



# Developing the Training of New Waiters at the “Kassa” at Factory Kamppi

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The aim of this study was to develop a set of guidelines to assist in the training of new waiters in the daily processes of the “kassa” (cash register system and workstation). The purpose of this was to support Factory Kamppi in improving the onboarding of new waiters by providing a structured and efficient training approach.

The theoretical structure of this research explored the hospitality industry, with a focus on the restaurant sector. It examined the steps involved in recruitment and how leadership is important in every process. Emphasis was placed on effective training methods, employee motivation, and the creation of job-specific training programs.

A qualitative research approach was applied. Semi-structured interviews, conducted with one in a supervisor role and three in the role of waiters that work in Factory Kamppi to understand their experiences with training and adapting to workflow. Inductive analysis was used to identify recurring patterns in the sample’s responses to the interview. The results highlight the role of leadership in effective training, the key leadership qualities identified include clear communication, patience, the willingness to train, and constructive feedback. The trainees valued a hands-practical experience and the ability to make and learn from their mistakes in a supportive environment. They stated the importance of team support and motivation during their training and integration period.

Based on these findings, the study recommended the development of a structured training program that accommodates different learning styles, includes visual and multilingual materials, and outlines clear communication protocols for updates. Enhancing leadership training for supervisors and reinforcing team-based support structures can improve the trainee experience and operational efficiency at the kassa.

Keywords: Onboarding, Restaurant, Factory Kamppi, Types of Training, Hospitality

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## 1 Introduction

Restaurants have been around for many years now and people are used to a certain level of professionalism and effectiveness when visiting various establishments (Walker 2014, 178). It is vital for management to have complete trust in their staff that are facing the customers every day in ensuring that they are giving the best service possible and are confident in their work that they can face any challenges that they are faced with.

Effective onboarding is vital for the new waiters to learn about the company which they now work for and know what is expected of them in their day-to-day activities (Walker & Miller 2011, 204). Knowing how to work the different sections is essential to have a good workflow and have the employees confident in themselves. The aim of this paper is to help develop a set of guidelines that will assist in training new waiters in the daily processes of the kassa. The kassa (cash register) is one of the sections where the waiters work and is a central part of the operations.

With the above-mentioned aim, the purpose of this thesis is to help Factory Kamppi in training and guiding new waiters to learn the company processes, especially at the “kassa”, that occur daily, in an organized and efficient manner. By doing this, the restaurant will benefit greatly from having new waiters trained quickly and efficiently and have material for waiters that need a refresher.

The thesis will consist of four sections. The first section is presenting the company with a brief background, where the author has been working since 2023. The second will cover the theoretical background where the author will talk about the hospitality field and narrowing it down to staff training. The importance of the background is ensuring that the reader has been given an understanding of the hospitality sector as well as the importance of good leadership that gives effective onboarding and training of new and old staff. The third will discuss the research methods, in this case, qualitative research methods will be used into getting the information about the onboarding and training of staff, as well as getting an interview with a supervisor, to get the business point of view too. Lastly, the fourth section will summarise the findings, present the guidelines, and discuss their benefits and usability. In this report, ChatGPT has been used to edit the language of this text and make the text more cohesive.

## 2 Introducing Ravintola Factory Kamppi

Ravintola Factory Kamppi is part of the Ravintotalot Oy family, which was founded in 1994 (Finder 2025). Factory started out as a single lunch restaurant and has grown over the years with over twenty restaurants now open and this past year has opened one in Salo and Lahti. The Factory family comes together by the desire to succeed and are proud of their work (Ravintola Factory 2025). Factory Kamppi is one of the bigger restaurants, which serves lunches, dinners and salad bar, catering for parties as well as holding events. There is always a lot going on at these premises and requires the staff to be attentive and knowledgeable about what is happening every day. Being very central and in the Autotalo building, it is quite a favoured lunch spot for the working force in the area. The restaurant is large and has three distinct sections, namely, the salad bar, the Sali and the Bistro. Figure 1 shows the Bistro, which is on Runeberginkatu.



Figure 1: Bistro Section (Ravintola Factory 2025)

The bistro side is window facing and is more intimate and relaxed, as opposed to the section where the lunch buffet is served. Each section brings their unique atmosphere, and customers are happy with the different places they can sit and enjoy their meals. The evening buffet is served in the bistro section from Wednesday to Friday, 16:00 to 20:00 (Factory Kamppi 2025). Lunch time can be very busy and chaotic with quick turnovers for the employed to have their lunch, whereas the dinner and Saturday services are more peaceful and calmer where people can relax and enjoy the food and the company they are with.

The buffet table has a salad section where all the beautiful salads are displayed and there are a lot to choose from, the hot section includes carbohydrates options, two proteins, a vegan dish and soup of the day. When salmon is on the menu, the lunch rush is felt. The lunch is 13.30 euros per person and at 13:00 is the pensioner prices (Ravintola Factory 2025). The

Salad bar is another option that people could take when eating at a Factory and is very popular. The salad includes lettuce and then the customer may choose two proteins, then two fruit or vegetables and then two different seeds. After that, they can choose from an abundant list of dressings for their salad and have a piece of bread to finish up the salad.

### 3 Theoretical Background

This chapter will explore the hospitality industry, focussing more on the restaurant sector. It will look into leadership principles, emphasizing the importance of employees and their training as well as how that impacts service and guest relationships. Understanding the broader context of these components is essential into recognizing why certain practices are implemented and how they affect both the organization and its relationship with its customers (Walker 2014, 17). The aim of this chapter is to provide valuable insights for readers seeking knowledge on the hospitality industry or those looking into training new staff.

#### 3.1 Hospitality

This industry is intriguing, can be very entertaining and have opportunities for growth (Walker 2014, 10), and according to Walker (2014, 11), it is the business of giving service, which in the hospitality industry is to give the guests extraordinary service at every moment. As the industry evolves, and the guests' needs are forever changing (Nykiel 2005, 5), it is imperative that the organizations in the field can adapt and that the employees have an ongoing training system in place for continuous development.

The businesses in the hospitality sector are open year-round, depending on what categories they fit into, and this sector relies heavily on shift work (Walker 2014, 17). Younger aged people tend to be the labour force in the hospitality sector, and they are usually students who are working part time (Nickson 2013, 6). Even though waitering is not glamorous, with proper training, development and motivation, people can become valuable, long-term employees (Sommerville 2007, 8).

The guests put themselves in the hands of the employees and trusts that their needs will be met (Morgan 1979, 2), showing the importance of well-trained staff and people that care for the needs of others. Key guiding principles include methodical staff selection, communicate expectations clearly, creating effective onboarding procedures and the involvement of employees in shaping how their work is carried out (Solomon 2018, 44).

### 3.2 The Restaurant

Restaurants play an essential role in people's lives, they are places where people go to relax and enjoy the company of family, friends and colleagues (Walker 2014, 178). In today's world the challenge in hospitality, is by exceeding the customers' expectations, it is also more difficult these days as they have also become more demanding (Nykiel 2005, 199).

A restaurant must ensure that they have a good philosophy, achievable goals and objectives to have a successful operation (Walker 2014, 185). A key factor to consider before anything else happens, is the type of restaurant the person wants to open and ensuring that each individual part of the restaurant needs to be designed to function together as a cohesive whole (Baraban & Durocher 2010, 1-2).

There are a lot of different categories of restaurants in today's world, ranging from fine dining where they are mainly independently owned and serve up to fifteen courses, to the more relaxed and quick fast-food restaurants (Walker 2014, 196 - 204), and buffet restaurants have the hot and cold food stations where the customers can choose what they want from the displayed items (Baraban & Durocher 2010, 19). There are countless categories to choose from these days, depending on the demand of the restaurant in the location the owner would like to open it.

### 3.3 Customer Satisfaction and Loyalty

When a customer feels that the service or product delivered exceeds the customer's initial expectations, even if something goes wrong and the service provider finds a way to fix it, the customer will be happy (Gerson & Machosky 1993, 5). People tend to know when they have received good service, even subconsciously, whereas people in the service industry are aware of the service levels and learn to recognize, assess, and improve it through training and experience (Benjamin & Jones 2015, 48). Being able to measure customer satisfaction, gives the employees a sense of success and motivates them to perform at higher levels (Grigoroudis & Siskos 2010, 1).

Loyalty is achieved by exceeding customer expectations during service, and the business needs to have a "customer loyalty management" system in place (Daffy 2019, 13). Loyalty is quite difficult to measure, so it is important that there are other ways to measure things related to it (Grigoroudis & Siskos 2010, 90). In order to maximize customer satisfaction, a business is recommended to use the formula as shown in Figure 2 (Goodman 2009, 24).

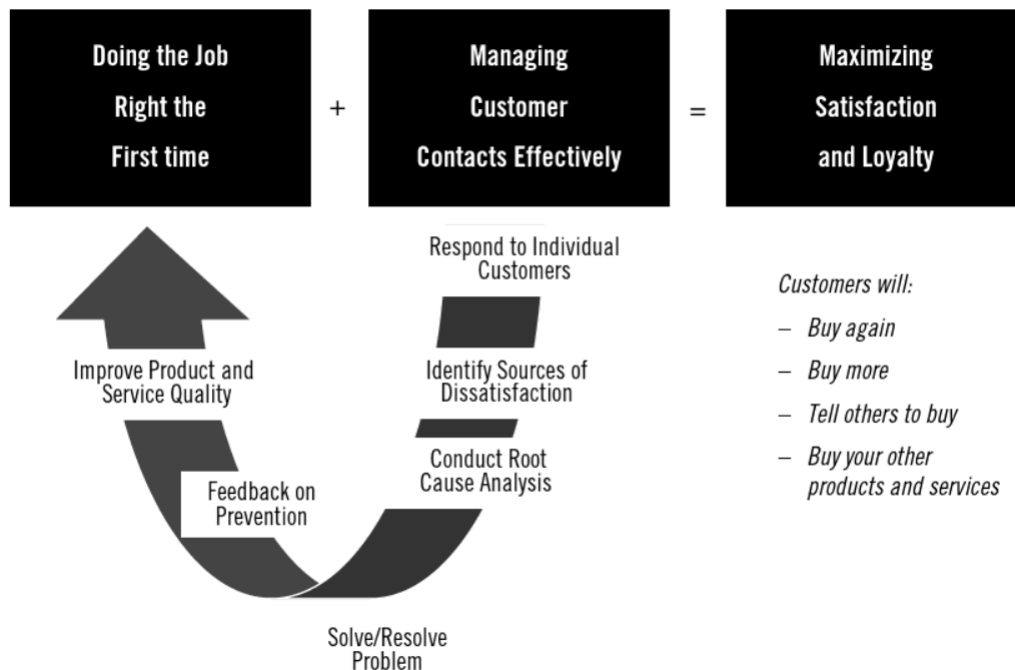


Figure 2: TARP's Formula for Maximising Customer Satisfaction and Loyalty (Goodman 2009, 24)

Doing the job right the first time is crucial, delivering a flawless service on first contact significantly boosts satisfaction and confidence for both the customer and the employee (Goodman 2009, 25). It calls for the employees that are in that role to be sufficiently trained and be prepared to prevent any problems that may arise during that time (Nykiel 2005, 204).

Responding to customers when problems do arise effectively is vital to be regarded as professional during a tough moment in time (Arduser & Brown 2005, 21). Employees should be appropriately trained and have the knowledge and authority to deal with it the best they can (Boella & Goss-Turner 2019, 192). This is a crucial part of the journey, showing the customer how they face problems and deal with them effectively. If done correctly, the customer, who was upset earlier, has become happy with the way it was dealt with and ends up with a positive experience (Goodman 2009, 26).

### 3.4 Leadership

Miller and Walker (2011, 43) show that people will follow a person they consider a leader without being forced to. Leaders are known to have specific characteristics that show they are different to those who are not leaders (Miller & Walker 2011, 41). There is a combination of attributes that leaders use to influence their staff into completing goals (Walker & Miller 2011, 43; Northouse 2010, 3; Sommerville 2007, 325).

Choosing a leadership style is important for the leader, as well as the whole team, it refers to the way that the leader relates with the team as well as the methods used to motivate staff (Miller & Walker 2011, 45). A leader must be effective in directing the team so that everyone works to achieving certain goals in a timely and efficient manner. Successful leaders know how to communicate objectives openly and are continually looking to improve the tenets of the business (Nykiel 2005, 411; Walker 2014, 505).

### 3.5 Recruitment

When a company doesn't have enough staff to complete the daily objectives and reach goals, they need to investigate finding people that are needed to fill the empty position and that they are the suitable candidate that can work to achieve what is needed (Miller & Walker 2011, 168; Nykiel 2005, 205).

There are various ways the businesses can attract prospective applicants, searching within the community or job placement offices, the businesses can get creative (Sommerville 2007, 147). There are many people that are looking for part time work while studying, immigrants that need a job, women who want to get out of the house and add to the family income (Walker & Miller 2011, 170).

Recruitment must be approached systematically and with care, hiring the wrong person can affect morale, productivity and can affect profits negatively (Elearn 2009, 2; Brown 2011, 6). Probationary periods are a good way to see whether the recruit is suitable for the job and fits well with the team (Walker & Miller 2011, 202). Entering this partnership should be equally valuable to both the company and the new employee, as well as continue to build the relationship (Brown 2011, 10; Nickson 2013, 90).

### 3.6 Employee Training and Development

It is imperative to welcome a new employee with a proper orientation and training plan as soon as they step foot onto the premises (Sommerville 2007, 192). Walker and Miller (2011, 328) say that training is not a standalone, it is one of several elements that make for business effectiveness. Before training can commence, having a good orientation program is good to have to make it easier for the new employee to step into the organisation (Sommerville 2007, 195). It is essential to have a continuous procedure of helping new employees become a fully productive staff (El Shamy 2003, 3). To ensure that the company is successful, it is vital that there is an effective training program as well as continuous development of the employees (Walker & Miller 2011, 349; Nykiel 2005, 204). For those employees who been exposed to a proper training and development program, they will be vital to the company's success as well as their own as they feel supported in their roles (Lucidchart 2023).

The primary goal of training is to focus on the employees' current job performance, while development focuses on preparing them for potential future advancement in the business (Sommerville 2007, 209). There is the problem that by developing the workforce properly, they might get poached, and it is important that the company provides good internal opportunities and maintains an empowering work environment (Walker 2014, 512). However, building strong relationships with employees and investing in their training and development creates a strong relationship with the business, as well as impacting customers positively, thus creating repeat customers (Sommerville 2007, 210).

### 3.7 Types of Training

Each business conducts the training in ways that are most beneficial for them and their employees, and no sole method is always the greatest (Sommerville 2007, 220). It is important to get the new employee involved with the methods being used to train and they tend to learn best when it's relevant and worthwhile (Walker & Miller 2011, 336). The author will talk about a couple of different types of training as well as the lack of staff training.

#### 3.7.1 Lack of Staff Training

The cost of losing business due to incompetent staff and poor service is significant, but training new staff in the industry remains a challenge (Walker & Miller 2011, 331 - 332; Sommerville 2007, 208). Managers offer a range of excuses when it comes to why they provide little to no training, such as being too busy, high turnover rates or it is too expensive (Sommerville 2007, 209; Boella & Goss-Turner 2019, 187). These excuses show that managers can find ways to avoid practical training if they want to.

Though there are training programs in place, if not effective, there is a lack of training and new staff are lost in confusion. Problems do occur when short cuts are taken; by choosing the wrong trainer who cannot train effectively and does not prepare for the training sessions to the inadequate options of place and time (Sommerville 2007, 222). Walker and Miller (2011, 333-334) shows that there are a number of training problems that interfere with training new staff, such as that the manager needs someone on the floor right now and no time to properly train them, the turnover rates are too high and all the effort is for nothing and the manager not being sure what they want their staff to do and how to accomplish it.

When developing a training plan, managers should consider costs related to training and the training objectives and requirements to deliver the best training methods. Having the appropriate training facilities and a trainer to be able to maximise effectiveness and minimise unexpected events during training (Sommerville 2007, 220.)

### 3.7.2 Apprenticeship Programs

A designated apprenticeship program is seen as advantageous to many employers, having the human resources to support productivity and more (Queiros & Wall 2020, 615). This training is usually used in skill-related positions, where the individual works under the supervision of the person in that position (Morgan 1979, 92). By taking part in this kind of program, the individual is in a professional setting learning while training, until they are eventually capable of working independently (Cerdin & Peretti 2020, 11).

During the work periods of the apprenticeship, the apprentice experiences different situations in the work environment, learns how to integrate into the work team, and can assist with solving problems. The apprentice also develops their skills by interacting with colleagues and observing how tasks can be achieved, as well as being mentored. (Cerdin & Peretti 2020, 12). It is advantageous to the apprentice to be able to acquire new skills in a safe environment, with people mentoring them. Going outside their comfort zone, people can learn and grow. The businesses with apprentices should encourage them to be daring and do things differently, in a constructive and positive way (Cerdin & Peretti, 2020, 16).

### 3.7.3 On-the-job Training (OJT)

On-the-job training (OJT) is mostly used in the hospitality sector and is intended to educate new employees while on duty (Sommerville 2007, 221). The instructor is an experienced staff member who will give detailed instructions to the new employee on how the job is done (Sisson 2001, 2; Sommerville 2007, 221). With a plan and structure towards training, the new employee receives the instructions and can perform their tasks efficiently rather than picking up bad habits from trainer and colleagues (Lawson 2015, 298).

Sisson (2001, 12) states that OJT has evolved over the years and one method of it is hands-on training, which is just more modernized and even more integrated than the traditional OJT. It is important to conduct OJT in a well-planned manner with clear communication. By telling the employee about purpose and outcome of the task, showing them how to do it, make them practice the task until they are comfortable with it and then giving feedback (Sommerville 2007, 222; Sisson 2001, 31), there is a well thought out plan and the employee can learn effectively.

A poorly designed training program as well as a poor choice of instructor will be detrimental to the training process, and it is important that there is enough staff scheduled so that the instructor will not be interrupted during the training (Sommerville 2007, 222). The instructor needs to train as well as coach the employee positively for them to learn and improve (Sisson 2001, 51).

Sommerville (2007, 229) highlights the importance of having an effective training programme, the choose an appropriate training method for different learning styles and to be able to evaluate the completed training. Ensuring that the training is easily accessible, integrated into the workday and kept simple, it will help everyone involved (Sisson 2001, 94).

### 3.8 Job - Training Program

Having a good program in place with well-structured plans that represents a learnable segment of the job will make it easier to learn the processes (Walker & Miller 2011, 338; Arduser & Brown 2005, 14). In their book about supervision in hospitality, Walker & Miller (2011, 340) illustrate the steps of an efficient training program in Figure 4.

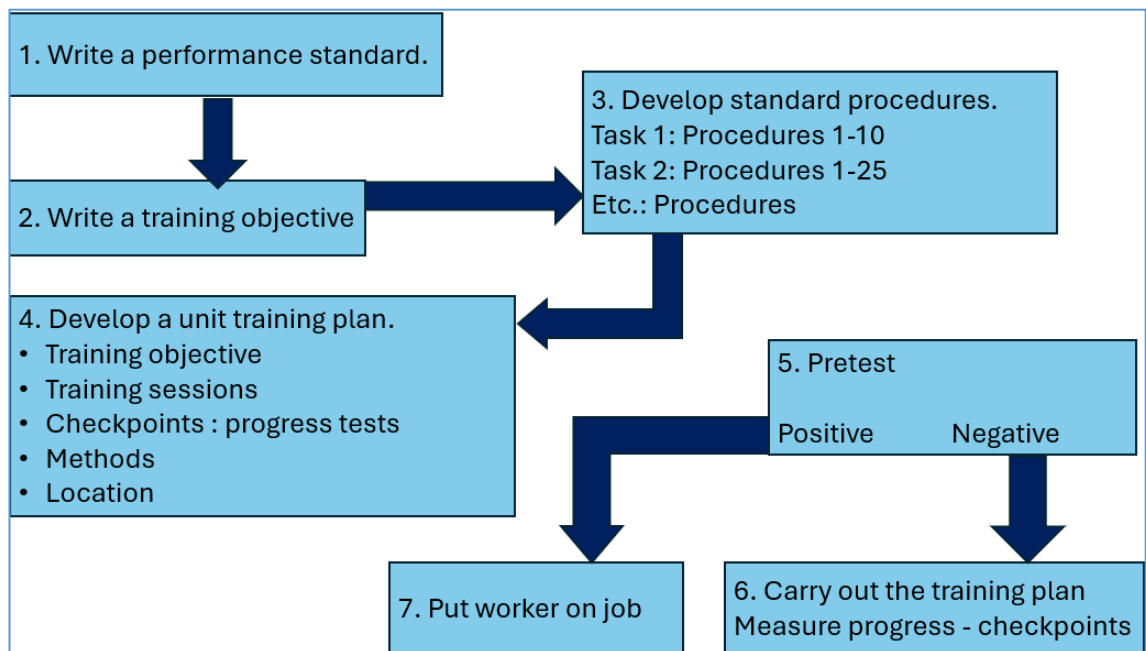


Figure 3: Modified Flowchart for Developing a Training Program for one unit of a job (Walker & Miller 2011, 340)

The trainer needs to identify the tasks that are needed to be accomplish the different objectives of the job (Walker & Miller 2011, 339; Nickson 2013, 161). The next step of creating a training plan is to set up a performance standard, which provides standards that the employee's performance is assessed (Sommerville 2007, 211). The trainer will need to determine how detailed they want these to be, by breaking the task down into smaller stages and that they are going to change in the future (Arduser & Brown 2005, 14). When the performance standards have been met or exceeded by the employees' performance, then there has been effective training (Sommerville 2007, 214).

Once the performance standard has been made, the training objective comes into play. They should always follow the performance standards (Sommerville 2007, 218; Walker & Miller

2011, 341). The training objectives express what is expected from the employee and gives them goals to work towards as well as time limits (Sommerville 2007, 218-219).

Businesses already have their typical procedures for each task that needs to be completed, they will be added in detail to step 3 of the training plan (Walker & Miller 2011, 341). By breaking down what the business already does, it is easy for the employee to see how the objectives are met and refer back to the procedures in case they get stuck with one of the procedures.

The contents of a training plan include all the details that the training will entail, from start to finish (Walker & Miller 2011, 344). Knowing why each task is needed to be done and the importance of the order should be known to the employee and given the opportunity to ask questions to ensure understanding (Morgan 1979, 96). The training plan provides the checkpoints the employee needs to show their progress, the training method to show how processes are done with the use of training aids and materials (Lawson 2015, 105) as well as the practicing portion for the employee and the location should be a quiet area where they can focus on what needs to be done (Walker & Miller 2011, 344-345) and that is safe and positive to enhance learning (Lawson 2015, 120).

Before the training actually commences, having them do a pretest to check how much they already know is key to see the depth of training they actually need, by doing this the business saves a lot of time and effort (Walker & Miller 2011, 346). By making the employee do a unit of work, the trainer can observe the performance and check them against the performance standards set up already, by doing this the trainer can see if the person is capable of doing the duties, whether they need further training and assistance or even if they are not suitable for the job (Walker & Miller 2011, 346). After the pretest, if the employee is successful, they can continue with the training plan and be evaluated based on certain criteria (Walker & Miller 2011, 346-347; Lawson 2015, 233). In order to give effective feedback, the trainer will need to know what the best evaluation methods will be, so that there will be no confusion (Nickson 2013, 166).

A well-structured program not only equips trainees with the skills they need but also contributes to consistent service delivery, employee satisfaction and overall operational effectiveness (Walker & Miller 2011, 344).

### 3.9 Employee Motivation during Training

In hospitality, motivation is deeply essential, for the employee to be efficient in their duties and supply the customer with the best experience (Morgan 1979, 138; Walker & Miller 2011, 265). The leaders in the businesses are the ones who ensure their staff stay motivated and

inspires, from the moment when they begin their training, right until they leave (Sommerville 2007, 313).

The lack of motivation may lead to poor performance during training, it is up to the trainer to see whether they are able to assist in sparking the motivation within the employee (Lawson 2015, 4; Walker & Miller 2011, 265). It is important to ensure that the employee is valuing the rewards given to them, that they know what is expected of them during training, with effective communication and whether the objectives are actually attainable (Sommerville 2007, 320).

When the employee demonstrates good behaviour, it is important to provide positive reinforcement (Sommerville 2007, 322), especially in front of others, that will build motivation and make sure that giving negative feedback should be done in private (Walker & Miller 2011, 273-274). Ensure that employees have purpose, the inspiration and the connectedness they have towards their objectives of the job (Walker & Miller 2011, 278; Sommerville 2007, 324).

#### 4 Methodology

This chapter outlines the research methods that the author used presenting the methodology and the materials which was used to collect data and insights. After going through the insights gathered from the data, a set of guidelines will be found, as stated in the aim. In this paper qualitative research will be utilized.

Having certain inquiries in a subject area can be answered with research (Brunt, Horner & Semley 2017, 2; Hammersley 2012, 15). Qualitative research revolves around a case study of interest (Flick 2006, 30), studies the occurrences through observations or recordings, after gathering original data is analysed by using an analysis model (Silverman 2011, 5).

##### 4.1 Interviewing Methods

The interview process consists of creating questions to ask the sample group, to obtain in-depth data (Schostak 2006, 10, 17). It is important to remain impartial as the interviewer (Schostak 2006, 14) and be an unbiased viewer throughout the interaction (Seale, Gobo, Gubrium & Silverman 2004, 20), because the focus of data is through the samples' perspectives (Brinkmann & Kvale 2015, 3). (Gillham 2005, 3-4)

The unstructured interview is used when the researcher is in the first stages in a study and would like to get more information, it is about getting the preliminary information from the samples and take in everything that they say and filter it at a later stage (Gillham 2005, 45-

47; Brunt et al. 2017, 152). Structured interviews are quick and used to focus on specific information or data and makes use of close-ended questions and sometimes it can just be a questionnaire, it is fast but superficial (Gillham 2005, 80; Brunt et al. 2017, 152). On the other hand, semi - structured interview is the perfect combination of the two. A lot of preparatory work goes into semi-structured interviews, ensuring that it is focussed accordingly, the questions will be the same with all the samples and open-ended questions are included (Gillham 2005, 70; Flick 2006, 155). For that reason, the author found out that the semi-structured interview fit in best with the research.

The author wants to introduce the topic two days prior to interview day and set up all the interviews within an appropriate time limit, it is important to have an appropriate time gap to increase reliability (Flick 2006, 157). The author must decide how wide the topic will be and then formulate the questions, accordingly, ensuring that the questions do not overlap and make the samples feel they are answering the same question again (Gillham 2005, 72). The semi-structured interview questions are set up to be easily analysed at the final stages (Gillham 2005, 75). Flick 2006 has composed an extensive summary table of the various methods for collecting verbal data and their features that can be referred to for interview researchers, especially semi-structured interviews (Flick 2006, 206-207).

## 4.2 Data Analysis

This chapter is about data, the reader will have a deeper understanding of how the data is analysed, the details of the interviews, a dive into inductive analysis and the analysis of the interviews will be discussed in depth.

### 4.2.1 Basis for Data Analysis

There are many approaches on how to analyse data received through interviews, it does make it easier to learn about the key approaches that have been used in qualitative research (Silverman 2011, 57). There are some common steps that can assist in interview analysis, when the sample talks about what they feel and do regarding the topic, there is little interpretation from either person. The second step occurs when the sample talks about new meanings or feelings engaging in a form of self-analysis, third is when the interviewer asks the sample to clarify what was meant. In the fourth step, the analysis of the recorded interview is done. (Brinkmann & Kvale 2015, 221.)

During the interview, there is an everchanging interaction between the interviewer and the sample, but as it gets transcribed, it is stuck in its written form (Brinkmann & Kvale 2015, 203; Gillham 2005, 136-137). The interview questions will be set up in a specific way to cover all the themes that the sample will address, and the interviewers active listening and prompts will decide the flow of the conversation (Brinkmann & Kvale 2015, 218). When interpreting

the answers from the samples the problem arises that the interviewer would want to fill in the gaps (Schostak 2006, 72), it is important that it is not done by phrasing questions without ambiguity and ask the sample to clarify.

In interviews, a significant amount of data is filler words and sentences. Under content analysis, researchers pierce through the vast amount of data gathered from interviews and seek out key patterns that emerge. On this basis, content analysis is the most appropriate method to apply to analyse the data for this qualitative research. (Pope, Mays, & Popay 2007, 109; Neuendorf 2019, 8; Weber 2011, 13)

#### 4.2.2 Interview Timeline

Table 1 shows when the samples were interviewed and the reader can see how many were interviewed.

Samples:	Interview Dates:
Supervisor 1	22.04.2025
Waiter 1	24.04.2025
Waiter 2	26.04.2025
Waiter 3	29.04.2025

Table 1: Interview Timeline

The samples were interviewed on the dates seen on the table above. The first interview was conducted with the supervisor, followed by the waiters that work at Factory Kamppi. To prepare them, the author spoke to them about the topic, not in too much detail, to prepare them and they can start thinking about the training procedures that they went through. The samples were instructed not to discuss the interview content with anyone else until everyone has been interviewed so that the answers are not tainted and comes directly from their experiences. (Brinkmann & Kvale 2015, 192)

After the interviews, the author remains unbiased with the different answers from the same questions and the responses are evaluated separately to ensure that the analysis of one doesn't impact the others (Schostak 2006, 24-25).

#### 4.2.3 Inductive Analysis - Themes and Recurring Codes

After gathering the data, all the answers from the interview will be categorised. The author will then explain how they are and provide further details. New categories may come up during the interview process, if there are recurring themes, they will be analysed (Lee 1999, 74). The codes that are seen in Table 2 is gathered from the interviews and put into the themes, with inductive analysis the author analyses and groups the different codes accordingly (Creswell & Poth 2025, 7).

Themes	Recurring codes
Leadership	Qualities, guide, mistakes, feedback, patience
Employee Training & Development	Training process, communication, training materials, successes, peer learning, trial and error, positive reinforcement, technical challenges, language
Employee Motivation & Satisfaction	Motivation, confidence, satisfaction, support, sufficient training, anxiety, stress

Table 2: Themes and Codes from the Interviews

The above-mentioned table shows the themes and recurring codes from the conducted interviews. The author will now provide a detailed analysis of each theme.

Leadership plays an essential role in effective employee training. The interviews revealed several recurring aspects of strong leadership: clear communication, patience, feedback and guidance. Having the right kind of leader is important in any setting, with aspiring leadership qualities to inspire their staff, people will be lead without being forced (Miller & Walker 2011, 43). When training, it is imperative that the trainer is open and willing to train and knows how to incorporate different training methods for the different types of learners and can delegate the tasks clearly and easy to understand. The qualities required for leaders are written in italic in the direct extracts from the interviews.

“You have to have good *patience* if you are training someone and you have to be *open to explain* everything well and you also have to *be willing* to train someone so that we can get good workers from trainees”.

“They have to be *clear* in explaining how they talk, how they let them do things. *Show them* once or twice and then just let them do it”.

Effective leaders support trainees by addressing mistakes constructively and guiding them towards improvement. During any given shift, there are many duties and tasks to be done at the kassa, and mistakes are bound to happen, even to a well-trained employee. Pouring a draft beer should be done in the appropriate glasses as well as the correct measurement. Should there be too much foam or an overpour, the manager guides the trainee properly and shows them what glass to use, how to pour the beer and how much to pour into the glass. Trainees should be made aware that mistakes are a natural part of the learning process and should not be feared.

“I don’t think anything can happen that cannot be fixed or hasn’t happened so far so then I would just point out that mistakes always happens but it’s important to be able to fix them as well so then I encourage that people shouldn’t be too scared of making mistakes because when you do work you do mistakes as well”.

Providing feedback, whether good or bad is vital to keep the trainee on track. When a trainee is learning to do something, such as working on the Point of Sales (POS) system and manages to take payments or figure out how do the card system or the contract lunches with minimal help, the trainer needs to tell them that they are on the right track and learning well. It is important to also be able to tell them when they are doing wrong or to practice doing a task so that they become better at it. Being able to fit into the team is important for the trainees so that they feel a part of the team and are able to ask for help if the trainer is unavailable for a moment.

“The supervisor did give feedback during the training. If I did a good job, she told me. And if I need to work on something, she just told me to practise more or like gave me something to read, so I knew the steps to it”.

Ongoing employee training and development contribute to both job satisfaction and productivity. Having staff who are knowledgeable about workplace operations and have an understanding of the procedures of the workplace will improve productivity and morale within the team. Having a clear training process coupled with effective communication, ensures that the trainees get the correct information and processes needed to have an effective day at work. Without clear training processes, confusion and anxiety might arise, negatively affecting productivity. Should the training materials not be sufficient, changes should be made to developing them.

“We teach them to how to take the money and what kind of different ways we take the money. You can either take cash or card and I think the most important thing is you have to greet the customers and don’t be too shy. It’s mostly just explaining, we do have some kind of guides, but no one ever reads them”.

“For me personally, just that they showed me (how to complete a task). Then I just started doing things like the normal payment. For example, this is the card payment and this is cash. And when that went well, then I just started doing it on my own. If there was something that I didn’t know, then I would go and ask whoever is closest to kassa. What do I do? Do you have time to help me? And I think that worked well. Like, it’s no need to have one specific person extra just to guide you all the time. The aspects of the kassa that were hardest was the Finnish. Once you know how to do that, then it’s fine”.

Every training program has its own challenges, and the workplaces need to take that into account to see how they can make it a bit easier for the trainees and work to overcome the challenges together.

“Everything was in Finnish, so I could not read the buttons on the POS system”.

“It was a bit difficult because everything is in Finnish, and we had to learn everything and translate and find out where things are. Some things were a bit confusing at times, regarding what to do or where to find things”.

During training, practice makes perfect, no matter what learning style the person has. It is important that trainees are able to see how tasks are done and to be able to practice on their own, honing their skills and becoming more confident in their tasks. In this environment, there is a process of trial and error and letting the trainees practice the basics and also letting them make their own decisions regarding some matters, there is a lot of autonomy.

“They can ask if they’re not sure but just let them do it instead of keep showing them what to do. And just let them do their own thing and then adjust from there”.

There were some communication issues that did arise within the interviews, when there are procedural changes. If there is a new lunch contract that has started, there are various ways that staff can be informed, at the morning meeting, via the WhatsApp group chat or in passing from colleagues.

“Sometimes in a WhatsApp group, sometimes with the morning meeting or just randomly someone comes to me and tells me. And then they don’t post it in the

group. If you weren't there then you don't know. That needs to be more uniform. I think that's the biggest grudge. The communication is not there”.

“Well, we do have a WhatsApp group where they normally put it in there. Sometimes they also have meetings, but not everybody can join the meetings because they're working later or they're off that day. It can get a bit confusing because so much is happening in the WhatsApp group and sometimes you don't see the message, or you see it and you don't read it properly and when something happens you always have to keep looking back through the messages trying to look for them”.

It is important that the managers ensure that the employees are getting correct information in effective ways. Especially when it involves the trainees that don't have enough knowledge and current workplace experience. Having employees confused can be detrimental to their motivation and confidence, especially in front of the customers or in time sensitive situations.

Employee motivation and satisfaction play an important role when it comes to training and even after that. While intrinsic motivation is often the strongest driver of performance, workplace support and encouragement enhance trainee engagement and confidence during the learning process. In the interviews, a recurring theme was the importance of positive reinforcement during the training. The samples indicated that when trainers offer compliments and constructive feedback, it increases motivation and assists in alleviating anxiety.

“I try to cheer them up and tell them that they are doing good and give also compliments and not only saying that you are doing something wrong”.

Trainees tend to experience a mix of anxiety and excitement during their training. It is natural to feel nervous initially, but overcoming these feelings is essential for growth.

“During my training I was a bit nervous of course, but excited to learn new (things) and do the customer service”.

Feeling supported by your manager is another important factor to help with motivation, especially when the support also comes from fellow colleagues, knowing that you are in a good team where people value you and are there for you helps with the trainee integration.

“Because of the colleagues slowly becoming better friends... and the team that we have there are nice people. So, in general I felt really good about my place and the people there”.

“I definitely felt supported. I don't know If I could have done it without her”.

Having a sense of inclusion in a supportive team not only reduces anxiety but also helps the employee develop a stronger connection to their work, motivating them to perform well. When the employees are positioned at the kassa, they do have important duties and tasks, and it is important that they do their tasks diligently and want to be there.

“Standing there as long as I'm not there too often and talking to some customers and stuff like that. Practising a little bit more Finnish. So that's really good. I enjoy pouring wines and beers and bringing them to the table”.

To better understand the experiences of employees during their training and also their daily work at Factory Kamppi, the author conducted a thematic analysis of the interview data. Through this process, the themes that arose were, *Leadership, Employee Training and Development* and *Employee Motivation and Satisfaction*. With the use of coding, the author was able to identify what's important to the trainees during onboarding from both perspectives. The word cloud as seen in appendix 4 represents the most frequently mentioned ideas and concerns, highlighting the key areas that influence the employee experience.

The word cloud created from the interviews highlights several key themes related to the training experience. Having structured support and encouragement play a crucial role in the trainees learning process, with the words “Guide”, “Motivation” and “Mistakes” being prominent words. Having the proper guidance shows the importance of hands-on training and mentorship, while mistakes show that a learning environment shaped by trial and error is enforced. Motivation and support show the positive attitude, despite anxiety and stress. The words such as patience, feedback and communication reflect the qualities of effective trainers and people in charge. Words like “kassa” and “communication” shows that specific workstations and interpersonal skills are crucial to the trainee's development. The word cloud illustrates a challenging learning environment which has supportive leaders, where growth is fostered through clear communication, constructive feedback and ongoing encouragement.

#### 4.3 Training Guidelines

To ensure effective training for new waiters at the kassa, the following guidelines were developed. They are based on the academic models of job training (Walker & Miller 2011; Sommerville 2007; Lawson 2015) and supplemented by qualitative insights from interviews conducted with staff members. The objective is to ensure clarity, consistency, and confidence during the training.

By breaking tasks into clear segments and introducing the performance standards step by step, including handling payments, using the POS system, managing the lunch contracts and all the other duties that are involved in that section. Establishing performance standards and use measurable criteria: speed, accuracy and cleanliness. The trainees should know what good performance looks like, how to pour beer without over-foaming, giving good service to every customer or knowing how to split a bill. The restaurant environment can be chaotic at times, and it is important that the trainees are taught how to prioritize their tasks according to the importance.

The trainer should demonstrate how a task is done a couple of times and then give the trainee time to do it themselves. If the trainee needs additional help, the trainer must be patient and show them again or use different methods that could assist more. Mistakes are a part of everyday life, and the trainees should not fear making them, it is the best way to learn and to better understand. When trainees receive regular encouragement, corrections and constructive feedback they will be more motivated and want to try harder. Everyone has a different learning style, and it is good for the trainer to incorporate different methods, including verbal explanations and written or visual materials where possible.

To increase independence within the trainee, it is important to create an open and welcoming environment where they feel comfortable asking for help and making decisions. Communication is crucial to ensure no confusion within the team, and they know what is expected of them. After the initial training has been completed, it is good for the trainer to check in with the trainee to reinforce some key points and answer any questions that may have come up.

By combining theoretical insights with workplace - based research, these guidelines offer a structured but flexible approach to training new waiters. This training program can be replicated and adapted for any position within the company, and it improves efficiency, supports new staff, and contributes to the overall service quality at Factory Kampi.

#### 4.4 Reliability, Validity and Ethics

Reliability and validity go together in assessing the quality of a research (Gillham 2005, 6). Reliability expresses complete transparency in conducting methods of how to acquire evidence-based theories and original data (Silverman 2011, 360). It is consistent, meaning that the study can be conducted in various ways and still end up with similar results (Lee 1999, 146).

To ensure the reliability of this study, the author used a semi-structured interview format with guiding questions, which were asked in a similar way across all participants. The interviews were all recorded and then transcribed to reduce interpretation bias and ensure

accurate representation of the responses. A coding framework was also developed and applied across all transcripts to support the analysis.

Validity in terms of an interviewing research shows how the researcher refrains from influencing the samples. Providing an optimal interview environment attribute positively to the interview, the samples can produce more informative and honest responses which in turn increase validity (Silverman 2011, 369). Having a valid research study is justifiable and sound, and it is relevant and applies to the phenomena being studied. The target audience, the new employees, will benefit from this research and the future researchers that pursue this can rely on this study because of its validity (Brinkmann & Kvale 2015, 282).

To encourage the validity of the findings, the author focussed on minimizing the influence they could have on the samples' responses. The interview environment was designed to be comfortable and enabling open communication. The author wanted the samples to feel free to express themselves freely, enhancing the quality of the responses and the validity of the outcomes.

This study strictly adheres to the Laurea ethics guidelines for thesis writing. This study has been approved by the assigned supervisors; the topic was chosen as it was relevant as it is the authors job and doing this research does not harm anyone or go against anyone's interest. the participants/samples have been informed and given their consent by signing the Laurea consent form. The Finnish National Board on Research Integrity (TENK) has published a detailed layout of how to ethically conduct research that involves human participants. In accordance with TENK, this paper does not disclose any personal information of the participants, and it has transcribed only professional information necessary for this study and does not use any data for any other purposes than this. Confidentiality is practiced and the samples have the right to not answer anything that they are not comfortable with (Schostak 2006, 53-54). This study does not work with minor or people with limited capacity.

## 5 Conclusion

The aim of this paper was to help develop a set of guidelines that will assist in training new waiters in the daily processes at the kassa station. This research was driven by the need for a more structured and supportive onboarding experience that enables new employees to perform their duties with confidence and competence.

The author used a qualitative approach, with the use of semi-structured interviews with one supervisor and three waiters that currently work at Factory Kamppi to gain insights into their personal experiences and experiences of the training process. Findings emphasized the importance of leadership qualities such as patience, clarity and encouragement during the

training process. Feedback, open communication, and allowing room for trial and error were also identified as essential factors in supporting trainees effectively. However, inconsistencies in communication and informal training delivery sometimes left trainees confused, especially when there were procedural changes.

Based on the research findings and theoretical framework, the study presents a set of guidelines designed to improve the training process for new waiters. First, focus was placed on breaking complex tasks into smaller, learnable components. This method helps trainees work on tasks step by step, making it easier for them to focus without feeling overwhelmed. By setting clear performance standards both the trainer and trainee can measure the progress against the expectations. When employees understand what is expected of them, it enables them to meet and exceed expectations.

Being able to properly demonstrate the tasks to the trainee and allowing them to practice is a key element in the training process. With trainers modelling how to perform a task and letting the trainee practising it so they get more confident with it, and the constant feedback and encouragement, encourages active learning and opens the possibilities of other areas that require further instruction.

Due to the fast-paced nature of the restaurant environment, training must be supported by effective communication. When there are updates to procedures, effective measures should be taken to ensure that all staff are aware and know exactly what is going on. While it is important to support the trainee, it is important for them to be able to have the opportunity to take initiative, ask questions, and work through challenges independently when possible. These guidelines aim to address the gaps found in current training practices and offer a practical framework that Factory Kamppi can apply and adapt to its own operational needs. These guidelines are not only used for improving the consistency and quality of training but also in promoting a more confident and solid workforce.

In conclusion, this study offered a deeper understanding of the training challenges within the restaurant sector as well as delivering a set of actionable recommendations that can be tailored to other roles. The integration of theory, employee perspectives, and real-world limitations provides a sound basis for improving workplace learning and staff development at Factory Kamppi.

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ChatGpt has been used to edit the language of this text

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## Appendix 1: Blueprint of Factory Kamppi



## Appendix 2: Comparison of Methods for Collecting Verbal Data

**TABLE 16.1 Comparison of Methods for Collecting Verbal Data**

<b>Interviews</b>					
<b>Criteria</b>	<b>Focused interview</b>	<b>Semi-standardized interview</b>	<b>Problem-centered interview</b>	<b>Expert interview</b>	<b>Ethnographic Interview</b>
<b>Openness to the interviewee's subjective view by:</b>	<ul style="list-style-type: none"> <li>• Non-direction by unstructured questions</li> </ul>	<ul style="list-style-type: none"> <li>• Open questions</li> </ul>	<ul style="list-style-type: none"> <li>« Object and process orientation</li> <li>• Room for narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Limited because only interested in the expert, not the person</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive questions</li> </ul>
<b>Structuring (e.g., deepening) the issue by:</b>	<ul style="list-style-type: none"> <li>• Giving a stimulus</li> <li>• Structured questions</li> <li>• Focusing on feelings</li> </ul>	<ul style="list-style-type: none"> <li>* Hypothesis-directed questions</li> <li>• Confrontational questions</li> </ul>	<ul style="list-style-type: none"> <li>• interview guide as basis for turns and ending unproductive presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Interview guide as instrument for structuring</li> </ul>	<ul style="list-style-type: none"> <li>• Structural questions</li> <li>• Contrastive questions</li> </ul>
<b>Contribution to the general development of the interview as a method</b>	<ul style="list-style-type: none"> <li>• Four criteria for designing interviews</li> <li>• Analyzing the object as a second data sort</li> </ul>	<ul style="list-style-type: none"> <li>• Structuring the contents with structure laying technique</li> <li>• Suggestions for explicating implicit knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Short questionnaire</li> <li>» Postscript</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting of direction: limitation of the interview to the expert</li> </ul>	<ul style="list-style-type: none"> <li>• Highlighting the problem of making interview situations</li> </ul>
<b>Domain of application</b>	<ul style="list-style-type: none"> <li>• Analysis of subjective meanings</li> </ul>	<ul style="list-style-type: none"> <li>® Reconstruction of subjective theories</li> </ul>	<ul style="list-style-type: none"> <li>• Socially or biographically relevant problems</li> </ul>	<ul style="list-style-type: none"> <li>• Expert knowledge in institutions</li> </ul>	<ul style="list-style-type: none"> <li>• In the framework of field research in open fields</li> </ul>
<b>Problems in conducting the method</b>	<ul style="list-style-type: none"> <li>• Dilemma of combining the criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive methodological input</li> <li>• Problems of interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• Unsystematic change from narrative to question-answer schema</li> </ul>	<ul style="list-style-type: none"> <li>• Role diffusion of the interviewee</li> <li>• Blocking by the expert</li> </ul>	<ul style="list-style-type: none"> <li>• Mediation between friendly conversation and formal interview</li> </ul>
<b>Limitations of the method</b>	<ul style="list-style-type: none"> <li><sup>a</sup> Assumption of knowing objective features of the object is questionable</li> <li>• Hardly any application in its pure form</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing a structure</li> <li>• Need to adapt the method to the issue and the interviewee</li> </ul>	<ul style="list-style-type: none"> <li>• Problem orientation</li> <li>• Unsystematic combination of most diverse partial elements</li> </ul>	<ul style="list-style-type: none"> <li>• Limitation of the interpretation on expert knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Mainly sensible in combination with observation and field research</li> </ul>
<b>References</b>	Merton and Kendall (1946)	Groebe (1990)	Witzel (2000)	Meuser and Nagel (2002)	Heyl (2001) Spradley (1979)

## Appendix 3: Interview Questions

### Leadership Category Questions

#### Supervisors

1. What qualities are important for someone training others?
2. How do you guide new waiters during the training?
3. How do you handle mistakes made by new staff at the cashier?
4. Do you give feedback regularly during the training period?
5. How do you accommodate the different working styles of multicultural workers?

#### Waiters

1. What are the qualities are important for someone training others?
2. How did your supervisor guide you during the training?
3. What do you do when you make a mistake? Prompt: did you feel comfortable asking questions
4. Do you receive and give feedback to the supervisor?
5. How would you describe the leadership style of your supervisor?

**CODES:** Guide, quality, mistakes, feedback, team, work culture

### Employee Training and Development at the Cashier

#### Supervisors

1. What steps are included in the current training process for the cashier?
2. How do you assess whether a new employee is ready to work independently at the cashier?
3. Are there any tools, checklists, or materials used during the training?
4. What challenges do you face when training new staff for the cashier role?
5. How do they keep the staff trained and up to date with any changes?

#### Waiters

1. Can you walk me through your training experience at the cashier?
2. What aspects of the cashier system were hardest to learn?
3. Was the training clear and helpful? Why or why not?
4. What do you think could improve the cashier training?

5. How are you updated with any procedure changes?

**Codes:** Training process, communication, training materials, challenges, successes, peer learning, trial and error, positive reinforcement, technical challenges, language

### **Employee Motivation and Satisfaction**

#### **Supervisors**

1. How do you keep new employees motivated during their training?
2. Do you do anything to recognize progress or improvement?

#### **Waiters**

1. How did you feel during your training—confident, nervous, motivated?
2. Was there any part of the training that made you feel supported or valued?
3. Did you feel ready?
4. How does working the cashier affect your job satisfaction?

**Codes:** Motivation, confidence, satisfaction, support, sufficient training, anxiety, stress

Appendix 4: Interview Word Cloud

