

**CONTRIBUTION OF INTERNSHIP IN DEVELOPING MANAGERIAL  
COMPETENCIES**



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In Partial Fulfillment of the requirements for the degree Bachelor of Science in  
Hotel and Restaurant Management

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## APPROVAL SHEET

The research entitled **“THE CONTRIBUTION OF INTERNSHIP IN DEVELOPING MANAGERIAL COMPETENCIES”** prepared and submitted by Ms. Mariane Jane L. Gonzales, Ms. Irese P. Galgo and Ms. Mona Liza C. Durias, in partial fulfillment of the requirements in Bus 6, has been examined and hereby recommended for approval of acceptance.

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## **ABSTRACT**

This study is entitled “Contribution of Internship in Developing Managerial Competencies” of the HRM/TM OJT in the University of Mindanao. The purpose of this research is to determine the contribution of internship in developing the managerial skills of the graduating students of Tourism/HRM. This study aims to know the level of contribution of internship in developing managerial competencies; the significant difference in managerial competencies of the interns involving their sex and program between the HRM and Tourism students of the University of Mindanao. Through the descriptive correlated method, the researcher distributes a survey questionnaire to the total of 100 respondents which are the Hotel and Restaurant Management and Tourism Management student interns of the University of Mindanao. With that, the researcher found out that there is a very high level of contribution of internship in developing managerial competencies of UM HRM and Tourism student interns and the sex and program of the respondents do not vary significantly. Therefore, this study focuses on the scenario and fulfilments of the student interns in their field. In the basis of foregoing conclusion, the school must prioritize programs that are geared towards the empowerment of the students’ competence.

**Keywords:** Internship, Managerial Competencies, Communication, Teamwork, Multi-cultural, Self-management.

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M.L.G

M.C.D

I.P.G

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Background of the Study

Hospitality and tourism industry is known as one of the biggest and fastest rising business in the world (Walker, 2006). Petrillose and Montgomery, (1998) as cited by Walo (2001) said that in order to meet the future demands for compatible and suitable skilled managers and worker, continuing cooperation and discussion with industry and systematic labour is required to ensure the goals of all primary stakeholders: scholars, teachers and industry employers. One form of association and cooperation often include in tourism and hospitality universities courses is internship or what we called workplace experience. Irandoust (2013), in his study, stated that Indonesia has revealed that tourism and hospitality recruiter who find and get suitable people, view favorably or prefer the graduates who undergone the internship as part of their courses and degree. According to William and Buswell (2003) as cited by Beggs, Ross and Goodwin (2008), it is serious that existing and new travel and tourism education programs develop and expand training, educational courses, and programmes that produce quality graduates competent to perform in these organizations.

Internationally, differences have appeared between the descriptions and assessments of competence and capability developed in the USA and the methods, systematic procedure and technique adopted in the UK. It is debated that each perception is inadequate and therefore lacking as a comprehensive structure and the definite pattern for understanding both managerial competence

and the management of performance (Cheng & Pike, 2003). According to Mintzberg (2012), managers need to have their own set of competencies in order to do their job effectively. These competencies are what the managers' uses to assist the organization in accomplishing its goal. Managers will make use of their own capacities, knowledge, experiences, and perspective to increase the productivity of those whom they manage. However, according to Land (2010), many businesses hire interns who require little or no pay, can work for long hours and still do not know much about the trade or focus of business.

A study on Practicum Performance in Singapore and in the Philippines on Hospitality Students in a State University by Arroyo (2011) was conducted and administered to assess and determine the level of on- the- job training (OJT) performance. The On-The-Job training programs have been applied successfully and allow the on- and off- campus of the practicumers of the B.S Hotel and Restaurant Management and Food Business Management of Central Mindanao University (CMU) at Musuan, Bukidnon. The level of implementation of the OJT programs significantly influences the level of job performance of the practicumers (Arroyo, 2011). According to Fabregas (2014), internship allows participants to acquire the practical knowledge and abilities offered by the professional world which they wish to form part of, and at the same time to improve their curriculum vitae. In addition, McGuire (2011) stated that college internships allow the students to beef up their portfolio or resume. Internships are also the ultimate social network by remembering the social aspect of making contacts with people while working at college internships.

It is in the initial internship, managerial problems and the rapid growth of tourism and hospitality industry which lack of skilled and competent workers that

encourage the researchers to conduct and administer a study on contribution of internship in developing managerial competencies of the HRM and Tourism OJT's/graduating students of University of Mindanao. The researchers wanted to investigate whether the contribution of internship or the workplace experience towards the HRM/TM OJT's in the University of Mindanao has a big factor in developing their managerial competencies. Researchers strongly believed that the demand of competent and skilled managers in the industry of HRM and Tourism will increased in the future, and because of this they conducted this study to equip the graduating HRM and Tourism students to have their proper and appropriate competencies.

### **Statement of the Problem**

This study aimed to determine the contribution of internship in developing managerial competencies among the OJT's/graduating HRM and Tourism students of University of Mindanao. Specifically, the study aimed to answer the following questions:

1. What is the level of contribution of internship in developing managerial competencies of the HRM/TM graduating students of University of Mindanao in terms of:
  - 1.1 Communication Competency;
  - 1.2 Teamwork Competency;
  - 1.3 Strategic Action Competency;
  - 1.4 Multicultural Competency; and
  - 1.5 Self-Management Competency?

2. Is there a significant difference in the managerial competencies of the respondents when analysed by sex and program?

### **Hypothesis**

The null hypothesis of the study was tested at 0.5 level of significance.

**Ho<sub>1</sub>:** There is no significant difference in the managerial competencies of the respondents when analysed by sex and program?

### **Review of Related Literature**

The researchers provided existing information and other related studies in this section for further understanding of on-going research. These sections discuss the theories, concepts, and views regarding the topic under research.

Internships are created and form by the employer to meet organizational needs, while at the same time will contribute to the needs of the graduating students to have proper trainings. Interns make an immediate and time limited commitment to gain proficient involvement in their field of interest. The employer in return, pledge to deliver a learning experience, gain competence and specific work assignments related to a student's studies and/or career interests (Whitney, 2014). According to an article, The Jackarta Post (2013), it is also interesting to pay attention and note that youth unemployment in Indonesia suffers disproportionately from the skills gap. Surveyed employers refer here to the youth's lack of practical experience and the poor quality and characteristic of schooling. In addition, internship can be abundant learning experiences and a proper training for students and provides students with opportunities to better

connect their academic learning to a real and practical world experience. Students can also develop diverse and different professional relationships through involving and participating in an internship program (Duarte, Tanner, and Rosa, 2013).

Liu, Xu and Weitz (2011) as cited by Walker (2012) stated that a desired internship experience can certainly lead to student's opportunities to become larger and chances to be hired immediately or right after graduation. Academic advisers can contribute to the value of students' internships by helping and encourage them reflect and use on their internship experiences after they return to campus. Moreover, the experiences of the internship can also effect or result students to become more reflective in other aspects of their lives, such as their duties and responsibilities as organizational leaders (Capasso & Daresh, 2001). In addition, tourism and hospitality employers have raised concerns regarding the scarcity of suitably qualified workers. They claim there is a severe shortage of both management and skilled workers, particularly in the hotel and resort sectors, and that the education of these potential employees needs to be more aligned with industry needs (Goodman & Sprague, 1991). Furthermore, according to Umbreit, (1993), the predicted growths in tourism-related industries and expected shortages of skilled workers have been reflected in a rapidly growing number of related university courses. These courses aim to meet an increasing demand for qualified flexible professionals who can meet the demands of a volatile and changing business environment.

Sweitzer and King (2009) stated in their research that colleges and universities use and practice experience in a work environment as an extremely important part of many professional curricula and usually happens near the

completion of regular course. The main purposes of this are to allow the student to view acquired or to come to have a new or added theory on an actual practice and grant the learner the opportunity to practice prior to professional employment. According to McGuire (2011), internship is important in gaining great experience to complete classroom learning and make valuable industry contacts that can be essential to landing the ideal job upon graduation. In addition, management students in internship program can reportedly develop competence in several generic areas of management (Walo, 2000).

The internship program is an opportunity and a chance for intellectual and emotional development. This may be important and significant for an internship but this will also be important and significant in your life, whatever path or track you choose (Sweitzer & King, 2009). According to Scotlan (2011) in her study of Internship Advantage, stated that graduates who get better jobs recognize that employers check not only their academic record for verifying learning potential, but also their relevant and actual work experience and appropriate skills. Internships allow students to acquire the experience and skills essential to acquiring a satisfying job upon graduation. Internships are now offered in almost every career area by employers who recognize the importance of on-the-job training, and who often groom their most promising candidates for full-time positions (Scotlan, 2011).

If one allow and grant oneself the opportunity and chance, one can learn a wonderful amount, gain knowledge and understand oneself. The internship can be a strong effect material and fundamental for personal growth, providing opportunities to have a sense of your potential and capability through work under supervision of experience and qualified supervisors. There will be opportunities to

accomplish task or usually assigned piece of work independently and test one's creative and resourceful capacities while doing so (Sweitzer & King, 2009). According to Vogt (2013), employers overwhelmingly point to internship experience as the most important factor they consider in hiring new college graduates for full-time positions, and they have a variety of self-serving reasons for feeling that way. In addition, Furco (1996) as cited by Bukaliya (2012), stated that students engage in the internship activities primarily for the purpose of providing them with hands-on experience that enhances their learning or understanding of issues relevant to a particular area of study.

Students enter in an internship primarily for career exploration. They may be studying something and want to see some ways in which they can put into practice. For other students, an internship is the culminating academic experience in a highly structured and sequenced set of experiences and can be a chance to pull together and apply much of what they have learned. And, of course there are internship whose purpose falls somewhere in between these two position. For everyone though, the internship is a chance to take the next step, to acquire more of the knowledge skills, attitudes and values of a profession, to explore how will it fits with personal interest and strength (Sweitzer & King, 2009). According to Thompson (2012), career exploration can motivate and inspire students to think about the connection between a degree and their career. This connection can assist with selecting colleges providing the best fit in the first place, make the college experience more meaningful, and increase fortitude in the face of challenges. Career exploration must be integrated into every school subject and educators must be able and willing to show the



relevance between academic skills and concepts to specific occupations (Michael, 2012).

According to Royse, Dhooper, and Rompf (2007) as cited by Sweitzer and King (2009) believed that internship also able and afford the students an opportunity to understand and experience the world of work in a more complete and perfect way. It is also an opportunity to become more sociable into the norms and values of a profession (Switzer & King, 2009). In addition, Keppeler (2013) in his article, What to Expect from Your Internship, stated that first internship may be first chance to see how classroom learning applies to the real world and it is the best way to evaluate what has been learned in school and what's need to be learned further. Furthermore, internships help better understand the field, help cement (or at times change) career goals, and give the experience employers demand – even of college graduates (Hansen, 2011).

A large amount of internship also gives attention to academic learning, which is the applied learning of a specific and definite academic discipline. Internship is extremely good opportunity for this group of learning, and in some, internship is the primary purpose and reason. Riegel and Dallas (1998) express clearly that professional development as an organized process is designed to improve, enhance and increase a student's effectiveness and performance as a manager, both in present and in the future. Mizell (2010) stated in his study that effective professional development enables educators to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs. In addition, Ganzer (2000) as cited by Quattlebaum (2012) stated that

professional workshops and other formally related meetings are a part of the professional development experience. Professional development helps educators develop a deeper understanding of what it means to be an effective teacher, bringing them to the forefront of their field.

According to a 2008 survey conducted by Economist Intelligence Unit, as cited in the article of The Jakarta Post (2013), relating to a number of Indonesian employers 'essential skills' such as numeracy, literacy and other common skills and practical experience are become aware to be closely vital and significant as academic knowledge for professionals and the skilled workforce. In Indonesia, there is a skills mismatch between what universities are preparing their graduates for, and the market requirements. There is serious concern among employers in Indonesia on existing general skills mismatch between the demands of the job market and the skills of the university graduates. According to Thomlison and Corcoran (2008), as a student, we will come with essential skills for ready learning in the internship. As a professional, you have to acquire strong communication skills, written, and oral. However, it seems many employers are struggling to hire the right intern – the one who will step in with some hustle, an entrepreneurial spirit and a great attitude – and make an immediate impact (Babbitt, 2012).

Despite the revised quality of educational programs of Indonesian University and increased years of schooling and greater overall educational programs related to large number of participant in higher education, graduates are found to be unprepared and not ready for the job market. Surveyed employers, refer here to the youth's lack, short and deficient of capacity and practical experience, and the poor feature or quality of schooling (The Jakarta

Post, 2013). Professional development should be measured and advised extremely important to the management of new ideas, methods, device, modification and enhancement. Those are included in the management of school that want to know and understand the possible internal and external bound and quantity within which they work; uncertainty and perplexity in these respects will lead to frustration, dissatisfaction, and disagreements (Mukherjee, 2000). In addition, through the use of such internships, current department heads, supervisors, and upper management would be able to analyse how well a prospective employee would fit in within an organization or if further training or even reassignment to another department would be the best choice if the intern was offered permanent employment (Scheid, 2011).

Managerial Competencies is a set of information, understanding, skill, behaviors, and attitudes that a person perform to be effective in a wide group, and perception of positions and various types of organizations (Slocum, Jackson, & Hellreigel, 2008). According also to David and Porter (2008), management is best defined not as limited number of top great importance or influence position, but as a set of competencies, attitudes, and qualities widely applied distributed throughout the organization. In addition, Boyatzis (2008) defined competencies as a human ability to behave in a way to meet job requirements in parameters given by the organization's environment and thus to achieve the required results. Managerial competencies are activities, knowledge, skills or attitudes and perhaps also personal characteristics necessary to improve management performance. Furthermore, Schroder (1989) uses a similar classification of competencies and distinguishes between basic competencies and high performance competencies. Basic competencies are defined as knowledge and

skills essential for the performance of a manager's job. High performance competencies are relatively stable manifestations of behaviour thanks to which the entire teams led by the manager accomplish excellent above standard results.

Managerial competency model contains key characteristics required to achieve the required level of a manager's performance. A complete competency framework helps employers plan for future development, identify a suitable career path and cultivate related competencies (Noe, 2008). According to McClelland (1973), different competencies predict outstanding performance in different roles, and that there is a limited number of competencies that predict outstanding performance in any given job or role. In addition, Martina, et al., (2001), stated that managerial competencies identification and development has a number of advantages for organizations; it broadens the labour potential of managers and thus also the possibilities for dynamic development of work teams and subsequently of the organization as a whole. In order to achieve this effect, the development programme of an organization has to have a clear and systematic conception that would take into account expected future changes.

Whetten and Cameron (2011), stated that growing larger and advance managerial skills is design to aid or assist one to improve personal competencies development – to change behaviour. Management skill is, first, linked to a more complicated and not easy knowledge base than other kinds of skills. And, second, it is essential and natural connected to mutual and reciprocal action or influence with other individuals. According to Katz, as cited by Akrani (2011) in his blog, manager must be able to take quick and correct decisions. The success or failure of a manager depends upon the correctness of his decisions. Maslow

(1970) suggests that all individuals have an in-built need for personal development which occurs through the process called self-actualization. This refers to self-fulfilment and the need to reach full potential as a unique human being. In addition, Mintzberg, (1975), claimed that a manager's work has central importance to all aspects of management. Managers are viewed as the nerve centre of the unit having interpersonal contacts with both internally and externally. The processing of both written and oral information is a key function of the manager's job (Mintzberg, 1975).

Any method that cause to grow, to become bigger or more advance management skill, must involve and include heavy amount of relating to what is real application and administering. So, developing the skills of conducting and supervising, is the basic nature connected to both conceptual learning and behaviour practice. Furthermore, improving your management skills is not only designed for just individuals who plan to enter managerial positions or who presently handle, administer and supervise organization (Whetten & Cameron 2011). According to Bynghall (2011), developing skills begins with assessing which skills are important for your desired career development. It's both important and rewarding to continue to develop skills and move forward. In addition, Henry (2014), suggested to spending an hour every day learning something new related to job or career gives an easy-to-schedule way to make oneself essential at work and improve skills so one can grow.

Skill development is reflected in supervisor interaction between supervisor and students (Miller, Walker and Drummond, 2002). This interaction is restricted as skill, personal awareness, and confidence increase for the student. The suitable students are more likely to learn about new particular form of practice

that express a skill and turn it into their own distinct particular way. The mutual, reciprocal actions and influences continuously change incrementally toward a higher level of independent opinions, decisions, and judgment by the student and more mutual and advising publicly stated opinions on the part of the supervisor. Managerial competencies identification and development are important tools of human resources management that is aimed at achieving strategic organizational goals. Due to current dynamic development and changes, more and more attention is being paid to the personality of managers and their competencies, since they are viewed as important sources of achieving a competitive advantage (Martina, Hana and Jiří, 2012). In addition, according to Bakke (2012), the essence of effective leadership is motivating your team to consistently perform while instilling a desire to improve, as well as cultivate employee loyalty to colleagues, and, ideally the company.

Skills are particular and exactly related to abilities that result from knowledge, information, practice and capacity. Although managers need many individual skills, Snell (2003), considers the three general categories: technical, which relating to the practical use of machine, conceptual, relating to the use of thinking skills, and human skill, relating to the skills that a human man perform. In addition, Doyle (2013) stated that required skills may vary depending on the type of position the employer is hiring for. Required skills will vary based on the job for which you're applying, so also review a list of skills listed by job and type of skill. Skills require knowledge and ability to apply that knowledge competently and efficiently has to be acquired by practice. A skilled person is one who has done the job effectively number of times and in the process of doing so, improved his efficiency at the job (Tracey, 1990). In addition, Katz, (1955) stated that it

should also be noted that promotion in managerial hierarchy is often linked to a manager's ability to acquire the management skills and competencies that a particular company believes are important. Top managers tend to spend more time using their conceptual skills. Furthermore, the rapid changes in technology, organizational structures, and jobs, require workers to adapt more quickly to the changing requirements of the job. Tasks may change more rapidly than skill requirements. Skills, even occupationally-specific skills, allow for the learning and application of the skill in a different context. There is also considerable evidence for substantial economic returns on investment in skill enhancement (Bassi, et al., 2000).

Communication Competency is the ability to transfer and exchange the information effectively that leads to understanding between yourself and others. Because managing involves getting work done through other people, communication competency is essential or very important to effective managerial performance (Slocum et al., 2008). Communication is not doing something to other people; it is something that you do together with them. It is both informal and formal. Usually, it is a dynamic, compromise series of action that includes both taking and giving messages to other people. In the six managerial competencies, communication is the most essential and important. Unless you can express yourself and understand others in written, oral, and nonverbal (e.g., facial expression and body posture) communication, you can't use the other competencies effectively to succeed in tasks through other people. According to Taylor, et al. (2005), people are not equally skilled in using a particular language in all communication processes. Their skills vary as the medium used changes.

Likewise, communication skills are arguably the most important academic skills for later success in life (Morreale, et al., 2000).

In addition, Dodd, (2012) defined communication in business and the professions as the “participant interpreting information by interacting through sending and receiving messages across a channel in an organization context”. In this definition of communication, it helps us understand the truth that when people interact, they understand and learn from each other at once. Likewise, Sturman, Corgel and Verma (2011), communication theorist classifies this simultaneous sharing and learning of a message as a transactional approach to communication. Listening effectively is one of the key ingredients of success in hospitality management. A study of senior executive confirmed that listening is the most important communication competency for career development. Most important, listening is critical to understanding your guest expectations and delighting them by exceeding those expectations. Career success in hospitality begins with listening and as you’ll soon discover, the need for effective listening never ends (Sturman, et al., 2011).

To equip thoroughly in responsibilities through small groups of people who shared and done by responsible people and whose job requires coordination is teamwork competency. Managers in organizations that make use of teams can become more effective by designing teams properly, creating a supportive team environment, and managing team dynamics appropriately (Slocum et. al., 2008). Strategic action competency includes understanding the business, knowing well the organization, and taking strategic actions. Strategic action competency is a key managerial skill for mid- to upper-level management. A key factor in strategic action is anticipation and forecasting. Just as a good general anticipates the



action of the enemy, a good manager plans for contingencies and possibilities based on his perception of what the competition will do next and what the customer will want or need (McMahon, 1995). In addition, according to Sparrow and Hodgkinson (2006), strategists are increasingly faced with a complex, ambiguous and continuously changing environment and organizational actors across all levels of the hierarchy, managers and non-managers alike, are having to absorb, process, make sense of, then disseminate a bewildering flow of information in order to make decisions and solve problems.

In present day, employees at all levels and in all functional areas are being challenged to think strategically in order to accomplish their works better and properly. They are expected to acknowledge and admit that whatever cause changes in a company's strategic direction are to be expected—even anticipated. Managers and employees who understand the industry can correctly anticipate strategic general direction of change and prepare for the future needs of the organization, and they are less likely to find themselves looking for new jobs when the organization changes direction (Slocum, et al., 2008).

Multicultural competency refers to knowing the worth, admiring, and responding to diverse political, cultural, and economic issues across and around the nations. Just knowing about other cultures isn't enough; appropriate and the right attitudes and skills are needed to easier explain this knowledge into effective performance. Having an open minded and attitude towards cultural variances and sensitivity to them, are especially important for anyone who must work or perform functionally across cultural boundaries. Knowledge about other cultures and an open attitude and sensitivity about cultural differences set the stage for working with people from other backgrounds. Global managers must comprehend other

societies' religions, languages, values, laws, and ethics (Slocum, et al., 2008). Sue (1990), stated, becoming culturally skilled is an active process, that it is on-going, and that it is a process that never reaches an end point. Implicit is recognition of the complexity and diversity of the client and client populations, and acknowledgement of our own personal limitations and the need to always improve. In addition, openness and sensitivity is one of the most important in recognizing the culture differences of people in how they think and act (Slocum, et al., 2008). Furthermore, the best development strategy may simply be to teach people the basics and help them "learn how to learn." This is what we do in the next section of this chapter: Provide a developmental strategy that will help leaders to increase their multicultural awareness, knowledge, and skills for both international business and for leading a diverse and multicultural workforce at home. Developing competence, especially multicultural competence, is not easy, but leaders need to aspire to competence to be effective in a multicultural environment (Birchall, et al., 1996).

Self-Management Competency refers in developing oneself and to take responsible for one's life at work and beyond. Often, when things don't go fine, people tend to blame their complications on the circumstances in which they find themselves or to other people (Slocum et. al., 2008). According to O 'Keefe and Berger, (1999), directing one's affect behaviour and cognition in an organized way in order to do a specific and particular goal. It is guiding oneself in a purposely manner so that our reality begins to look like our wish list. Self-management is to permit and to make official goal to some people, because they badly and wrongly interpreted its sense and its purpose as self-controlled and self-centred. In addition, Trinity College Dublin (2014), posted this statement in

their site, a key skill in self-management is self-regulation. Self-regulation refers to individuals monitoring, controlling and directing aspects of their learning for themselves.

Self-management also involves honest self-examination and normally it gives benefits to others. The purpose of Self-management is to allow each of us to actualize our full potential – emotionally, behaviourally intellectually – in order to improve the quality of our live and of those with whom we interact. In practice, self-management requires choices – choices we make about how to achieve every aspect of our lives – our inspiration, time, study habits, personal relationships and self-confidence (Slocum, et al., 2008). In addition, Adams, et al, (2004), stated that self-management refers to the tasks that an individual must undertake to live well with one or more chronic conditions. These tasks include gaining confidence to deal with medical management, role management, and emotional management. Furthermore, The Alliance posted a statement in their blog that self-management does not mean having to manage alone without support. It enables people to make informed choices about how and when to draw on different kinds of support. It is not an individual action, specific treatment or service. It has to be tailored to each person's needs, circumstances and wishes. It supports people to live full lives while dealing with the reality of living with a long term condition.

Literature and related studies revealed the contribution of internship in developing managerial competencies. According to Walo, (2000), there has been a proliferation of tourism and hospitality programs over the past decade, but research into skills and competencies required for effective management continues to be dominated by the hotel and hospitality sectors of the industry. For

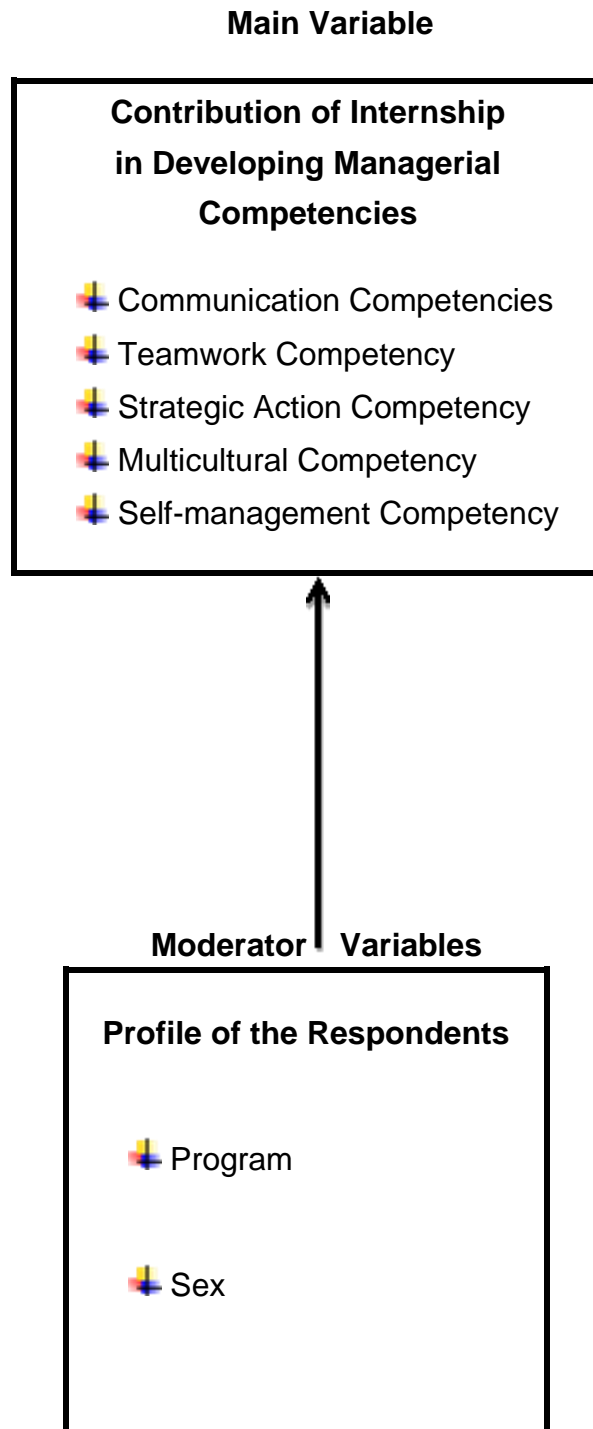
all programs to remain vital, it is crucial that curricula reflect the needs of all sectors of the industry and prepare students to meet future challenges. The demand of competent and skilled managers in the industry of HRM and Tourism will surely increase in the future, and the internship will help lot the student improve their competencies if they undergone the internship.

### **Theoretical and Conceptual Framework**

This theory is anchored on the Competency Based Management by Slocum, et al., (2008) which states that managerial competencies are sets of knowledge, skills, bahaviors, and attitudes that a person needs in order to be effective in a wide range of positions and various types of organization. They also add that the individual are being judge not just only by how clever they are, but also by how well and better they manage their self and handle others.

Figure 1 shows the variable of the study, which has two sets of variables namely: main variable and moderator variable. The main variable is the contribution of internship in developing managerial competencies with the following indicators: communication competencies, planning and administrative competencies, teamworkcompetencies, strategic competencies, multicultural competencies, and self- management competencies. On the other hand, the moderator variables are gender and internship program.

This theory is supported by the theory of competency approach by Tanke (2001) for the competency assessment, it focuses on the knowledge and sets of skill an employee needs to know to be successful. The researchers believe that the internship can contribute in order to attain or to be competent in any areas.



**Figure 1. Conceptual Framework Showing the Variables of the Study**

## **Significance of the Study**

The result of the study may benefit the following:

**Hospitality Industry.** The result of this study may provide employers information on how the students/interns gain more knowledge once they set in the real world situation, and on how they develop or enhance their ability through the internship program. It can also help the employers see a potential student/intern who they can be hire into their organization.

**Hospitality Academic Institution.** The result of the study may serve as a guide for the teacher HRM/TM program in preparing the students for the internship program. It may also serve as a reminder in making the appropriate programs and develop new programs for the students.

**Hospitality Students.** The result of this study can provides information to the students/ interns towards the contribution of internship in developing managerial competencies, and to relate their classroom knowledge into a real world situation. They can also reflect to their knowledge and skills if they are ready to face the responsibility of their selected career.

**Future Researchers.** This study can give wealth information on contribution of internship in developing managerial competencies. This may also enhance collaborative research opportunities, raise the institution's profile and establish long term working relationships between industry and the institution to optimize future graduate employment opportunities (Bell & Schmidt, 1996 as cited by Walo, 1999).

## **Definition of Terms**

The following terms used in this study are conceptually and operationally defined for easy understanding of the term used.

**Internship.** An internship is a form of hands-on education that integrates knowledge and theory learned in the classroom with practical application and skill development in a professional setting (Leonard, 2012). In this study, it refers to the extension or widening the understanding of HRM/TM students in University of Mindanao towards the contribution of internship.

**Contribution.** According to Oxford Dictionaries, this is the part played by a person or thing in bringing about a result or helping something to advance. In this study it refers to competencies that help the interns to achieve a work and make it successfully.

**Managerial Competencies.** Is a set of knowledge, skill, behaviors, and attitudes that a person needs to be effective in a wide range of positions and several types of organizations (Slocum, et al, 2008). In this study, it refers to the managerial competencies of the HRM/TM students in University of Mindanao.

## **Chapter 2**

### **METHOD**

In this chapter, it deals with the research design, research subject, research instruments, and the data gathering procedure.

#### **Research Design**

The researchers use the descriptive method in this study. A descriptive research involves collecting data in order to test the hypothesis or to answer question concerning the current status of the subject of the study. Descriptive data are usually collected through a questionnaire survey, interviews, or observation (Gay, 2003). This method is use in this study to find if there is significant difference in the managerial competencies of the respondents when analyzed by their sex and program.

#### **Research Subject**

Table 1 shows the distribution of the respondents classified by sex and program. The respondents of the study were 100 HRM/ TM interns of College of Hospitality Education in University of Mindanao. The sample size of 100 respondents is an appropriate number of interns that could represent the whole populations of interns at the University of Mindanao. The researchers chose the HRM/TM students in University of Mindanao as respondents because the



**Table 1**

**Frequency Distribution of Respondents**

<b>GENDER</b>	<b>NO. OF RESPONDENT</b>	<b>INTERNSHIP PROGRAM</b>		<b>PERCENT %</b>
		<b>HRM</b>	<b>TM</b>	
<b>FEMALE</b>	65	55	10	65%
<b>MALE</b>	35	27	8	35%
<b>TOTAL</b>	<b>100</b>	<b>82</b>	<b>18</b>	<b>100%</b>

questions used in the research instruments fitted the level of their understanding. This was conducted on March 19-20, 2013 at 10:00 in the morning. The researchers chose University of Mindanao for the study due to accessibility and the large number of participants available for the research.

### **Research Instrument**

The researchers had provided questionnaires to respondents. This questionnaire is the instrument use in gathering data concerning the contribution of internship in developing managerial competencies. There are five indicators for contribution of internship in developing managerial competencies namely; communication competencies which consist of seven items, teamwork competencies which consist of nine items, strategic competencies which consist of six items, multicultural competencies which consist of seven items, and self-management competencies which consist of ten items.

The questionnaire was presented to the adviser for checking. After checking it, the suggestions of the adviser were integrated into final revision. After which, the questionnaire was presented to the group of experts for validations. The instrument was validated and ready for administration.

The scoring guides in the analysis of the responses regarding Contribution of Internship in Developing Managerial Competencies is presented in the next page.

<b>Level</b>	<b>Range of Means</b>	<b>Descriptive Level</b>	<b>Interpretation</b>
5	4.20 – 5.00	Very High	This specifies that the said statement is very true of the respondent's perception on the contribution of internship.
4	3.40 – 4.19	High	This specifies that the said statement is true of the respondent's perception on the contribution of internship.
3	2.60 – 3.39	Average	This specifies that the said statement is somewhat true of the respondent's perception on the contribution of internship.
2	1.80 – 2.59	Low	This specifies that the said statement is untrue of the respondent's perception on the contribution of internship.
1	1.00 – 1.79	Very Low	This specifies that the said statement is very untrue of the respondent's perception on the contribution of internship.

### **Data Gathering Procedure**

**1. Asking permission to conduct the study.** The researchers wrote a letter to Gypsy Mae B. Casurao, Dean of the College of Hospitality Education, asking a permission to allow just to conduct a study and to distribute the questionnaires to the HRM/TM OJT as our respondents.

**2. Administration of the questionnaires.** The researchers personally administered the questionnaires to the respondents and give them instructions on how to fill in and answer the questionnaires. The respondents answered the given questionnaire completely, honestly and according to their own perspective of the question.

**3. Retrieval of the questionnaires.** After all respondents had finished answering, the researchers collected the questionnaires on the same date it was administered. After the questionnaire was retrieved, it was collaborated, tallied, analyzed and treated to statistical analysis.

### **Statistical Treatment**

The results of the data gathered after conducting and administering the survey, were interpreted and analyzed using proper and appropriate statistical treatment.

**Mean.** This was used to describe the level of internship contribution in managerial competencies of the respondents.

**T – test.** This statistical tool was used to determine the significance of difference in the managerial competencies of the respondents when analysed by gender and program.

## Chapter 3

### PRESENTATION AND ANALYSIS OF FINDINGS

This chapter presents the data gathered and its analysis and interpretations based on the statistical results. Data are presented, analyze and interpreted as follow: Level of Contribution of Internship in Developing Managerial Competencies of the HRM/TM Graduating Students of University of Mindanao; Significant Difference in the Managerial Competencies of the Respondents when Analysed by Gender; Significant Difference in the Managerial Competencies of the Respondents when Analysed by Program. The presentations of data are in tabular form.

#### **The Level of Contribution of Internship in Developing Managerial Competencies of HRM/TM OJT**

Table 2 shows the level of contribution of internship in developing managerial competencies of the HRM/TM OJT of University of Mindanao. Results revealed that level of the contribution of internship in developing social competencies is very high (4.47). This explains that those students who have undergone on-the-job training have developed their social skills. In particular, they were participative in social activities; they were more experienced and open to difficult views.

The level of the contribution of internship in developing teamwork competencies is very high (4.48). This implies that students who have undergone on-the- job training have developed their competency in recognizing

**Table 2**

**Level of Contribution of Internship in Developing Managerial Competencies  
of HRM/TM Graduating Students of University of Mindanao**

<b>Indicators</b>	<b>Mean</b>	<b>Descriptive Equivalent</b>
<b>Communication Competencies</b>	<b>4.47</b>	<b>Very High</b>
<b>Teamwork Competencies</b>	<b>4.48</b>	<b>Very High</b>
<b>Strategic Action Competencies</b>	<b>4.48</b>	<b>Very High</b>
<b>Multicultural Competencies</b>	<b>4.49</b>	<b>Very High</b>
<b>Self- management Competencies</b>	<b>4.59</b>	<b>Very High</b>
<b>Overall</b>	<b>4.50</b>	<b>Very High</b>

and understanding the personal moods and emotions among team members, they are willing to share responsibilities with their team and feel that they are working as one. In particular, they accept each other as member of the team and inspires each other.

The level of the contribution of internship in developing strategic action competencies is very high (4.48). The data explains that the students who have undergone on-the-job training have developed their competency in problem solving. They can formulate solution to problem and to take action to address some concerns. In particular, they are more interested and concerned for direct reports at the internship site and created solution immediately when there was conflict.

The level of the contribution of internship in developing multicultural competencies is very high (4.49). This explains that students who have undergone on-the-job training have developed their relationships such as showing respect towards their co-intern. This further explains that they become open minded for those who are culturally different from them; they allow feedbacks and criticisms. The result implies that the respondents' has a very high level of knowing the worth, admiring the value, and responding to diverse political, cultural, and economic issues across and around nations.

The level of the contribution of internship in developing self- management competencies is very high (4.59). This explains that the students who have undergone on-the-job training have developed their competency in identifying where their abilities and skills fitted well at the workplace and focusing there and showing commitment to the assigned task. In particular, they are more be more

persuasive at the workplace, they are more independent in doing their assigned a task.

The overall mean score of the said data is 4.50 which have overall level of very high. This implies that the said contribution of internship in developing managerial competencies of HRM/TM graduating students, has really contributed a lot in helping the interns of HRM/TM to become effective and successful in a various series of positions and several types of organization, in developing oneself and in emphasize the importance of internship among the selected HRM/TM OJTs' of University of Mindanao.

According to the study of Martina, et al., (2001) applying the entire five competency based approach, such as communication competency, teamwork competency, strategic action competency, multicultural competency and self-management competency, as a tool of efficient management of all organizations is for the purpose of achieving a competitive advantage. The list of individual managerial competencies was developed based on the five competencies stated above. Mumford, (1987) also holds these opinions and claims that work experience is an essential component of general management education and training. He states that 'learning by experience is acknowledgement of managerial fact.

### **Significant Difference in the Managerial Competencies of the Respondents when Analysed by Sex**

Data in the significance of the difference in the managerial competencies of the respondents when analyzed by sex is shown in Table 3. The data shows that both female and male HRM/TM OJT in University of Mindanao has p-values



**Table 3****Significant Difference in the Managerial Competencies of the Respondents when Analyzed by Sex**

	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Std. Error Mean</b>	<b>F-ratio</b>	<b>P-value</b>	<b>Decision</b>
<b>Communication Competency</b>	Female	65	4.53	.50	.06	0.01	0.13 <sup>NS</sup>	Accept
	Male	35	4.36	.60	.10			
<b>Teamwork competency</b>	Female	65	4.53	.50	.06	0.00	0.27 <sup>NS</sup>	Accept
	Male	35	4.40	.57	.10			
<b>Strategic Action Competency</b>	Female	65	4.55	.55	.07	0.16	0.12 <sup>NS</sup>	Accept
	Male	35	4.35	.68	.12			
<b>Multicultural competency</b>	Female	65	4.54	.51	.06	0.02	0.23 <sup>NS</sup>	Accept
	Male	35	4.40	.60	.10			
<b>Self-management competency</b>	Female	65	4.66	.47	.06	1.24	1.00 <sup>NS</sup>	Accept
	Male	35	4.48	.61	.10			
<b>Overall</b>	Female	63	4.58	.41	.05	0.57	0.77 <sup>NS</sup>	Accept
	Male	34	4.37	.59	.10			

that greater than 0.05 level of significance from communication competency to self- management competency; hence the hypothesis is all accepted. The result implies that gender is not a factor in determining the ability of the respondents to transfer and to exchange the information effectively that will lead to understanding between their self and others. Sex is not factor in determining the respondents' ability to deliver and to exchange the information effectively that will result to understanding between their self and others.

Both men and women contain the idea that all human beings are allowed to improve their own capacities and make their own choices (Geneva, 2000). The researchers believed that whether it is a man or a woman they can acquire a lot of knowledge or develop their own capacity as long as they are eager to learn. Sex is not a factor to be considered who are the most capable or competent in developing their managerial skills because development is free to all sexes.

### **Significant Difference in the Managerial Competencies of the Respondents when Analyzed by Program**

Table 4 shows the Significant Difference in the Managerial Competencies of the respondents when analyzed by Program. The p-values of both female and male respondents' in managerial competencies are as follows: communication competency 0.675, teamwork competency 0.577, strategic competency 0.129, multicultural competency 0.638, and self-management competency 0.638 with overall result of 0.243 which are all greater than 0.05 level of significance, hence the hypothesis is all accepted. The result implies that program is not a factor in determining the respondents' competencies. This implies that all respondents have still the same competencies regardless of program. Furthermore, program

**Table 4****Significant Difference in the Managerial Competencies of the Respondents when Analyzed by Program**

	<b>Program</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F-ratio</b>	<b>P-value</b>	<b>Decision</b>
<b>Communication Competency</b>	HRM	82	4.47	.56	0.18	0.68 <sup>NS</sup>	Accept
	Tourism	18	4.48	.45			
<b>Teamwork competency</b>	HRM	82	4.50	.55	0.31	0.58 <sup>NS</sup>	Accept
	Tourism	18	4.40	.44			
<b>Strategic Action competency</b>	HRM	82	4.51	.58	2.34	0.13 <sup>NS</sup>	Accept
	Tourism	18	4.35	.73			
<b>Multicultural competency</b>	HRM	82	4.50	.56	0.22	0.64 <sup>NS</sup>	Accept
	Tourism	18	4.46	.46			
<b>Self-management competency</b>	HRM	82	4.60	.55	0.22	0.64 <sup>NS</sup>	Accept
	Tourism	18	4.59	.43			
<b>Overall</b>	HRM	81	4.52	.51	1.38	0.24 <sup>NS</sup>	Accept
	Tourism	16	4.45	.34			

is not a factor in determining the respondents' level of purpose in empowering each other and to portray their full potential – emotionally, behaviourally intellectually – in order to increase or expand the quality of their live and of those with whom they socialize.

According to the study of Nickson, (2007), there are many common attributes that are associated with both hospitality and tourism activities, which could encourage them to be seen synonymously. In all tourism and hospitality organizations, the need to deliver service and the need to manage customers in such a way that they offer a quality services. Whereas most organizations have human resources or personnel department that develops and implements HRM practices, responsibility lies with both HR professional and line managers. The effective HRM practices lies in their interactions (Franklyn, 2005).

The researchers believed that program is not a matter to be considered in developing their competencies. No matter what their program is they can only develop their managerial competencies if they work on it. During the internship the OJT should be involved in every activity that will help them improve their competence. They should be attentive in doing their assigned task and OJT's from University of Mindanao proved that they are hands on in executing their tasks. The study shows that the contribution of internship in terms of developing their managerial competence didn't vary significantly in program this is because HRM/TM OJT are both attentive and eager to acquire the knowledge that will be beneficial to them in the future.

## **CHAPTER 4**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

Presented in this section are the summary of findings, conclusion and recommendation based on the analysis of the data obtained.

The study aimed to determine the contribution of internship in developing managerial competencies of HRM/TM intern in University of Mindanao.

#### **SUMMARY OF FINDINGS**

The findings of the study are summarized as follows:

1. The level of contribution of internship in developing managerial competencies among UM HRM and Tourism is very high. This means that the internship is a great help in developing the managerial competencies of the students.

2. The result implies that the sex and program is not a factor in determining the respondents' competencies.

#### **CONCLUSIONS**

Based on the preceding results of the study, the following conclusions are drawn.

1. The level of contribution of internship in developing managerial competencies of the HRM/TM graduating students of University of Mindanao was very high.

2. The managerial competencies of the respondents do not vary significantly when analysed by sex and program.

## **RECOMMENDATIONS**

On the basis of foregoing conclusion, the following recommendations are suggested:

1. In all teaching activities, it is not enough that only theory inside the classroom that will gain by the students, practical application of the theory should be part of it.

2. To ensure that the interns will gain the skills they need and to be competent enough during their training, the school should provide or assign them in the appropriate internship placement.

3. In spite of having a very high level of managerial competencies, the interns must continue to be attentive in the internship site. They should do their responsibilities during their duty in the workplace for them to become more competent and knowledgeable in order to have a better performance.

4. The school must prioritize programs that are geared towards the improvement of the students' competence especially in the managerial perspective. This will help producing graduates who are more skilled, knowledgeable and competent enough to be future managers in the tourism and Hospitality Industry around the world.

5. The scope of the study was limited to the University of Mindanao with 100 respondents. Future researchers can expand their area into other universities or colleges. The future research may focus on the student's

readiness and competence in front office function and utilization of system in internship.

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