

## **Portfolio-based Analysis and Competencies of Hospitality Management Students in Events Management: A Basis for Syllabus Enrichment**

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**Abstract** – Skill competence is the central ingredient of the market, and identifying its level prior immersion is a vital labor-oriented principle. This study aimed to identify the level of competence of Hospitality Management (HM) Students in PSU – Lingayen in Events Management in major indicators, namely, Company Profiling and Bidding Process. Using a mixed method of research by triangulating survey-questionnaire results with documentary content analysis, findings showed that the HM students are generally competent. However, areas of weakness which are considered as opportunities for improvement are found including the need to require students to write business legal documents like memoranda of understanding and agreement, among others. Recommendations to integrate the findings in existing TEC 109 Events Management Syllabi are advised in Course Outcomes 6 (Event Proposal), 7 (Communication letters), and 9 (On-site Event).

**Keywords** – Competence, Events Management, Hospitality, Syllabus Enrichment

### **INTRODUCTION**

In education, the substance of what students learn depends primarily from his or her teacher during instruction. While learning can be vicarious, much of student learning is an input from the teacher in all forms of instruction, including modules which teachers prepare for students who prefer ‘independent’ studies. In the same way, the teacher learns from his or her students as well. The teacher learns from his or her students by identifying what lesson in the curriculum or syllabus has been taught which needs re-assessment, or which is to strengthen, among the thousands of other ideas. The curricula or syllabi in the trifocal system of education in the Philippines is competency-based, or objective-focused. Attainment of the competencies is normally done at the completion of the semester or activity, and yet results are not used to improve teaching, for whatever reason. How can results of studies on competency help improve teaching? Findings have to be incorporated in existing syllabus or curricula for enrichment, enhancement, modification, revision, among others things.

Educators, including college faculty members, are considered catalysts for social transformation and as such, they are responsible for identifying the needs of the learners, especially during these times of fast evolving complex, technologically-based society [2]. Much has already changed, especially in the field of education. Researchers have recently considered studying competencies in various fields including information literacy competency [6] among open university students in one university, application of technological competencies among educators in Thailand [7], and in fact others drafted competencies for research education that is spiral and contextualized [3], competency in computer systems services of teachers [8], instructional competence among teachers in a catholic school [5]. In the field of Hospitality Management, the Pangasinan State University President, Dr. Buted noted that one of the biggest challenges hospitality educators face today is determining clear goals and objectives for the curriculum to the constantly changing needs of the industry. It is crucial to close the gap between what is taught

to students and what the industry expects from the graduates being hired [1].

Events Management is a course that examines the principles of conceptualizing, planning, managing, and evaluating meetings and events and festival management topics including the significance of conventions and events in tourism, event design, project management, methods and evaluation, physical requirement, organizing, promotion and sponsorship.

Realizing the need to update existing syllabus used in teaching TEC 109 Events Management course and considering the changing nature of both students and instruction, this study attempted to identify the level of portfolio-based competencies of Hospitality Management Students with the hope of integrating the findings in updating existing syllabus for the subject.

**OBJECTIVES OF THE STUDY**

Generally, this study aimed to identify the portfolio-based level of competencies of Hospitality Management Students of Pangasinan State University, Lingayen Campus in the course Events Management (TEC 109) during the Academic Year 2018-2019. Findings of the study will be used to propose an enriched syllabus for TEC 109 Events Management of the College of Hospitality Management of the University.

**MATERIALS AND METHODS**

This study employed mixed-method research which consists of quantitative as well as qualitative methods. The quantitative aspect employed the survey-questionnaire technique among Hospitality Managements Students who were randomly selected from among the Hospitality Managements Students who were presently enrolled in TEC 109 Events Management. In analyzing the result from the survey, weighted means and their interpretations are reported. The qualitative aspect employed content analysis [2] from among randomly selected portfolios of Hospitality Management available as archives from of the <sup>1,3</sup>researchers and were analyzed by another <sup>2</sup>researcher. In analyzing the portfolio using content analysis, the

analyst used dichotomous key. Findings from the responses on the survey-questionnaires will be used to proposed an enriched Syllabus for TEC 109 Events Management Course. In both ratings, frequency and percentages are reflected.

**RESULTS AND DISCUSSION**

**Level of Competency of Hospitality Management Students in Profiling a Company or Organization**

Table 1. Means and corresponding interpretation of the level of competency of HM Students in Company Profiling

<i>No</i>	<i>Competency</i>	<i>M</i>	<i>I</i>
1	Sketching a company logo	4.35	VHC
2	Explaining the meaning of the company logo	4.12	HC
3	Identifying the company address for strategic marketing	3.34	C
4	Identifying means of communication (website, contact number, facebook, vlog, etc)	4.78	VHC
5	Writing a company vision	1.76	NC
6	Writing a company mission	1.35	NC
7	Developing an organizational chart for the company	3.96	HC
8	Filling up SWOT chart	1.12	NC
9	Filling out an Action Plan using results of SWOT Chart	1.65	NC
10	Identifying services which the company or organization offers	4.54	VHC
11	Citing past company events for easy marketing	2.56	MC
12	Identifying potential event partners, suppliers, affiliates	3.14	C
13	Contacting potential event partners, suppliers, affiliates for a business agreement	1.78	NC
14	Securing legal documents through legal process (DTI, BIR, Business Permits, Fire Safety Certificate)	1.18	NC
	<b>Ave. Mean</b>	<b>2.83</b>	<b>C</b>

Table 1 generally reports that the Hospitality Management Students are ‘competent’ (*M*:2.83, ‘C’) in terms of profiling a company or organization. The ability to profile a company and organization of their own is a vital skill for a would-be event organizer, like how future Hospitality Management graduates are expected to offer as one of their services in the market. To be able to identify their competence at this point in their college life along any and all the indicators of company profiling therefore is appropriate.

Further, the table shows that the HM Students are ‘Very Highly Competent’ in three indicators, and are arranged based on increasing level of competence viz: sketching a company logo (*M*: 4.35), identifying services which the company or organization offers (*M*:4.54), and identifying means of communication like website, contact number, facebook, vlog, and the like (*M*:4.78).

Furthermore, the table reports that the HM Students are ‘Not Competent’ in most of the indicators, and are arranged based on decreasing level of competence, viz: contacting potential event partners, suppliers, affiliates for a business agreement (*M*: 1.78), writing a company vision (*M*:1.76), filling out an Action Plan using results of SWOT Chart (*M*:1.65), writing a company mission (*M*:1.35), securing legal documents through legal process like DTI, BIR, Business Permits, and Fire Safety Certificate (*M*:1.18), and filling up a SWOT Chart (*M*:1.12).

Moreover, data on Table 1 imply that the HM Students are generally not competent along indicators that require other skills or competency, and those with legal concerns.

Table 2 generally establishes that the Hospitality Management Students are ‘competent’ (*M*:2.98, ‘C’) in terms of the bidding process. The ability to bid or present a bidding proposal to a client is indispensable in proposing a partnership and or winning the approval of a prospective client, and when done successfully, that means ‘business’.

**Level of Competency of Hospitality Management Students in the Bidding Process**

Table 2. Means and corresponding interpretation of the level of competency of HM Students in the Bidding Process

<i>No</i>	<i>Competency</i>	<i>M</i>	<i>I</i>
1	Writing a proposal letter or a letter to bid	4.54	VHC
2	Writing an Event Brief with the 5Ws and 1H	4.28	VHC
3	Identifying appropriate venue appropriate to the event	2.54	MC
4	Selecting appropriate decors or staging in the venue	2.49	HC
5	Selecting appropriate and accredited suppliers	3.40	C
6	Writing an Event Program properly and appropriately	3.45	HC
7	Writing an Event Calendar for events that require multiple schedules	2.41	MC
8	Projecting a correct timeline and implementation of tasks	3.51	C
9	Preparing the Budget Proposal for the event	3.26	C
10	Identifying Event Costing	3.24	C
11	Preparing a Memorandum of Understanding with the accredited suppliers	1.17	NC
12	Preparing a Memorandum of Agreement with the client	1.45	NC
	<b>Ave. Mean</b>	<b>2.98</b>	<b>C</b>

Further, the table shows that the HM students are generally ‘Very Highly Competent’ in two indicators, and are arranged based on increasing level of competence, viz: writing an Event Brief with the 5Ws and 1H (*M*:4.28) and writing a proposal letter or a letter to bid (*M*:4.54).

Furthermore, the table shows that the HM Students are ‘not competent’ in two indicators , and are arranged based on decreasing level of competence, viz: preparing a Memorandum of Agreement with the client (*M*:1.45) and preparing a Memorandum of Understanding with the accredited suppliers (*M*:1.17).

Moreover, data on the table imply that the HM students are not competent (yet) in indicators in the Bidding Process that require writing of legal papers like MoU and MoA.

**Analysis of HM Student Portfolios in TEC 109 Event Management**

Table 3. Frequencies and Percentages on the Competent Portfolio Component of the HM Students as reflected by sampled portfolio outputs in Events Management (*n=15*)

<i>No</i>	<i>Portfolio Components</i>	<i>f</i>	<i>%</i>
1	Company logo	9	60.00
2	Company name	13	86.67
3	Company Address	13	86.67
4	Contact Number/Website	14	93.33
5	Company Location/Map	12	80.00
6	Company History/Description	12	80.00
7	Company Vision	6	40.00
8	Company Mission	7	46.67
9	SWOT Analysis	7	46.67
10	Action Plan	7	46.67
11	Organizational Chart	8	53.33
12	Company Services	6	40.00
13	Company Past Events/Clients	12	80.00
14	Suppliers/Partners/Affiliates	12	80.00
15	Strategies and Promotion	13	86.67
16	Legal Compliance	5	33.33
17	Proposal letter	14	93.33
18	Event Brief	9	60.00
19	Information Needs Proposal	11	73.33
20	List of Accredited Suppliers	12	80.00
21	Event Program	6	40.00
22	Event Calendar	9	60.00
23	Timeline & Implementation	12	80.00
24	Event Budget Proposal	4	26.67
25	Event Costing	5	33.33
<b>Total</b>		<b>10</b>	<b>100</b>

Table 3 generally reports the frequencies (number of portfolio rated as ‘Competent’ for the corresponding portfolio component) and their percentages. While the students believe on their competence (‘Very Highly Competent’, *M:4.35*) in sketching a company logo as found in Table 1, the sampled portfolio showed a different result (60.00%). This implies that what the students think as logo could be different to what the industry wants, which is usually catchy to attract prospective clients.

Table 3, aside from those mentioned above, show consistent results upon triangulation with Tables 1 and 2. Basically, this means that the rating of the HM students on their level of competence in Events Management are appropriately reflected and rated by an independent qualitative researcher including the low competence in indicators requiring basic legal knowledge and processes. The table also establishes that the HM students are generally competent to indicators that require the use of technology and aesthetic ability like stage decors, facebooking and the like for marketing or promotion strategies.

**CONCLUSIONS & RECOMMENDATIONS**

This study concludes that the Hospitality Management Students are ‘competent’ in both company profiling and bidding process, skills necessary for a successful Events Management Service. Areas of strengths are found as well as areas of weakness which could be considered as opportunities for improvement.

The researcher recommends the following principles to be integrated in existing syllabus in TEC 109 Events Management against the Course Outcomes required of the course:

<i>CO No.</i>	<i>Course Outcomes</i>	<i>Integrate</i>
6	Prepare an event proposal based on specific client requirements or based on planning	Require the students (individual or grouping) to include in their portfolio the following ‘sample’ legal permits: DTI, BIR, Business Permit (from their municipality), and Fire Safety Certificate
7	Prepare Communication Letters	Require the students to prepare a Memorandum of Understanding and Memorandum of Agreement (samples)
8	Develop and conduct an on-site event	Conduct a ‘mini-business deal meeting’ with a prospective client in a community

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