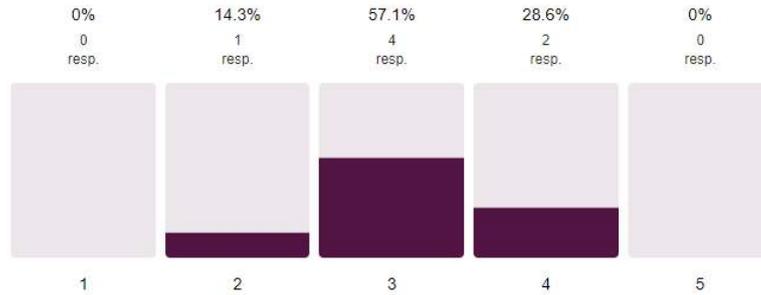


## I feel appreciated, or noticed, for the work I do

 Hide question

7 out of 7 answered

### 3.1 Average rating

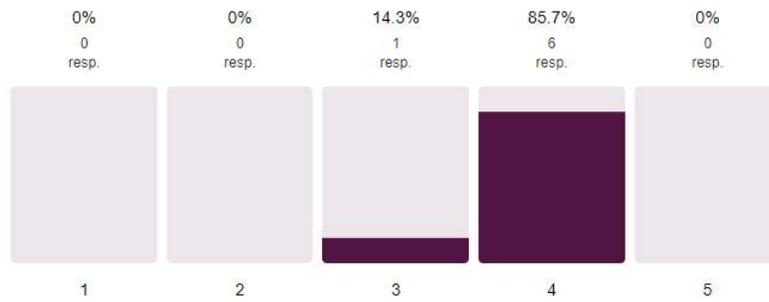


### I feel treated with respect by my colleagues

Hide question

7 out of 7 answered

#### 3.9 Average rating

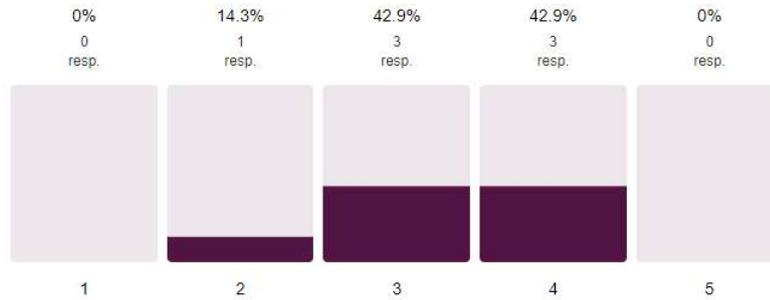


### I feel treated with respect by my supervisors and the management team

Hide question

7 out of 7 answered

#### 3.3 Average rating

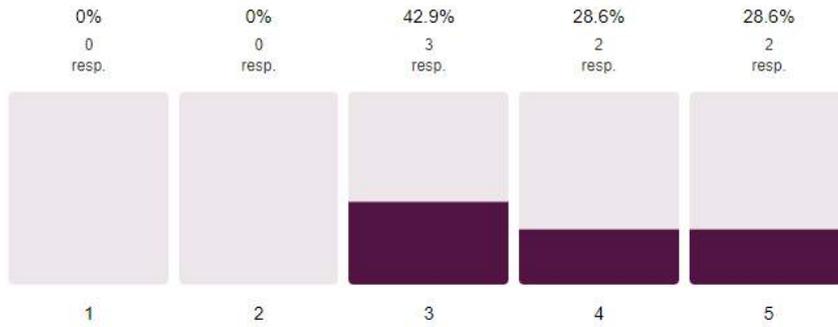


## I feel supported by my colleagues

 Hide question

7 out of 7 answered

### 3.9 Average rating

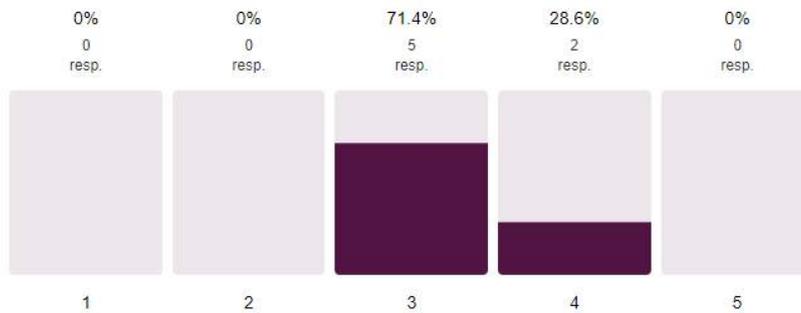


## I feel supported by my supervisors and the management team

 Hide question

7 out of 7 answered

### 3.3 Average rating

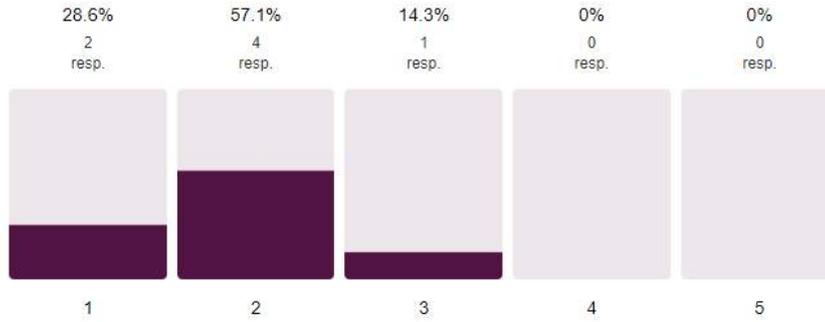


## I feel I can grow in this organization

Hide question

7 out of 7 answered

### 1.9 Average rating

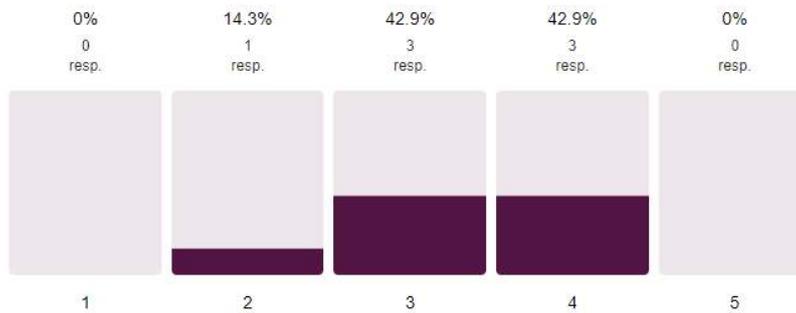


## I often feel stressed on a regular work day

Hide question

7 out of 7 answered

### 3.3 Average rating

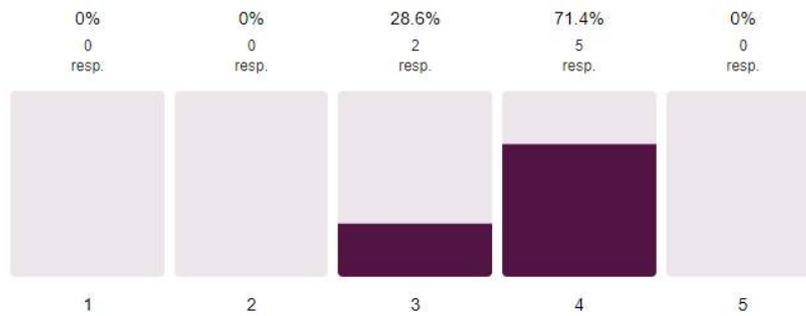


## I feel valued by my colleagues

 Hide question

7 out of 7 answered

### 3.7 Average rating

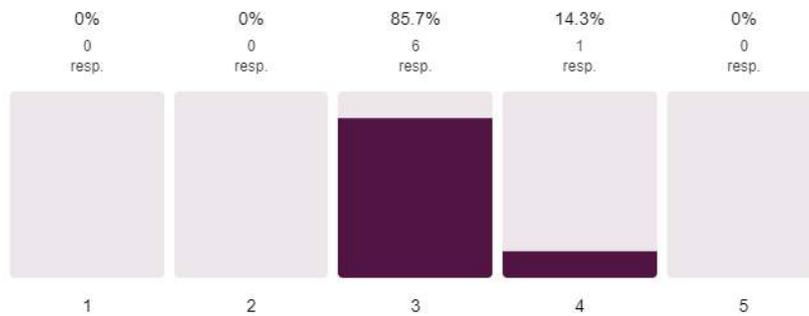


## I feel valued by my supervisors and the management team

 Hide question

7 out of 7 answered

### 3.1 Average rating

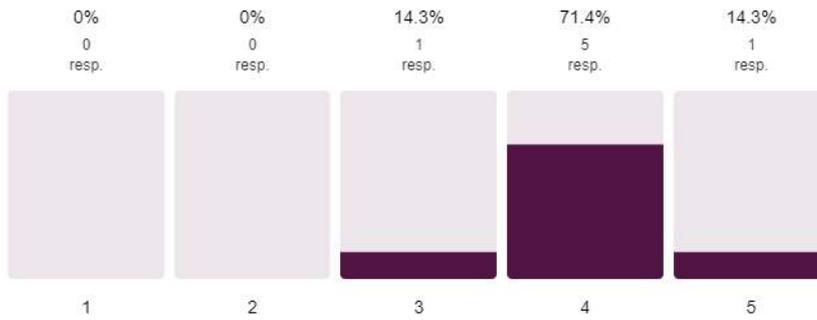


I have thought about leaving Hotel Des Indes/ I have thought about not applying for shifts at Hotel Des Indes any more

 Hide question

7 out of 7 answered

#### 4.0 Average rating

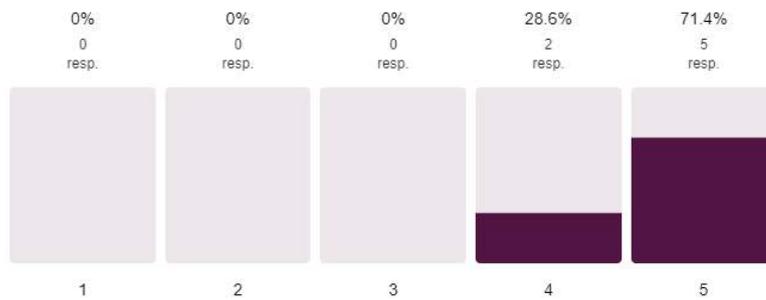


I would attend training given by Hotel Des Indes

 Hide question

7 out of 7 answered

#### 4.7 Average rating

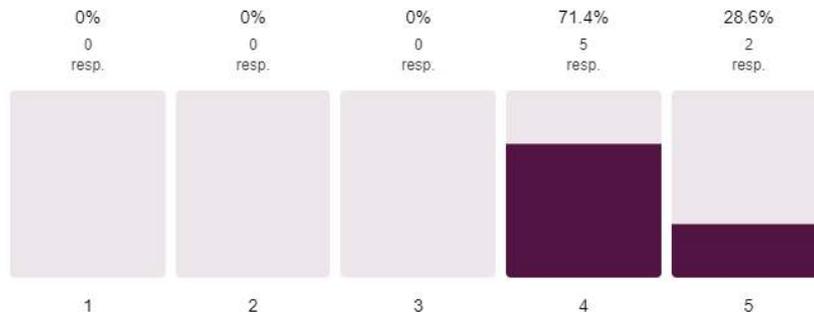


## I would enjoy training given by Hotel Des Indes

 Hide question

7 out of 7 answered

### 4.3 Average rating

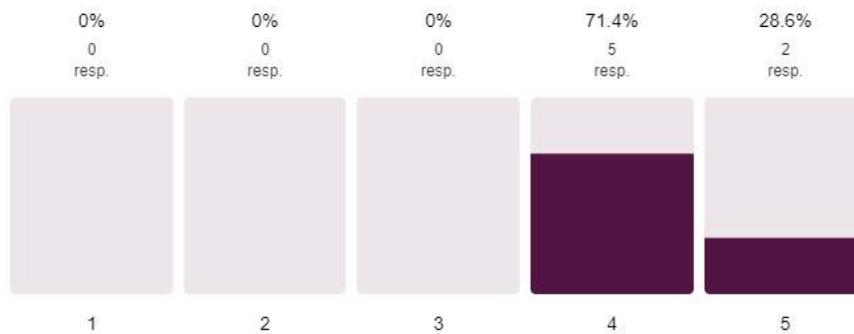


## If given the opportunity I would join training sessions on a regular basis

 Hide question

7 out of 7 answered

### 4.3 Average rating

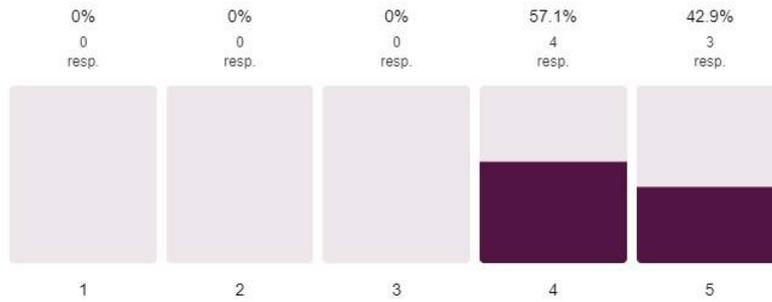


If I will be given training by Hotel Des Indes I would like to continue working there for a long period of time

 Hide question

7 out of 7 answered

#### 4.4 Average rating

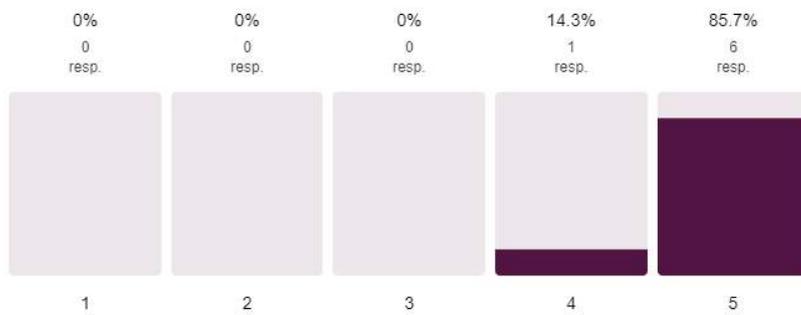


Regular training would make me feel more confident about my skills and performance

 Hide question

7 out of 7 answered

#### 4.9 Average rating

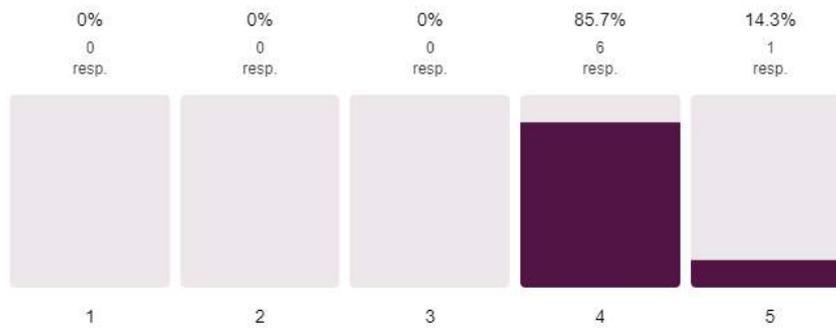


If another employer would offer me regular training I would seriously consider not returning to Hotel Des Indes

 Hide question

7 out of 7 answered

#### 4.1 Average rating



## Appendix E: Proof findings Focus Group

Codes:

Invited

Belong to

Relationship with colleagues

Grow

Develop/Development

Training/Course

Lack of Information

Clear instructions

Needs to perform daily tasks

Confident

Empowered

Guidance

Feedback/Tips

Managers help

What could HDI do to ensure you will keep applying for shifts?

- I would like to be **included in training sessions, LHW standards** and **staff meetings**.
- I would like to **get more feedback** during my shift
- **More guidance**, during my shift, from the supervisor would be nice
- I would like to **be included in tips and after shift drinks**
- It would be nice if we are also **included in the quarterly updates or invited to those birthday celebrations**

What kind of training are you interested in?

- **Barista course, LHW standards, wines we serve**
- **Complaint handling, onboarding**
- **Training about the tea's and the High Tea in general, like the food we serve with it or how it served**
- **The history of HDI**

Why you would want to attend a training given by HDI?

- Training would make me **feel more confident** and **included in the team**
- I could **use what I learn in the future as well (falls under grow)**
- Training usually **makes me feel empowered and confident**
- I would like to improve my **skills and abilities within the hospitality industry**
- **Refresh what I learned already, it also motivates me that the company invests time in my professional development**

Can you name 2 things HDI does that make you feel committed to the company

- **It is nice that they put me in the flexpool** (chosen first when lots of people apply for the open shift)
- It is not something the company specifically does but I have a **good or open relationship with colleagues (both permanent and other 'tempers')**, I feel close to **them**, and **pretty open with the supervisors and managers** which makes me want to keep working here
- I feel like the organisation trusts me

Can you name 2 things that need to change/be implemented for you to be committed to the company?

- More guidance during my shift and motivation by giving training, tips and feedback in a positive way.
- It would be nice if we could be provided with more information (clearer information) at the start of a shift or party (before the party arrives)
- In the future possibly offer me a different contract, show me growth possibilities within the company (that the management team shows they want to help me grow/develop within their company (due to the context it would group in this code)

How can HDI make you feel more included in the team?

- I would like to be included in staff meetings
- It would be nice to be invited to the onboarding or training
- I want more information about the hotel (like background, history but also the standards from LHW)
- A small briefing before or at the start of my shift to know expectations
- I would like to be included in the quarterly updates and quarterly birthday celebrations

What information do you need from management to perform your daily tasks?

- The number of reservations or groups and any important details', so we know what to expect that day
- (LHW) Standards we need to follow
- Clearer instructions about tasks, how it's done and when they expect it to be done and what they expect of me during my shift.

How does management currently support you?

- Management team sometimes help with large or high profile groups which is really nice
- Some supervisors, especially "M", give feedback and always help during service
- Supervisor explain new tasks really well

Why do you keep applying for shifts at HDI?

- It is pretty close and I am already familiar with the hotel, like where everything is
- The colleagues, from the permanent team, are nice and helpful
- I kind of know what I can expect
- Good hours, can chose between a lot of late and or early shifts.

Why would you stop applying for shifts at HDI?

- If another shifts/company pays more, or the other company offers me training
- They provide more guidance during my shift at another company and important information and or changes are communicated better to us as well (gives me a sense of stability I guess)
- Better connection with managers/supervisors
- If another company include me in staff meetings/pre shift briefing and celebrations or after shift drinks if I have been working with them for a while

Were any training sessions or courses given in the last 6 months and were you as tempers included?

- I heard about training sessions given that were posted on the board in the breakroom, but did not attend. I wasn't sure I was allowed to sign up.
- Onboarding was provided to some new colleagues, but they are not tempers I believe

- Saw the training options posted on the board but did not sign up for any. Why not? **Did not think it was for us** or did not find them interesting or useful for me

Can you name 2 things HDI does to make you feel satisfied or happy with your job/shift at the company

- Fair pay, the meals are pretty good
- **Nice** guests and **colleagues**

Can you name 2 things that do not make you feel satisfied or happy with you job/shift at the company?

- I get very little **feedback** and no **training**
- Sometimes **feel like I am fending for myself/ I figure things out as I go** rather than getting a **good explanation or guidance from a supervisor or manager during my shift**
- Sometimes we do not get time to take a break, or it is very late because of large parties

What would you need to feel happy or satisfied with your job?

- **Training, regular feedback, feel included in the team** are some things I find important and would really like in a job
- **Feel/be more included in meetings/changes**
- Better pay or other incentives (such as gym memberships, discounts/**party/ get together to show appreciation**) and **training about the wines and stuff we mentioned before because it makes me more confident about my skills**

Important statements that came up during the focus group

"I do not really see myself working here in the future" "I am doing this work, via Temper, until I find something in my field or until I am done with school"

"The online training you sent to us was fun but I need a bit more to really remember, or not only multiple choice questions"

"Training in person, and more regular, would help me remember better and I like it better if I am learning with the rest of my team"

"I also prefer training in real life because, I can ask questions and talk with others about it. It is more motivating to learn something that way rather than alone"

Revised themes:

### **Professional Development**

#### **Sub theme: *Improving product knowledge***

#### **Sub theme: Offering training to TE**

- Complaint handling
- Could use what I learn in the future as well
- Improve my skills and abilities
- Refresh what I learned already
- Feel more confident and included in the team
- Feel empowered and confident (why would they attend training given by HDI)
- it motivates me (why would they attend training given by HDI)
- Include me in training and *LHW standards*

- Barista course, *LHW standards*, History of HDI and onboarding
- Training (other company offers training that's why I would apply for a shift with them)
- onboarding
- *Want more information about the hotel (like background, history, standards LHW)*
- *(LHW) Standards we need to follow*
- Onboarding was provided to some new colleagues, but they are not tempers I believe
- Saw the training options posted on the board but did not sign up for any. Why not? Did not think it was for us
- Training (not offered makes me not feel happy with my job)
- Training would need to be offered for me to feel happy with my job
- *Training about the wines we serve*
- *More information about the tea's and the High Tea*

### **Role ambiguity**

- Sometimes could be provided with more information (clearer information) at the start of a shift or party
- Small briefing before or at the start of my shift to know expectations
- Number of reservations or groups and any important details'
- Clear instructions about tasks
- Supervisor explain tasks very well
- I know what I can expect (is why I keep applying for shifts)
- Sometimes feel like I am fending for myself/ figure things out as I go
- Include me in staff meetings
- Would like to be included in staff meetings
- Include me in quarterly updates
- Feel/be more included in meetings/changes

### **More inclusion in the (permanent) team**

- Included in after shift drinks
- good/open relationship with colleagues
- Training would make me feel included in the team
- be invited to onboarding
- Be included in quarterly birthday celebrations
- Colleagues are nice (makes me keep applying for shifts and makes me feel happy with my job)
- party/ get together to show appreciation (what would I need to feel happy about my job)
- Be included in tips ?

### **Managerial support better define these**

#### **Sub theme: Top level management support**

- Management shows appreciation for my work
- good/open relationship with managers (makes me feel committed to the company at this moment)

- that they want to help me improve (would need to be present for me to feel more committed to the company)
- Sometimes help with large groups (how management supports me)
- Better connection with managers (better connection with management at a different company would result in them not applying for shifts at HDI anymore)
- Show me growth possibilities (would make them feel committed to a company)

**Sub theme: Operational level management support**

- Supervisor gives feedback
- More guidance (more guidance at another company would make them stop applying to shifts at HDI)
- Regular feedback (is what they would need to make them feel happy/satisfied with their job)
- Little feedback (currently makes them feel unhappy/not satisfied with their job)
- More guidance and feedback during a shift (would need to happen for them to continue applying for shifts)
- More guidance (would make them more committed to the company)
- good/open relationship with supervisor (currently makes them feel committed to HDI)
- tips/feedback during shift (would need to happen for them to feel committed)
- help during service (how management supports you now?)
- Better connection with supervisors at different company would make me stop applying for shifts at HDI

Motivation: Supervisors motivate them by giving tips/feedback during shift but also through training (what would need to change/be implemented for you to be committed to the company)

## Appendix F: Proof Online Training

Note that according to the LQA standards some Modules do not seem to be completed as a pass is set at 80%. However, as their participation was part of my research we agreed that they would need to complete the module with a 70% score. Thus, all Modules were completed by the participants.

Module	Assigned		Date		Score	
	By	To	Assigned	Completed		
▼ In Room Dining Delivery	van Leeuwen, Nick	x, Maximos	26 February 2023	22 May 2023	90.0%	Delete
▼ Restaurant	van Leeuwen, Nick	x, Maximos	26 February 2023	22 May 2023	90.0%	Delete
▼ In Room Dining Order Taking	van Leeuwen, Nick	x, Maximos	26 February 2023	22 May 2023	100.0%	Delete

Module	By	To	Assigned	Completed	Score	
▼ Restaurant	van Leeuwen, Nick	x, Anna	26 February 2023	19 June 2023	90.0%	Delete
▼ In Room Dining Order Taking	van Leeuwen, Nick	x, Anna	26 February 2023	19 June 2023	80.0%	Delete
▼ Light Meals	van Leeuwen, Nick	x, Anna	26 February 2023	19 June 2023	90.0%	Delete
▼ In Room Dining Delivery	van Leeuwen, Nick	x, Anna	26 February 2023	19 June 2023	80.0%	Delete
▼ Breakfast	van Leeuwen, Nick	x, Anna	26 February 2023	19 June 2023	80.0%	Delete
▼ Restaurant	van Leeuwen, Nick	x, Dick	26 February 2023	19 June 2023	90.0%	Delete
▼ Breakfast	van Leeuwen, Nick	x, Dick	26 February 2023	19 June 2023	80.0%	Delete
▼ Drinks Service	van Leeuwen, Nick	x, Dick	26 February 2023		70.0%	Delete
▼ In Room Dining Order Taking	van Leeuwen, Nick	x, Dick	26 February 2023	19 June 2023	100.0%	Delete
▼ Light Meals	van Leeuwen, Nick	x, Dick	26 February 2023	19 June 2023	90.0%	Delete
▼ In Room Dining Delivery	van Leeuwen, Nick	x, Dick	26 February 2023		70.0%	Delete
▼ Drinks Service	van Leeuwen, Nick	x, Elmira	26 February 2023		70.0%	Delete
▼ In Room Dining Order Taking	van Leeuwen, Nick	x, Elmira	26 February 2023	02 May 2023	90.0%	Delete
▼ In Room Dining Delivery	van Leeuwen, Nick	x, Elmira	26 February 2023	02 May 2023	80.0%	Delete
▼ Light Meals	van Leeuwen, Nick	x, Elmira	26 February 2023	02 May 2023	80.0%	Delete
▼ Restaurant	van Leeuwen, Nick	x, Elmira	26 February 2023	02 May 2023	90.0%	Delete
▼ Breakfast	van Leeuwen, Nick	x, Elmira	26 February 2023	02 May 2023	100.0%	Delete
▼ Breakfast	van Leeuwen, Nick	x, Maximos	26 February 2023	22 May 2023	80.0%	Delete
▼ In Room Dining Delivery	van Leeuwen, Nick	x, Maximos	26 February 2023	22 May 2023	90.0%	Delete
▼ Light Meals	van Leeuwen, Nick	x, Maximos	26 February 2023		70.0%	Delete

← Previous 1 ... 25 26 27 28 29 30 31 Next →

▼ Drinks Service	van Leeuwen, Nick	x, Abiba	26 February 2023	02 May 2023	80.0%	Delete
▼ Restaurant	van Leeuwen, Nick	x, Abiba	26 February 2023	02 May 2023	90.0%	Delete
▼ In Room Dining Order Taking	van Leeuwen, Nick	x, Abiba	26 February 2023	02 May 2023	80.0%	Delete
▼ Light Meals	van Leeuwen, Nick	x, Abiba	26 February 2023	02 May 2023	80.0%	Delete
▼ In Room Dining Delivery	van Leeuwen, Nick	x, Abiba	26 February 2023	02 May 2023	90.0%	Delete
▼ Breakfast	van Leeuwen, Nick	x, Abiba	26 February 2023	02 May 2023	80.0%	Delete
▼ Drinks Service	van Leeuwen, Nick	x, Anna	26 February 2023	19 June 2023	90.0%	Delete

← Previous 1 ... 25 26 27 28 29 30 31 Next →

## **Appendix G: (Confidential) Reviews of HDI**

NOTE: reviews taken from Qualtrics site and feedback on paper during the time of the internship. Some reviews have been translated from Dutch and German to English

**Guest X-1:** *Small remark: the service in the lounge/bar seems uncoordinated, not (always) sufficient.*

**Guest X-2:** *Reception/valet 2 male barmen are very professional helpful and friendly, which we missed with the remainder of the service personnel.*

**Guest X-3:** *"problem" during the breakfast, staff was too vocal and restless. The dishes were dirt, not well washed.*

**Guest X-4:** *Our worst experience was at breakfast. We had to wait over 10 minutes just to have our table cleaned. The table had been vacated for a while, but the wait staff had not cleaned. At the buffet, the hot items were cold, several bakery items were only replenished 40+ minutes after we pointed the issue out to the wait staff, and we had to request a cup of coffee four (4) times from two different waiters before we were finally served. Regrettably, we had a very unpleasant experience at breakfast.*

**Guest X-5:** *The little dissatisfaction was the service at about 10 pm in the lounge. In short, we were not served while the staff behind the tap was having a lot of fun. We just went to our room to have a drink there. It looks like there is no leadership there.*

**Guest X-6:** *The employees are all highly motivated but show little coordination at breakfast. They would have to be managed differently and the tasks distributed differently. The workers can't do anything about that. They do their best. That is the job of middle management.*

## Appendix H: Proof Dissemination

# TRAINING PROGRAM



1

## ONBOARDING

Provide the employees with information about the organization, in order to integrate them into the organization. Given the first week of employment. Training may include:  
Policies and procedures  
SOP's  
Company culture, vision and mission  
Introduction to Leading Hotels of the World  
Job expectations



Time needed per Onboarding session  
1 - 2 hours

Start providing training from October onwards

Offer to every new employee within their first week of employment

2

## COMPLIANCE TRAINING

Training focused on rules and regulation of the organization and industry. Training may include:  
Health and Safety  
Food Safety and allergies  
Leading Hotels of the World standards



THE LEADING HOTELS OF THE WORLD

Time needed per Compliance training session  
2 - 3 hours

Start providing training from January onwards

Provide training annually

3

## HARD SKILLS TRAINING

Training employees the skills needed to perform their job or certain tasks. Training may include:  
Use of POS systems  
Carrying plates and serving trays  
Use of coffee machine  
Preparing and serving drinks  
Use of machines and equipment



Time needed per Hard skills training session  
2 - 3 hours

Start providing training from March onwards

Provide training every six months

## 4

### SOFT SKILLS TRAINING

Training employees in order to develop their interpersonal skills and behaviour which support the pursuit of reaching organizational goals. Training may include:

Communication with colleagues  
Giving and receiving feedback  
Customer service, including communication  
Problem solving  
Professional attitude



Time needed per Soft skills training session  
2 - 3 hours

Start providing training from March onwards

Provide training every six months

## 5

### PRODUCT KNOWLEDGE

Training designed to ensure the employees know the products served in the restaurant, including its preparation, origin. This also includes the standards and other products or services the hotel offers. Training may include:

Wine, beer, cocktail and barista courses  
Training on High Tea  
Training on dishes, including preparations and allergens  
Standards of Leading Hotels of the World  
What does Hotel Des Indes offer



Time needed per Soft skills training session  
2 -3 hours

Start providing training from January onwards

Provide training annually or when menu changes

## EVALUATION PLAN



### Phillips V model

Step 1: Measure the level of satisfaction with the training session

Step 2: Measure the level of skills and knowledge have improved

Step 3: Measure if the attendees are able to apply the knowledge and skills they have acquired. Determine if the content and the training method matches the needs of the organization and employees.

Step 4: Determine if the training helps reaching the company goals as well consider factors that might have hindered its success

Step 5: Compare the costs of the training to the monetary benefits related to the training, i.e. not taking seasonal affects into consideration

### Formative and Summative evaluation

Formative evaluation is conducted directly after the training session, its focus lies with improving or modifying the learning process and performance of the attendees as well as providing the trainer with feedback.

- Surveys
- Interviews
- Document reviews, i.e. review training materials

Summative evaluation is performed after the training session in order to measure how much the attendees have learned. In terms of organizational, attendees and training goals which have been predetermined. Based on these outcomes the training program can be improved.

- Surveys
- Focus groups
- Interviews
- Document reviews

*Feedback Management team at HDI*

- "The infographic provides clear suggestions on types of training, how often it should be given and how long a training should last and why".
- "The suggestions for outside companies are nice, gives us another insight or idea instead of going with the companies we know."
- "It would have been nice to see an example of how a training session(s) could be evaluated using the model you suggested. It would make it a bit easier to use ourselves I believe, since we have not used a model like that before."
- "The solution/recommendation seems to be well underpinned, especially since you have talked with the temporary employees to see what they want and need."
- "It would have been good to know if the PE and TE could or should attend the same training sessions. As in do they benefit from the same type of training or do they require different training methods or types due to the nature of their contract. This would have given us more security and possibilities, since we can combine training sessions."

## **Appendix I: Career Launching Portfolio**

### **1. My Future**

#### **1.1 what I want to achieve**

For many years I felt my future lied in restaurant or F&B management, however after working on my CLT and after some of the Phase 3 courses I have been thinking of broadening my horizon during my LYCar. I am currently working as a shift leader in a restaurant, where I can learn lots more about the job. Although, LYCar could be a great opportunity for this, I feel that I could benefit from working in another field during LYCar. As I will be guided more, providing me the opportunity to explore a field I have not yet worked in. L&D is a field I am looking into for my LYCar.

I am currently looking to stay in the Netherlands for work. I enjoy living in the vibrant area, moreover, my friends and family are close which I something I really value. I noticed this is something I do not want to miss during the pandemic and during my blocks delay, 1920CD, as I was nearing a burnout. I found these important to keep close.

LYCar is the time for me to learn more about the different fields in the industry and what I want from or look for in a company. I have yet to discover more about different company cultures and procedures, since this is my first job in the industry. Although I do enjoy the company's clan culture, where the focus lies on the wellbeing of employees. I started a small focus group to involve the employees more in decision making and process innovation to further improve the relationship between employees, management and owners.

My short-term goal is to find a new job, I am passionate about. I hope LYCar inspires me to find this job I will be passionate about, be that HRM or restaurant management, and creates a job opportunity for me to continue after graduation.

I am unsure what my long-term goal is. I feel LYCar is the opportunity for me to explore the industry more as I have always thought I would grow up to be a restaurant or F&B manager. This is what made me apply to Hotelschool The Hague, yet the courses, students and instructors have made me see many other options in the industry that I find interesting as well. My long-term goal is to be established in the job I am passionate about, that allows me to grow and learn.

Fields/departments that I would prefer to work in:

HR, L&D

Restaurant manager

F&B manager

Event manager

HRM was never a field I considered, yet during a Phase 3 course I became more interested in the field. Specifically L&D was a topic we often discussed with our coaches as they worked as consultants or in HR. I always found training and helping employees during work very interesting and fun. Working closely with management and employees to improve L&D plans is something I would like to explore more.

As I mentioned before being a restaurant or F&B manager is a job, I always envisioned myself in, I have found it interesting to see what goes on behind the scenes of a restaurant ever since I was a kid. My current job gives me some insight in this and I am still interested in exploring this further.

Being an event manager has come forward during my HTH career. I feel it combines some parts of F&B management and event planning, giving advice on caterers, interior

design or decorations. Working on events came forward during my placement, which I really enjoyed.

Skills and talents:

Multilingual  
Eye for detail  
Wittiness  
Positive  
Eager to learn

Values:

positivity from others  
reliability  
compassion  
honesty  
enthusiasm  
respect

## 2. Focus in LYCar

### 2.1 Learning goals and competencies

My main focus was working on my social, communicative and language skills, **PEC10**. This has already improved since I started at Hotelschool The Hague yet I feel I actively using what I learned and continuing to improve it is imperative for jobs in HR and as a manager. Which directly links to **PDC7**, dealing with powers and influence of stakeholders. Since restaurant managers and HR employees often deal with people outside of the company such as regulators, suppliers as well as stakeholders within in the company like the owners. These people require a very different dynamic and communication skills in conversations compared to employees.

My next goal would be to work on my independence and interpersonal skills, **PEC11**. As mentioned in my CLT, I often depend on others and seek validation or react out of emotion. This could negatively impact my work as a manager, HR employee or even teaching (as mentioned by some personality tests). Next to that I want to find the best way for me, and the company, to develop, implement and evaluate daily processes, **PDC9**. As these apply to both field I am interested in, HRM and restaurant management. As I will have to train employees on any changes as well as implement and evaluate them with the employees in the restaurant.

Learning goal 1:

Using the tips, I received from my personal coach and during my HTH career to work on my communications skills, during my internship whenever I am in a feedback session or meeting with my supervisor, at least once a month

Learning goal 2:

Work on my independence and confidence by asking question to improve my knowledge in the field to ensure myself I can make decisions without seeking the validation of others.

### 2.2 Competencies as my focus for LYCar

I would like to highlight some competencies want to work on during my LYCar.

Adaptability: This came forward in my GMM, I still feel this is of the utmost importance to improve, as many jobs require me to adjust to new situations quickly and still continue to work at a high level.

Problem solving: Although I do believe I posses some ability in this, it needs to be improved. I often need a long time to evaluate a situation which takes away from the effectiveness as some situations require immediate action.

On the other hand I believe the following are some of my key competencies that are important within any field or position:

**Responsibility:** I find the completion of tasks assigned to me very important, I believe it drives me to work on the task or job and I find that it makes me happy when I finish something and I am satisfied with the results.

**Avid learner or collaborative learner:** When learning a new skill I find it enjoyable and more motivating to do this with my colleagues. The feeling of working together to improve ourselves drives me, although I have this feeling by myself as well. I do believe working in a team to innovate and ultimately improve the performance is what makes learning and development the most fun for me.

## 2.3 Reflection setup

I decided to use the Gibbs Reflective cycle as my primary tool for my personal reflection, as it offers a framework for repeated experiences and thus allows me to learn from it and use what I learned in a similar situation. It consists of 6 stages (The University of Edinburgh, 2021).

Stage 1: write down a (factual) description of the experience. I can use the following questions to aid me in describing it;

- What happened
- When and where did it happen
- Who was there and why

Stage 2: describe my feelings and thoughts about the experience.

Think about;

- What I felt during and after the moment
- How did the others involved feel during and after.

Stage 3: Evaluation of the experience.

- Describe what was good and bad
- What went well or didn't go well
- What did I and others contribute to the situation.

Stage 4: analyse the situation, to make sense of it. Think of questions like;

- Why did things go well or not
- What knowledge can I use to help me understand the situation better.

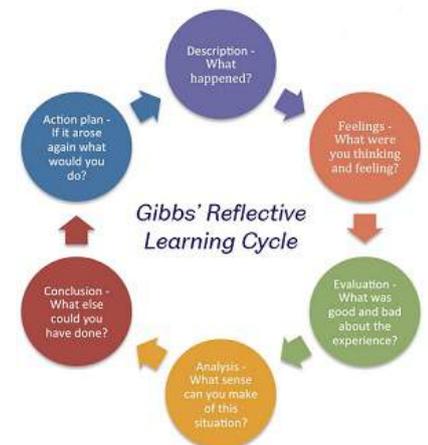
Stage 5: write a conclusion of what I learned from this experience. Think of;

- What I could have done differently
- What skills I need to develop or learn to handle a similar situation better
- What else could I do differently

Stage 6: write an action plan, that include the following for example:

- How I can deal with similar situations better
- How will I develop the skills mentioned in stage 5
- How I will make sure I react or act differently in the future.

As mentioned, before I want to schedule regular feedback moments with my supervisor, after which I can use Gibbs Reflective Cycle to further reflect. This creates regular moments for me to use the reflection tool during LYCar. Moreover, I will be contacting friends, family and colleagues to ask for feedback or tips when I am struggling with a certain experience to give me insight from an objective or unbiased perspective.



### 3. Action Plan

#### 3.1 Timeline

Timeline for LYCar	Block and dates	Plan
	2021D 26/4 - 28/6	Resit: ABI assignment 2 DMO research exam MO reflection report Hand in: CLT and CLP
	2122A 30/8 - 01/11	Resit: RM final exam BMI design space DMO ops1
	2122B 08/11 - 24/01	Research
	2122CD 07/02 - 07/08	Internship
	2223A	Thesis Final defence Graduation

#### 3.2 Internship opportunities

The following 5 internship options seem the most suitable based on my interests and the field.

##### 1 Management internship at Max Brown hotels in Amsterdam

This internship is at 2 Max Brown hotels in Amsterdam, where I will be managing the three departments of the hotel; bar & desk, housekeeping and maintenance. The team is described as warm, cosy and their common goal is to spread the joy of travelling to as many people as possible. Some of my responsibilities include:

- Supporting the team with various tasks among which assisting with projects, administrative tasks, duty management;
- Assisting managers in writing manuals/ SOP's;
- Ensuring their standards are met, one of my focus points would be service
- Ensure seamless working relationships with and between all departments

Although it is not only focussed on the F&B department I feel this would be a great opportunity for me to learn more as a manager in the hospitality industry. I found this internship opportunity on Glassdoor, contacting the company could be done via the contact information given on the website (Glassdoor, 2021).

##### 2 HR internship at Zoku Amsterdam

This internship opportunity at Zoku Amsterdam is the perfect opportunity for me to work in a new field whilst being able to stay within the hospitality industry. The focus lies on the happiness and well being of Zoku's employees. Whilst maintaining their company culture and L&D plan.

- Creating and innovating schedules and manuals
- Be part of the entire recruitment and onboarding cycle
- Support the HR manager in daily tasks

- Maintain relationships with hotel schools and attend their career fairs

I found this internship opportunity on the Placement Office website, contacting the company could be done via the website (Placement Office, 2021b).

### **3 HR internship at Pulitzer and Kimpton de Witt in Amsterdam**

This seems like an interesting internship to me as it is for 2 different hotels, as they are both part of the Lore Group. The focus lies on recruitment and selection processes as well as personal advice and training.

- Assisting the human resource manager with their daily tasks
- Work on the recruitment and selection program
- Be present for any advice the employees might need
- Ensure all employees contribute to the company culture

I found this internship opportunity on the Placement office website, contacting the company could be done via the website (Placement Office, 2021c).

### **4 Meeting and events internship at Zoku Amsterdam**

This placement is a perfect stepping stone into event management. As it is on a smaller scale yet I will be the person in charge, contacting guests, groups and other departments.

- Take the lead on day to day Meeting and Events operations
- Manage the team and the events, the contact person for the guest
- Work along side the meeting and events manager and assisting in their daily tasks
- Manage and guide flex staff

I found this internship opportunity on LinkedIn, thus contacting the company could be done via the contact information given on the website or their HR department(LinkedIn, 2021).

### **5 F&B management trainee at Fine Hotels & Suites in The Hague**

Ultimate goal is to provide the guest with the most personal service. As part of the management team I will work in their restaurant, take care of groups and banqueting. Be the contact person between departments during events and service.

- Manage the team in daily processes
- Work along side the F&B management team
- Work closely with other departments and guests
- Work in all different elements of the F&B department and guide the team

I found this internship opportunity on the Placement office website, thus contacting the company could be done via the website (Placement Office, 2021a).

### **3.3 Possible research topics**

Topic: Recruitment and selection procedure

Why: I find it interesting to find the best way to select and recruit employees, especially younger generations. These people are the new working generation and ensuring a

company's recruitment and selection program caters to them is imperative when looking to hire.

How: I will interview HR managers and employees within the company on their current recruitment and selection procedures as well as graduate students on their experiences, preferences, search engines, sites or other way of finding a job.

Result: I will be providing the company with a setup for a new recruitment and selection procedure that fits the needs and wants of the people they are looking to hire, thinking of graduates.

Topic 2: Learning and development

Why: I believe having the right program that appeals to different employees, based on characteristics is key in ensuring they can bring their best to the company.

How: Research the best fit for the company as well as for the different types of employees the company has. As well as interview current employees and the HR department on current L&D procedures.

Result: Ensure the company has a L&D program that can be applied to different employees based on their characteristics to ensure it best fits them. Allowing for more personalised training.

Topic: Does learning and development of employees play a role in employee turnover

Why: Finding out if the L&D program is a key indicator for employees to leave or stay within a company is interesting to me as it is a big factor for me and many people from my generation. Seeing if there is a relationship and how it can be improved could be beneficial to many companies. Improve employee turnover in the company, find most appropriate L&D plan for the team

How: Interview employees, research L&D plans/strategy/modules, interview the HR department as well as look into the employee turnover rates.

Result: Improve the employee turnover rate within the company. Perhaps find the best suitable L&D plan for the company based on the teams characteristics.

## Appendix J: LYCar Proposal Pass Proof and Feedback

Final Product 12 April 2023 LYCAR 1 Proposal (LYCAR1-20)		
DETAILS	FINAL GRADE	STATISTICS
Test Final Product		
My result pass		
Lecturer P Govender		
<hr/>		
Test date 12 April 2023		
Last update 12 April 2023		

# Feedback LYCar Proposal

## LYCar Proposal Grading Rubric

U.1.1 (Version LYCar 2020; 16 February, 2021)

Student Name:	Jona Behrendt	LYCar Coach:	(Before: Ms de Heij) Mr Govender
Student Number:	671050	Primary PLO:	9
Date Submitted:	14/11/22	Secondary PLO(s):	8

Note: All boxes with red border to be filled by student

Preconditions (required for assessment)	Yes	No	Comments
<b>Checks content and completeness</b>			
Executive Summary is present, concise, can be read independently, contains information about process and content, focuses on results and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>LYCar Proposal meets formal reporting criteria (according to e.g., LYCar Reading &amp; Writing Guide)</b>			
LYCar Proposal is written in English and is professional, including common basic components such as Intro, ToC, Conclusion etc.- see Reading & Writing Guide	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal is max. <b>5.000 words</b> (counting after Table of Content, incl. text in tables) – visual proof of wordcount is included in Appendices.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Harvard Referencing Style is used consistently, referencing to primary sources only, List of References is well presented	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Check (technical) formalities and submissions</b>			
Ephorus upload	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
LYCar Proposal incl. Appendices are uploaded in Osiris	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Ethics and data management</b>			
Ethical, integrity and data management requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Entitled to assessment? (All yes above required):</b>	<input checked="" type="checkbox"/>		

DD1: The student has demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that is supported by advanced textbooks

	Excellent	Pass	No Go
1.1 Use of literature and knowledge of the field	Student uses in-depth literature and knowledge of the field throughout the report. The report contains no mistakes and factual incorrectness.	Student uses in most cases literature and knowledge of the field in the report. The report contains some mistakes and factual incorrectness in a limited part of the report.	No sufficient or correct use of literature and knowledge of the field in the report. The report contains mistakes and factual incorrectness.
1.2 Intellectual depth and abstract thinking	Student takes all significant factors into account and looks from different perspectives, sees patterns, relates situations to concepts in order to solve larger problems. The reports show excellent thinking capacity of the student. New unique insights presented in the topic and depth of understanding displayed. Excellent linking between the elements and the underlying issues within the case situation.	Student takes different perspectives into account. The report shows intellectual depth (taking into account all significant factors and looking from different perspectives) in most parts of the report. Some patterns are clear. Some links have been made.	The report lacks intellectual depth (superficial and merely descriptive) in some parts of the report. Patterns are not sufficiently made clear.

Student Feedback:	Pass <input checked="" type="checkbox"/>	Not Yet <input type="checkbox"/>	I used literature to underpin my findings regarding topics such as training and development, job commitment and satisfaction. took both positive and negative effects or outcomes into consideration. Link between literature were made to come up with a solution that is underpinned by the research.
Assessor Feedback:	Pass <input checked="" type="checkbox"/>	Not Yet <input type="checkbox"/>	Key concepts are defined with detailed understanding of key factors. Conceptual framework is unclear. Try to conclude by bringing the different concepts into a holistic discussion that explores their inter-relationships.

DD2: The student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining feedback and solving problems within their field of study

	Excellent	Pass	No Go
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2.1 Application of theories/models to situations at hand	Student uses a range of theories/models appropriate to the problems in the case skilfully and able to add their own unique perspective and insight. They own the model(s).	Student mentions a range of theories/models appropriate to the problems in the case and applying some of them in the correct way.	Mentioning models and theories but not using them in a correct way.
2.2 Possible impact and meaning of own work - dissemination of research	Student plans evaluation of impact and meaning of own work in relation to business and industry with sound underpinning. Identification of all stakeholders and acts of dissemination. Plan on how to effectively disseminate knowledge through different channels fitted for a variety of audiences is also presented.	Student formulates criteria for evaluation. Student describes possible impact and meaning of own work. Identification of stakeholders and planning of dissemination through at least one valuable channel with an audience is presented.	Student fails to describe criteria how to evaluate impact. No identification of stakeholders or realistic plan on dissemination of knowledge through at least one valuable channel with an audience.

Student Feedback:	Pass <input checked="" type="checkbox"/>	Not Yet <input type="checkbox"/>	Plan for evaluation is described, impact of the solution on the company is explained, creating more commitment employees. A possible plan for dissemination through different channels has been provided.
Assessor Feedback:	Pass <input checked="" type="checkbox"/>	Not Yet <input type="checkbox"/>	Good application of theory on factors affecting organisational commitment. Could provide a theoretical framework to inform the study. How could dissemination be more effective?

DD3: the student has the ability to devise data gathering events, gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues

	Excellent	Pass	No Go
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3.1 The Design Based Research Process	Student sets the research process up in a systematic and well organised way. Student makes sense of a problem mess, analyses a (complex) problem and formulates feasible solutions by using a design-based research approach. Logical flow from Problem definition to Analysis to Solutions Design/methods are well chosen and motivated.	Student analyses the problem, and formulates possible solutions underpinned by literature using a design-based research approach. Methods motivated and mostly logically chosen	Insufficient problem analysis and methodology, research cycle not used.
3.2 Analysis and evaluation of data	Student plans analysis and evaluation of data/information well using appropriate (digital) tools and makes data-driven decisions. All statements are underpinned with facts and figures and/or referencing. The appropriate tools are used in all steps. Analysis is sufficiently complex with use of information from more than 2 different dimensions (practioners, scientific literature, the organization and stakeholders).	Student plans analysis and evaluation of solutions clearly, with some flaws or unclearities. Some statements are underpinned with facts and figures and/or referencing, some lacking underpinning. Analysis is sufficiently complex using data from at least one dimension and sufficiently backed up with literature.	Plan of analysis and evaluation of solutions is not clear. Statements are mostly not underpinned with facts and figures and/or referencing; some are contradicting. No tools are used. Lacking or no analysis and not backed up with literature.

Student Feedback:	Pass <input checked="" type="checkbox"/>	Not Yet <input type="checkbox"/>	The solution was designed based on the research, underpinned by literature. Motivated why it is a suitable solution.
Assessor Feedback:	Pass <input checked="" type="checkbox"/>	Not Yet <input type="checkbox"/>	Try not have different sub-headings within the problem-definition - write as one paragraph. Provide better reasoning for choice of quantitative research. Discuss benefits of mixed method research as you also use a focus group under methods of data collection and indicate who the respondents will be. Indicate how you will analyse data.

DD4: the student can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

	Excellent	Pass	No Go
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4.1 Communication to audience making use of professional (business) English	Student divides information effectively in paragraphs/chapters. No noticeable errors in English usage and mechanics. Use of language enhances the argument and avoids abbreviations. Sentence structures are well varied, and voice and tone are highly suitable for the specific audience/s. Style and content complement each other into an appealing, high quality story. Highly skilful organisational strategy. The logical sequence of ideas increases the effectiveness of the argument and transitions between paragraphs strengthen the relationship between ideas. Sub-headings are employed effectively and the links between different sections are reinforced through linking expressions. Shows attention to detail in all parts of the report.	Student divides information in paragraphs/chapters. Errors in English usage and mechanics are present, but they rarely impede understanding. Use of language supports the argument. Sentence structures are varied, and voice and tone are generally appropriate for the intended audience/s. Generally, a clear organisational strategy. The sequence of ideas in most cases supports the argument and transitions between paragraphs clarify the relationship between ideas. The report is mainly comprehensively written and lacks some attention to detail in some parts of the report.	Distracting errors in English usage are present and they impede understanding. Use of language is basic, only somewhat clear and does not support the argument. Word choice is general and imprecise. Voice and tone are not always appropriate for the intended audience/s. Basic organisational strategy, with most ideas logically grouped. Transitions between paragraphs sometimes clarify the relationship among ideas. The report is not comprehensively written and lacks attention to detail in most parts of the report.
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Student Feedback:	Pass <input checked="" type="checkbox"/>	Not Yet <input type="checkbox"/>	All chapters have been divided in readable chapters, spelling and grammar are checked. If errors occurred it will not effect the readability of the sentence or chapter. it is a cohesive and understandable paper.
Assessor Feedback:	Pass <input checked="" type="checkbox"/>	Not Yet <input type="checkbox"/>	Professional business communication.

DD5: the student has developed those learning skills necessary to continue to undertake further study with a high degree of autonomy

	Excellent	Pass	No Go
5.1 Plan on IQ development in PLO: Reflection on product(s)	Student has clear plans on what will be delivered and uses different relevant theory to underpin own work and reflect on it.	Student has a plan on what will be delivered and uses theory to underpin planned own work and reflect on it.	No clear deliverables mentioned and almost no theory to underpin own work and reflection.
5.2 Plan on AQ & EQ Self development	Student devises excellent ability to critically reflect on own developmental goals and demonstrates real growth mindset for life-long learning. Student proposes a demonstration of being able to self-direct, taking initiative in unpredictable situations. Student shows different metrics that can demonstrate development in terms of their EQ/AQ.	Student shows developmental goals and demonstrates growth mindset. There is a plan on how to reflect on values, attitudes and behaviour. Starting levels and desired end levels are described and measurements are provided.	Developmental goals are not concrete, there is no demonstration of growth mindset. Plan on how to reflect is vague and does not give enough substantiation to show growth.
5.3 Plan on EQ Social development	Student provides a plan on how to construct a multitude of proof that shows development as an Intercultural Hospitality Leader. Excellent ability to contribute to the global society/local community as a responsible citizen. Excellent analysis of diversity of people the student will deal with. Possible effective collaboration with all stakeholders in different cultural settings. Hospitality is key to the project or work the student does.	Student provides a plan on how to prove development as an Intercultural Hospitality Leader. Plan on how to contribute to the global society/local community as a responsible citizen. Proposing ideas on how to collaborate with different stakeholders in different cultural settings. Hospitality is a differentiator in the students' project or work.	No clear plan on development as an Intercultural Hospitality Leader. Plan on how to contribute to global society/local community is missing. Ideas proposed on collaboration or hospitality are not sufficient.

Student Feedback:

Pass   
Not Yet

Goals made at the start of my internship, plan to compare scores of AQ and EQ tests taken in September and February. Plan to evaluate goals and progress in February. Hotel Des Indes embodies to be a hospitable and cultural environment, allowing me to connect with employees and guests from different cultures.

Assessor Feedback:

Excellent   
Pass   
Not Yet

Put career portfolio and company project in one document. Deep reflection on intercultural hospitality leadership, includes assessments on EQ,AQ.

## Overall Assessor Feedback

Requirements met.

## LYCar Proposal Outcome

- Pass  All qualitative criteria awarded a "Pass". "P" registered in Osiris. Student can continue with LYCar execution.
- No Go  One or more qualitative criteria graded as "Not Yet". "F" registered in Osiris. Student re-writes LYCar Proposal with incorporated feedback.
- Pre-Condition NY  Pre-conditions not met. Student resubmits LYCar Proposal. No grade or feedback provided to the student.

## Appendix K: Declaration of Confidentiality



### Declaration relating to confidentiality concerning research data in Launching Your CAREer (LYCAR) programme

The undersigned, ....Jona Behrendt.....  
(hereinafter referred to as: the Student), residing in .....Delft.....

Conducting a (research)project for the company ...Hotel Des Indes.....  
(hereinafter referred to as: the Client), residing in: .....The Hague.....

Whereas:

- the Student shall, in the context of his or her LYCAR research, gain access to confidential information;
- the Client shall, where appropriate, demand a signed declaration relating to secrecy and confidentiality concerning the information provided in this context;
- this non-disclosure agreement shall, in the event of any discrepancies, take precedence over other contracts or agreements which have been or will be concluded or made between the Student and the Client;

Declares as follows:

1. The Student shall keep confidential any information which the Client or any other party involved in the LYCAR research provides under this contract, and shall not further disclose such information in any way, except insofar as the Student is obliged to disclose it by virtue of any legal requirement or irrevocable decision of a judge.]
2. Information, as referred to under 1, refers to all information, including written, verbal, graphic and digital information, or information in any other form, which comes to the knowledge of the Student during the research period and which the Student knows, or can reasonably be expected to know, is of a confidential nature.
3. The Student shall not, without the prior written consent of the Client, disclose any confidential information to third parties or contribute to the publication of confidential information. The Student shall submit the thesis to the supervisor for approval from the Client in respect of confidential information, before making such information available to his examiner(s) at Hotelschool The Hague.
4. This non-disclosure agreement shall be in force for an indefinite period / The Student shall be bound to this obligation of secrecy for five (5) years after signing this declaration.  
CHOOSE IN CONSULTATION WITH CLIENT)

Thus declared and signed by:

Name: ....Jona Behrendt.....Date: 14 - 09 - 2022

Place: ....Delft.....Student number ...671050.....

Signature: .....

## Appendix L: Propaedeutic European Credits obtained

J. Behrendt

### Study Progress Overview

Student number	671050	
Date	31 March 2023	
Degree programme	B Hospitality Management - Full-time	Exam Date: 11-04-2019
Cohort	2017	Distinction: Graduated
Study programme	P-HTH-C08-17 - Propaedeutic curr.2008 version 2017	

### European Credits (EC)

Study programme	Minimum credits to be obtained	Credits obtained
Basic Programme	60.0	60.0
Others		0.0
<b>Total</b>	<b>60.0</b>	<b>60.0</b>

### Programme

Study programme component	Type	Minimum credits to be obtained	Credits obtained
<i>all of the parts below</i>			
1 Compulsory courses phase 1	Mandatory	57.0	57.0
2 Second language		3.0	3.0
<i>one of the parts below</i>			
2.1 Business other language: Dutch	Restricted choice	3.0	
2.2 Business other language: French	Restricted choice	3.0	
2.3 Business other language: German	Restricted choice	3.0	
2.4 Business other language: Mandarin	Restricted choice	3.0	
2.5 Business other language: Russian	Restricted choice	3.0	
2.6 Business other language: Spanish	Restricted choice	3.0	3.0
<b>Total</b>		<b>60.0</b>	<b>60.0</b>

## Appendix M: Post Propaedeutic European Credits

J. Behrendt

### Study Progress Overview

Student number	671050
Date	2 May 2023
Degree programme	B Hospitality Management - Full-time
Cohort	2017
Study programme	PP-HTH-C08-17 - Post-Propedeutic curr.2008 version 2015

### European Credits (EC)

Study programme	Minimum credits to be obtained	Credits obtained	Passed
Basic Programme	180.0	150.0	No
Others		0.0	
<b>Total</b>	<b>180.0</b>	<b>150.0</b>	<b>No</b>

### Programme

Study programme component	Type	Minimum credits to be obtained	Credits obtained	Passed
<i>all of the parts below</i>				
1 Compulsory courses phase 2	Mandatory	84.0	84.0	Yes
2 Business other language		6.0	6.0	Yes
<i>one of the parts below</i>				
2.1 Business other language: Dutch	Restricted choice	6.0		
2.2 Business other language: French	Restricted choice	6.0		
2.3 Business other language: Spanish	Restricted choice	6.0	6.0	Yes
2.4 Business other language: German	Restricted choice	6.0		
2.5 Business other language: Russian	Restricted choice	6.0		
2.6 Business other language: Mandarin Chinese	Restricted choice	6.0		
3 Compulsory courses phase 3 - part 1	Mandatory	30.0	30.0	Yes
4 Phase 4 compulsory courses		60.0	30.0	No
<i>one of the parts below</i>				
4.1 P4 compulsory		60.0	30.0	No
<i>all of the parts below</i>				
4.1.1 Minor	Minor or electives	12.0	12.0	Yes
4.1.2 P4 Graduation courses	Mandatory	48.0	18.0	No
4.2 Premaster compulsory courses	Specialisation	60.0		
<b>Total</b>		<b>180.0</b>	<b>150.0</b>	<b>No</b>

## Appendix N: Client Appraisal Form



### Evaluation Form Company Project/Research

(EVALUATION FORM OF ALL CLIENTS AND ON ALL DELIVERABLES IS COMPULSORY, FORMAT IS NOT)

Name of student:	Jona Behrendt	Student number:	671050
Name of company/organisation:	Hotel Des Indes	Department:	Duty Management
Name of company tutor/research commissioner:	Steven Doolaard	Position of company tutor/commissioner (if applicable):	Director of Rooms & Revenue
Project and/or Deliverable: (please specify)	Internship: Duty Management Trainee & Final Thesis		
During the first (unofficial) evaluation the set-up for the project and end deliverable(s) is discussed. For this final evaluation the project has been delivered by the student and is thus evaluated. This is taken into consideration for the final assessment of the student.			

CATEGORY 1: EXPERTISE/KNOWLEDGE OF THE FIELD				
Rating	Excellent	Good	Room for improvement	Comments
GOOD	In-depth use of relevant literature and knowledge of the field. The deliverable shows excellent thinking capacity of the student (considering all significant factors and looking from all different perspectives).	Use of relevant literature and knowledge of the field. The deliverable shows mostly intellectual depth (considering significant factors and looking from different perspectives).	No or incorrect use of literature and knowledge of the field. The deliverable lacks intellectual depth.	n/a

CATEGORY 2: KNOWLEDGE APPLICATION/SOLVING PROBLEMS				
Rating	Excellent	Good	Room for improvement	Comments
GOOD	The theories and models are skillfully applied and the student can translate this in a unique solution and implementation. The student can relate situations to concepts that results into a solution that adds great value to the company's overall strategy. The creative solution is/can be implemented and evaluated and is solving the problem.	The student uses theory, models, and shows understanding of the issues at hand. The solution is realistic and implementable for the company. The solution is/can be implemented and evaluated.	Mentioning theory and models, but not using them in the correct way. The student cannot convince of the possibilities to implement and evaluate. It is not solving the problem.	Suggested solution by recommending a training program seems a valid conclusion, including plan for implementation.

<b>CATEGORY 3: INFORMED JUDGEMENTS</b>				
Rating	Excellent	Good	Room for improvement	Comments
GOOD	The research process is done and explained in an excellent way. All statements, conclusions and recommendations are underpinned with the data collected by the students and/or referencing. The analysis is very substantial.	The research process is done and explained well. Most statements, conclusions and recommendations are underpinned with the data collected by the student and/or referencing. The analysis is substantial.	Weak problem analysis, research question not clear enough. Data collection and/or methodology is insufficient. Weak analysis, use of data from one dimension and not backed up.	n/a

<b>CATEGORY 4: COMMUNICATION AND SHARING KNOWLEDGE</b>				
Rating	Excellent	Good	Room for improvement	Comments
GOOD	Excellent ability to communicate information, ideas, problems and solutions to all stakeholders involved. The deliverable adds great value to the main stakeholders. Initial and creative channels have been actively used to share outputs and knowledge.	Good ability to communicate information, ideas, problems and solutions to stakeholders. The deliverable adds value to the company. Existing channels have been used to share knowledge	The deliverable could have been better delivered to the stakeholders. The deliverable could have added more value, if better delivered. No active communication of outputs and knowledge.	n/a

<b>CATEGORY 5: INTERCULTURAL HOSPITALITY LEADERSHIP</b>				
Rating	Excellent	Good	Room for improvement	Comments
EXCELLENT	Student can lead the project by themselves. Student is self-critical towards improvement and takes feedback to heart. Student deals with a diversity of stakeholders in an intercultural competent way. Hospitality mindset is seen in project or work in a very distinct way.	Student can lead the project with little help. Student is critical towards improvement and listens to feedback. Student deals with different stakeholders. Hospitality mindset can be seen.	Tasks performed are described and not critically analyzed. Student is not too critical towards own learning and can listen better to feedback. Student does not know how to deal with differences in stakeholders. Hospitality can be improved.	Jona performed well and lead her project independently and acted well on feedback.

**OVERALL COMMENTS:**

Thank you Jona for your time at Hotel Des Indes and sharing the results of your thesis. All the best in the future!

**STUDENTS' COMMENTS:**

Comments on evaluation:

<b>DATE &amp; STUDENT'S SIGNATURE:</b>		<b>COMPANY SUPERVISOR'S/RESEARCH COMMISSIONER'S SIGNATURE:</b>	
1 September 2023	Jona Behrendt	1 September 2023, Steven Doolgaard.	<i>Steven Doolgaard</i>

## Appendix O: Professional Product

  
**HOTEL DES INDES**  
 THE HAGUE

FORMER PALACE TURNED  
 INTO LUXURY HOTEL SINCE  
 1881

  
 THE LEADING HOTELS  
 OF THE WORLD®



  
 HOTEL DES INDES  
 THE HAGUE

### Wat maakt het hotel uniek en het programma

**HOTEL DES INDES**



**LHW BRANDING**

  
 THE LEADING HOTELS  
 OF THE WORLD®

**AMBIANCE**



**GESCHIEDENIS & HIGH TEA**



### MEMBERSHIP COMPOSITION

404 HOTELS\*



  
 THE LEADING HOTELS  
 OF THE WORLD®

## ROOMS & SUITES

79 ROOMS  
13 SUITES

CSN/UQN/DKN/EKN  
& ETN

SJKN / PRES



## ROOMS & SUITES

2 PRESIDENTIAL  
SUITES

IDEAAL FOR VIP  
REIZIGERS

PRACHTIG UITZICHT  
OVER DE HAAGSE  
SKYLINE

5-BEDROOM SUITE –  
PERFECT FAMILIES



## EVENT SPACES & SALONS

7 UNIQUE EVENT  
LOCATIONS

EVENTS FOR UP TO  
100 GUESTS  
(SEATED)

WEDDINGS

SOCIALS







# Duurzaamheid in Hotel Des Indes

## In het hotel

- Led lights
- Single use plastic
- (gedeelte) In house laundry
- Digitaal in plaats van papier (meetings)
- Verdiepingen OOO
- Registratie lijst personeelsdiner



## In de hotel kamers

- Glazen flessen
- Toilet doorspoelknop
- Amenities → op verzoek
- Amenities → toekomstig



## HISTORY

VOORMALIG PALEIS

HOTEL SINDS 1881

ROYALTIES &  
CELEBRITIES

RENOVATIE DOOR  
JACQUES GARCIA

ANNA PAVLOVA



HOTEL DES INDES  
HIGH TEA

ICONISCH &  
HISTORISCH  
ATMOSFEER



## Internship @ Des Indes

### Voordelen

- Platte organisatie structuur
- Cross-training en volledig meedraaien in het team
- Jong en divers team
- Overige benefits be our guest
- Unieke events & gasten

### Stages

- Duty Management
- Front Office
- Food & Beverage
- Marketing & Sales
- Event Trainee
- Keuken Leerling

19

## HET EINDE





Date: 7/5/2023

Subject: Letter of Reference

To whom it may concern,

This letter is our personal recommendation for Jona Behrendt born on the 15<sup>th</sup> of October 1997 in Delft, the Netherlands. Jona worked for Hotel Des Indes as fulltime Duty Management Trainee from the 15<sup>th</sup> of August 2022 until the 14<sup>th</sup> of February 2023.

Hotel Des Indes offers elegance and grandeur in the heart of The Hague. The hotel is built in 1858 as a city palace and a hotel since 1881. Hotel Des Indes plays tribute to the rich history of The Hague. The 92 guest rooms and suites blend contemporary amenities with traditional architectural statements. The total organization has approximately 80 associates including the outsourced housekeeping department.

Jona performed her tasks associated with the position of Duty Management Trainee to our full satisfaction.

For example, for students of the hotelschool Roel Pannen, Jona helped with the presentation and tour in our hotel on 10 January 2023.

Following the presentation, she shared her own experiences of her work as a duty trainee at Hotel Des Indes.

During the tour, Jona informed them about our various salons where events are held and hotel rooms of different room types. She also informed the students about the storytelling and history of the hotel. With this she showed she is a true ambassador of the hotel.

The reason why interns are involved during the tour and presentation to hotel schools is to show what Hotel Des Indes can offer as an internship, we believe that an intern can best tell this from their own experience

I wish Jona all the best in her future career.

Chivato Manuputty  
Human Resource Coordinator



A MEMBER OF  
THE LEADING HOTELS  
OF THE WORLD

Hotel Des Indes

Lange Voorhout 54-56 | 2514 EG The Hague | The Netherlands | T +31 (0) 70 36 12 345  
info@desindes.com | www.hoteldesindesthehague.com

IBAN NL75 ABNA 0463 4975 11, BIC ABNA NL2A, VAT number: 8551.91.430.8.01  
Hotel Des Indes B.V. is registered at the Chamber of Commerce under number 63334720 in Amsterdam.

## **Appendix P: LYCar Proposal Executive Summary**

As a Duty Management trainee at Hotel des Indes my main role was to support all departments, ensure the guests have the best possible experience during their stay at Hotel des Indes.

My personal interests lie with organizational development, Training and Development of personnel, finding the balance between being a manager who leads and a manager who inspires employees to take ownership of their work.

Secondary research showed that the Coronavirus dramatically impacted the Hospitality Industry as closing borders and hospitality operations caused 62 million people their job within the sector. Moreover, prior to the pandemic the Hospitality Industry was one of the largest sectors in the world, accounting for a global GDP of 10.3%, which decreased to 5.3% in 2020.

Even though millions of jobs were recovered, Dutch hospitality operators reported the inability to fill in vacancies, as people resorted to working in different industries. Research showed that a third of former hospitality employees will not return to the sector, even if they studied to work in hospitality, thus the labour shortage in the Hospitality Industry remains. Since the market has been recovering organizations have resorted to the use of Temporary Employees to fill urgent gaps, especially during high season it seemed to be the perfect solution and allowed for flexibility. Temporary Employees use online platforms to apply for open positions at many different organizations.

Although high turnover has been a problem in the Hospitality Industry since before the Coronavirus, the pandemic further induced a turnover in Dutch hospitality operations of 84.7% in the second quarter of 2022 compared to the year before. Next to that, are Temporary Employees the main cause for the expected growth of employees in the HI to 599.000 people in 2025.

Research has shown that managers tend to exclude Temporary Employees, as well as part time employees, in the Training and Development within their organization. Often, this is due to the opinion that it is too costly to invest in employees who might not work with them for more than one year. Although Training and Development has been found to positively impact Job Satisfaction and in turn Organizational Commitment, it focuses on increasing the skills, abilities and knowledge of employees while promoting growth for the organization and its employees.

As Job Satisfaction has been found to be a key contributor to Organizational Commitment of Permanent Employees, the following Main Research Question has been developed to establish whether the effect will hold on Temporary Employees:

### ***Main research question:***

***How can Training & Development positively impact the commitment, measured by job satisfaction, of Temporary Employees in the F&B department of Hotel des Indes?***

**Goal of the research:**

***The goal of this research is to identify current gaps in Training and Development at Hotel des Indes, collect valuable data to form recommendations as to how Hotel des Indes can improve aspects such as Organizational Commitment, performance and Job Satisfaction among Temporary Employees in the F&B department***

To properly answer the research questions and reach the goal of this research, primary and secondary data was collected. A clear overview of the findings have been displayed in a literature review, which allowed the researcher to develop a solution to fill the current gap within the HR-strategy of Hotel des Indes.

Based on the findings of this research a recommendation to implement a Training Program at Hotel des Indes was formed. Moreover, the findings of the primary data have been used to ensure all needs and wants of the Temporary Employees at Hotel des Indes are met.

The Training Program will include different types of training sessions in order to meet the needs and wants of different types of employees, at different stages in their career. As well as ensuring they are able to meet the guests expectations, company goals and follow along with trends in the industry.

Involvement of management, evaluation and frequency of training is taken into account to ensure the Training Program is effective. The Training Program is in line with the chosen Program Learning Outcomes 8 and 9, Leadership and People.