

Employers' Feedback on Satisfaction with the Job Performance of BSHM Graduates of Eastern Visayas State University

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ABSTRACT

This study explored employers' feedback on their satisfaction with the job performance of Bachelor of Science in Hospitality Management (BSHM) graduates from batch 2020-2024 of Eastern Visayas State University. Specifically, it sought to identify the graduates' strengths, areas for improvement, and the key competencies needed to meet the evolving demands of the hospitality and tourism industry. Anchored in Campbell's Job Performance Theory (1990), which posits that performance is influenced by abilities, skills, motivation, and organizational context, the study provided a framework for assessing employer satisfaction based on graduates' effectiveness in task execution. A descriptive research design was employed to capture an accurate account of the participants' perspectives, consistent with Sandelowski's (2009) view that descriptive research offers clear and accessible summaries of real-world experiences. Findings revealed that employers recognized BSHM graduates as capable and collaborative, with notable strengths in operational and interpersonal skills. However, they emphasized the need to strengthen competencies in leadership, financial management, technological adaptability, and innovation to better align with industry expectations. In light of this, the study recommends that the BSHM program enhance its curriculum and industry partnerships by integrating advanced training in these areas to ensure graduates are equipped with higher-order competencies for sustainable performance in the hospitality sector.

Keywords: Hospitality Management Graduates, Job Performance, Employers' Feedback, Satisfaction, Preparedness.

INTRODUCTION

The relationship between higher education outcomes and employability has become increasingly significant in fields such as Hospitality Management, where graduates are expected to transition seamlessly from academic preparation to professional practice. In this context, employer feedback serves as a vital gauge for evaluating the effectiveness of graduates' job performance and the degree to which academic institutions align their programs with industry needs. Recent studies highlight that employability is not limited to technical expertise but also requires competencies such as teamwork, adaptability, and effective communication, which remain essential in the dynamic and service-oriented hospitality and tourism sector (Consiglio et al., 2024; Nadeem et al., 2023). To achieve this, universities are urged to continuously review and enhance their curricula by actively engaging with employers, who provide valuable insights into the skills and attributes most relevant to the workforce (Pitan & Muller, 2023; Opoku et al., 2024).

In the Philippine context, the Bachelor of Science in Hospitality Management (BSHM) program of Eastern Visayas State University (EVSU) has produced new graduates from Batch 2020 to 2024—five cohorts who are now working across various sectors of the hospitality industry in Tacloban City, Cebu, and Manila. Their presence in these key urban centers reflects both the growing demand for hospitality professionals and the university's commitment to preparing graduates for diverse workplace settings. Understanding how these graduates perform in actual industry contexts, and how employers assess their competencies, provides valuable insights into the alignment of EVSU's academic training with workforce expectations.

Graduates' success in the hospitality field is closely linked to their ability to demonstrate not only knowledge of their discipline but also proactive problem-solving, critical thinking, and continuous learning. Employers often emphasize the importance of these attributes, particularly in a job market shaped by technological advancements, evolving consumer preferences, and heightened service expectations (Petruzzello et al., 2022). Research also reveals that graduates who possess proactive employability skills tend to achieve higher job satisfaction and retention, as they are more adaptable and resilient in the workplace (Salahuddin et al., 2023). This underscores the importance of integrating both hard and soft skills into higher education training, ensuring that graduates are well-prepared to thrive in diverse employment contexts (Putra et al., 2022; Chikazhe et al., 2022; Aljumah, 2023).

Moreover, employer feedback provides crucial insights into the alignment between academic training and job performance. Studies show that when graduates perceive a strong match between their education and job responsibilities, they report higher satisfaction and demonstrate stronger workplace commitment (Espinoza et al., 2024; Baciu, 2022). Similarly, universities that actively incorporate employer perspectives into curriculum development can significantly improve the employability outcomes of their graduates, ultimately producing individuals who are not only job-ready but also capable of contributing meaningfully to organizational growth (Quimosing-Ocay et al., 2024; Presti et al., 2023).

Despite these growing bodies of research, there remains a need to explore employer perspectives in specific contexts, particularly in the Philippines, where hospitality and tourism play a vital role in economic growth and workforce development. This study addresses this gap by focusing on the graduates of Eastern Visayas State University's BSHM program (Batch 2020–2024) who are currently working in Tacloban City, Cebu, and Manila. Specifically, it seeks to answer three questions: (1) How do employers describe their experiences with the job performance of BSHM graduates in the workplace? (2) What specific strengths or competencies of BSHM graduates employers highlight as contributing to their satisfaction? (3) What challenges or areas for improvement do employers identify regarding the workplace performance of BSHM graduates?

Anchored in Campbell's Job Performance Theory (1990), which emphasizes that job performance is shaped by abilities, skills, motivation, and organizational context, this study situates employer feedback as a critical lens in evaluating the preparedness of graduates. By examining employers' insights, the research not only identifies strengths and areas for improvement but also offers directions for curriculum enhancement and stronger academe-industry collaboration. Ultimately, the study contributes to ensuring that BSHM graduates are equipped with the operational, interpersonal, and higher-order competencies necessary for sustainable performance in the evolving landscape of hospitality and tourism.

METHODOLOGY

Research Design

This study employed a qualitative descriptive research design, which aimed to present an accurate account of the current conditions and experiences of the participants. According to Sandelowski (2009), descriptive research provided a comprehensive summary of events in everyday terms and was particularly useful in studies that sought to describe phenomena as they naturally occurred. She emphasized that this design bridged the gap between raw data and more abstract qualitative approaches, ensuring clarity and accessibility. By focusing on "what was happening" rather than "why it happened," descriptive research allowed the authentic voices of participants to be captured and meaningfully presented.

Research Setting

The study was conducted from January to March 2024, across various establishments, including hotels and restaurants located in Tacloban City, Cebu, and Manila. The research focused on workplace environments where BSHM graduates of Eastern Visayas State University were employed and evaluated by industry supervisors and managers.

Participants and Sampling

The participants were purposively selected to ensure that they possess direct and relevant knowledge of graduates' job performance. A total of twelve participants from the hotel and restaurant industry were included in the study. The inclusion criteria were: (a) participants were immediate supervisors, managers, or human resource personnel overseeing BSHM graduates of Eastern Visayas State University, and (b) participants voluntarily agreed to take part in the study. Purposive sampling was deemed appropriate to obtain information-rich accounts from individuals directly involved in evaluating graduates' workplace performance.

Data Collection Procedure

Data were collected using a semi-structured, open-ended questionnaire administered through a paper-and-pencil method. Face-to-face interviews were not conducted, as participants preferred to provide written responses at their convenience. The questionnaire contained open-ended questions equivalent to those typically used in semi-structured interviews, allowing participants to elaborate on their observations and experiences without restriction to predefined response options. Prior to data collection, informed consent was obtained from all participants, and mutual agreement was reached regarding the chosen data collection approach. Participants were given two days to complete the questionnaire, after which the accomplished instruments were retrieved by the researcher.

Data Analysis Procedure

Data analysis was conducted using **thematic analysis**, guided by the systematic procedures outlined by Naeem and Ozuem (2022). Since the data consisted of written responses, analysis began with careful **familiarization with the textual data**, during which all responses were read repeatedly to gain an overall understanding of participants' perspectives. Significant statements and phrases were identified and extracted from the written responses.

The next stage involved **keyword identification**, wherein meaningful words and phrases representing key aspects of graduates' job performance were highlighted. These keywords served as the basis for **coding**, during which data segments were labeled and organized according to shared meanings. Subsequently, related codes were clustered to form broader themes that captured recurring patterns across participants' accounts.

Following theme development, **conceptualization** was undertaken to interpret the relationships among keywords, codes, and themes, allowing for deeper understanding of the competencies demonstrated by graduates. This process resulted in an integrated thematic structure that reflects employers' collective perspectives on graduate performance. Thematic analysis was selected for its flexibility and suitability in organizing qualitative data into coherent and analytically meaningful findings aligned with the study's descriptive objectives.

Ethical Considerations

This study was carried out with careful attention to ethical principles. All participants were fully informed about the purpose of the research, and their consent was obtained before taking part. Participation was completely voluntary, and they were reminded of their right to withdraw from study at any stage without facing any negative consequences. To protect their privacy, all information gathered was handled with strict confidentiality and stored securely. The researcher also made sure that the process posed no potential harm by framing questions in a respectful and non-intrusive manner.

RESULTS

Analysis of employers' feedback on the job performance of Bachelor of Science in Hospitality Management (BSHM) graduates revealed five interrelated themes that collectively describe graduates' professional competence in contemporary hospitality settings. These themes *Digital and Analytical Proficiency*, *Operational and Professional Competence*, *Adaptability and Innovation*, *Interpersonal and Leadership Skills*, and *Service*

Orientation and Guest Focus illustrate how graduates integrate technical knowledge, operational efficiency, adaptability, interpersonal effectiveness, and guest-centered service within dynamic service environments.

Theme 1: Digital and Analytical Proficiency

Digital and analytical proficiency emerged as a key competency among graduates, reflecting their ability to effectively use technology and interpret operational data to enhance service performance. Employers emphasized that graduates were not only familiar with industry-specific systems and standard operating procedures, but were also capable of translating data into actionable insights (Rabano & Monreal, 2024). This ability allowed graduates to optimize workflows, improve service delivery, and respond strategically to the increasing digitalization of hospitality operations. Their competence in interpreting performance metrics and exercising analytical judgment demonstrates readiness for data-informed decision-making and continuous operational improvement (S et al., 2024)

Theme 2: Operational and Professional Competence

Operational and professional competence was evident in graduates' capacity to manage service tasks efficiently while maintaining awareness of situational demands and service quality. Employers highlighted graduates' effectiveness in coordinating front-of-house, kitchen, housekeeping, and service teams to ensure smooth and uninterrupted operations, particularly during peak periods and high-demand situations Hon & Lui (2016) Agrawal & Mittal, 2019). Beyond task execution, graduates demonstrated strong problem-solving skills, including the ability to reorganize workflows in response to operational challenges without compromising service standards. Employers also noted graduates' financial awareness, such as cost-conscious decision-making and value-driven upselling practices that balanced guest satisfaction with organizational profitability. Together, these attributes reflect a holistic form of professionalism that integrates efficiency, strategic thinking, and accountability.

Theme 3: Adaptability and Innovation

Adaptability and innovation emerged as defining attributes of graduates' professional practice, highlighting their ability to adjust quickly to new systems, service standards, and organizational expectations. Employers described graduates as proactive learners who actively engaged during onboarding, asked relevant questions, and applied feedback constructively to enhance performance Wiseman et al. (2022), Brødsjø et al., (2023). Innovation was further evident in graduates' attention to detail and their ability to identify recurring operational issues and implement practical solutions. Graduates also demonstrated flexibility in managing last-minute changes, adapting to diverse service contexts, and introducing improvements that enhanced service quality and operational sustainability. This combination of adaptability and innovation underscores graduates' capacity for continuous learning and long-term professional growth.

Theme 4: Interpersonal and Leadership Skills

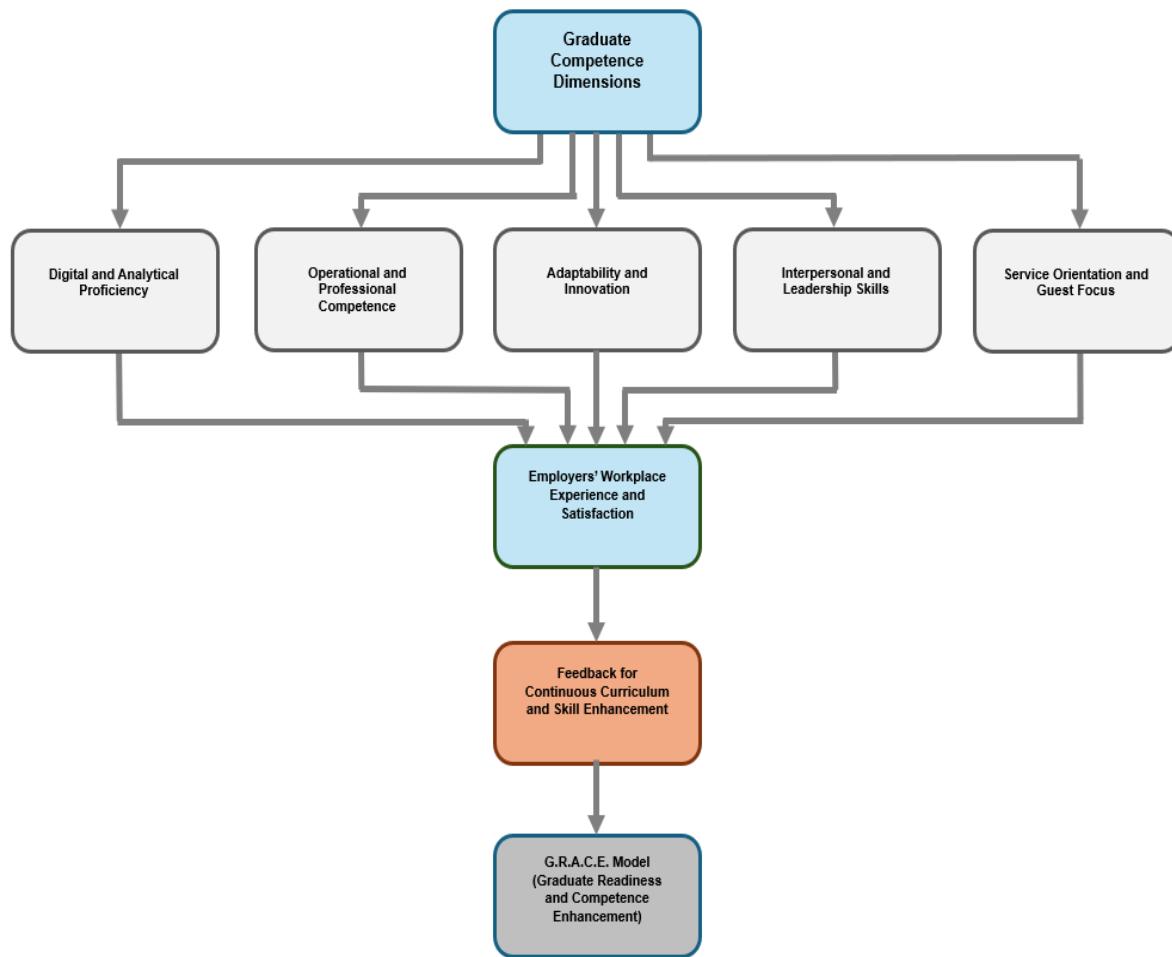
Interpersonal and leadership skills constituted a critical dimension of graduates' competence, emphasizing their ability to communicate effectively, collaborate with diverse teams, and guide others within fast-paced hospitality environments. Employers noted that leadership among graduates was expressed through teamwork, professionalism, and the ability to maintain positive working relationships rather than through formal authority. Graduates were described as capable of managing complex interactions across departments while ensuring service continuity and guest satisfaction. Leadership was further reflected in their willingness to support colleagues, sustain team morale, and mentor junior staff, particularly during high-pressure situations. These findings indicate that graduates demonstrate people-centered leadership characterized by collaboration, emotional intelligence, and shared responsibility (Tushabe et al., 2024; Janjua et al., 2025).

Theme 5: Service Orientation and Guest Focus

Service orientation and guest focus emerged as a defining characteristic of graduates' professional identity, underscoring their ability to anticipate guest needs, respond promptly, and deliver warm and attentive service. Employers highlighted graduates' strong guest-centered mindset, noting their capacity to establish a welcoming

atmosphere and maintain service quality throughout the guest experience (Talukder et al. 2023); (Tešanović et al., 2018). Graduates' proactive responses to guest preferences contributed to increased satisfaction and repeat patronage. Effective communication further reinforced service orientation by enabling smooth coordination among service teams and timely resolution of guest concerns. Collectively, these findings suggest that graduates successfully balance professional empathy with operational accuracy, reflecting the core values of hospitality excellence (Oppong & Boasiako, 2017).

Figure 1: Developed Conceptual Model of the Study **G.R.A.C.E. Model** (Graduate Readiness and Competence Enhancement)



The G.R.A.C.E. Model (Graduate Readiness and Competence Enhancement) illustrates the relationship between graduates' competencies, employer satisfaction, and curriculum development at Eastern Visayas State University (EVSU). It emphasizes how the performance of BSHM graduates informs employer feedback, which in turn guides the continuous improvement of academic programs. The model is composed of three main components. The first, Graduate Competence Dimensions, includes five key areas: operational and professional competence, which covers efficiency, time management, and cost awareness; adaptability and innovation, highlighting flexibility, learning agility, and creativity; interpersonal and leadership skills, encompassing communication, teamwork, and mentoring; service orientation and guest focus, emphasizing professionalism, responsiveness, and guest satisfaction; and digital and analytical proficiency, which involves data-driven decision-making and effective technology use. The second component, Employers' Workplace Experience and Satisfaction, focuses on how employers evaluate graduates' performance based on these competencies, resulting in varying levels of satisfaction and identifying areas for further development. The third component, Feedback for Continuous Curriculum and Skill Enhancement, uses these employer insights to refine EVSU's curriculum, strengthen training programs, and enhance graduate readiness. On the whole, the G.R.A.C.E. Model demonstrates a continuous feedback loop, ensuring that graduates' competencies shape employer satisfaction while employer feedback drives institutional improvements aligned with industry needs.

DISCUSSION OF THE STUDY

The findings reveal that employers view Bachelor of Science in Hospitality Management (BSHM) graduates as professionally capable individuals equipped with a broad and interconnected set of competencies suited to today's hospitality industry. Five interrelated themes emerged from the analysis—digital and analytical proficiency, operational and professional competence, adaptability and innovation, interpersonal and leadership skills, and service orientation with guest focus. Together, these themes highlight that effective hospitality performance goes beyond technical skills, encompassing cognitive abilities, relational strengths, and adaptive capacity.

Among these themes, digital and analytical proficiency stands out as a key expectation of contemporary hospitality work. This finding aligns with existing studies emphasizing the growing importance of data literacy and technology use in enhancing service quality and operational responsiveness (Rabano & Monreal, 2024; S et al., 2024). Notably, the present study extends this body of literature by demonstrating that employers now expect analytical competence even at the entry level. Digital agility, therefore, is no longer viewed as an advanced skill but as a foundational requirement for early-career hospitality professionals.

Operational and professional competence reflects employers' recognition of graduates' ability to manage tasks holistically. This includes effective coordination, sound problem-solving, and basic financial awareness. These observations support earlier research underscoring the importance of operational flexibility and cross-departmental collaboration in hospitality settings (Hon & Lui, 2016). Moreover, the emphasis on cost-conscious decision-making echoes findings that value-driven practices are essential for balancing service excellence with organizational sustainability (Agrawal & Mittal, 2019). This study contributes new insight by showing that such strategic and financial awareness is already present among newly hired graduates.

The theme of adaptability and innovation further reinforces existing research that identifies adaptability as a core competency in fast-paced service environments. Previous studies have shown that hospitality employees who actively engage in learning and respond positively to feedback tend to demonstrate greater resilience and innovative behavior (Wiseman et al., 2022; Brødsjø et al., 2023). Building on these findings, the present study illustrates that graduates' adaptability not only helps them adjust to new systems and work cultures but also enables them to introduce practical improvements that support operational efficiency and sustainability.

Interpersonal and leadership skills also emerged as critical to employer satisfaction. These findings are consistent with people-centered models of hospitality leadership, which emphasize collaboration, emotional intelligence, and shared responsibility. Rather than being defined by formal authority, leadership in hospitality is often expressed through teamwork and relational competence (Tushabe et al., 2024; Janjua et al., 2025). Importantly, the results suggest that leadership behaviors can emerge early in a graduate's career and play a significant role in maintaining team cohesion, service continuity, and workplace effectiveness.

Service orientation and guest focus remain central to employer perceptions of graduate performance. This reinforces longstanding hospitality research that identifies guest experience as the primary indicator of service quality. Behaviors such as responsiveness, empathy, and anticipatory service have been shown to significantly influence guest satisfaction and loyalty (Talukder et al., 2023; Tešanović et al., 2018). While the present findings align with this established view, they further emphasize that service excellence is achieved through the integration of genuine guest care and precise operational execution (Oppong & Boasiako, 2017).

These insights are synthesized in the G.R.A.C.E. Model (Graduate Readiness and Competence Enhancement), which illustrates the dynamic relationship among graduate competencies, employer satisfaction, and curriculum development. The model underscores a continuous feedback loop in which employer evaluations inform curriculum refinement, supporting calls in the literature for stronger academe–industry collaboration and evidence-based program design (Wiseman et al., 2022; Rabano & Monreal, 2024).

Overall, this study contributes to the literature by foregrounding employer-based evaluations of graduate performance within the Philippine hospitality context—an area that remains relatively underexplored. By proposing an applied framework that links workplace performance to curriculum enhancement, the study

highlights the need to integrate technical competence, adaptability, interpersonal effectiveness, and service-oriented professionalism in preparing graduates for sustainable and successful careers in the hospitality industry.

CONCLUSION

Based on the findings of the study, employers generally view Bachelor of Science in Hospitality Management (BSHM) graduates as professionally competent and well-prepared to meet the demands of today's hospitality industry. Graduates are perceived to possess a balanced mix of technical, cognitive, interpersonal, and service-oriented skills, all of which contribute to effective and reliable workplace performance.

Five interrelated competencies emerged as central to employer satisfaction: digital and analytical proficiency, operational and professional competence, adaptability and innovation, interpersonal and leadership skills, and service orientation with a strong focus on guests. These findings suggest that hospitality competence goes beyond the completion of routine tasks. Instead, it involves the ability to make data-informed decisions, solve problems effectively, adapt to fast-changing service environments, work collaboratively with others, and consistently deliver quality guest experiences.

Importantly, the study shows that competencies once associated mainly with supervisory or managerial roles such as analytical thinking, adaptability, and leadership are already evident among newly employed graduates. This reflects a shift in employer expectations, where early-career hospitality professionals are now expected to demonstrate strategic awareness, technological agility, and people-centered behaviors from the very beginning of their employment.

The findings highlight the need for hospitality education to remain closely aligned with evolving industry requirements. By strengthening the integration of digital skills, operational knowledge, adaptability, interpersonal effectiveness, and service excellence, hospitality programs can better prepare graduates for long-term success in the industry. The study also highlights the value of employer feedback in assessing graduate readiness and emphasizes the importance of continuous collaboration between academe and industry to ensure curriculum relevance and improve graduate employability.

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Appendix A. Audit Trail: Conceptualization Through Interpretation of Keywords, Codes, and Themes

Selected Quotations	Keywords	Codes	Theme	Conceptualization
P2 “growing data literacy; they can interpret performance metrics and actually use that information to drive improvements in service.”	<ul style="list-style-type: none"> • Data-Driven Improvement • Metric Interpretation • Analytical Application • Operational Optimization • Technology Proficiency 	Code 11: Using data and technology effectively	Theme 1 Digital and Analytical Proficiency (Code 11)	The conceptualization of this theme highlights a transformative competency among graduates the ability to think critically, act strategically, and innovate through technology and data. This proficiency enables them to respond to the digitalization of hospitality operations with adaptability, analytical intelligence, and forward-thinking professionalism.
P3 “interpret service metrics like turn times and guest feedback, then actually use that information to make improvements,” while				
P4 “using occupancy numbers, rate patterns, and even guest feedback metrics to improve how service is delivered.”				
P5 emphasized “strengthening data literacy, so graduates can track room status metrics, productivity, and supply usage to really optimize operations.”				
P1 “fluent with the newer systems” and can “use data and analytics to help improve our services.”,				
P1 “industry-specific SOPs and brand standards into their training.”				
Selected Quotations	Keywords	Codes	Theme	Conceptualization
P7 “coordinating front-of-house, kitchen, and bar operations to keep guest flow seamless and service on time.”	<ul style="list-style-type: none"> • Operational Coordination • Efficiency in Service Delivery 	Code 1: Doing tasks well effectively	Theme 2 Operational and	Operational and Professional Competence reveals that effective job performance in the hospitality industry demands more than
P11, “coordinated guest arrivals, front desk, housekeeping, and bell staff to				

<p>ensure seamless check-ins and minimal wait times" and "reduced turnaround time without compromising quality."</p> <p>P2, "there was even a moment when some last-minute changes could've caused a bottleneck, but they quickly reorganized the floor plan and kept everything on track without delays."</p> <p>P1, "some of the finer points of our brand standards take a bit of time to sink in, yet they're always open to feedback and improve really fast."</p> <p>"Suggested good substitutions, communicated it clearly to both the team and the guests,"</p> <p>P12, "earned us excellent feedback from the guests"</p>	<ul style="list-style-type: none"> • Problem-Solving under Pressure • Continuous Improvement • Customer Satisfaction 		Professional Competence (Code 1, 8, 9)	efficiency it requires strategic awareness, financial responsibility, and adaptive creativity. Graduates who exhibit these traits demonstrate holistic professionalism that aligns with the dynamic expectations of modern service operations.
<p>P5 "skillfully handling room allocation, inventory control, and scheduling to keep everything running smoothly," which made "turnover cycles become more efficient, minimizing downtime between check-outs and check-ins, which supports higher occupancy."</p>	<ul style="list-style-type: none"> • Operational Efficiency • Service Productivity • Workflow Management 	Code 8: Gets tasks done efficiently		
<p>P8 "friendly, efficient, and able to handle high-volume requests while keeping a positive attitude," while also "showing strong proficiency with POS systems, order accuracy, inventory awareness, and queue management," leading to "faster service times and improved order accuracy, which boosts customer satisfaction and encourages repeat visits."</p> <p>P9 "being friendly, efficient, and able to handle high-volume requests with a positive attitude," along with "showing strong proficiency with POS systems, order tracking, inventory management, and</p>				

<p><i>queue control,” which results in “faster service times and improved order accuracy, which increases customer satisfaction and encourages repeat visits.”</i></p>				
<p>P7 “solid—they stay aware of daily P&L and implement cost-control strategies effectively,” with recommendations for “modules on cost management, menu engineering, and KPI interpretation using practical dashboards.”</p>	<ul style="list-style-type: none"> • Cost Management • Profit-Oriented Upselling • Revenue Optimization • Value-Driven Upselling • Strategic Selling • Cost-Conscious Innovation • Adaptive Creativity 	<p>Code 9: Planning and managing money wisely</p>		
<p>P2 “strategic thinking when it comes to upselling—always aligning opportunities with guest needs while also supporting profitability,”</p>				
<p>P11 “strategic thinking in capacity planning, identifying upselling opportunities, and optimizing revenue.”</p>				
<p>P3 “apply advanced upselling techniques that don’t feel forced but are really aligned with guest preferences while also supporting profitability,” while</p>				
<p>P4 “strategic with upselling and recommending value-added services, always aligning their approach with the guest’s profile.”</p>				
<p>P6 “developing advanced beverage programs, from seasonal offerings to cost-conscious customizations,” while P1 pointed out their strength in “adjusting to change and coming up with new ideas.”</p>				
Selected Quotations	Keywords	Codes	Theme	Conceptualization
<p>P1 “At first, during onboarding, they may need a little extra guidance with our specific SOPs, but I’ve noticed they adapt quickly and take the initiative to learn our systems.”</p>	<ul style="list-style-type: none"> • Adaptability • Proactive Learning 	<p>Code 2: Adjusting easily to changes</p>	<p>Theme 3</p>	<p>The conceptualization of Adaptability and Innovation underscores that success in the hospitality industry requires both flexibility</p>

<p>P2 “<i>Their onboarding to our SOPs was actually quicker than I expected because they asked a lot of proactive questions and really learned by doing.</i>”</p> <p>P4 “<i>It took them a little time to get used to our front office software, but they asked the right questions,</i>” while overall, they demonstrated that “<i>learning our brand-specific SOPs and reservation platform required a brief onboarding.</i>”</p>	<ul style="list-style-type: none"> • Quick Adjustment 		<p>Adaptability and Innovation (Code 2, 3, 12)</p>	<p>and forward-thinking. Graduates who can adapt quickly, learn proactively, and innovate creatively demonstrate transformational competence a fusion of resilience, curiosity, and ingenuity that ensure long-term professional growth and organizational sustainability.</p>
<p>P12 observed that they “<i>asked thoughtful questions and mastered it quickly.</i>”</p> <p>P5, “<i>they even spotted some recurring maintenance issues and worked with engineering to put in quick but lasting fixes, which helped reduce guest complaints,</i>” and emphasized their “<i>attention to detail.</i>”</p> <p>P6 “<i>making sure every specialty drink met our standards and matched guest preferences,</i>” while P7 noted they “<i>quickly aligned with our targets and examples</i>” and “<i>ensure every service standard was met with precision.</i>”</p> <p>P7 “<i>getting familiar with our loyalty program and reporting tools also took some time, but they embraced the training.</i>”</p>	<ul style="list-style-type: none"> • Attentive Learning • Attention to Detail • Quality Assurance • Precision Standards 	<p>Code 3: Noticing details and being alert</p>		
<p>P1 “<i>sessions that build adaptability, cultural intelligence, and sustainability awareness</i>” along with “<i>early exposure to different departments</i>”</p> <p>P2 “<i>handling peak shifts, crisis management, and coordinating across different departments,</i>” as well as “<i>exposure to cross-cultural guest interactions and diverse service styles</i>” to build resilience. P9 reinforced this by</p>	<ul style="list-style-type: none"> • Adaptability • Resilience • Versatility • Flexibility • Change Management • Innovation 		<p>Code 12: Adjusting to change and coming up with new ideas</p>	

<p>stressing “exposure to cross-functional roles, such as cook, cashier, and shift supervisor;” while</p> <p>P5 “exposure to different property types—from boutique hotels to large-scale operations—would build versatility in cleaning protocols and service standards.”</p> <p>P6 and P8 emphasized that “exposure to different café concepts—like lounges, all-day cafés, and quick-service operations—would build versatility.”</p> <p>P8 added that “they also show innovation and flexibility, quickly implementing new products, promotions, or process changes as needed,” which</p> <p>P9 “they also show innovation and adaptability, quickly implementing new promotions, products, or process changes.”</p> <p>P7 “they show strong change management capabilities” and are capable of “handling last-minute changes.” Finally,</p> <p>P5 stressed the importance of sustainability, recommending to “integrate sustainability practices in housekeeping, such as using eco-friendly products and adopting waste reduction strategies</p>	<ul style="list-style-type: none"> • Creativity 			
<p>Selected Quotations</p> <p>P5 “And during a high-occupancy stretch, they stepped up to train new staff on SOPs, keeping consistency across the floors and earning positive feedback from our guests.”</p> <p>P10 “communicating clearly with all teams and keeping</p>	<p>Keywords</p> <ul style="list-style-type: none"> • Team Leadership • Clear Communication • Collaboration 	<p>Codes</p> <p>Code 4: Working well with others and communicating effectively</p>	<p>Theme</p> <p>Theme 4 Interpersonal and Leadership Skills</p>	<p>Conceptualization</p> <p>The conceptualization of Interpersonal and Leadership Skills highlights that hospitality leadership extends beyond authority it is rooted in connection,</p>

<p>service running smoothly,” while</p>	<ul style="list-style-type: none"> ● Guest Engagement ● Coordination ● Professional Communication ● Interpersonal Competence 		<p>(Code 4, 6, 10)</p>	<p>communication, and collaboration. Graduates who can lead by example, support their peers, and maintain strong interpersonal relationships exemplify the modern hospitality professional: a team-centered, emotionally intelligent leader capable of guiding both people and operations toward excellence.</p>
<p>P3 “coordinating well with the kitchen and service staff.” P4 added that they “still made sure the guests felt genuinely welcomed the moment they arrived and keeping timely communication all throughout the stay.”</p>				
<p>P11 “managed room allocations, special requests, and VIP communications flawlessly, earning excellent feedback from the guests,” and</p>				
<p>P2 “And when a VIP guest asked for last-minute menu adjustments, they handled it so professionally—communicating clearly with the team and making sure the experience was seamless.”</p>				
<p>P1 “I saw another graduate manage multiple teams so smoothly—taking care of the timeline, setup, and service—that everything ran without delays and the guests gave us great feedback. And when it came to complaints, they stayed calm, listened carefully, and came up with solutions right away, which helped bring back the guests’ satisfaction in just a few minutes.”</p>				
<p>P1 “how well they work with others—always willing to help colleagues during busy shifts and keeping the morale up.”</p>	<ul style="list-style-type: none"> ● Team Cooperation ● Team Support ● Leadership 	<p>Code 6: Works well with others</p>		
<p>P2 “they work well with others too, helping teammates and keeping morale high, especially during busy shifts.”</p>				
<p>P6 “they also show strong team leadership, motivating and guiding junior staff during peak times.”</p>				

P1 "they're always warm, professional, and really attentive to what guests need,"				
P1 "leadership potential, whether it's delegating tasks or guiding junior staff." Similarly, P2 "developing leadership skills, mentoring newer staff and delegating tasks effectively," P5 "building deeper leadership skills—like coaching junior team members and preparing for succession."	<ul style="list-style-type: none"> • Leadership • Mentorship • Coaching • Team Development • Delegation • Collaboration • Cross-Functional Teamwork 	Code 10: Guiding and working well with others		
P7 "actively coach junior supervisors and frontline staff, helping develop a capable, well-prepared team," P11 "leadership skills are evident in coaching junior staff, delegating tasks effectively, and planning for succession."				
P4 pointed out that "exposure to cross-department collaboration—like with concierge, housekeeping, and sales—would help them build a more holistic understanding of operations."				
P10 emphasized "cross-department collaboration, including bar, events, and sales, would help them build a holistic understanding of restaurant operations,"				
P11 "mentored internships across front desk, housekeeping, and food & beverage would help build a holistic foundation for teamwork".				
Selected Quotations	Keywords	Codes	Theme	Conceptualization
P2 "they're warm, attentive, and often able to anticipate what guests need before they even ask."	<ul style="list-style-type: none"> • Anticipatory Service • Responsiveness 	Code 5: Focused on the guest's needs	Theme 5	The Service Orientation and Guest Focus underscores that the essence of

<p>P3 emphasized “<i>their guest service—they’re personable, very responsive, and often able to anticipate what guests need.</i>”</p> <p>P4 “<i>they’re really strong in welcoming guests—warm, professional, and able to set a positive tone right from arrival.</i>”</p> <p>P7 “<i>service excellence is evident, as they consistently deliver guest-focused service across different outlets and shifts, which improves guest satisfaction and encourages repeat visits.</i>”</p>	<ul style="list-style-type: none"> • Warm Hospitality • Guest-Centered Service 		<p>Service Orientation and Guest Focus</p> <p>(Code 5&7)</p>	<p>hospitality lies in anticipation, responsiveness, and clear communication. Graduates who demonstrate this theme exemplify professional empathy as the ability to understand and act on guest needs proactively while maintaining team coordination and service accuracy. This balance of care and competence reflects the heart of true hospitality professionalism.</p>
<p>P12 “<i>their communication is clear, ensuring smooth handoffs between floor, bar, and kitchen, along with effective guest updates,</i>” adding that “<i>strong communication and teamwork reduce errors and allow for faster problem resolution.</i>” Similarly,</p> <p>P10 “<i>their communication is clear, ensuring smooth handoffs between kitchen, service, and management, along with proactive updates for guests,</i>” which helps “<i>reduce miscommunications and enable faster issue resolution.</i>”</p>	<ul style="list-style-type: none"> • Effective Communication • Clear Coordination • Information Clarity • Team Communication 	<p>Code 7: Shares information clearly</p>		
<p>P3 “<i>their communication is strong too, especially in making smooth handoffs between the front-of-house, the kitchen, and the bar,</i>” observing that “<i>issues do come up, they get resolved faster thanks to their clear communication.</i>”</p>				
<p>P6 “<i>their communication is clear, especially when coordinating between baristas, supervisors, and the front-of-house.</i>”</p>				