THE PHILIPPINE WOMEN'S UNIVERSITY

DEVELOPMENT AND INDUSTRY- ACADEME VALIDATION OF A COMPETENCY-BASED FOOD AND BEVERAGE SERVICE WORKBOOK

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THESIS ABSTRACT

DEVELOPMENT AND INDUSTRY- ACADEME VALIDATION OF A COMPETENCY-BASED FOOD AND BEVERAGE SERVICE WORKBOOK

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The study was conducted to develop and validate a competency-based workbook in Food and Beverage Service which aims to serve as a tool in enhancing the competency level of students in food and beverage service.

The descriptive method of research was used by the researcher in assessing and analyzing the data gathered. A survey questionnaire was used to gather the needed data of the study. Frequency and percentage were used to determine the profile of the respondents and the weighted mean was used to determine the assessment made by the respondents on the proposed workbook. The Analysis of Variance (ANOVA) or F-test was also utilized to determine if significant difference exist in such assessments made by the Food and Beverage Managers/ Supervisors, Instructors and Students.

The participants of the study include twenty seven (27) Food and Beverage managers/supervisors from selected deluxe hotels in Metro Manila. Also, twenty eight (28) Food and Beverage Service instructors from different private universities and three hundred eighty (380) HRM students were included as participants.

Summary of the Findings

1. **Relevance, responsiveness and acceptability of the proposed workbook as rated by Managers/ Supervisors.**

1.1   Relevance, responsiveness and acceptability in terms of Objectives

The Food and Beverage managers/supervisors from the different deluxe hotels in Metro Manila indicated that the proposed Food and Beverage service workbook is very relevant in terms of its objectives to the food and beverage services practiced in their workplace, based on the grand mean of 4.68.

Specifically, the managers/supervisors gave "Understanding Guest Service" the highest weighted mean of 4.78 and rated as very relevant. In terms of responsiveness, the managers/supervisor assessed the proposed workbook as very responsive in terms of objective as indicated by the grand mean of 4.61. The managers/supervisors likewise assessed that "Understanding Guest Service" as very responsive to use in actual situations (4.74) followed by "Performing food and beverage service procedure (4.67).

The managers /supervisors also indicated with the grand mean of 4.65 that the proposed food and beverage service workbook was very acceptable in terms of objectives. Specifically, "Understanding Guest Service" (4.77) is very acceptable in terms of its objectives, "Receive and resolved customer

complaints" (4.70) and "Keeping up the hospitality industry knowledge" (4.70) were also assessed as very acceptable.

1.2 Relevance, responsiveness and acceptability in terms of Nominal Duration

The Food and Beverage managers/supervisors from the different deluxe hotels in Metro Manila assessed that the proposed Food and Beverage service workbook is relevant in terms of its nominal duration to the food and beverage services practiced in hotels, based on the grand mean of 4.46.

Specifically, the managers/supervisors gave "Understanding Guest Service" the highest rank with a weighted mean of 4.67 and rated as very relevant, "Keeping up the hospitality industry knowledge" and "Performing basic first-aid procedures" (4.59) were also rated as very relevant in terms of nominal duration. The managers and supervisors however, gave "The art of gueridon service" with lowest assessment (4.26) which is interpreted as relevant.

Moreover, in terms of responsiveness, the managers/supervisors assessed the proposed workbook as responsive in terms of nominal duration as indicated by the grand mean of 4.45. The managers/supervisors likewise assessed that "Understanding Guest Service" to be very practical (4.63) and rated the highest and the lowest is "Handling restaurant service equipment" (4.33).

For acceptability, the grand mean of 4.51 indicated that the proposed food and beverage service workbook was very acceptable in terms of it nominal

duration. Similarly, "Understanding Guest Service" is very acceptable in terms of its nominal duration (4.73), "Essentials of workplace; hygiene and safety procedures" (4.59) and "Performing basic first-aid procedures" (4.59) were also assessed as very acceptable.

1.3 Relevance, responsiveness and acceptability in terms of Learning Outcomes

The Food and Beverage manager/supervisors from the different deluxe hotels in Metro Manila indicated that the proposed Food and Beverage service workbook is very relevant, responsive and very acceptable in terms of its learning outcomes to the food and beverage services in hotels, based on the grand mean of 4.59, 4,49 and 4,56, respectively. Moreso, the managers and supervisors gave the unit of competency "Understanding Guest Service" as very relevant, very responsive and very acceptable in terms of its learning outcomes based on the means of 4.78, 4.74. and 4.77, However, the managers and supervisors gave the units "The art of gueridon service" the lowest level of relevance with weighted mean of 4.37, "Handling restaurant service equipment" (4.30) the lowest level of responsiveness and "Interacting in a Socially diverse environment" (4.44)," "Handling restaurant service equipment" (4.44)," Performing food and beverage service procedure" (4.44) and "The art of gueridon service" (4.44) the lowest level of acceptability.

1.4 Relevance, responsiveness and acceptability in terms of Lessons

The managers/supervisors made an assessment that the proposed Food and Beverage service workbook is very relevant (4.59), very responsive (4.51) and very acceptable (4.58) in terms of its lessons to the food and beverage services. Similarly, the managers/supervisors gave the unit of competency "Understanding Guest Service" as very relevant, and very responsive in terms of its lessons based on the highest weighted means of 4.81, 4.67 while. "Essentials of workplace; hygiene and safety procedures " have the highest level of acceptability (4.81).

1.5 Relevance, responsiveness and acceptability in terms of Evidence Guide

The managers/supervisors indicated that the proposed Food and Beverage service workbook is very relevant (4.52), responsive (4.47) and very acceptable (4.53) in terms of its evidence guide to the food and beverage services. The managers/supervisors likewise gave the unit of competency "Understanding Guest Service" an assessment of very relevant (4.74), very responsive (4.67) and very acceptable (4.69) in terms of its evidence guide. However, the "The art of Gueridon service" was given the lowest level of relevance (4.30), responsiveness (4.22) and acceptability (4.37).

1.6 Relevance, responsiveness and acceptability in terms of Assessment activities

The manager/supervisor participants assessed that the proposed Food and Beverage service workbook is very relevant in terms of its assessment

activities to the food and beverage services practiced in hotels, based on the grand mean of 4.52. Specifically, the managers/supervisors gave "Understanding Guest Service" the highest rank with a weighted mean of 4.69 and rated as very relevant.

In terms of responsiveness, the managers/supervisor assessed the proposed workbook as responsive in terms of assessment activities as shown by the grand mean of 4.48. The managers and supervisors likewise assessed that "Understanding Guest Service" is very responsive to use in actual situations (4.67) as the highest and the lowest is "The art of gueridon service" (4.30).

Lastly, for acceptability, the study also indicated with a grand mean of 4.52 that the proposed food and beverage service workbooks was very acceptable in terms of it assessment activities as rated by the managers/ supervisors. Similarly, "Understanding Guest Service" is very acceptable in terms of its assessment activities (4.67) have the highest level of acceptability.

2. Relevance, responsiveness and acceptability the proposed workbook as rated by Instructors

2.1 Relevance, responsiveness and acceptability in terms of Objectives

The study that the Food and Beverage Service instructors indicated that the proposed Food and Beverage service workbook is very relevant (4.53),

responsive (4.45) and very acceptable (4.52) in terms of its objectives to the food and beverage services.

Specifically, the faculty participants gave the highest assessment to the unit of competency 'Receive and resolved customer complaints' (4.67) with a rating of very relevant followed by "The art of gueridon service" (4.61) in terms of its objectives. Moreso, the faculty members rated the highest the unit "Receive and resolved customer complaints" (4.60) while "Essential food and beverage service" (4.33) was rated the lowest. In terms of the acceptability, the faculty participants found the units "Receive and resolved customer complaints (4.78) to be very acceptable in terms of its objectives while "Providing room service" (4.41) to be just acceptable.

2.2 Relevance, responsiveness and acceptability in terms of Nominal Duration

The faculty members indicated that the proposed Food and Beverage service workbook is relevant, responsive and acceptable in terms of its nominal duration to the food and beverage services, based on the grand mean of 4.30, 4.20 and 4.34, respectively.

Moreso, the food and beverage service instructors gave the unit of competency "Keeping up the hospitality industry knowledge" a rating of very relevant, in terms of its nominal duration based on the mean of 4.56, while the units "Essentials of workplace; hygiene and safety procedures" (4.21), "Handling restaurant service equipment" (4.21), "Performing food and beverage

service procedure" (4.21) and "Interacting in a Socially diverse environment" (4.18) were the given lowest ratings by the instructors.

In terms of responsiveness, all units of competencies were given ratings of responsive while for acceptability, all units were also rated as acceptable except for "Keeping up the hospitality industry knowledge" which was given the highest rating of very acceptable (4.54).

2.3 Relevance, responsiveness and acceptability in terms of Learning Outcomes

The faculty participants made an assessment indicating that the proposed Food and Beverage service workbook is relevant, responsive and acceptable in terms of its learning outcomes to the food and beverage services, based on the grand means of 4.43, 4.38 and 4.42, respectively.

Moreso, the faculty rated the unit of competency "Receive and resolved customer complaints" (4.56) the highest in terms of its learning outcomes followed by "Keeping up the hospitality industry knowledge" (4.52), and "Understanding guest service" (4.52) while the lowest rating was given to the units "Performing food and beverage service procedure" (4.29) and "Providing room service" (4.29).

Likewise, in terms of responsiveness, the instructors rated the unit "Understanding guest service" (4.52) the highest and "Essentials of workplace; hygiene and safety procedures" (4.17) the lowest in terms of its learning outcomes. For acceptability, the faculty participants rated all units of

competencies to be acceptable in terms of its learning outcomes except for "Keeping up the hospitality industry knowledge" (4.58) which was rated as very acceptable.

2.4 Relevance, responsiveness and acceptability in terms of Lesson

The study revealed that the faculty indicated that the proposed Food and Beverage service workbook is relevant in terms of its lessons to the food and beverage services, based on the grand mean of 4.39.

Specifically, the instructors gave the unit of competency "Receive and resolved customer complaints" the highest rank with a weighted mean of 4.60 and rated as very relevant while "Providing room service" was given the lowest assessment of 4.21.

In terms of responsiveness, the faculty assessed the proposed workbook as responsive in terms of lessons as indicated by the grand mean of 4.40. The instructors likewise assessed that "Receive and resolved customer complaints" is very responsive to use in actual situations (4.60) as the highest and the lowest is "The art of gueridon service" (4.18). For acceptability, the faculty participants indicated with a grand mean of 4.41 that the proposed food and beverage service workbook was acceptable in terms of its lessons. The units "Interacting in a socially diverse environment" (4.57) was assessed the highest and is very acceptable in terms of its lessons while "Handling restaurant service equipment" (4.14) was given the lowest rating by the instructors

2.5 Relevance, responsiveness and acceptability in terms of Evidence Guide

The faculty assessed that the proposed student workbook is relevant, responsive and acceptable based on the grand means of 4.33, 4.32 and 4.37, respectively. Moreso, the instructors assessed the unit of competency "Performing basic first-aid procedures" as very relevant and the highest weighted mean of 4.54 while the rest were all rated as relevant. In terms of responsiveness and acceptability, all units of competencies were all assessed as practical and acceptable in terms of evidence guide.

2.6 Relevance, responsiveness and acceptability in terms of Assessment Activities

The faculty also assessed the proposed workbook and found to be relevant, responsive and acceptable in terms of assessment activities based on the grand means of 4.36, 4.38 and 4.41. Specifically, the faculty found the unit of competency "Understanding guest service" (4.56) to be very relevant while the rest of the units of competencies were all rated as relevant in terms of assessment activities. In terms of responsiveness, the unit "Keeping up the hospitality industry knowledge" (4.52) was found to be very responsive while for acceptability the unit of competency "Understanding guest service" (4.52) was found to be very acceptable

3. **Relevance, responsiveness and acceptability of the proposed workbook as rated by students**

3.1 Relevance, responsiveness and acceptability in terms of Objectives

The students from the different universities indicated that the proposed Food and Beverage service workbook is very relevant in terms of its objectives to the food and beverage services, based on the grand mean of 4.57. Specifically, the students gave the unit of competency "Receive and resolved customer complaints" the highest rank with a weighted mean of 4.67 and rated as very relevant, followed by "Keeping up the hospitality industry knowledge" (4.63) while "Interacting in a Socially diverse environment " (4.46) was assessed by the students the lowest in terms of objectives.

The students also assessed the objectives of the proposed workbook to be relevant and very acceptable as shown by the grand means of 4.50 and 4.59, respectively. The unit of competency "Keeping up the hospitality industry knowledge" (4.60) was assessed by the students to be very responsive while "Receive and resolved customer complaints" (4.70) as very acceptable

3.2 Relevance, responsiveness and acceptability in terms of Nominal Duration

The study presented the assessment of the students from the different universities on the level of relevance, practicality and acceptability in terms of nominal duration of the proposed students workbook in Food and Beverage

Service and found that The nominal duration of the proposed workbook on Food and Beverage Services to be relevant, responsive and acceptable as shown by the grand means of 4.42, 4.39 and 4.35, respectively.

Meanwhile, the students found all units of competencies to be relevant in terms of its nominal duration except for "Keeping up the hospitality industry knowledge" (4.51) which was rated as very relevant and the rest of the units of the proposed workbook on Food and Beverage Service were rated as relevant. The students also found all units of competencies to be responsive.

For acceptability, the students found the units "Keeping up the hospitality industry knowledge" (4.54), "Receive and resolved customer complaints" (4.52), and 'Understanding guest service" (4.51) to be very acceptable while "Interacting in a socially diverse environment" (4.33) was given the lowest assessment of acceptability in terms of nominal duration

3.3 Relevance, responsiveness and acceptability in terms of Learning Outcomes

The students also assessed the proposed workbook to be very relevant, responsive and very acceptable in terms of learning outcomes based on the grand means of 4.51, 4.48 and 4.54. Specifically, the students found the unit of competency "Understanding guest service"(4.65) to be very relevant in terms of learning outcomes followed by "Receive and resolved customer complaints"(4.57) and "Keeping up the hospitality industry knowledge"(4.55).

For responsiveness, the units "Performing food and beverage service procedure"(4.57) and "Keeping up the hospitality industry knowledge"(4.52) were found to be very practical while for acceptability all units of competencies were found by the students to be very acceptable except for "Essentials of workplace; hygiene and safety procedures"(4.48) and "Interacting in a socially diverse environment"(4.45)

3.4 Relevance, responsiveness and acceptability in terms of Lesson

The students also assessed the proposed workbook and found to be relevant, very responsive and very acceptable in terms of lessons based on the grand means of 4.50, 4.51 and 4.53.

Specifically, the students found the units of competency "Receive and resolved customer complaints "(4.57), "Performing food and beverage service procedure" (4.56), "Essential food and beverage service" (4.54) and "Keeping up the hospitality industry knowledge" (4.54) to be very relevant while the unit "Performing basic first-aid procedures " (4.42) was the lowest in terms of lesson.

In terms of responsiveness, the unit "Understanding guest service" (4.63) was assessed by the students the highest and rated as very responsive followed by "Interacting in a Socially diverse environment" (4.55) and "Essentials of workplace; hygiene and safety procedures" (4.55) also both rated as very responsive.

Meanwhile for acceptability the unit of competency "Essentials of workplace; hygiene and safety procedures" (4.47) was found to be acceptable

and the rest were all assessed as very acceptable by the students in terms of lesson

3.5 Relevance, responsiveness and acceptability in terms of Evidence Guide

The students assessed that the proposed student workbook is relevant, responsive and acceptable based on the grand means of 4.45, 4.43 and 4.50, respectively. Moreso, the students found the unit of competency "Receive and resolved customer complaints" (4.51) as very relevant while the rest were all rated as relevant.

For responsiveness, all units of competencies were all assessed as responsive and for acceptability, the units "Keeping up the hospitality industry knowledge" (4.58) and "Interacting in a Socially diverse environment " (4.40) were given by the students the highest and lowest assessment in terms of evidence guide, respectively

3.6 Relevance, practicality and acceptability in terms of Assessment Activities

The study revealed that the students assessed that the proposed Food and Beverage service workbook is relevant in terms of its assessment activities, based on the grand mean of 4.47. Specifically, the students gave "Receive and resolved customer complaints" the highest rank with a weighted mean of 4.53 and rated as very relevant, followed by "Understanding guest service" (4.52), and "Keeping up the hospitality industry knowledge" (4.51), all rated as

very relevant. However, the remaining units were assessed by the students to be relevant in terms of assessment activities.

In terms of responsiveness, the students assessed the proposed workbook as practical in terms of assessment activities as indicated by the grand mean of 4.45 and all units of competencies were rated as responsive.

The students likewise assessed the proposed workbook to be very acceptable based on the grand mean of 4.51. Specifically, the students gave the units "Understanding guest service" (4.58) and "Performing basic first-aid procedures "(4.58) the highest assessment while "Essential food and beverage service" (4.46) the lowest assessment in terms of assessment activities.

4 Results of Testing the Hypotheses

4.1 The comparison of the ratings of the participants on the relevance of all the units of competencies of the proposed workbook.

The result of the F-test revealed that that null hypotheses that there no significant differences in the ratings of the participants on the relevance of all units of competencies of the proposed Food and Beverage Service workbook were accepted. For computer computations of the F-test, (See Appendix A)

The result of the F-tests showed that the computed values of F of 0.330, 1.380, 1.017, 1.187, 0.895, 1.560, 0.337, 1.439, 1.123, 0.189, and 0.276 were all less than the critical F-value of 3.00 at 0.05 level of significance. These findings revealed that the assessment regarding the relevance of all units of competencies

of the proposed Food and Beverage Service workbook made by the students, food and beverage managers/supervisors and faculty had no significant difference.

Moreover, the F-test result also indicated that the computed value of F of 1.937 was less than the critical F-value of 3.00 at 0.05 level of significance. This result revealed that the assessment regarding the overall relevance of the proposed Food and Beverage Service workbook made by the students, food and beverage managers/supervisors and faculty had no significant difference. Thus, the null hypothesis that there is no significant difference in the ratings of the participants on the overall relevance of the proposed Food and Beverage Service workbook was accepted.

This shows that the assessment on the relevance of the all units of competencies of the proposed Food and Beverage Service workbook and the overall relevance of the workbook of the different groups of participants does not differ significantly. Thus, the proposed Food and Beverage Service workbook is relevant or necessary for the understanding of the food and beverage services, whether in the academe and other workplaces like hotels and restaurants

4.2 *The comparison of the ratings of the participants on the responsiveness of all the units of competencies of the proposed workbook*

The result of the F-test revealed that that null hypotheses that there no significant differences in the ratings of the participants on the responsiveness of all

units of competencies of the proposed Food and Beverage Service workbook were accepted. For computer computations of the F-test, please refer to Appendix A.

The F-test results show that the computed values of F of 0.925, 1.433, 0.820, 0.224, 1.354, 1.004, 0.811, 0.925, 1.165, 0.684 and 0.275 were all less than the critical F-value of 3.00 at 0.05 level of significance. These findings showed that the assessment regarding the practicality of all units of competencies of the proposed Food and Beverage Service workbook made by the students, food and beverage managers and supervisors and faculty had no significant difference

In addition, the F-test result showed that the computed value of F of 1.612 was less than the critical F-value of 3.00 at 0.05 level of significance. This result revealed that the assessment regarding the overall responsiveness of the proposed Food and Beverage Service workbook made by the students, food and beverage managers/supervisors and faculty had no significant difference. The null hypotheses that there is no significant difference in the ratings of the participants on the overall responsiveness of the proposed Food and Beverage Service workbook was accepted.

Further analysis of the result will show that the assessment on the responsiveness of the all units of competencies of the proposed Food and Beverage Service workbook and the overall responsiveness of the workbook of the different groups of participants does not differ significantly. Thus, the proposed

Food and Beverage Service workbook is responsive or suitable to use in higher education institutions

4.3 The comparison of the ratings of the participants on the acceptability of all the units of competencies of the proposed workbook

The result of the F-test revealed that that null hypotheses that there no significant differences in the ratings of the participants on the acceptability of all units of competencies of the proposed Food and Beverage Service workbook were accepted. For computer computations of the F-test, please refer to Appendix A.

The F-test result also revealed that the computed values of F of 0.078, 0.708, 1.849, 2.125, 0.844, 2.008, 0.166, 1.868, 1.134, 0.525 and 0.040 were all less than the critical F-value of 3.00 at 0.05 level of significance. These findings showed that the assessment regarding the acceptability of all units of competencies of the proposed Food and Beverage Service workbook made by the students, food and beverage managers/supervisors and faculty had no significant difference.

Moreover, The F-test result also indicated that the computed value of F of 2.732 was less than the critical F-value of 3.00 at 0.05 level of significance. This result revealed that the assessment regarding the overall acceptability of the proposed Food and Beverage Service workbook made by the students, food and beverage managers/supervisors and faculty had no significant difference. The null hypothesis that there is no significant difference in the ratings of the participants on the overall acceptability of the proposed Food and Beverage Service workbook was accepted.

Deeper understanding of the results will show that the assessment on the acceptability of the all units of competencies of the proposed Food and Beverage Service workbook and the overall acceptability of the workbook of the different groups of participants does not differ significantly.. Thus, the proposed Food and Beverage Service workbook is accepted or is welcome to use in the food and beverage services, whether in educational institutions or in businesses associated with hospitality industry.

5. Issues that need to be addressed in order to improve the workbook in Food and Beverage Service

5.1 Level of Relevance of the Proposed Competency-Based Food and Beverage Service Workbook

The Food and Beverage Service managers/supervisors, instructors and students indicated that level of relevance of the criterions of the proposed Competency-Based Food and Beverage Service Workbook as follows: Specifically the participants gave objectives the highest weighted mean 4.58 and rated as very relevant. In terms of nominal duration the participants assessed the workbook criteria as relevant as indicated by the total weighted mean of 4.39. The managers/supervisors, instructors and students likewise assessed that learning outcomes as very relevant (4.51) followed by lesson (4.49) .

The participants also indicate that the evidence guide was rated relevant with the total weighted mean of 4.43. Assessment activities

Level of Responsiveness of the Proposed Competency-Based Food and Beverage Service Workbook

The study reveled that the participants indicate that the objectives are very responsive (4.52) which was the highest rating, responsive (4.36) which was also given the lowest ratings by the participants in terms of Nominal duration and responsive (4.45) in terms of Lesson. Moreso the participants gave Evidence guide a rating of responsive (4.41) and Assessment activities a rating of responsive (4.44)

5.3 Level of Acceptability of the Proposed Competency-Based Food and Beverage Service Workbook

The study revealed that all the participants found that the proposed workbook in terms of its objectives (4.59), learning outcomes (4.51) and lessons (4.51) as very acceptable while nominal duration (4.43), evidence guide (4.47) and assessment activities (4.48) as acceptable.

6. Food and Beverage Service Workbook that can be developed for Higher Education Institutions (HEIs)

Validated Workbook

The result of the validation of the proposed Competency –Based Food and Beverage Service Workbook reveled that in order to produce an industry-academe validated workbook, suggestions and recommendations from the participants must be considered, Hence the study shows that all the significant recommendation stated by the participants were considered, actions were taken and revisions of the proposed Competency-Based Food and Beverage Service Workbook was done.

Further analysis of the result will show that the assessment of the participants on the proposed workbook aims to enhance the modules and its contents. Thus the industry-academe validated Competency-Based Food and Beverage Service workbook is welcome to use in Higher Education Institutions.

Conclusions

Based on the foregoing findings, the following conclusions were obtained:

1. There is no significant difference among the ratings of Food and Beverage Service Managers/Supervisors, Instructors and Students in terms of relevance, responsiveness and acceptability of the proposed Competency-Based Food and Beverage Service Workbook

2. The Food and Beverage service managers/supervisors found the Competency-Based Food and Beverage Service Workbook as very relevant, responsive and very acceptable. While the Food and Beverage Service instructors found the Competency-Based Food and Beverage Service Workbook as relevant, responsive and acceptable. And lastly, the students found the Competency-Based Food and Beverage Service Workbook as relevant, responsive and acceptable.

3. The process involved in developing and validating a Competency-Based Food and Beverage workbook requires two phases the development phase with the following procedure: 1. Review of competency-based modules and syllabus, 2. Draft the workbook .3. Map and compare the food and beverage service workbook and de luxe hotel manuals, 4. Harmonize the drafted workbooand de luxe hotel manuals. 4. Draft the workbook. Likewise it also

requires the second phase with the following procedures: 1. Industry-Academe validation of the workbook modules, 2. Develop Competency-Based Food and Beverage Workbook 3. Industry-Academe Workbook Validation and finally 4. Revision of the workbook which leads to the Industry-Academe validated Competency-Based Food and Beverage Service Workbook

Recommendations

Based on these conclusions, the following are recommended:

1. Pilot test the industry-academe validated Food and Beverage Service Workbook in Higher Education Institutions (HEIs) may be done.

2. The industry-academe validated Food and Beverage Service Workbook is recommended for intellectual property rights application, furthermore it is also recommended for publication.

3. Seek endorsement from the Commission on Higher Education so that the workbook can serve as an instructional material requirement for Higher Education Institutions (HEIs)

4. Revisiting the industry-academe validated Food and Beverage Workbook every three (3) years is also recommended for update and enhancement on the trends of food service which will further reinforce on setting our service standards at par with international standards.

5. Development and academe-industry validation of competency-based workbook maybe done by other major professional subject required for BSHRM.

6. Higher Education Institutions offering BSHRM should highly considered industry experience as criteria for hiring instructors.

7. A Competency-based training plan for Food and Beverage Service based on the industry-academe validated Food and Beverage Service Workbook may be done.

8. With the result of the study Higher Education Institutions may continue progress with competency based instructional approach using Competency Based Instructional Materials validated both by the academe and the industry.

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