



# **INTERIM INTERNSHIP REPORT**

**Submitted By:**

**Name: AHMAD NOORI**

**Roll No.: 2175**

**Under the Supervision of**

**Ms. TEJA KHANDOLKAR**

**Assistant Professor of Management**

**Goa Business School**

**Goa University**

## **DECELERATIONS**

I am Ahmad Noori writing to declare that I have completed an internship at schandis Restaurant as an HR Manager for Mr. Hossain. During this period, I had the opportunity to work alongside the restaurant's HR team and gain valuable knowledge and experience in the human resources field.

During my internship, I was able to learn about the restaurant's HR operations, including recruitment, Training, employee relations, and performance management. I also had the opportunity to work with the restaurant's staff and develop my communication and leadership skills.

Throughout my internship, I was involved in various HR activities, such as creating job descriptions, conducting interviews, and drafting HR policies. I was also responsible for handling employee grievances, conducting performance evaluations, and organizing employee training sessions.

I am grateful for the opportunity to have completed my internship at schandis Restaurant, and I believe that the knowledge and experience I gained will be invaluable as I pursue my career in the HR field. Thank you for providing me with this opportunity.

Sincerely, Ahmad Noori

## CERTIFICATE

This is to certify that **MR. AHMAD NOORI. Student of GOA UNERSITY.**  
Has successfully completed His summer internship at Schandis Restaurant.  
And submitted training report on the “Goa business school  
In the academic year 2022,2023 under my guidelines and supervision in connection  
with his Master Degree in  
MBA at Goa business school.



**Certificate  
Of APPRECIATION  
PROUDLY PRESENTED TO  
MR. AHMAD NOORI**

This is to confirm that MR. Ahmad Noori has successfully completed his final Internship at Schandis Restaurant. Mr. Ahmad started his internship at the restaurant on the 01.12.2022 and has successfully completed his internship on 31.01.2023. On behalf of the Company, we wish to record our sincere application for his time rendered and would like to wish him success in his career.

Sincerely

For ELLIP & SOID ELECTRONICS  
AND HOTELIERS PVT. LTD.

Hossein Haghighatgoo

DIRECTOR

15.04.2023

**SCHANDIS RESTAURANT**

(A unit of Ellip & Soid Electronics and Hotelier Private Limited)

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## ACKNOWLEDGEMENT

With a deep Sense Of Satisfaction and Gratitude to the Training Manager MR. Hossain And all the Heads of Departments along with the staff members of Schandis Restaurant

I wish to place on record that the internship was imparted in highly comfortable and true atmosphere to the reputation of Schandis Restaurant has been of immures value to me which will help me to put into practice all that I have learnt to sharpen my skills and develop my personality It is because of the Ardent and consistent efforts I was able to minify and which was not possible in a short period of time. The training has developed me inoculate right kind of skills, knowledge and attitude to make a career as a successful

I am also thankful to my collage staff and also Mr.Hossian to helped me to understand the roles and system in Restaurant.

My whole internship period was wonderful learning experience. I got to deal with skilled and experienced staff members who were very supportive both in getting the work done and providing information. Working with experienced staff has helped me a lot in learning how to get the maximum work done in short period of time. Working with them even made me value manpower and time. My hole internship period has made me more confident about my communication skills as I was in constant contact with the guest, seniors and other staff members. This internship has made see the Restaurant Industry in its true light. It has made me realize that Restaurant Industry is much more than just fun; pleasure; it's a lot of hard work. Once again, I would like to thank all the people who gave me an opportunity to feel the restaurant Industry so closely and even those who helped me through my whole training period.

A special thanks to **MS. TEJA KHANDOLKAR** Our excellent teacher & course coordinator

**Signature:**

**Ahmad Noori**

**DATE:**

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## Overview of the Schandis Restaurant

Schandis Restaurant is a restaurant located in Caranzalim, Goa, that offers authentic Iran cuisine in a comfortable and elegant atmosphere. The restaurant is name is, Schandis, name of a city in Iran started the business in 2019 with the goal of promoting Iran culture and cuisine to the world.

The restaurant's menu features a variety of traditional Iran dishes, such as Kabab (rice dish with meat and carrots), mantu (dumplings filled with meat and vegetables), and ashak (leek-filled dumplings with meat and yogurt sauce). The restaurant also offers vegetarian and halal options.

The decor of Schandis Restaurant is a mix of traditional and modern styles, with colorful rugs, ornate chandeliers, and comfortable seating. The restaurant also features a private dining room for special events or business meetings.

Schandis Restaurant has gained a reputation for its delicious food and excellent service, and has received positive reviews from both locals and tourists. It is considered one of the top restaurants in Goa, and a must-visit for anyone looking to experience authentic Iran cuisine.

## **Vision Statement**

"To foster a climate of ongoing learning and development that enables people to realise their full potential and supports organisational success through creative and efficient training initiatives."

This mission statement emphasises the value of lifelong learning and development, as well as the role that training programmes play in assisting people and organisations in achieving their objectives. Additionally, it highlights the necessity of innovation in training and development to make sure that programmes are successful and pertinent to the organization's and its workers' developing needs.

## **Mission statement**

"To provide individuals with the knowledge and skills they need to succeed in their roles and foster organisational success through high-quality, comprehensive training programmes."

The necessity of offering training programmes that are efficient and pertinent to the requirements of both individuals and the organisation is emphasised by this mission statement. The importance of training in fostering the success of both people and the organisation as a whole is also emphasised.

## **Interdiction on project topic**

First of all, training and development are actions taken by organisations to improve the skills, knowledge, and competences of their employees. They are therefore the most crucial component of the workplace and are required in any organisation. These are made to offer learning opportunities to workers, assisting them in developing new skills or honing those they already have.

There are many other ways to receive training and development, including in-person classroom sessions, on-the-job training, mentorship and coaching programmes, e-learning modules, workshops, and conferences. These initiatives could concentrate on a variety of subjects, including technical expertise, leadership development, communication abilities, customer service, or adherence to legal standards.

Depending on the needs and goals of the organisation, several training and development objectives may be used. Several of the typical goals.



## **Literature review**

Numerous studies have been conducted on training and development, Since it is seen as a crucial instrument for enhancing employee performance, knowledge, and abilities, training and development (T&D) has been the subject of organisational research for many years.

Numerous studies have looked at a variety of T&D-related topics, such as its efficiency, effect on employee outcomes, and success criteria.

T&D has been shown to boost knowledge acquisition, job happiness, and job performance in numerous studies (Blume).

Additionally, T&D may benefit organisational outcomes like productivity, profitability, and innovation (Bassi & Van Buren).

Numerous elements that affect T&D efforts' effectiveness have been found through studies. For instance, it has been discovered that using active learning techniques and matching training content to job requirements are crucial for improving T&D efficacy (Arthur; Colquitt et al).

Additionally, it has been determined that elements like employee motivation, supervisor support, and the application of training in the workplace are crucial for making T&D projects successful (Baldwin & Ford; Tannenbaum & Yukl).

Recent research (Bower et al., Chen et al., ; Marr et) have also emphasised the significance of utilising new technologies and techniques to T&D, such as e-learning, gamification, and virtual reality-based training.

These strategies have been shown to improve worker motivation, engagement, and knowledge retention, and they may be especially successful for distributed and remote workforces.

However, there are still issues with putting into practise successful T&D programmes. The availability and scope of T&D programmes, for instance, may be constrained by financial and logistical considerations, and certain employees may oppose or be sceptical of T&D initiatives (Noe; Tannenbaum & Yukl).

Furthermore, some T&D programmes might not have enough evaluation tools to assess how well they affect employee and organisational outcomes (Phillips & Stone,).

## **Research gaps and questions:**

### **Question:1**

What are the most effective training methods for developing critical thinking skills in schandis employees?

### **Question:2**

How can schandis employers make sure that all employees, regardless of background or experience, can access and participate in their training programmes?

### **Question:3**

How may training and development plans be modified in schandis to suit the requirements of the various working generations?

### **Question:4**

How can managers and supervisors be adequately trained to assist the learning and development of employees? What function do they serve?

### **Question:5**

What are the best methods for fostering leadership qualities in workers across all schandis organisational levels?

### **Question:6**

How can businesses support an environment where employees are always learning and growing?

### **Question: 7**

What are the best methods for educating staff about new systems and technologies?

## **Project objectives of training and development.**

Depending on the particular requirements and aims of the organisation, different projects will have different project objectives for training and development. However,

the following are some typical goals that training and development initiatives might pursue:

Employee performance improvement is frequently the main goal of training and development since it helps people perform better by developing their skills, knowledge, and abilities.

Increased job satisfaction and employee engagement are possible thanks to training and development initiatives that give staff members chances for personal and professional development.

**Support organisational objectives:** Training and development programmes can help the organisation achieve its objectives by raising income, enhancing staff productivity, and lowering turnover.

Enhance your leadership abilities by putting more of an emphasis on them during training and growth.

**Support diversity and inclusion:** Training and development initiatives can also focus on promoting diversity and inclusion in the workplace by providing employees with the skills and knowledge they need to work effectively with colleagues from different backgrounds.

So the objectives of a training and development project should be aligned with the goals and need of the organization, as well as the specific needs of the employees who will be participating in the programs. By setting clear objectives, organizations can measure the success of their training and development initiatives and make adjustments as needed to ensure they are achieving the desired outcomes.

## **The project methodology of training and development**

The phases below are often included in the same project process for training and development:

**Needs analysis:** This entails determining the unique training requirements of individual individuals, teams, or the organisation as a whole. Surveys, interviews, focus groups, and other types of evaluation can be used to do this.

**Goal-setting:** After the training needs have been determined, the training program's precise goals and objectives are established. These objectives must be SMART, or specified, measurable, achievable, relevant, and time-bound.

**Design and Development:** Based on the aims and objectives set in the preceding step, the actual training programme is then designed and developed. This may entail choosing the proper training resources, creating training modules or sessions, and choosing instructors or facilitators.

The training programme is subsequently put into action, which normally entails giving the intended audience the instruction. This can be accomplished through a variety of techniques, including classroom instruction, online instruction, on-the-job training, or a mix of these techniques.

**Evaluation:** After the training programme has been put into place, its efficacy is assessed to see if the objectives and goals were achieved and to spot any areas that might use improvement. Evaluation can be carried out using tests, polls, or other forms of feedback.

**Continuous Improvement:** The training programme is then honed and enhanced based on the evaluation's findings in order to better suit the demands of the target audience and produce the desired results. To ensure continued improvement of the training programme, this stage involves a constant cycle of assessment, planning, implementation, and evaluation.

# Data analysis

## the Effect of Training and Development on Employee Attitude as it Relates to Training and Work Proficiency.

### Gender:

the proportion of men and women who responded. To calculate the percentage, divide the total number of responses (excluding the blank response) by the ratio of male to female respondents, and then multiply the result by 100.

(10 out of 10) responses were men.  $* 100 = 100\%$

(1/10) of responders were female.  $* 100 = 10\%$

According to this research, the bulk of my replies were men, with a relatively small fraction of women.

Row Labels	Count of Gender
Female	1
Male	10
(blank)	
Grand Total	11

### Designations:

Six of the 16 personnel listed here have "(blank)" entries, meaning they have not been given a specific designation.

The remaining nine entries have been divided into three groups, each with three counts: employee, HR manager, and sales and marketing.

As a result, we can draw the conclusion that the three categories of employees, HR managers, and sales and marketing, each with three entries, share the title of most prevalent designation in the dataset.

Row Labels	Count of Designation
Employee	3
HR manager	3
Sales and Marketing	3
(blank)	
<b>Grand Total</b>	<b>9</b>

## Age:

In this data, there were 9 respondents ages 18 to 25, and 7 respondents ages 25 to 35.

The percentage of respondents in each age group can be determined as follows:

$(9 / 16) * 100 = 56.25\%$  of respondents were between the ages of 18 and 25.

7 of 16 responders (7%) were between the ages of 25 and 35.  $* 100 = 43.75\%$

According to this study, little over half of my respondents were in the 18–25 age range, which appears to be the age range in which the majority of my respondents fell. The remaining responders were all between the ages of 25 and 35. Understanding the age distribution of my internship or the restaurant business in general may be possible with the use of this information.

Row Labels	Count of Age
18-25	9
25-35	7
<b>Grand Total</b>	<b>16</b>

## INDEPENDENT VERYBLE

### Question1:

The most efficient method for learning new abilities is through on-the-job training.

One represented strong disagreement and four represented strong agreement among the available answers, which were numbered from 1 to 4.

There are a total of 16 responses in the data.

We need to sum up the number of responses with a value of 3 or 4, which comes to a total of  $24 + 9 = 33$ , in order to determine the percentage of respondents who agreed that on-the-job training is a useful method for learning new skills.

Therefore,  $(33/44) \times 100 = 75\%$  of respondents felt that on-the-job training is a useful method for learning new skills.

According to this study, it indicates that a sizable portion of survey respondents believe that on-the-job training is an efficient a resource for learning new abilities.

Row Labels	Sum of 1: On-the-job training is an effective tool for learning new skills?
1	3
2	8
3	9
4	24
Grand Total	44

### Question 2:

Should coaching, teamwork, and good communication be included in developmental training?

The information shows replies to a survey question about whether coaching, teamwork, and good communication should be part of developmental training.

The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement.

There are a total of 42 responses in the data.

The number of replies with a value of 3 or 4 must be added up, which totals  $24 + 8 = 32$ , in order to determine the proportion of respondents who agreed that developmental training should involve effective communications, team building, and coaching.

Therefore,  $(32/42) \times 100 = 76\%$  of respondents agreed that developmental training should incorporate effective communication, team building, and coaching.

This study suggests that a sizable portion of survey participants believed that coaching, team building, and effective communication should be a part of developmental training.

Row Labels	Sum of 2: Developmental training should include effective communications, team building, and coaching ?
1	2
2	8
3	24
4	8
Grand Total	42

### Question 3:

Development training should be afforded to all levels and/or positions.

The information shows responses to a survey question about whether development training need to be made available to all roles and levels.

The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement.

There are a total of 16 responses in the data.

We must sum up the number of responses with a value of 3 or 4, which equals a total of  $12 + 24 = 36$ , in order to get the proportion of respondents who agreed that development training should be provided to all levels and positions.

Therefore,  $(36/46) \times 100 = 78.26\%$  of respondents agreed that development training should be made available to all levels and jobs.

This study suggests that the vast majority of responses According to the poll, all positions and levels should have access to development training.



Row Labels	Sum of 3: Development training should be afforded to all levels and/or positions.
1	2
2	8
3	12
4	24
<b>Grand Total</b>	<b>46</b>

**Question 4:** The information shows responses to a survey question about the significance of training and development for employment growth.

The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement.

There are a total of 16 responses in the data.

We must sum up the number of responses with a value of 3 or 4, which comes to a total of  $21 + 24 = 45$ , in order to get the percentage of respondents who agreed that training and development is crucial for job growth.

Therefore,  $(45/48) \times 100 = 93.75\%$  of respondents believed that training and development are crucial for employment growth.

This research suggests that the great majority of survey respondents believe that training and development are crucial for job expansion.

Row Labels	Sum of 4: Training and development is important for job growth.
1	3
3	21
4	24
<b>Grand Total</b>	<b>48</b>

#### **Question: 5**

The information shows responses to a survey question about the significance of training and development for possible career progress.

The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement.

There are a total of 16 responses in the data.

We need to sum up the number of responses with a value of 3 or 4, which comes to a total of  $24 + 8 = 32$ , in order to determine the percentage of respondents who agreed that training and development is crucial for possible growth.

Therefore,  $(32/43) \times 100 = 74.42\%$  of respondents felt that training and development are crucial for potential advancement.

According to this research, it appears that the majority of survey participants think that training and Potential advancement depends on development.

Row Labels	Sum of 5: Training and development is important for potential advancement.
1	1
2	10
3	24
4	8
Grand Total	43

## DEPENDENT VERIBLES

### Question: 6

The information is responses to a survey question asking participants if they got the most recent training necessary for their jobs.

The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement.

There are a total of 16 responses in the data.

We need to sum up the number of responses with a value of 3 or 4, which comes to a total of  $21 + 8 = 29$ , in order to determine the percentage of respondents who agreed that they receive updated training that is necessary for their position.

Therefore,  $(29/41) \times 100 = 70.73\%$  of respondents agreed that they receive current training that is necessary for their position.

This study suggests that the vast majority of respondents in Although the survey participants do obtain the most recent training necessary for their job, there is definitely potential for improvement in this area.

Row Labels	Sum of 6: I receive updated training which is required for my position.
1	2
2	10
3	21
4	8
<b>Grand Total</b>	<b>41</b>

## Question: 7

whether the respondents' managers have productive coaching conversations with them?

The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement.

There are a total of 16 responses in the data.

We need to sum up the number of responses with a value of 3 or 4, which comes to a total of  $18 + 12 = 30$ , in order to determine the proportion of respondents who agreed that their supervisors conduct effective coaching sessions.

Therefore,  $(30/42) \times 100 = 71.43\%$  of respondents said their supervisors conducted effective coaching sessions.

According to this study, it seems that most survey participants believe that their supervisors coach them in a successful way, although there is still space for improvement. In this area.

Row Labels	Sum of 7: My supervisor conducts effective coaching sessions with me.
1	2
2	10
3	18
4	12
<b>Grand Total</b>	<b>42</b>

## Question: 8

whether or not coaching sessions are inspirational and meaningful.

The potential answers ranged from 2 to 4, with 2 denoting weak agreement and 4 denoting strong agreement.

There are a total of 16 responses in the data.

We need to add up the number of responses with a value of 3 or 4, which equals a total of  $30 + 8 = 38$ , in order to determine the proportion of respondents who agreed that their coaching sessions are meaningful and motivating.

Therefore,  $(38/46) \times 100 = 82.61\%$  of respondents said that their coaching sessions are motivating and relevant.

According to this research, the majority of survey respondents tend to find their coaching sessions to be both motivating and meaningful, suggesting that the coaching offered is successful in driving growth and performance. There is still space for improvement, though, as approximately one-fifth of respondents disagreed with this statement or had a neutral opinion regarding how important and motivating their coaching sessions were.

Row Labels	Sum of 8: My coaching sessions are meaningful and motivational.
2	8
3	30
4	8
Grand Total	46

## Question: 9 my supervisors solicit input on issues and opportunities.

The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement.

There are a total of 16 responses in the data.

We need to sum up the number of responses with a value of 3 or 4, which comes to a total of  $21 + 8 = 29$ , in order to determine the percentage of respondents who agreed that their supervisor asks for their feedback on concerns and opportunities.

Therefore,  $(29/40) \times 100 = 72.5\%$  of respondents said their supervisor asks for their opinion on problems and opportunities.

This research suggests that most survey participants believe their supervisor asks for their opinion on problems and opportunities. Nevertheless, about one-third of respondents disagreed or had no opinion. about how much their boss asks for their opinion. This suggests that teamwork and communication between supervisors and their staff still have space for growth.

Row Labels	Sum of 9: My supervisor solicits my input on issues and opportunities.
1	3
2	8
3	21
4	8
<b>Grand Total</b>	<b>40</b>

**Question 10:** The data is based on a survey asking employees about their opinion on the training program provided by the company and its effectiveness in improving their skills and knowledge for their job.

The survey consists of four response options ranging from strongly disagree (1) to strongly agree (4).

A total of 16 employees responded to the survey.

3 employees strongly disagreed that the training program provided by the company is helpful in improving their skills and knowledge for their job.

2 employees disagreed that the training program is helpful.

6 employees agreed that the training program is helpful.

employees strongly agreed that the training program is helpful.

Based on this data, it can be concluded that a majority of employees (38 out of 45) find the training program provided by the company helpful in improving their skills and knowledge for their job.

Row Labels	Sum of 10: Do you feel that the training program provided by our company is helpful in improving your skills and knowledge for your job.
1	3
2	4
3	18
4	20
<b>Grand Total</b>	<b>45</b>

## Question: 11

According to the data, the majority of respondents (16) strongly agreed that the training programme gave them chances to put their new abilities into practise.

Furthermore, 10 respondents partly agreed with the statement, while 15 respondents completely agreed.

Only two respondents disagreed with the statement, suggesting that the training programme may have been successful in giving opportunity for most participants to practise and apply skills.

Only a tiny minority (4.7%) of respondents strongly disagreed, whereas the majority of respondents (37.2%) strongly agreed that the training programme gave them chances to practise and apply the skills they had learnt.

Given that there were only 43 total responses in the dataset, it is crucial to stress that these findings might not be indicative of the whole populace. They do, however, imply that the training programme typically succeeded in offering chances for skill application and practise.

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Row Labels	Sum of 11: The training program provided me with opportunities to practice and apply the skills I learned.
1	2
2	10
3	15
4	16
Grand Total	43

**Question:12** The information is responses to a survey question on whether the training programme was delivered on time and conveniently 64.1%.

This analysis suggests that the majority of ways. The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement. There are a total of 39 responses in the data.

We must sum up the number of responses with a value of 3 or 4, which comes to a total of  $21 + 4 = 25$ , in order to get the percentage of respondents who agreed that the training programme was delivered in a timely and convenient manner.

Therefore,  $(25/39)$  of respondents said that the training programme was offered in a timely and practical manner. Accordingly, the percentage of survey participants who

agreed that the training programme was delivered in a timely and convenient manner is  $(25/39) \times 100$ , or participants agree that the training programme was delivered in a timely and convenient manner, but a sizable minority disagreed with this statement or expressed no opinion. This implies that there might be opportunity for improvement in the way the training programme is delivered so as to better suit the requirements and preferences of every participant.

Row Labels	Sum of 12: The training program was delivered in a timely and convenient manner.
1	2
2	12
3	21
4	4
<b>Grand Total</b>	<b>39</b>

**Question: 13** The information is responses to survey questions about whether managers and co-workers provided adequate encouragement for employees to put the training they had received into practise. The available answers were given a number between 1 and 4, with 1 denoting a strong disagreement and 4 denoting a strong agreement.

There are a total of 44 responses in the data.

We need to sum up the number of responses with a value of 3 or 4, which comes to a total of  $21 + 16 = 37$ , in order to get the percentage of respondents who agreed that they received enough help to put the skills they learnt during the training programme into practise.

Therefore,  $(37/44) \times$  is the proportion of respondents who felt they had enough help to put the training program's abilities into practise. Therefore,  $(37/44) \times 100 = 84.1\%$  of respondents said they felt they had enough help to put the training program's abilities into practise.

According to this study, it appears that the majority of survey participants felt they had enough support from their manager and peers to put the abilities they had gained throughout the training programme into practise. Still, a few respondents either disagreed with the level of support they received or had no opinion. This suggests that

there is potential for growth in terms of giving staff support so they can put the knowledge they acquired during the training programme to use.

Row Labels	Sum of 13: I received enough support from my manager and colleagues to implement the skills I learned during the training program.
1	3
2	4
3	21
4	16
Grand Total	44

## Question: 14

$18 + 20 = 38$  respondents (with a score of 3 or 4) agreed that the training programme was an efficient use of their time.

There were 44 answers in all.

We may divide the number of respondents who gave a favourable response (38) by the total number of responses (44) and multiply by 100 to get the percentage of respondents who agreed that the training programme was an efficient use of their time.

Therefore,  $(38/44) \times 100 = 86.36\%$  of respondents said that the training programme was an efficient use of their time.

This study suggests that a sizable portion of survey respondents believed the training programme was a good use of their time. However, 14% of respondents said they didn't think the training programme was a good use of their time, suggesting that the training program's structure and delivery may require some work.



Row Labels	Sum of 14: The training program was an effective use of my time.
1	4
2	2
3	18
4	20
<b>Grand Total</b>	<b>44</b>

## Question: 15

Out of a total of 41 respondents, 15 gave a rating of 3 (meaning the training programme met their expectations in terms of topic understanding and delivery technique), and 16 gave a rating of 4 (meeting their expectations highly).

Therefore,  $15 + 16 = 31$  respondents overall gave a positive rating (3 or 4).

$(31/41) \times 100 = 75.6\%$  of respondents said that the training programme satisfied their expectations in terms of topic understanding and mode of delivery.

The majority of respondents thought that the training programme matched their expectations in terms of topic understanding and delivery style, according to the analysis, which was done. To make sure that every participant has a pleasant experience with the programme, there is still area for development.

Row Labels	Sum of 15: The training program met my expectations in terms of content knowledge and delivery method.
1	4
2	6
3	15
4	16
<b>Grand Total</b>	<b>41</b>

## EXECUTIVE SUMMARY

As an intern in a restaurant, my primary responsibility was to assist the management team in ensuring that all staff members were adequately trained and prepared to perform their duties effectively. I was involved in various aspects of training and development, including onboarding new employees, conducting training sessions, and creating training materials.

During my internship, I gained hands-on experience in designing and delivering effective training programs that were tailored to the needs of individual employees. I also had the opportunity to work closely with managers and team leaders to identify areas where additional training was needed and to develop strategies for addressing these gaps.

In addition to my work in the restaurant, I also completed a sublet at Goa University, where I continued to develop my skills in training and development. Through coursework and hands-on experience, I gained a deeper understanding of the principles and best practices of effective training and development.

My internship and sublet experiences have provided me with valuable skills and knowledge in the area of training and development, which I believe will be invaluable as I pursue a career in the hospitality industry.

## RECOMMENDATION

I had the chance to watch and take part in the staff members' training and development programmes when I was an intern at your restaurant. The management team's passion and degree of commitment to making sure that every employee received the instruction required to carry out their responsibilities successfully impressed me.

I would like to suggest that your restaurant take the following steps to further improve your training and development programmes based on my experience:

- 1: Regularly examine the requirement for training: Regularly assessing the training needs of staff workers can help reveal knowledge and skill shortages. This can help with the creation of focused training programmes that fill in these gaps.
- 2: Use a range of training techniques: Using a range of training techniques, including as work shadowing, e-learning, and on-the-job training, can help guarantee that all employees receive training that is suited to their particular requirements and preferences.
3. Offer opportunities for lifelong learning: Staff members can stay current on the newest market trends and best practises by being encouraged to explore further training and education options. Programmes that offer tuition reimbursement, workshops, or seminars might be used to do this.
- 4: Orientation Create a thorough onboarding programme that gives new hires a thorough understanding of the restaurant's culture, rules, and regulations.
5. Create training programmes that are tailored to the needs of certain staff members and are job-specific. This will make it possible for all employees to carry out their tasks effectively and efficiently.
- 6: Ongoing training and development: Create ongoing training and development programmes to assist personnel in staying current with the most recent trends and industry best practises. This will make it possible for the restaurant to keep giving its patrons great service.

Overall, I think that doing these steps will help your training and development programmes be even more effective and will help your restaurant be successful. Once again, I want to express my gratitude for giving me the chance to complete my internship at your restaurant and wish you ongoing success in the future.

### **Learning derived during the internship period**

**On-the-job training:** During your internship, you had the opportunity to learn new skills and knowledge through hands-on experience. You were able to observe and practice different tasks and techniques under the guidance of experienced restaurant staff.

**Feedback and coaching:** As part of your internship, you received regular feedback and coaching from your supervisors and mentors. This helped you identify areas of improvement and develop your skills further.

**Cross-training:** In addition to your primary role, you were able to work in other areas of the restaurant, such as the kitchen, bar, or front-of-house. This cross-training allowed you to gain a broader understanding of the restaurant's operations and develop new skills.

**Self-directed learning:** Throughout your internship, you took the initiative to learn new things on your own. You read training manuals, watched online tutorials, and asked questions to expand your knowledge and skills.

**Team-based learning:** You had the opportunity to work with other interns and restaurant staff on group projects and tasks. This collaborative learning environment allowed you to share knowledge, exchange ideas, and learn from each other's experiences.

**Customer service skills:** During your internship, you have learned how to communicate with customers effectively, handle their complaints, and create a positive experience for them. You have also gained knowledge on how to greet customers, take orders, serve food and beverages, and provide them with recommendations.

**Time management:** Working in a restaurant requires excellent time management skills. You have learned how to prioritize tasks, manage your time effectively, and work under pressure to ensure that orders are delivered on time.

**Food preparation:** You have learned about different types of food preparation techniques, how to use kitchen equipment, and how to follow recipes accurately. You have also learned about food safety and hygiene practices, including the proper handling and storage of food. pg. 25

**Teamwork:** Working in a restaurant requires a high degree of teamwork. You have learned how to collaborate effectively with other team members, communicate efficiently, and support each other to ensure that the restaurant runs smoothly.

**Business operations:** You have gained insight into the inner workings of a restaurant, including inventory management, ordering supplies, and maintaining equipment. You have also learned about restaurant marketing, customer acquisition, and the importance of creating a positive brand image.

## **Conclusion**

In conclusion, training and development is crucial for the success of a restaurant. It involves identifying the specific training needs of employees, setting specific goals and objectives for the training program, designing and developing the training program, implementing the program, evaluating its effectiveness, and continuously improving the program. By investing in training and development, restaurant owners and managers can ensure that their employees have the skills and knowledge necessary to provide high-quality service and ultimately contribute to the success of the business.

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