

Understanding the Taxonomy of HRM Skills from the Perspective of Industry Needs, Government Higher Education Mandates, and Students' Practicum Performance

*Arnel T. Sicat
Ruben Q. Lingat*

ABSTRACT

Numerous studies tackled the mismatch problem between graduates' skills honed by the academe and the necessary skills needed by the Hotel and Restaurant industry. However, limited studies analyzed HRM skills via triangulation emerging from the views of the industry, government higher education mandates, and academic practicum requirements of a higher education institution (HEI). This mixed study analyzed the findings of a round table discussion (RTD) with industry practitioners (A.Y. 2014-2015) vis-à-vis the content criteria and results of the Practicum Performance Evaluation and mandates of the Commission on Higher Education (CMO #30, s. 2006) pertinent to HRM skills to be honed. A basic taxonomy of HRM skills emerged through triangulation content analysis via clustering. Based on the T-test paired sample (with an effect size of 0.5), results show no significant difference between the hotel and the restaurant practicum performance ratings of 54 HRM students. Communication, technology, leadership, and resiliency skills were identified from the gap analysis. A basic taxonomy of HRM skills surfaced with job knowledge, quality of work, personal and social qualities, and communication cross-tabulated with theory and practice. The study's findings provided rich information in determining relevant HRM skills to be honed and integrated into the curriculum of Hotel and Restaurant Management (HRM).

Key words: hotel and restaurant management, communication skills, resiliency, leadership, technological skills, human relations, hospitality management

INTRODUCTION

Skills and competencies are the primary criteria for how the industry determines the eligibility and longevity of employees for a particular work. These are a group of graduates' attributes needed to carry out their work efficiently and effectively. Without skills, a person feels powerless and insignificant. Thus, every individual must be able to develop the necessary skills in the area of discipline to ensure competence, eligibility, and success in life (Francis & Baum, 2018).

To date, the hotel and restaurant industries are booming because of the social mobility of people brought about by the reality of globalization. Graduates of the Hotel and Restaurant Management (HRM) program are needed to ensure the smooth operation of these businesses. Graduates must develop and harness their skills to be more competitive and productive as managers or employees in their companies (Mayburry, 2011; Debrah et al., 2018).

The mismatch problem between industry needs and graduate skills has been a phenomenon for many decades. Concomitantly, higher education institutions (HEIs) are currently addressing this mismatch. Academe-industry dialogues and round-table discussions are conducted yearly to address the mismatch problem (Macaranas, 2011; Moya, 2018; Wakelin-Theron et al., 2018). However, few studies triangulate information from the academe and industry to government regulatory bodies that would describe the synergy behind the mismatch. This study would want to address the gap in the Hotel and Restaurant Management (HRM) area by examining three pertinent data: findings of the RTD with Hotel and Restaurant Management (HRM) industry practitioners, evaluation results of HRM practicum and the HRM skills required by the Commission on Higher Education.

In the context of knowledge building, taxonomy is applied to understand the order of knowledge according to its importance and needs. It also analyzes data analytically and congruently into categories and subcategories. Once the information is well-structured and properly indexed, the end users can easily find the information they are looking for (Sharma, Chia, Choo & Samuel, 2010). Moreover, taxonomy will be more beneficial to clients and staff in the easy access and usage of needed information of the organization and improve results by showing facts or terminologies immediately in a hierarchy form (Walli, 2014). To enable a group of schools to discern the similarities and differences between the different instructional programs, the use of taxonomy as a tool in defined related words such as "rational" and "problem-solving" became a relevant feature (Furst, 1981; Stoddard & Brownfield, 2018). It is also true in understanding skills that are needed in the academe.

Due to the tremendous change in the landscape of tourism and business industries, which highly demands technology and a knowledgeable workforce, skills are indispensable factors to consider. Likewise, 21st Century Skills are determined to help these organizations look for the right employee for the right job equipped with the favorable skills (Mayburry, 2011).

The 21st Century Skills include the emphasis on advanced conceptual thinking wherein the staff should think critically to resolve issues and concerns within and outside the organization (Rotherham & Willingham, 2010). These skills are categorized into four ways such as 1) ways of thinking that include creativity and innovation, critical thinking, problem-solving, decision making and learning to learn; 2) ways of working that include communication and teamwork; 3) tools for working that include general knowledge and information communication technology literacy, and; 4) living the world that includes citizenship, life and career, and personal and

social responsibility including cultural awareness and competence (Saavedra & Opfer, 2012).

Another perception of the 21st Century Skills entails: 1) critical thinking and problem-solving; 2) collaboration and leadership; 3) agility and adaptability; 4) initiative and entrepreneurialism; 5) effective oral and written communication; 6) accessing and analyzing information; and 7) curiosity and imagination (Saavedra & Opfer, 2012).

With the above 21st Century Skills, curriculum mandates from higher education institutions are being standardized to ensure quality higher education for students taking up courses related to hospitality management. It is in preparation for future hotel managers and supervisors. In the Philippines, the Commission on Higher Education issued memorandum no. 30 series of 2006, which encompasses the requirements and standards to be followed by higher education institutions in the country. Indeed the memorandum guided higher education institutions (HEIs) on how to handle and instruct their students in their field to be equipped with the right skills and competencies. Furthermore, graduates of B.S. Hotel and Restaurant Management must be able to perform activities at work effectively and efficiently and satisfy standards expected of them in the field; to undertake tasks, functions, duties, and activities in the operation of the hotels, restaurants, travel, government and non-government agencies following the competency standards, and; to analyze the situation, identify problems, formulate solutions and implement corrective and mitigating measures and actions. Outcomes-based is now the standard in curriculum development. Thus, the need to OBE-dize the HRM curriculum is a crucial undertaking.

Notably, the industries should have a say in formulating standards and mandates and crafting policies because they are the

employers of future Hotel and Restaurant Management graduates who will step into their organization as professionals; and, hopefully, succeed as hotel managers or supervisors. Thus, industry-academe collaboration is necessary (Siegel, Waldman, Atwater, & Link, 2003; Medado & Teresita, 2018). The Hotel and Restaurant Industries (HRIs) emphasize skills development that hones professionals to develop competencies such as 1) must be able to handle stressful situations with care, 2) must be able to pay attention to details, and 3) must have excellent communication and listening skills. It should be noted that managing stress and handling stressful situations will keep the staff reassured and allow solving problems of hotel operations more quickly. They must also pay attention to detail, indicating that their actions follow specific standards. Excellent communication skills must also be developed, implying the ability to understand the situation of the job at hand by informing staff of proper ways to do the job and having excellent listening skills by listening to customer's concerns and needs that will reflect well on the industry and encourage repeat business (Luke, 2017).

Then, the managers of hotels and restaurants, mentors of higher education institutions, and other parties like students or professionals meet to share experiences in their field that would create the Round Table Discussions (RTD). Round Table Discussions (RTDs) refer to a discussion held at a meeting of parties or people on impartial terms. It gives the parties or participants a chance to meet in an informal setting to examine (CRM) Customer Relationship Management issues as they hit it off to their precise industry and business process. Each participant actively participates in the discussion until recommendations are agreed upon. Investigating the skill gap between the quality of graduates and industry expectations is a vital topic for round table discussion, which is crucial for nation-building (Radermacher, Walia, & Knudson, 2014). The matter of emphasis of most RTDs is

service quality advancement and operative use of human resources through transformational leadership. Today's managers in the hotel and restaurant industry are dealing with three key issues: generating a common vision, redesigning an organizational structure, and serving the employees (Urdoljak & Burvic 2004).

With the above skills needed and mentioned, there should be an evaluation of the practicum setting so that graduates of Hotel and Restaurant Management will be ready to face the challenges in the real world of hoteliers and restaurateurs. The employers will be able to select more qualified and competitive professionals to attain and uphold the organization's vision, mission, and objectives. In the end, it will result in clientele satisfaction. Moreover, there will be more business opportunities that will open.

The study analyzed the findings of the round table discussion (RTD, A.Y. 2014-2015) with alum practitioners in the industry concerning the Practicum Performance Evaluation Criteria/Ratings for A.Y. 2016-2017 and CHED mandates (CMO#30, s. 2006). Specifically, the study sought to 1) compare the difference between the hotel and the restaurant practicum performance ratings of HRM students; 2) describe the needed HRM skills of the industry from the lens of alum practitioners; 3) Determine the gaps established on HRM skills between: 3.1) RTD findings and the HRM Practicum Performance Evaluation criteria, 3.2) RTD Findings and CHED Mandated skills, 3.3) HRM Practicum Performance Evaluation criteria and CHED mandated skills; and, lastly 4) create a taxonomy of HRM skills as a basis for an OBEdized curriculum. Findings from the analysis became the basis for developing a basic taxonomy of HRM skills.

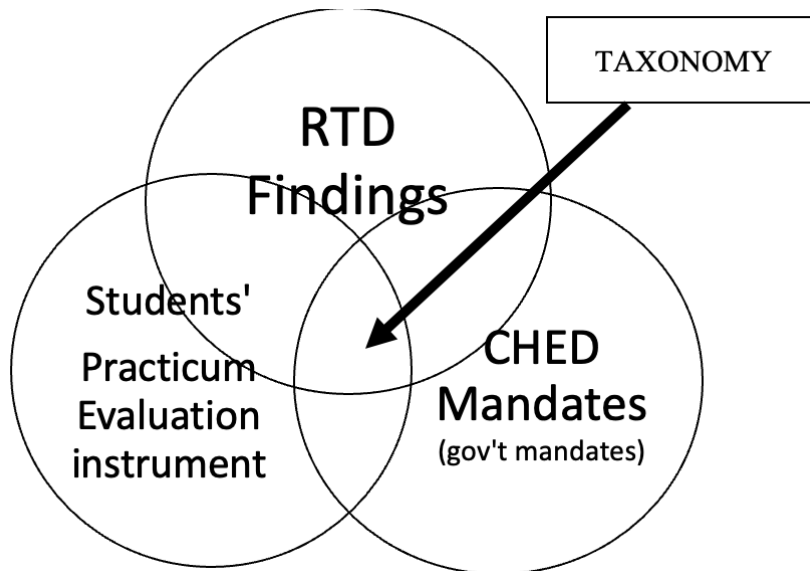


Figure 1. *Conceptual Framework: Triangulation Gap Analysis*

The study would provide an emergent platform for determining and understanding the basic taxonomy of HRM Skills based on the conceptual framework to be used as a reference for curriculum re-engineering and OBEizing the BS HRM program curriculum.

METHOD

The study adopted the mixed method design utilizing both quantitative and qualitative analysis. Using multiple sources of data, a triangulation gap analysis of the result of the round table discussion (RTDs), CHED mandates (CMO# 30, s2006) vis-à-vis the content and descriptive analysis of the evaluation results of the Practicum Performance of HRM students was carried out.

The study participants were fifty-four (54) HRM students enrolled in the practicum course for the AY 2016-2017. Using G-power, a sample size of 54 students was computed using input parameters with an effect size of 0.50, an alpha error probability of 0.05, and a power (1- β err prob.) of 0.95. A T-test using a dependent sample was used to test the difference in performance between Hotel and Restaurant practicum settings.

A research hypothesis was inferred: H_a : There is a significant difference in practical performance ratings of HRM students between Hotel and Restaurant settings.

A round table discussion (RTD) composed of five HRM faculty and three guests from the industry who happened to be successful alumni of the university was conducted. The recorded RTD transcript became the first source of information for analysis. Before the RTD, a letter of invitation was forwarded to the invitees. Consent to join the RTD was explicit and discreet through a letter of an invite. Since the study was not concerned about private behavior or health treatment, the ethics review was expedited.

The second source data is the performance evaluation of HRM students for A. Y. 2016-2017. An instrument composed of ten items covering the (10) attributes to be performed by the student-practicums was utilized to arrive at the performance evaluation ratings of the 4th year students in the practicum course for the

Academic Year 2016-2017. The instrument has a 6-point scale indicating: Excellent (100-93), Superior (92-88), Very Good (87-83), Good (82-78), Passing (77-75), and Failed (below 75). This standardized instrument has been used in evaluating students' practicum evaluations since the HRM program's start. As a matter of school protocol, the student practicums were assessed according to the preset criteria by their practicum industry supervisor.

The third data source is CMO # 30 s. 2006, the HRM curriculum. The competency standard consists of eight competencies: namely, resources, interpersonal, information, systems, technology, basic skills, thinking skills, and personal qualities.

Through triangulation gap analysis of narratives of the RTD transcripts, significant HRM skills were identified and compared with the HRM skills mandated by CHED as they appear in the CMOS. The study, through a Venn diagram, synergized the findings of the RTD with alum practitioners, the Practicum Performance Evaluation, and the Commission on Higher Education mandates relative to HRM skills.

RESULTS

Table 1. Summary of Evaluation of Students Practicum Performance A.Y. 2016-2017

Practicum Areas	Skills	Mean	SD	Verbal Interpretation	Rank
Hotel	Human Relations	4.46	.862	Excellent	1
	Cooperation	4.41	.858	Excellent	2
	Initiative	4.30	.964	Excellent	3
	Diligence	4.13	.991	Superior	4
	Dependability	4.07	1.025	Superior	5.5
	Punctuality and Attendance	4.07	1.079	Superior	5.5
	Quantity of Work	3.98	.879	Superior	6
	Job Knowledge	3.93	.929	Excellent	7
	Quality of Work	3.87	.912	Superior	8
	Judgment	3.85	1.071	Superior	9
Overall Performance Score		4.03	.973	Superior	
Hotel Practicum					
Restaurant	Human Relations	4.33	.931	Excellent	1
	Cooperation	4.30	.861	Excellent	2
	Quantity of Work	4.19	.848	Superior	3
	Initiative	4.15	.878	Superior	4
	Diligence	4.09	.937	Superior	5
	Dependability	4.07	.968	Superior	6
	Quality of Work	4.06	.899	Superior	7
	Job Knowledge	3.98	.901	Superior	8
	Punctuality and Attendance	3.93	1.006	Superior	9
	Judgment	3.81	.848	Superior	10
Overall Performance Score Restaurant Practicum		4.02	.952	Superior	

Overall Mean= 4.10 – Superior

Table 1 shows the overall practicum performance evaluation of HRM students. It can be observed that both Hotel & Restaurant Practicum have an overall mean of 4.03 or 4.01, which is verbally interpreted as "Superior." In both settings, human relations garnered the highest mean of 4.46 (hotel) & 4.33 (restaurant). The skill of cooperation ranked second, where the mean score was 4.40 in the hotel setting and 4.29 in the restaurant setting. In contrast, the initiative skill earned 4.29, ranked 3rd among the hotel setting indicators. All three skills were rated as "Excellent." However, it can be noted that in both areas, judgment skills are

pegged to the last rank, although it is still interpreted as "Superior." It may imply that their maturity level needs to be improved since they are students.

Table 2 shows the results of the paired sample T-test. It indicates that student practicums performed similarly in both hotel and restaurant practicum. It manifests that the hotel and restaurant skills of students are integral. It can be gleaned that there is no significant difference in the practicum performance ratings ($t=.280$, $df=52$, $p\text{-value} >.05$) between the hotel practicum ($M=4.04$, $SD=.973$) and restaurant practicum settings ($M=4.02$, $SD=.954$).

Table 2. *Results of the Paired Sample T-test between Hotel and Restaurant Practicum*

HRM Practicum Areas	M	N	SD	t	df	p-value
Overall Performance Score Hotel Practicum	41.06	53	8.15			
Overall Performance Score Restaurant Practicum	40.74	53	7.82	.280	52	.781

Table 3. Gap analysis and strands of a Taxonomy of HRM skills between RTD findings and the HRM Practicum Performance Evaluation criteria.

Skills cited from the round table discussion	HRM Skills reflected on the Practicum Evaluation Instrument	Gaps	Strands of the Taxonomy
Beautiful smile Natural Confidence Friendly Carry themselves Have concern for others Good personality Presentable Humble Matured	Human relations (Can the trainee maintain good effective public relations with people within and outside of the unit? Does the trainee show courtesy and respect for authority?)		Personal and social qualities (Witnessing desirable behavior and attitude)
Knowledgeable Equipped with different skills	Job knowledge (Has the trainee demonstrated awareness of functions, responsibilities, and requirements involved in the job?)		Job knowledge (applying relevant industry skills and competencies)
Attitude towards work Motivated and committed Discipline Alert Never complain about the given task	Diligence (Can the trainee work hard and concentrate on the work?)		Personal and social qualities (witnessing desirable behavior and attitude)
Perfect attendance Prepared	Punctuality and attendance (Is the trainee regular and punctual in their attendance?)		Quality of work (transcending industry expectations)
Follow instructions Trustworthy Accomplish work with minimum supervision	Dependability (Can the trainee be depended upon to follow instructions correctly)		Job knowledge (understanding industry expectations and objectives)

	and to finish the assigned task on time)		Personal and social qualities (witnessing desirable behavior and attitude)
Able to meet the organization's expectations	Quality of work (Is the trainee accurate and thorough? Is their work presentable and acceptable? Can he detect errors and correct them)		
Goal-driven Open-minded	Judgment (Can trainee grasp situations and draw correct conclusions?)		Job knowledge (understanding of industry expectations and objectives)
Hardworking	Quantity of work (Is the trainee productive? Does the trainee perform the job quickly?)		Personal and social qualities (witnessing desirable behavior and attitude)
Have willingness Go out of your comfort zone	Initiative (Does the trainee demonstrate sufficient willingness and voluntarism?)		
Good follower Servant of all	Cooperation (Does the trainee demonstrate sufficient willingness and capacity to work harmoniously with superiors and colleagues?)		Personal and social qualities (valuing self-awareness and dialogue)
Potential leader	GAP	Leadership skills	Personal and social qualities (witnessing desirable behavior and attitude)
Possess good leadership qualities	GAP		
Communication skills Fluent in English	GAP GAP	Communication skills	Communications (acquiring knowledge of oral and written language/communicating proficiently in oral and written)

The required competencies of the students in the industry are explicitly manifested in the practicum evaluation instrument. As seen in Table 3, most of the qualities of the students, as identified in the RTD, were captured. However, two attributes, leadership and communication skills, were identified as gaps.

Table 4. *Gap analysis and strands of Taxonomy of HRM skills between RTD Findings and CHED Mandated skills.*

Skills cited from the round table discussion	Skills identified from CHED mandates	Gaps	Strands of Taxonomy
Beautiful smile Natural Confidence Friendly Have willingness Carry themselves Attitude towards work Trustworthy Hardworking Good personality Motivated and committed Discipline Presentable Humble Matured Alert Prepared	Personal qualities (possesses a sense of responsibility, self-esteem, sociability, self-management, resiliency, and honesty)	none	Personal and social qualities (witnessing desirable behavior and attitude)
Knowledgeable	Information (acquires and evaluates information)		Job knowledge (applying relevant industry skills and competencies)
Equipped with different skills Communication skills Fluent in English	Basic skills (reads, writes, performs arithmetic and mathematical operations, listens and speaks)		Communications (communicating proficiently in oral and written)
Goal-driven Able to meet the organization's expectations Perfect attendance	Resources (identifies goal-relevant activities, ranks them, allocates resources)		Quality of Work (transcending industry expectations/delivering excellent outcomes)

Have concern for others Good follower Servant of all	Interpersonal (works with others)		Personal and social qualities (valuing self-awareness and dialogue/witnessing desirable behavior and attitude)
Follow instructions	Systems (understand complex interrelationships)		Job knowledge (understanding of industry expectations and objectives)
Open-minded	Thinking skills (Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason)		Personal and social qualities (valuing self-awareness and dialogue)
Possess good leadership qualities	GAP	Leadership skills	Personal and social qualities (witnessing desirable behavior and attitude with an emphasis on leadership skills)
Potential leader	GAP		
GAP	Technology (works with a variety of technologies)	Technology skills	Job knowledge (applying relevant industry skills and competencies with emphasis on technology skills)
Never complain about the given task	GAP	Resiliency skills	Personal and social qualities (witnessing desirable behavior and attitude)
Go out of your comfort zone	GAP		

In Table 4, leadership skills, technology skills, and resiliency skills were the identified gaps between the required competencies stipulated in the CMO and the qualities associated with the RTD findings. It points out that leadership skill is very important in an organization. Moreover, the ability to carry out a task related to technical skills is crucial, especially in today's modern transactions carried out through different technological platforms. It is congruent with the specified competencies on CHED Mandates (CMO No.30, s.2006). Essentially, the inculcation of resiliency is needed for any graduate to survive and become successful in the hospitality industry.

Table 5. Gap analysis and strands of the taxonomy of HRM skills between HRM Practicum Performance Evaluation criteria and CHED-mandated skills and lastly

HRM Skills reflected on the practicum evaluation instrument	Skills identified from CHED mandates	Gap	Strands of Taxonomy
Quality of work (Is the trainee accurate and thorough? Is their work presentable and acceptable? Can he detect errors and correct them)	Systems (understand complex interrelationships)	None	Quality of work (transcending industry expectations/ delivering excellent outcomes)
Job knowledge (Has the trainee demonstrated awareness of functions, responsibilities, and requirements involved in the job?)	Information (acquires and evaluates information)		Job knowledge (understanding of industry expectations and objectives/applying relevant industry skills and competencies)
Quantity of work (Is the trainee productive? Does the trainee perform the job quickly?)	Resources (identifies goal-relevant activities, ranks them, allocates resources)		Quality of work (transcending industry expectations/ delivering excellent outcomes)
Dependability (Can the trainee be depended upon to follow instructions correctly and to finish the assigned task on time)	Interpersonal (works with others)		Personal and social qualities (valuing self-awareness and dialogue/witnessing desirable behavior and attitude)
Cooperation (Does the trainee demonstrate sufficient willingness and capacity to work harmoniously with superiors and colleagues?)			
Human relations (Can the trainee maintain good effective public relations with people within and outside of the unit? Does the trainee show courtesy and respect for authority?)			
Judgment (Can trainee grasp situations and			
	Basic skills (reads, writes, performs)		

draw correct conclusions?)	arithmetic and mathematical operations, listens and speaks		Job knowledge (applying relevant industry skills and competencies)
	Thinking skills (Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason)		
Initiative (Does the trainee demonstrate sufficient willingness and voluntarism?)	Personal qualities (possesses a sense of responsibility, self-esteem, sociability, self-management, resiliency, and honesty)		Personal and social qualities (witnessing desirable behavior and attitude)
Punctuality (Is the trainee regular and punctual in their attendance?)			
Diligence (Can trainees work hard and concentrate on the work at hand?)			
GAP	Technology (works with a variety of technologies)	Technology skills	Job knowledge (applying relevant industry skills and competencies, with emphasis on technology skills)

In Table 5, technology skills were the identified gap between the required competencies stipulated in the CMO and the abilities and skills necessary as criteria of the practicum evaluation instrument.

DISCUSSION

Through best practices and innovation, human capital has contributed immensely to the hotel industry (Nieves & Quintana, 2018). Based on the study's findings, human relations and cooperation are the two most significant skills the student practicums performed excellently. Reece & Brandt (1999) stressed that human relations cover all interactions among people, from conflicts to cooperative efforts and group relationships for over three decades. Moreover, Fajardo and Abella (1999, p. 1) cited

"emphasized that every individual has learned to cooperate with others. They live in groups and often discovered that tasks beyond the power of a single individual are well within those of a group working together." In this area, emotional intelligence is crucial, for it may indicate that students are mature with proper values and good attitudes to be part of the human capital in hotel industries (George, 2000). HRM practicums performed excellently on job knowledge in the hotel setting. It involves technical challenges and professional skills in all position responsibilities and duties. Generally, despite having a "Superior" rating in quality of work, dependability, diligence, judgment, initiative, and punctuality, the weakest link among the items is students' judgment skills in hotel and restaurant settings.

In this study, a Basic Taxonomy of HRM Skills emerged as a product of triangulation analysis. The concept of theory and practice became the vertical framework of the new paradigm. Such a framework requires significant horizontal attributes in the practicum settings: Job knowledge, Quality of work, Personal and Social Qualities, and Communications. The framework was derived from the critical gap analysis via qualitative triangulation of the three data sources.

Table 6. *Basic Taxonomy of HRM Skills*

Categories	Job Knowledge	Quality of Work	Personal and Social Qualities	Communications
Theory	Understanding of industry expectations and objectives	Transcending industry expectations	Valuing self-awareness and dialogue <i>(with emphasis on leadership skills)</i>	Acquiring knowledge/ skills in oral and written language
Practice	Applying relevant industry skills and competencies <i>(with emphasis on technology skills)</i>	Delivering excellent outcomes	Witnessing desirable behavior and attitude <i>(with emphasis on resiliency skills)</i>	Communication proficiency in oral and written <i>(with emphasis on English proficiency)</i>

First, job knowledge requires the ability to meet quality standards. It also denotes the ability to apply knowledge and skills and to work effectively and efficiently in the workplace. Employees who do not have a clear understanding of how their jobs fit into the overall work picture of their organization are more likely to exhibit carelessness, deviant behavior, and inability to make clear distinctions on which aspects of their job are most important (Pulich, & Tourigny, 2004).

Every graduate must hone technology skills based on the hospitality discipline. Graduates must understand industry expectations and objectives of the organization or industry where they want to be employed (Ring, Dickinger, Wöber, 2009; Fitch & Desai, 2012). When hired, they must be able to apply these relevant industry skills and competencies in the actual workplace (Rainsbury, Hodges, Burchell & Lay, 2002).

Second, quality of work means dependability or the ability to follow instructions and personal application to assigned work. It may also refer to the reliability or the quality of being trustworthy or performing consistently well. Employees can assess and initiate things independently if they have the initiative.

Therefore, HRM graduates must transcend industry expectations to excel (Oplatka, 2006) and deliver excellent outcomes and services necessary for organizational growth (Kim, Lee, & Yoo, 2006).

Third, personal and social qualities mostly associate with the ability to work together with other people, self-control or emotions where the capacity to demonstrate a level of self-confidence appropriate for the job, the ability to respond to the advice and constructive criticism, and adaptability or the power to adjust to new problems and changing situations. It is the attribute

of a good leader of an organization. Behavior is a reflection of what people truly believe. Values are deep personal beliefs and preferences that influence behavior, and resiliency skills surfaced to be the facilitating factor for a successful career (Reece 1999). Values and rules harmonize with companies' corporate social responsibility (Cech, Jindrichovska, & Neubauer, 2018).

Graduates must be able to value self-awareness and dialogue since these will sustain them to stay relevant and lead the organization (Mazutis, & Slawinski, 2008). They must be able to be witnesses of desirable behavior and attitude worth emulating (Ashkanasy, & Daus, 2002).

Lastly, communication is the process of exchanging ideas to share information and concepts. The most important tool for an individual is the ability to effectively engage in communication activities with others, especially in the workplace (Darling & Dannels, 2003). Imagine how ineffective a person would be if they could not talk, write, or communicate with peers and workers. No matter how much knowledge a person has in the management field if that person cannot share it with others, the tasks and goals will not be accomplished. Therefore, one will not be a successful manager if one cannot communicate their ideas (Cheng, Gan, Imrie, & Mansori, 2018; Tesone, 2005; Weldy & Icenogle, 1997). Graduates must acquire oral and written communication skills as they step within the four walls of the industry. They must step up to be acknowledged by communicating their ideas during meetings and submitting reflective reports. Engaging in the discussion would likewise improve their communication skills (Dallimore, Hertenstein, & Platt, 2008; Cheng et al., 2018).

According to Bennett et al. (2000), competence is a description of something a person who works in a given occupational area should be able to do. It is a description of an

action, behavior, or outcome that a person should be able to demonstrate. So, from the psychological perspective, skills encompass competencies. Bennett et al. (2000) also interlinked 'core components of professional competence, and these are (1) Functional – the ability to perform a range of work-based tasks effectively to produce specific outcomes, (2) Knowledge/cognitive – the possession of appropriate work-related knowledge and the ability to put this to elective use, (3) Personal/behavioral – the ability to adopt appropriate behaviors in work-related situations, and (4) Values/ethical – personal/professional values and ability to make sound judgments. Bennett et al. (2000) reported that employers want people who will be effective in a future-changing world – intelligent, flexible, adaptable employees who are quick to learn and can deal with change. They want graduates who can fit rapidly into workplace culture, work in teams, exhibit good interpersonal skills, communicate well, take on responsibility for an area of work and perform efficiently and effectively to add value to the organization. Thus, the rationale for the conclusion of the identified attributes should be developed within the institution's curriculum to improve the quality of learning.

The results of the paired sample T-test between hotel and restaurant practicum settings have no significant difference in performance rating. It indicates that student-practicums performed similarly in both hotel and restaurant practicum since skills are integral to one another. But such student perception of their immersion may be relative and perspectival based on the context.

Based on the data, the following conclusions were drawn: generally, the students performed well in the practicum both in hotel and restaurant settings. Such practicum evaluation qualifies the employability of HRM graduates. It implies that the BSHRM program of the HEI was able to equip students with competencies that are needed in executing operational and management function

skills, particularly in food production (culinary), accommodation, food, and beverage service, tourism planning, and product development, events planning, and other emerging sectors of hospitality and tourism industry. The program outcomes in the curriculum described what learners would know and be able to do when they graduate from this program. It also implies that students were suitably prepared and exposed to different hotel and restaurant setting phases. These are closely associated with the minimum standards identified in the CMO. In addition, the curriculum framework described in the CMO should be matched with the competency standards required by the industry based on the job positions that the graduates will eventually occupy upon graduation. Thus, the BSHRM curriculum of the HEI conforms to the CMO standards. The curriculum has been segmented based on the clusters that would develop knowledge, skills, values, and attitudes from a general perspective to a specific area. The competencies needed during the course were incorporated intensively into various courses before they got into practicum. However, communication skills were explicitly missing in the evaluation of practicum performance, and judgment skills emerged as the weakest.

Concomitantly, industry practitioners observed that student practicums are having communication difficulties. In the round table discussion with the alum practitioners, one pointed out that excellent communication skills are very important, especially among the front liners in hotels who attend to telephone calls and answer guests' inquiries. One mentioned that students must hone good leadership skills since they are being groomed to become future managers. Moreover, it was noted that one must be resilient to become a successful industry practitioner.

Based on the findings and conclusion of the study, the following recommendations were drawn: the HEI must consider

equipping HRM students with technical, communication, leadership, and resiliency skills during their curriculum undertaking, particularly on the course- Self-development. The HEI must consider intensifying the involvement of the students in different activities that may test and develop their judgment skills and enhance leadership qualities. It should continue providing relevant training, assessment, seminars, and workshops to improve technology skills, such as using Fidelio and other new software. In addition, the HEI may incorporate a more interactive approach in the classroom to develop students' judgment skills, self-confidence, critical thinking, and communication skills.

A thorough review of the evaluation practicum instrument may be considered for alignment with the emerging taxonomy. Moreover, strengthening the English proficiency program in the HEI is highly recommended. And lastly, the HEI must sustain and maintain its strong commitment to nurturing the holistic development of the students gearing towards its vision and mission of forming globally competent, morally upright, and socially responsible future leaders.

REFERENCES

- Ashkanasy, N. M., & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. *The Academy of Management Executive*, 16(1), 76-86.
- Barry L. Reece & Rhonda Brandt (1999). *Effective Human Relations in an Organization*
- Cech, P., Jindrichovska, I., & Neubauer, J. (2018). Corporate social responsibility in hotel industry: Empirical analysis of transitional market.

- CHED Memorandum Order -No.30- (2006). Policies and Standards for Bachelor of Science in Tourism Management (BSMT)/ Bachelor of Science in Hospitality Management (BSHM)/ Bachelor of Science in Hotel and Restaurant Management (BSHRM)/ Bachelor of Science in Travel Management ...
- Cheng, B. L., Gan, C. C., Imrie, B. C., & Mansori, S. (2018). Service recovery, customer satisfaction, and customer loyalty: evidence from Malaysia's hotel industry. *International Journal of Quality and Service Sciences*.
- Dallimore, E. J., Hertenstein, J. H., & Platt, M. B. (2008). Using discussion pedagogy to enhance oral and written communication skills. *HEI Teaching*, 56(3), 163-172.
- Darling, A. L., & Dannels, D. P. (2003). Practicing engineers talk about the importance of talk: A report on the role of oral communication in the workplace. *Communication Education*, 52(1), 1-16.
- Debrah, Y. A., Oseghale, R. O., & Adams, K. (2018). Human capital, innovation and international competitiveness in Sub-Saharan Africa. *Africa's competitiveness in the global economy* (pp. 219-248). Palgrave Macmillan, Cham.
- Fajardo F. & Abella F. (1999). Cooperatives. Rex Bookstore Inc. copyrighted 1999.
- Fitch, K., & Desai, R. (2012). Developing global practitioners: Addressing industry expectations of intercultural competence in public relations graduates in Singapore and Perth. *Journal of International Communication*, 18(1), 63-78.
- Francis, H., & Baum, T. (2018). H.R. transformation within the hotel industry: building capacity for change. *Worldwide Hospitality and Tourism Themes*.

- Furst, E. J. (1981). Bloom's taxonomy of educational objectives for the cognitive domain: Philosophical and educational issues. *Review of Educational Research*, 51(4), 441-453.
- George, J. M. (2000). Emotions and leadership: The role of emotional intelligence. *Human relations*, 53(8), 1027-1055.
- Kim, W. G., Lee, Y. K., & Yoo, Y. J. (2006). Predictors of relationship quality and relationship outcomes in luxury restaurants. *Journal of Hospitality & Tourism Research*, 30(2), 143-169.
- Luke, M. (2017). Skills needed for hotel management, updated July 5, 2017
- Neville Bennett, Elisabeth Dunne, and Clive Carre (2000). Skills Development in Higher Education and Employment.
- Nieves, J., & Quintana, A. (2018). Human resource practices and innovation in the hotel industry: The mediating role of human capital. *Tourism and Hospitality Research*, 18(1), 72-83.
- Macaranas, F. M. (2011). The National Competitiveness Council of the Philippines: the human resource development focus of a Public-Private Partnership. In *Facets of Competitiveness: Narratives from ASEAN* (pp. 29-52).
- Mayburry, T., & Swanger, N. (2011). Identification of industry needs for baccalaureate hospitality graduates: A Delphi study. *Journal of Hospitality & Tourism Education*, 23(4), 33-45.
- Mazutis, D., & Slawinski, N. (2008). Leading organizational learning through authentic dialogue. *Management Learning*, 39(4), 437-456.
- Medado, M., & Teresita, P. (2018). Towards understanding the dynamic of industry-academe partnership from the perspectives of educational and industry leaders and

managers: Case studies of selected colleges in Metro Manila.

Moya, J. R. A. (2018). Job-skills Mismatch in the Philippines and the advent of Industry 4.0. *Employers Confederation of the Philippines*.

Pulich, M., & Tourigny, L. (2004). Workplace deviance: strategies for modifying employee behavior. *The health care manager*, 23(4), 290-301.

Radermacher, A., Walia, G., & Knudson, D. (2014, May). Investigating the skill gap between graduating students and industry expectations. In *Companion Proceedings of the 36th international conference on software engineering* (pp. 291-300). ACM.

Rainsbury, E., Hodges, D. L., Burchell, N., & Lay, M. C. (2002). Ranking workplace competencies: Student and graduate perceptions.

Ring, A., Dickinger, A., & Wöber, K. (2009). Designing the ideal undergraduate program in tourism: Expectations from industry and educators. *Journal of Travel Research*, 48(1), 106-121.

Rotherham, A.J. & Willingham, D.T. (2010). "21st-Century" Skills, Not New, but a Worthy Challenge. 17-20

Saavedra, A.R. & Opfer, V.D.(2012). Teaching and Learning 21st Century Skills: Lessons from the Sciences. Rand Corporation, 4-5

Siegel, D. S., Waldman, D. A., Atwater, L. E., & Link, A. N. (2003). Commercial knowledge transfers from universities to firms: improving the effectiveness of university-industry collaboration. *The Journal of High Technology Management Research*, 14(1), 111-133.

- Sharma, R.S., Chia, M., Choo, V., Samuel, E. (2010). "Using A Taxonomy For Knowledge Audits: Some Field Experiences." *Journal of Knowledge Management Practice*, Vol. 11, No.1
- Stoddard, H. A., & Brownfield, E. D. (2018). Creation and implementation of a taxonomy for educational activities: a common vocabulary to guide curriculum mapping. *Academic Medicine*, 93(10), 1486-1490.
- Tesone D.V. (2005). *Supervision Skills for the Service Industry*. Pearson Education, Inc.
- Urdoljak, I. & Burvic, I. (2004) *New Management Practice in the Hotel Business*
- Wakelin-Theron, N., Ukpere, W. I., & Spowart, J. (2018). Perception of tourism graduates and the tourism industry on the important knowledge and skills required in the tourism industry. *African Journal of Hospitality, Tourism and Leisure*, 7(4), 1-18.
- Walli, B. (2014). *Taxonomy 101: The Basics and Getting Started with Taxonomies*. Faulkner Information Services
- Weldy, T. G., & Icenogle, M. L. (1997). A Managerial Perspective: Oral Communication Competency Is Most Important for Business Students in the Workplace Jeanne D. Maes. *The Journal of Business Communication* (1973), 34(1), 67-80.