

Project RE: ACT (Syncx to Serve): An Experiential Learning Theory (ELT)-Based Team-Building Module For Hotel Employees

Mohd. Shahrul bin Kamaruddin¹, Fiorella Agness anak Steven², Aleeya Dean binti Niazi Saif-ud Dean³, Brenda Ling Kar Yui⁴, Muhammad Irfan Hidayat bin Kamarul Zaman⁵, Nor Thariyah binti Amin @ Mohamed Amin⁶, Nur Erdina Raiquisha binti Zainal Abidin⁷

Faculty of Cognitive Sciences & Human Development, University Malaysia Sarawak, 94300, Kota Samarahan, Sarawak, Malaysia.

DOI: <https://doi.org/10.47772/IJRISS.2026.100700271>

Received: 13 July 2026; Accepted: 18 July 2026; Published: 30 July 2026

ABSTRACT

Project RE:ACT (SyncX to Serve) was a team-building programme conducted for hotel employees. The programme was created based on a needs analysis, which showed that communication, teamwork, problem-solving, and emotional management were important areas to improve among the staff. This programme used an experiential learning approach, where participants learned through talks, group activities, discussions, and games sessions. A total of 45 staff joined the programme, and 42 completed all three submodules. The three submodules were Speak, Listen & Connect, Think, Talk & Solve, and Emotion to Empowerment. A pre-test and post-test were used to measure the effectiveness of the programme. The results showed that participants improved in several areas, especially in communication, teamwork, problem-solving, and emotional intelligence. Overall, Project RE:ACT (SyncX to Serve) helped participants build better workplace skills and encouraged positive interaction among hotel employees.

Keywords: communication, teamwork, problem-solving, team-building, hotel employees

INTRODUCTION

This report documents our programme, Project RE:ACT (SyncX to Serve), which was conducted on 18 and 19 June 2026 from 2.00 pm to 4.00 pm at a Kuching hotel organisation. The name of “Project RE:ACT (SyncX to Serve)”, which means to reassess, reconnect and rethink, was chosen by us after considering the objectives that we want to achieve by the end of the programme. This programme was organized as a community-based counselling programme that focused on improving communication, teamwork, and positive interaction among hotel employees. The programme aimed to create awareness of the importance of effective communication in the workplace, especially in maintaining good relationships, reducing misunderstandings, and strengthening cooperation among staff.

Before the programme was developed, a needs analysis was conducted to understand the current issues, challenges, and needs of the selected community. Through the needs analysis, it was found that communication and teamwork were important areas that needed attention among the participants. Based on the findings from the needs analysis, the module for Project RE:ACT was created to address these needs practically and engagingly. The activities in the module were designed to encourage participants to communicate clearly, build trust, cooperate in groups, and reflect on their role in creating a positive workplace environment. Other than that, the data obtained through the post-programme evaluation is then elaborated in the discussion. Reflection and improvement for future programme implementation are also included for future reference.

Project RE:ACT was relevant because effective communication, teamwork, problem-solving, and emotional management are important soft skills in hospitality settings. In hotel work, employees often need to coordinate across departments, respond to guest needs, and manage interpersonal challenges under time pressure. Previous hospitality research shows that internal communication is associated with important employee outcomes such as

job satisfaction and lower turnover intention (Duarte & Silva, 2023). Teamwork is also important in hospitality because service delivery often depends on cooperation between front-of-house and back-of-house employees (Jung et al., 2023). In addition, emotional intelligence has been found to contribute to hospitality employees' job performance, work outcomes, and perceived service quality (Miao et al., 2021; Sanz-García et al., 2024; Zhu et al., 2022).

Program Description

Project RE:ACT was developed to strengthen workplace communication, teamwork, problem-solving and emotional control among hotel staff. Speak, Listen & Connect, Think, Talk & Solve, and Emotion to Empowerment are the three structured submodules that make up the three-hour intervention (2:00 p.m. - 4:30 p.m.). To promote engagement and meaningful learning, each submodule includes quick lectures, group discussions, interactive activities, and reflection sessions.

Through cooperative and practical activities, the programme used an experiential learning approach. Experiential learning emphasizes learning through experience, reflection, conceptual understanding, and active application, which makes it suitable for skills-based training such as communication, teamwork, problem-solving, and emotional regulation. Therefore, the activities in Project RE:ACT were designed to help participants experience workplace-related situations, reflect on their responses, and apply the skills learned in a practical setting.

Ice-breaking: The Autograph Adventure activity was conducted with the objective of creating a less awkward and more psychologically comfortable environment, providing participants with the opportunity and space to reduce feelings of discomfort and feel accepted. This is important because positive interpersonal interaction can support communication, trust, and early group cohesion in team-based activities (Jung et al., 2023).

Submodule 1: The Speak, Listen & Connect activity (Talk and Kahoot Quiz) aimed to enhance staff members' understanding of the importance of effective communication in building a strong and harmonious team. Communication competence is important because it involves skills such as empathy, expressiveness, interaction management, and supportiveness, which are needed for effective interpersonal relationships. In the hospitality context, internal communication is also linked to employees' job satisfaction and organizational support (Duarte & Silva, 2023). Through the talk, participants gained insights into communication concepts, common barriers, and strategies for improving workplace communication. The interactive Kahoot quiz reinforced their understanding while encouraging active participation. Overall, this submodule supported the programme's goal of strengthening teamwork, reducing misunderstandings, promoting effective communication, and fostering a more positive work environment. The Interpersonal Communication Competence Scale (ICCS) is used in pre- and post-test to measure changes in the employees' effective communication.

Submodule 2: The Think, Talk & Solve activity aimed to achieve the programme objectives by encouraging participants to think critically, communicate actively through group discussions, and collaborate in solving given problems. Social problem-solving involves how individuals understand problems, generate solutions, and respond to daily interpersonal or work-related challenges. In tourism and hospitality contexts, emotional intelligence and problem-solving skills have also been shown to be related to professional service roles. The activity provided opportunities to apply reflective thinking and structured problem-solving skills while enhancing interpersonal communication and self-confidence. Overall, it promoted teamwork, increased self-awareness, and strengthened participants' ability to make rational and effective decisions in line with the programme objectives. The Social Problem-Solving Inventory-Revised Short Form (SPSI-R) is used in the pre- and post-test to measure changes in the employees' skills in problem solving.

Submodule 3: The Emotion to Empowerment submodule aimed to enhance participants' awareness of the importance of emotional management and personal strengths in overcoming daily challenges. Emotional intelligence is especially relevant in hospitality because employees frequently manage emotions during service interactions, teamwork, and stressful workplace situations (Miao et al., 2021; Zhu et al., 2022). Research also suggests that emotional intelligence contributes to hospitality service quality and human capital development (Sanz-García et al., 2024). Participants were introduced to the fundamentals of emotion management before

engaging in a simulation activity that allowed them to experience stressful situations in a controlled environment. This experience helped them identify their emotional responses and build self-confidence, resilience, and positive stress-management skills. Overall, the submodule guided participants in understanding their emotions and transforming them into a source of personal empowerment. The Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) is used in the pre- and post-test to measure changes in employees' emotional management.

As for the overall assessment instrument, the Teamwork Perceptions Questionnaire (T-TPQ) is used in the pre- and post-test to measure changes in employees' skills as individuals when working together in a team using effective communication, problem-solving skills and emotional management.

METHODS

Design

A quantitative pre-test and post-test approach was employed to evaluate the effectiveness of Project RE:ACT (SyncX to Serve) among hotel staff. The study adopted a one-group pre-test and post-test design, where all participants received the intervention, which consisted of three structured submodules: Speak, Listen & Connect, Think, Talk & Solve, and Emotion to Empowerment, which focused on enhancing communication, teamwork, problem-solving, and emotional management skills.

Pre- and post-tests were administered to assess participants' knowledge and skills before and after the programme. The comparison of the results provided empirical evidence of the programme's effectiveness in improving workplace communication, collaboration, problem-solving, and emotional resilience among participants.

Table 1. Content of the module

Module	Form of Communication	Objectives
Autograph Adventure	Interactive Activity	To reduce social discomfort among participants while enhancing interpersonal communication and social interaction.
Speak, Listen & Connect	- Lecture - Group Activity	- To enhance participants' understanding of communication concepts, communication barriers, and effective communication strategies that can be applied within a team environment. - To reinforce participants' understanding of the communication concepts presented through an interactive and engaging learning activity.
Think, Talk & Solve	- Case Study - Group Activity - Feedback with Group Dynamics	- To promote collaboration, teamwork, and meaningful interaction among participants. - To develop participants' critical thinking, analytical abilities, and problem-solving skills through structured discussion.
Emotion to Empowerment	- Group Activity - Feedback with Group Dynamics	To provide participants with an opportunity to apply emotional regulation skills in a task that requires concentration, teamwork, adaptability, and self-control.

Participants

The program involved 45 staffs from the hotel organization itself, of whom 42 completed all three submodules. Various departmental sections, such as Commercial, Engineering, Food & Beverage, Front Office, Housekeeping, Human Resources, Kitchen, Safety & Security and Steward. Basic demographic information, such as gender, department and years of service, was collected in aggregate form for reporting purposes while maintaining participants' anonymity and confidentiality. The demographic characteristics of the participants are presented in Table 2, which summarizes the participants' background. These data were reported in aggregate form to ensure that no individual participant could be identified.

Table 2. Demographic characteristics of the participants (N= 42)

Variable	Category	n	%
Gender	Male	22	52.4
	Female	20	47.6
Department	Commercial	6	14.3
	Engineering	3	7.1
	Food & Beverages	14	33.3
	Front Office	2	4.8
	Housekeeping	2	4.8
	Human Resources	1	2.4
	Kitchen	7	16.7
	Safety & Security	5	11.9
	Steward	2	4.8
Year of Service	Less than 1 year	12	28.6
	1-5 years	24	57.1
	6-10 years	1	2.4
	11-20 years	2	4.8
	More than 20 years	3	7.1

Procedure

The intervention took place at the hotel meeting room over a 3-hour session (2:00 p.m. - 4:30 p.m.). Firstly, participants completed a set of pre-test questionnaires, which included the Interpersonal Communication Competence Scale (ICCS), the Teamwork Perceptions Questionnaire (T-TPQ), the Social Problem-Solving Inventory-Revised Short Form (SPSI-R) and the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF).

The programme was facilitated by Year 3 Counselling students from Universiti Malaysia Sarawak (UNIMAS) and consisted of three submodules: Speak, Listen & Connect, Think, Talk & Solve, and Emotion to Empowerment. These submodules included a short talk, group discussions, interactive activities, and reflection sessions to enhance communication, teamwork, problem-solving, and emotional management skills.

At the end of the programme, participants completed a post-test and programme evaluation to assess their learning outcomes and provide feedback. The standardized administration of the pre- and post-tests ensured consistency in evaluating the effectiveness of the Project RE:ACT (SyncX to Serve).

Instruments

A quantitative pre-test and post-test design was employed to evaluate the effectiveness of this program called Project RE:ACT (SyncX to Serve). Participants completed the assessment instrument before the implementation of the intervention and again immediately after the final slot of the program. Based on the issue identified through need analysis, the pre-test was administered to establish baseline levels of communication competence,

teamwork perception, social problem-solving ability and emotional intelligence among participants. Meanwhile, the post-test was conducted right after the last slot to determine whether any improvements occurred following participation in various team-building activities, such as talk, Kahoot quiz, case study problem solving and group games.

The use of a pre-test and post-test design was considered appropriate since it allows for direct comparison of participants' perceptions and understanding before and after the intervention. This approach provides a practical and efficient method for evaluating short-term learning outcomes and behavioural intentions within an organizational setting. It also enables the facilitators to assess whether the program objectives were achieved while minimizing disruption to the daily operations of the hotel.

In this program, a bilingual assessment (in English and Bahasa Malaysia) instrument was developed to measure the key competencies targeted by Project RE: ACT. The questionnaire was adapted from four established instruments: (1) the Interpersonal Communication Competence Scale (ICCS), (2) the Teamwork Perceptions Questionnaire (T-TPQ), (3) the Social Problem-Solving Inventory-Revised Short Form (SPSI-R) and (4) the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF). These instruments were chosen because they evaluate skills that are closely linked to productive workplace operations in the hospitality sector. According to Zhu et al. (2021) and Sanz-García et al. (2024), communication competence promotes departmental coordination, teamwork enhances service delivery and operational efficiency, employees can effectively manage workplace challenges through problem-solving and emotional intelligence supports interpersonal effectiveness and emotional regulation. In unison, these competencies align with the objectives of the Project RE: ACT, which aimed to strengthen collaboration and workplace effectiveness among hotel staff.

Originally, the complete versions of the ICCS, T-TPQ, SPSI-R, and TEIQue-SF contain a large number of items and were developed primarily for research and assessment purposes. However, to ensure the suitability for a two-day organizational intervention involving two different groups of participants, selected questionnaires from each instrument were adapted and simplified for use with hotel employees of different departments and educational backgrounds. The adaptation process involved simplifying item wording and relating statements to workplace situations commonly encountered by hotel staff, such as miscommunication among departments, collaborative task completing, workplace problem-solving and emotional management under pressure. This approach definitely allowed the assessment to remain relevant to participants' work experiences while maintaining the alignment with the theoretical constructs measured by the original instruments.

The final instrument only consisted of 24 competency-based items, with six items each measuring communication competence, teamwork perception, social problem-solving, and emotional intelligence. Another six items were added as a question for the post-program evaluation. Participants responded to each item using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). As for the data obtained from the assessments, it was analyzed using a paired sample T-test in SPSS Software. Mean scores for each competency domain were calculated and compared between the pre-test and post-test assessments. An increase in post-test scores would suggest positive changes in participants' perceived communication competence, teamwork, problem-solving ability, and emotional intelligence. In addition, feedback from participants collected at the end of the last slot was reviewed to gain further insights into their experiences and perceptions of the interventions' effectiveness.

Hence, the use of this evaluation method was appropriate since it directly measured the competencies targeted and provided a practical means of assessing the immediate outcomes of the intervention. Furthermore, past research has shown that in hospitality settings, employee effectiveness, service quality, and workplace collaboration are significantly predicted by communication, teamwork, emotional intelligence, and problem-solving skills (Zhu et al., 2021; Sanz-García et al., 2024). By that, the evaluation method enabled the intervention team to determine whether the successfully contributed to the development of these competencies among hotel staff.

Data Collection

Data collection took place at two key points: immediately before the three submodules started and directly after the last submodule ended to assess short-term learning outcomes. The relevant pre- and post-assessment tools, including ICCS, T-TPQ, SPSI-R, and TEIQue-SF, were administered by trainee counsellors. Verbal and written instructions were provided, and 5-10 minutes were allocated for completion. The procedure was standardized for pre- and post-administration to maintain consistency and uphold ethical standards.

RESULTS

Table 3. Paired Samples t-Test Results Comparing Pre- and Post-Test Scores for Day 1 Program

Paired Sample Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	ICSS_PRE_TOTAL - ICSS_POST_TOTAL	-2.478	2.213	.461	-3.435	-1.521	-5.371	22	.000
Pair 2	T-TPQ_PRE_TOTAL - T-TPQ_POST_TOTAL	-2.261	2.848	.594	-3.492	-1.029	-3.807	22	.001
Pair 3	SPSI-R-S_PRE_TOTAL - SPSI-R-S_POST_TOTAL	-2.609	2.388	.498	-3.641	-5.239	-5.239	22	.000
Pair 4	TEIQue-SF_PRE_TOTAL - TEIQue-SF_POST_TOTAL	-2.826	4.064	.847	-4.583	-3.335	-3.335	22	.003

A paired-samples t-test was conducted to determine whether there were significant differences between the pre-test and post-test scores of participants following the Day 1 program. The analysis included data from 23 participants. The results showed statistically significant improvements across all four outcomes that were measured after the intervention. Participants' Communication Competence (ICCS) scores increased significantly from the pre-test to the post-test, $t(22) = -5.371$, $p < .001$, with a mean difference of -2.478 (95% Confidence Interval [-3.435, -1.521]). Similarly, Teamwork Perception (T-TPQ) scores showed a significant increase following the intervention, $t(22) = -3.807$, $p = .001$, with a mean difference of -2.261 (95% Confidence Interval [-3.492, -1.029]). A significant improvement was also observed in Social Problem Solving (SPSI-R) scores, $t(22) = -5.239$, $p < .001$, with a mean difference of -2.609 (95% Confidence Interval [-3.641, -1.576]). Likewise, Emotional Intelligence (TEIQue-SF) scores significantly increased from pre-test to post-test, $t(22) = -3.335$, $p = .003$, with a mean difference of -2.826 (95% Confidence Interval [-4.583, -1.069]).

These findings indicate that the Day 1 program was associated with significant improvements in participants' communication competence, teamwork, social problem-solving abilities and emotional intelligence. The negative mean differences reflect the calculation of paired differences as pre-test scores minus post-test scores, which indicates that post-test scores were higher than pre-test scores across all measures.

Table 4. Paired Samples t-Test Results Comparing Pre- and Post-Test Scores for Day 2 Program

Paired Sample Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	ICSS_PRE_TOTAL - ICSS_POST_TOTAL	-1.737	4.293	.985	-3.806	.332	-1.764	18	.095
Pair 2	T-TPQ_PRE_TOTAL - T-TPQ_POST_TOTAL	-.895	4.175	.958	-2.907	1.118	-.934	18	.363
Pair 3	SPSI-R-S_PRE_TOTAL - SPSI-R-S_POST_TOTAL	-2.000	3.636	.834	-3.753	-.247	-2.397	18	.028
Pair 4	TEIQue-SF_PRE_TOTAL - TEIQue-SF_POST_TOTAL	-1.105	4.725	1.084	-3.382	1.171	-1.020	18	.321

A paired-samples t-test was conducted to determine whether there were significant differences between the pre-test and post-test scores of participants following the Day 2 program. The analysis included data from 19 participants. The results showed statistically significant improvements across all four outcomes that were measured after the intervention. Participants' Communication Competence (ICCS) scores increased significantly from the pre-test to the post-test, $t(18) = -1.764$, $p = 0.95$, with a mean difference of -1.737 (95% Confidence Interval [-3.806, 3.332]). Similarly, Teamwork Perception (T-TPQ) scores showed a significant increase following the intervention, $t(18) = -0.934$, $p = .321$, with a mean difference of -1.105 (95% Confidence Interval [-3.382, 1.172]). A significant improvement was also observed in Social Problem Solving (SPSI-R) scores, $t(18) = -2.397$, $p = .028$, with a mean difference of -2.000 (95% Confidence Interval [-3.753, -0.247]). Likewise, Emotional Intelligence (TEIQue-SF) scores significantly increased from pre-test to post-test, $t(18) = -1.020$, $p = .321$, with a mean difference of -1.105 (95% Confidence Interval [-3.382, 1.171]).

These findings suggest that Day 2 program significantly improved participants' social problem-solving abilities as measured by (SPSI-R), whereas no significant improvement was observed in Communication Competence (ICCS), Teamwork Perception (T-TPQ) or Emotional Intelligence (TEIQue-SF). The negative mean differences indicate that paired differences were calculated as pre-test scores minus post-test scores, reflecting higher post-test scores following the intervention.

DISCUSSION

At the initial stage of the programme, a total of participants were recruited. This number subsequently increased to 45 participants throughout the data collection period conducted on Day 1 and Day 2. However, following the data screening process, only 23 datasets from Day 1 and 19 datasets from Day 2 were found to meet the criteria for inclusion in the analysis.

The reduction in the number of datasets was primarily attributed to incomplete data, which resulted in the exclusion of certain responses from the analysis. In addition, some responses demonstrated patterns that did not reflect the expected variability in participants' answers, potentially compromising the overall quality of the data and the accuracy of the analytical outcomes. As a result, a data screening procedure was conducted to ensure that only high-quality data meeting the required statistical assumptions and analytical criteria were retained. Therefore, only datasets that satisfied the established research quality standards were included in the final analysis. This approach was undertaken to enhance the validity, accuracy, and reliability of the study findings and to ensure the integrity of the statistical results obtained. Based on the analysis conducted, this study examined

the effectiveness of the program sessions by comparing participants' pre-test and post-test scores on four constructs, which are communication competence (ICCS), therapeutic presence (T-TPQ), social problem-solving skills (SPSI-R), and emotional intelligence (TEIQue-SF) across Day 1 and Day 2 of the programme involving 42 participants from staff members from the hotel. Overall, the findings suggest that the effectiveness of the intervention differed between the two days of implementation.

For Day 1, the results of the paired-samples t-test revealed a statistically significant difference between the pre-test and post-test scores across all four constructs examined, namely ICCS, T-TPQ, SPSI-R, and TEIQue-SF. Based on these findings, the program session on Day 1 demonstrated an improvement in participants' competency levels in communication, therapeutic presence, social problem-solving skills, and emotional intelligence. This significant improvement indicates that the intervention conducted by the trainee counsellors had a positive impact on the development of the participants' professional and interpersonal skills.

Based on the findings of study, the programme successfully achieved its main objectives of enhancing communication skills, teamwork, problem-solving abilities, and emotional management among employees within the organisation. This indicates that there was a significant improvement in communication competence, demonstrating the effectiveness of the Speak, Listen & Connect module implemented throughout the programme. Participants enhanced their understanding of the concepts presented, including communication principles, communication barriers, and effective workplace communication strategies. This understanding was assessed through a communication talk followed by an interactive Kahoot quiz involving all participants. The activity from the submodule Think, Talk & Solve also led to improvements in participants' perceptions of teamwork and enhanced their social problem-solving skills. This activity encouraged collaborative discussions among group members, promoted critical thinking, and helped participants make more systematic decisions based on realistic workplace situations. Furthermore, participants demonstrated an improvement in emotional intelligence, from the submodule Emotion to Empowerment, which increased participants' awareness of emotional regulation and resilience through the Cup Stacking Emotion activity. These findings demonstrate that experiential learning activities enabled participants to transfer the knowledge they acquired into practical workplace situations. According to (Arnot et al., 2025), experiential learning enhances communication, collaboration and professional competencies by allowing participants to actively engage in authentic learning experiences. In addition, Cortellazzo et al. (2021) reported that experiential learning promotes the development of emotional and social competencies through active participation and reflection.

Based on the research findings, although only social problem-solving skills reached statistical significance, the increase in mean scores for the other constructs indicates that participants still benefited from the intervention. This is because the findings show that the programme objectives were partially achieved for Day 2 participants, particularly in strengthening problem-solving skills. The activity from the submodule Think, Talk & Solve required participants to analyze workplace challenges based on real-life situations, evaluate effectiveness, propose alternative solutions, and determine the most appropriate actions through collaborative discussion. According to Schürmann et al. (2025), activities that emphasize experiential learning can support the active increase of knowledge through reflection and discussion sessions. This is also supported by (Zhaoquan et al., 2025), who found that reflective practices grounded in experiential learning theory can significantly enhance participants' engagement and improve overall learning outcomes through structured reflection processes.

In contrast, the findings for Day 2 showed a different pattern compared to Day 1. Although post-test scores were higher than pre-test scores for all constructs, only social problem-solving skills (SPSI-R) showed a statistically significant improvement. No significant differences were found for communication competence (ICCS), therapeutic presence (T-TPQ), and emotional intelligence (TEIQue-SF). These findings indicate that the program session on Day 2 still had a positive effect on participants. However, the improvements in the other three constructs were not large enough to reach statistical significance. The non-significant findings for communication, teamwork, and emotional intelligence are consistent with the patterns observed in day-1 and may reflect limitations related to sample characteristics rather than intervention effectiveness.

In relation to the differences in findings between Day 1 and Day 2 participants, one possible explanation is the variation in individual characteristics between the groups. Although the intervention delivered by the trainee counsellors was identical on both days, participants may have differed in their baseline levels, work experience, backgrounds, and prior exposure to communication skills, therapeutic presence, social problem-solving, and emotional intelligence. These differences may have influenced the extent to which participants responded to the intervention, resulting in variations in statistically significant outcomes between Day 1 and Day 2.

In addition, the results may also have been influenced by differences in within-group variability between the two samples. The Day 2 group may have been more homogeneous in certain constructs, resulting in smaller changes between pre-test and post-test scores, which made it more difficult to achieve statistical significance. In contrast, the day 1 group may have exhibited greater variability, allowing more noticeable improvements to be detected following the intervention. Furthermore, differences in sample size between Day 1 and Day 2 may have affected the statistical power of the analysis. The smaller number of participants in Day 2 may have reduced the ability of the statistical test to detect significant differences, even though improvements in mean scores were observed across all constructs.

Overall, the findings from Project RE:ACT (SyncX to Serve) demonstrate achievement in addressing the organisational needs identified through the initial need analysis, particularly in communication, problem-solving, and emotional management in the workplace, enabling participants to apply these skills and improve job performance. Through the implemented activities, including group work, lectures, practical exercises, and reflective sessions with participants, they were given opportunities to apply their knowledge and experiences in the workplace context. This is important for organisations to practise to enhance service quality and interdepartmental collaboration within an organisation (Zhu et al., 2021). These competencies also contribute to improving organisational effectiveness through the strengthening of teamwork and more effective communication among participants, which can be applied in the working environment (Sanz-García et al., 2024).

REFERENCES

1. Arnot, M., Kim, J., French, M., Lin, S. Y., Pashley, C., & Laposa, R. R. (2025). Students perceive similar gains in collaboration, communication and professional skills in two distinct experiential learning courses. *Pharmacology Research & Perspectives*, 13(2), Article e70095. <https://doi.org/10.1002/prp2.70095>
2. Cortellazzo, L., Bonesso, S., Gerli, F., & Pizzi, C. (2021). Experiences that matter: Unraveling the link between extracurricular activities and emotional and social competencies. *Frontiers in Psychology*, 12, Article 659526. <https://doi.org/10.3389/fpsyg.2021.659526>
3. Duarte, A. P., & Silva, V. H. (2023). Satisfaction with internal communication and hospitality employees' turnover intention: Exploring the mediating role of organizational support and job satisfaction. *Administrative Sciences*, 13(10), Article 216. <https://doi.org/10.3390/admsci13100216>
4. Jayaratne, K. S. U., Kumar Chaudhary, A., & Diaz, J. M. (2025). Knowledge testing options in pre-test post-test evaluation design: Implications for extension program evaluation. *Advancements in Agricultural Development*, 6(4), 64–75. <https://doi.org/10.37433/aad.v6i4.659>
5. Jung, H. "J.", Lee, S. H., & Lim, S. E. (2023). Enhancing teamwork in the hospitality industry: The importance of empathy. *International Journal of Hospitality Management*, 114, Article 103557. <https://doi.org/10.1016/j.ijhm.2023.103557>
6. Kakemam, E., Rouzbahani, M., Rajabi, M. R., & Roh, Y. S. (2021). Psychometric testing of the Iranian version of the TeamSTEPPS teamwork perception questionnaire: A cross-cultural validation study. *BMC Health Services Research*, 21, Article 705. <https://doi.org/10.1186/s12913-021-06739-z>
7. Khuadthong, B., Pantaruk, S., Imjai, N., & Aujiapongpan, S. (2025). Bridging theory and practice: The roles of emotional intelligence and work-integrated learning in developing social skills of tourism and hospitality Gen Z students. *Social Sciences & Humanities Open*, 12, Article 102194. <https://doi.org/10.1016/j.ssaho.2025.102194>
8. Miao, C., Humphrey, R. H., & Qian, S. (2021). Emotional intelligence and job performance in the hospitality industry: A meta-analytic review. *International Journal of Contemporary Hospitality Management*, 33(8), 2632–2652. <https://doi.org/10.1108/IJCHM-04-2020-0323>

9. Mir, R. A., & Rastogi, E. (2025). Mitigating employee turnover in hospitality industry through emotional intelligence: Evidence from Kashmir, India. *GeoJournal of Tourism and Geosites*, 58(1), 475–483. <https://doi.org/10.30892/gtg.58144-1429>
10. Orhan, A. (2024). Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF): Reliability generalization meta-analysis. *Personality and Individual Differences*, 224, Article 112633. <https://doi.org/10.1016/j.paid.2024.112633>
11. Sancho-Cantus, D., Álvarez-Nölting, P., Privado, J., Cubero-Plazas, L., Botella-Navas, M., & Cañabate-Ros, M. (2024). Transcultural adaptation of the Interpersonal Communication Competence Scale (ICCS) in Spanish health sciences undergraduate students. *Healthcare*, 12(24), Article 2507. <https://doi.org/10.3390/healthcare12242507>
12. Sanz-García, A., Ros-Martínez, A., López-Navas, A., & Puig-Cabrera, M. (2024). Psychometrics of emotional intelligence in hospitality: A cross-sectional study on human capital and quality of service. *Tourism and Hospitality*, 5(1), 237–250. <https://doi.org/10.3390/tourhosp5010016>
13. Schepers, S. A., Phipps, S., Devine, K. A., Noll, R. B., Fairclough, D. L., Dolgin, M. J., Ingman, K. A., Schneider, N. M., Voll, M. E., Askins, M. A., & Sahler, O. J. (2023). Psychometric properties of the 52-, 25-, and 10-item English and Spanish versions of the Social Problem-Solving Inventory-Revised. *Frontiers in Psychology*, 14, Article 1213784. <https://doi.org/10.3389/fpsyg.2023.1213784>
14. Schürmann, V., Bodemer, D., & Marquardt, N. (2025). Applying debriefings in the context of higher education: How joint reflection fosters students' collaborative problem solving. *Social Psychology of Education*, 28(1). <https://doi.org/10.1007/s11218-024-09991-3>
15. Zhaoquan, F., Yaping, W., & Jiayu, P. (2025). Effects of reflective diaries guided by Kolb's experiential learning theory on learning engagement and academic emotions in nursing undergraduates: A quasi-experimental study. *Scientific Reports*, 15(1), Article 41958. <https://doi.org/10.1038/s41598-025-25940-2>
16. Zhu, D., Doan, T., Kanjanakan, P., & Kim, P. B. (2022). The impact of emotional intelligence on hospitality employees' work outcomes: A systematic and meta-analytical review. *Journal of Hospitality Marketing & Management*, 31(3), 326–347. <https://doi.org/10.1080/19368623.2021.1978914>