

Developing Work-Ready TVET Hospitality Graduates: Key Skills for Industry Success

Dziatul Nadiah Dzia-Uddin^{1*}, Haslina Che Ngah², Jazira Anuar @ Mohd Noor³, Asnul Dahar Minghat⁴

^{1,2}Faculty of Hotel and Tourism Management, Universiti Teknologi MARA, Dungun, Terengganu, MALAYSIA

³Faculty of Hotel and Tourism Management, Universiti Teknologi MARA, Puncak Alam, Selangor, MALAYSIA

⁴Faculty of Artificial Intelligence, Universiti Teknologi Malaysia, Kuala Lumpur, MALAYSIA

*Corresponding Author

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.906000128>

Received: 23 May 2025; Accepted: 31 May 2025; Published: 03 July 2025

ABSTRACT

This study explores the key employability skills required by current Technical and Vocational Education and Training (TVET) graduates in the hospitality industry, focusing on the perspectives of human resource professionals from 4-star and 5-star hotels in Peninsular Malaysia. Recognizing the high turnover and retention challenges in the sector, the research adopts a qualitative approach through semi-structured interviews with ten experienced HR personnel. The findings identify four critical skill domains: basic skills, interpersonal skills, problem-solving and decision-making skills, and ethics and professionalism. These skills are essential for ensuring TVET graduates are well-prepared, adaptable, and resilient in the dynamic hospitality environment. Grounded in Mayer's Key Competency Framework, the study advocates for a curriculum that integrates soft skills development, industry engagement, and continuous professional learning to bridge the gap between education and workplace expectations. The research provides actionable recommendations for policymakers, educators, and industry stakeholders to enhance the employability and retention of TVET hospitality graduates in the current work environment.

Keywords: Employability Skill, TVET Graduate, Hospitality Industry

INTRODUCTION

Employability skills are essential for Technical and Vocational Education and Training (TVET) students to succeed in the industry (Nugraha et al., 2020). These skills extend beyond technical knowledge and encompass a range of personal attributes, behaviors, and abilities that are highly valued by employers. According to Fajaryati et al. (2020), to be employable, individuals must possess relevant competencies such as technical expertise and communication skills that enable them to maintain employment and perform effectively in their roles. Tripney and Hombrados (2013) emphasized that the primary focus of TVET is the acquisition of knowledge and practical skills, equipping learners for both employment and entrepreneurial opportunities while contributing to national economic development. In essence, TVET programs aim not only to address skill shortages but also to meet the growing demand for a competent and adaptable workforce across various industries. Recognizing TVET's potential impact on socioeconomic development, the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020) has identified TVET as a vital component of the education system for producing employable and skilled labor.

In the context of hospitality education, TVET students are individuals undertaking vocational training programs specifically designed to equip them with the practical skills and knowledge required to pursue careers in the hospitality industry. This industry encompasses sectors such as hotels, restaurants, tourism, and event management (Mazlan et al., 2023). Upon graduation, these students are expected to possess the competencies necessary to contribute meaningfully to the growth and development of the hospitality sector. However, despite the industry's crucial role in supporting national economic development, studies by Mazlan

et al. (2023), Ntounis et al. (2022), and Ratewal (2019) have highlighted ongoing challenges such as employment uncertainty, high staff turnover, and low retention rates. Many trained hospitality professionals leave the industry due to factors including low wages, long working hours, and limited job satisfaction.

Moreover, the hospitality sector is highly labor-intensive, demanding resilience and the ability to navigate various workplace challenges (Demirovic Bajrami et al., 2022). To enhance the industry's attractiveness to future graduates and reduce attrition, TVET institutions must ensure that students are not only technically prepared but also equipped with the soft skills necessary to thrive under pressure and succeed professionally. Therefore, understanding employers' perspectives on the essential employability skills required of 21st-century TVET hospitality graduates is critical. Such insights are vital for developing a workforce that is not only competent but also resilient in the dynamic hotel industry.

LITERATURE REVIEW

Employability skills are a crucial component of graduate success, particularly for those aspiring to management roles. These skills enable individuals to dominate competitive job markets effectively. In the past, strong academic performance was often sufficient to secure employment. However, in today's dynamic job landscape, students require more than just technical knowledge; they must also cultivate soft skills to obtain and sustain meaningful employment. This shift is largely driven by the rapidly evolving demands of industry, closely linked to ongoing technological advancements (Bhagra & Sharma, 2018).

Employability encompasses a blend of achievements, knowledge, and personal attributes that enhance an individual's likelihood of securing a job and succeeding in their career. According to Azmi et al. (2018), employers often assess employability as an indicator of a graduate's marketability. Mushi (2020) defines employability as the capacity of graduates to apply their skills effectively in both personal and academic contexts. Similarly, McIlveen (2018) emphasizes that employability involves adaptability whereby the ability to use one's knowledge and skills to obtain suitable employment in a variety of contexts.

To better understand the employability requirements of TVET hospitality students, it is essential to identify the key competencies that employers view as critical for long-term success, especially as these graduates face increasing challenges in the 21st-century workforce.

Basic Skills

Substantial investments have been made to modernize the education system, particularly in the area of technical and vocational skills, aligning it with the demands of the 21st century (Jagannathan & Khatiwada, 2021). Educators at all levels must prioritize the development and acquisition of a wide range of skills, especially basic ones such as literacy, numeracy, and socio-emotional competence, to equip students with the versatility needed for diverse job functions and adaptability to various employment opportunities (Aranda et al., 2022).

However, overlooking the critical importance of these basic skills can hinder both employability and economic growth. Proficiency in reading, writing, comprehension, information processing, and basic numeracy is essential, as these skills form the foundation for lifelong learning, unlock individual potential, and enable meaningful contributions to society (Belafi et al., 2020). While literacy and numeracy are fundamental for student development, these alone are insufficient to ensure successful employment or economic advancement.

To strengthen these basic skills, additional employability competencies are required. Employability skills refer to a range of abilities that enhance an individual's workplace effectiveness. Often called 'transferable skills,' 'soft skills,' or 'generic skills,' they represent non-technical proficiencies. A critical component of employability is the mastery of basic skills, including reading, writing, oral communication, listening, mathematics, and science (Aida et al., 2015), which are essential for securing, retaining, and excelling in a job (Kenayathulla et al., 2019).

Similarly, Misra et al. (2017) identified basic skills also considered technical or job-specific foundational academic competencies as encompassing reading, writing, speaking, science, mathematics, oral

communication, and listening. Yorke and Knight (2004) emphasized these skills as core, including effective reading, numerical proficiency, message comprehension, and both oral and written communication, as well as creativity. Additionally, Robinson (2000) stressed that proficiency in these areas is vital for obtaining employment and performing job responsibilities competently.

Interpersonal Skills

For TVET hotel graduates, strong interpersonal skills are essential for delivering high-quality customer service and fostering a collaborative work environment (Hardjati & Febrianita, 2019). These skills include communication, teamwork, and leadership which are core components of effective human resource management (Hunt & Baruch, 2003; Khan & Ahmad, 2012).

Communication forms the foundation of interpersonal skills. Hospitality professionals must be proficient in verbal, non-verbal, written, and digital communication (Kolapka et al., 2023). Clear and effective communication enhances customer satisfaction, reduces misunderstandings, and builds trust (Sarwar et al., 2014; Gamage, 2023). Presentation skills are equally important, particularly in settings such as meetings, trade shows, and interviews. Employers often view these skills as strong indicators of professionalism and self-confidence (Fajaryati et al., 2020; Dolan, 2017). Therefore, communication should be emphasized as a core module in TVET institutions and taught consistently to improve students' proficiency in both English and Malay while also boosting their confidence in using language effectively.

Leadership and teamwork are equally vital in the fast-paced hospitality industry. Effective leaders inspire, guide, and support their teams to achieve shared goals, while strong teamwork fosters collaboration and mutual success (Lee et al., 2023; Teoh et al., 2022). TVET students should be trained to lead and work collaboratively, especially in departments such as the front office, food and beverage (F&B), and marketing, where coordination is crucial. Leadership also entails decision-making, accountability, and the ability to resolve team-related issues efficiently (Hallo et al., 2020). Good leaders are active listeners, communicate with intention, and build trust by fostering a team culture grounded in shared goals and mutual respect (Arendt et al., 2019).

Problem-Solving and Decision-Making Skills

In the hospitality industry, professionals frequently encounter service issues, staffing shortages, and operational challenges that demand quick and effective responses. As such, problem-solving and decision-making skills are essential competencies for graduates (Maniram, 2022). Hospitality students must cultivate critical thinking abilities to assess problems accurately and take appropriate action, particularly when handling customer complaints or addressing service inefficiencies.

Alexakis et al. (2019) stress that hospitality curricula should continue to reinforce students' communication, critical thinking, and decision-making skills, rather than diminishing their emphasis. Effective decision-making often involves collaborative discussions between management and staff to develop long-term solutions that benefit the organization, its employees, and its clients (Athamneh & Jais, 2023). These competencies should be introduced early in TVET programs and integrated into assignments and projects to adequately prepare students for future leadership roles.

Ethics and Professionalism

Ethics and professionalism are fundamental principles that guide behavior within the hospitality industry (Chen & Liu, 2022). Unethical practices can severely damage an organisation's reputation, financial stability, and long-term sustainability (Fehr et al., 2019; Garba et al., 2018). Therefore, TVET programs need to instill strong ethical values to prepare students for responsible and accountable careers. Professionalism encompasses not only technical knowledge and analytical capabilities but also the ability to make sound decisions and respond appropriately in unpredictable situations (Andreassen & Natland, 2022). While often developed through workplace experience, professionalism should be intentionally cultivated during the training phase.

For TVET hospitality students, demonstrating ethical conduct and professionalism is crucial for building trust with both guests and colleagues. This includes practicing honesty, accountability, and confidentiality, adhering

to organizational policies, and consistently delivering service with integrity. As Nicolaides (2019) affirms, these values are instrumental in fostering a culture of continuous improvement and excellence within the hospitality sector.

Theory of Mayer Key Competency

Mayer's Key Competency Theory provides a valuable framework for understanding the essential skills and attributes individuals need to succeed in the workforce and beyond. According to the Mayer Committee (1992), key competencies are broad, transferable skills that enable individuals to apply knowledge effectively across various work environments, further education, and everyday life. These competencies go beyond specific technical abilities and emphasize integrated thinking and practical application, which are crucial for adapting to diverse and changing contexts.

The theory identifies seven core competencies. These include gathering, analysing, and organizing information; communicating ideas clearly; planning and managing activities; collaborating effectively in teams; applying mathematical concepts; solving problems creatively; and using technology wisely. Each competency reflects a skill set that supports not only job performance but also lifelong learning and personal development.

Mayer's theory is particularly relevant to TVET programs aimed at preparing students for the hospitality industry. This is because the hospitality sector demands a workforce capable of flexible thinking, effective communication, teamwork, and problem-solving in a fast-paced and competitive environment. By integrating Mayer's key competencies into the TVET curriculum, educators can help students develop essential soft skills alongside technical knowledge, enhancing their employability and readiness for the workforce.

Moreover, Mayer's competency framework aligns well with national education policies and frameworks worldwide, making it adaptable within the Malaysian context. The Australian National Training Authority (2003) emphasizes the importance of broad and transferable skills for future workers, reflecting similar goals in Malaysia's TVET sector. Embedding these competencies into education supports the bridging of gaps between training and industry needs, fostering a culture of continuous learning and adaptability.

In today's rapidly evolving and highly competitive global environment, the hospitality industry requires a workforce equipped with broad and transferable skills to effectively respond to ongoing technological advancements and changing market demands. Mayer's Key Competency Theory offers a solid foundation to ensure that TVET hospitality graduates possess the versatility and resilience necessary to thrive in this dynamic industry.

METHODOLOGY

This study adopts a qualitative approach, utilizing interviews as the primary method of data collection. Qualitative research was chosen for its capacity to provide in-depth insights into employers' perspectives, emphasizing the significance of their experiences in this context. The main objective is to explore employers' views on the essential employability skills required of 21st-century TVET hotel graduates. Additionally, the study incorporates detailed input from a panel assembled by the researcher to identify key employability skill domains for these graduates.

The interviews were conducted with participants who serve as human resource officers in 4-star and 5-star hotels across Peninsular Malaysia. Participants were selected without bias regarding gender, age, marital status, ethnicity, or religion. The focus on higher-rated hotels is supported by Sulaiman (2015), who asserts that the hospitality sector demands highly skilled workers with formal education to ensure quality service. Consequently, 4-star and 5-star hotels typically require staff with advanced qualifications and expertise.

To ensure relevance, participants were also required to have experience in managing industrial students or training hotel staff, reflecting their familiarity with the current employability skills essential in the hospitality industry. A total of ten human resource officers were selected through purposive sampling. By focusing on participants within this specific geographic and hotel rating scope, the study aims to gather rich, relevant data

aligned with its research objectives.

Data management and analysis were carried out using NVivo version 12 software to ensure systematic and rigorous handling of the qualitative data.

FINDING

The industry participants for this study consist of ten hotel employees from the Human Resource Department who possess expertise in employability skills. In exploring the employability skills required for TVET hotel graduates, four key domains emerged from the collected data namely basic skills, interpersonal skills, problem-solving and decision-making skills, and ethics and professionalism

Basic skills

Throughout the interviews, the industry participants described basic skills as encompassing technical abilities and job-specific academic competencies. These include reading, writing, speaking, oral communication, and listening. All participants emphasized the importance of these skills for TVET graduates at the educational institution level. This emphasis is crucial, as the industry expects TVET graduates to be able to promptly apply these basic skills upon entering the workforce.

“Those who have a background in hospitality certification they able to adapt quickly and they can learn faster because they know the key choices of it.” (IN1)

“Basic skills are the foundation you need before starting any job. It's essentially the cornerstone, the most crucial aspect. Without basic skills, it's challenging. If you lack these basics, we'd need to spend time teaching them, which would take another two years.” (IN5)

“I believe they need to understand the basic skills required in the hotel industry, particularly service because working in a hotel revolves around service. If someone isn't inclined to provide service, lacks customer orientation, or isn't people-oriented, they may not be suitable for this industry. Therefore, I think possessing these basic skills is crucial for entering the industry.” (IN10)

Hence, all participants believe that basic skills serve as the cornerstone of success in the hotel industry. This foundation includes a service-oriented mindset, professionalism in presentation and appearance, and the adaptive learning ability essential for continuous growth in a rapidly evolving industry. These skills are not only regarded as important but also as indispensable for individuals aspiring to excel in the 21st-century hotel sector.

Interpersonal Skills

In the workplace, strong interpersonal skills are valuable assets that help TVET graduates handle the complexities, changes, and daily tasks of the hospitality industry. These skills enable graduates to interact with and understand others in both personal and professional contexts. In the hotel industry, employers consistently seek individuals with well-developed interpersonal skills whereby those who can collaborate effectively, communicate clearly with colleagues, and deliver exceptional service to guests. In this study, industry participants categorized interpersonal skills into three key areas: leadership, communication, and teamwork.

“Leadership skills are important because when your superior is not around and you need to take over his/her tasks for that moment, you need to handle the subordinates of the department. Therefore, you should have leadership skills to ensure all are carrying out smoothly. Regardless of staff or fresh graduates, you still need to have leadership skills.” (IN3)

“TVET graduates need to start learning about leadership skills because when they understand that, they know how top management thinks. Now, they understand because they don't study leadership skills, so how do they understand how top management thinks? But when they study, then they see the picture.” (IN4)

“Interpersonal skills are the primary skill most wanted for fresh graduates if they want to sustain themselves in

the hotel industry.” (IN2)

“When it comes to hospitality, I would say interpersonal skills are very vital for them because this is not taught in school; it is about how they interact with people. So, if you go into an organization, there will be a lot of diversity. Especially in international hotels, you will be engaging with people from different backgrounds, races, and beliefs. So, you must be able to work together with people of different races, backgrounds, and beliefs.” (IN6)

“Teamwork is also important. If you lack this skill, you will be in conflict with other people, including your colleagues and team members. So, if you lack teamwork and social skills, it will be hard for you to work with any organization.” (IN2)

“Interpersonal skills and communication are important because this is one of the criteria for the hotel that you are able to communicate, especially in English, and interact with others. Because again, the hospitality industry is not something that is quiet. So, some hotel industries encourage people who are in the industry to possess these skills.” (IN7)

“Communication is essential. They must be able to communicate with all levels of people in the organization. They must be able to give feedback and have a courteous or customer service-oriented way of communicating with customers and team members.” (IN1)

Problem-Solving and Decision-Making Skills

Cognitive skills refer to mental capabilities, including an individual’s ability to perceive, analyze, retain, and recall information. These skills are essential for problem-solving, decision-making, and acquiring knowledge through experience. Most industry participants emphasized that the hotel industry's work environment demands the ability to address diverse challenges and situations on a daily basis. The capacity for analytical thinking and effective problem-solving is regarded as a critical competency in the hotel sector. Employees must be able to accurately identify guest issues, develop appropriate action plans, make informed decisions, and follow up to ensure guest satisfaction. Although these skills may be required to a lesser extent from TVET graduates, they remain highly valuable for their professional growth and long-term success.

"Everyday, whatever we do in life, it's a challenge, it's a situation. When it comes to job tasks, I always tell them, every job task is a challenge. If you just sit quietly, don't need to do anything, don't need to use your brain, that's no problem. So, problem-solving depends on certain people; maybe some people think of it as routine, it's not a problem, but for me, it's a challenge because you need to think here (at the brain), you need to think, and when something requires thinking, it's a challenge." (IN5)

“Problem-solving skills are crucial because they encompass leadership, planning, and organizing skills. This way, I don't need to intervene much; they know what to do. However, if they encounter a problem they don't know how to solve, or if it's complicated, then they come to a manager for advice.” (IN6)

"Problem-solving is typically associated with management roles, as it often involves addressing larger-scale issues. However, at times, individuals need to equip themselves with basic problem-solving skills, even in lower-level positions. Certain situations require individuals to make decisions independently.” (IN9)

"For example, in a restaurant, when a guest complains, the waiter should know how to respond. They need to decide how to handle the situation effectively and prevent it from escalating. These are the basic problem-solving skills that they need." (IN8)

"I believe problem-solving is crucial because when dealing with various types of guests, one must be able to provide solutions to assist them at any given time." (IN10)

Ethics and Professionalism.

Professionalism and ethical skills, which are crucial in the hotel industry, encompass a range of behaviors,

attitudes, and values that employees should demonstrate in their interactions with guests, colleagues, and stakeholders. Industry participants strongly advocate for these skills to be instilled in all TVET graduates aspiring to join the sector. These skills are considered essential, as they play a pivotal role in enhancing the guest experience, fostering a positive work environment, and protecting the hotel's reputation. In an industry where customer satisfaction and ethical conduct are paramount, such competencies significantly contribute to the overall success and reputation of the hotel.

"I think everyone is important, but what would make you grow or develop further in the hotel industry is Ethics and professionalism skills because we work with people, teamwork, and humans. We work with people management, so basically, this skill has to be demonstrated so that trust and value are showcased." (IN1)

"You need a professional manner to deal with this information as well as dealing with customers professionally because you're dealing with very important people that come into the hotel and dealing with the hotel in terms of events, in terms of hotel stay, in terms of any transactions you are engaging in the hotel." (IN6)

"Ethics and professionalism skills, I think no matter what position you are in, you need to always practice in yourself that you do the right things only. Unless you know that is not the right thing to do, so you should not do it." (IN10)

DISCUSSION AND RECOMMENDATION

The findings from interviews with industry participants and TVET educators identified four key employability skill domains essential for 21st-century TVET hotel graduates to thrive in the current hotel sector. These findings, designed for Malaysian hotel TVET graduates, aim to enhance their resilience and adaptability in the industry.

Therefore, the study recommends integrating curriculum development efforts that enhance fundamental skills such as literacy, numeracy, oral communication, and active listening within TVET education. Curriculum-based assessment methods, such as CBM, assist in evaluating student performance, as noted by O'Shea and Katsafanas (2010). Industry participants emphasized the importance of developing these skills prior to workforce entry and advocated for teaching methodologies that promote lifelong learning. Sarwar (2014) highlights the significance of learning skills in adapting to new conditions and enhancing organizational performance. Varma and Malik (2023) propose the use of innovative teaching approaches, such as problem-based and blended learning, to develop essential competencies.

Additionally, professional development opportunities for TVET instructors are crucial. Mohamad (2022) suggests this can be achieved by integrating industrial programs into university lecturer training. Abdullah et al. (2022) stress the need to embed employability skills into the curriculum to improve graduate marketability. Strengthening partnerships with industry stakeholders is also vital for understanding evolving skill demands. Yunus (2023) advocates for increased bilateral collaboration and optimization of the National Dual Training System (NDTS) to address skills gaps. Since its implementation in 2005, NDTS has aimed to develop highly skilled workers, known as K-Workers (Rosly et al., 2019; Hasmori et al., 2015).

Finally, aligning TVET curricula with industry standards and regulatory frameworks is essential to enhance graduates' employability. This involves regular engagement with industry professionals, periodic curriculum reviews, and the provision of professional development programs. Effective collaboration between industry and TVET institutions includes course modifications, practical training opportunities, joint curriculum development, and the integration of industry perspectives into institutional governance (Raihan, 2014). Such collaboration yields mutual benefits and contributes to the rapid growth of strategic partnerships.

CONCLUSIONS

In conclusion, this study highlights the critical need to equip TVET hospitality graduates with comprehensive employability skills to effectively meet the growing demands of the hospitality industry. Drawing on the

perspectives of human resource professionals from 4-star and 5-star hotels across Peninsular Malaysia, the research identifies four key skill domains namely basic skills, interpersonal skills, problem-solving and decision-making, and ethics and professionalism. Anchored in the Mayer Key Competency Framework, these competencies are essential for graduates to adapt, excel, and contribute meaningfully in a dynamic, service-driven environment. The findings underscore the importance of enhancing curricula to incorporate soft skills development, active industry engagement, and continuous professional learning. Aligning educational programmes with industry needs will not only strengthen graduate employability and retention but also support the development of a sustainable workforce in the hospitality sector.

ACKNOWLEDGMENT

The authors gratefully acknowledge the support and assistance provided by Universiti Teknologi MARA, Terengganu Branch. The provision of essential resources, including research facilities and access to academic databases, played a significant role in enabling the successful execution of this study.

REFERENCES

1. Abdullah, W. F. W., Salleh, K. M., Sulaiman, N. L., & Kamarrudin, M. (2022). Competency and Readiness of Trainers in Integrating the Employability Skills Into the TVET Training Program. *Journal of Higher Education Theory and Practice*, 22(17), 82–93.
2. Aida, B., Norailis, W. A., & Rozaini, R. (2015) Critical Success Factor of Graduate Employability Programs. *Journal of Economics Business and Management* 3(8):767-771. Alexakis, G., & Jiang, L. (2019). Industry Competencies and the Optimal Hospitality Management Curriculum: An Empirical Study. *Journal of Hospitality and Tourism Education*, 31(4), 210–220.
3. Andreassen, T. A., & Natland, S. (2022). The meaning of professionalism in activation work: frontline managers' perspectives. *European Journal of Social Work*, 25(4), 630–642.
4. Aranda, L., Mena-Rodríguez, E. & Rubio, L. (2022). Basic Skills in Higher Education: An Analysis of Attributed Importance. *Front Psychol.* 2022 Feb 8;13:752248.
5. Arendt, J. F. W., Verdorfer, A. P., & Kugler, K. G. (2019). Mindfulness and leadership: Communication as a behavioral correlate of leader mindfulness and its effect on follower satisfaction. *Frontiers in Psychology*, 10(MAR), 1–16.
6. Athamneh, M. H. A., & Jais, J. (2023). Analyzing the influence of decision making and effective employee communication on human resource agility in commercial banks: A mediation role for job satisfaction. *Cogent Social Sciences*, 9(1).
7. Australian Education Council. Mayer Committee. (1992a). Key competencies. Report of the Committee to advise the Australian Education Council and Ministers of Vocational Education, Employment and Training on employment-related Key Competencies for postcompulsory education and training. Canberra: Australian Education Council and Ministers of Vocational Education, Employment, and Training.
8. Australian National Training Authority, (2003). Generic Skills: Understanding Vocational Education and Training Teacher and Student Attitudes. Retrieved at file:///C:/Users/dziat/OneDrive/Desktop/nr1010.pdf.
9. Belafi, C., Hwa, Y., & Kaffenberger, M. (2020). Building on Solid Foundations: Prioritising Universal, Early, Conceptual and Procedural Mastery of Foundational Skills. RISE Insight Series. 2020/021. Retrived from https://doi.org/10.35489/BSG-RISERI_2020/021.
10. Chen, Q., & Liu, Z. (2022). Hospitality's ethical values and unethical employee behaviour: The mediating roles of work values and the moderating role of perceived organisational support. *Frontiers in Psychology*, 13(November), 1–13.
11. Carnevale, A. P., Gainer, L. J., Meltzer, A. S. (1990). Workplace basics: The essentials skills employers want. San Francisco, CA: Jossey-Bass.
12. Curtis, D, & McKenzie, P. (2002). Employability Skills for Australian Industry: Literature Review and Framework Development. Employability Skills for the Future Project 2002 Supporting Literature Research: Australian Council for Educational Research.
13. Demirović Bajrami, D., Petrović, M. D., Sekulić, D., Radovanović, M. M., Blešić, I., Vuksanović, N., Cimbalević, M., & Tretiakova, T. N. (2022). Significance of the Work Environment and

- Personal Resources for Employees' Well-Being at Work in the Hospitality Sector. *International Journal of Environmental Research and Public Health*, 19(23).
14. Dolan, R. (2017). Effective presentation skills. *FEMS Microbiology Letters*, 364(24), 1–3.
 15. Fajaryati, N., Budiyo, Akhyar, M. & Wiranto (2020). The Employability Skills Needed to Face the Demands of Work in the Future: Systematic Literature Reviews. *De Gruyter, Open Eng.* 2020; 10: 595–603.
 16. Gamage, A. N. K. K. (2022). Importance of Effective Communication to Minimize Disputes in Construction Projects. *Scholars Journal of Engineering and Technology*, 10(7), 128–140.
 17. Hallo, L., Nguyen, T., Gorod, A., & Tran, P. (2020). Effectiveness of leadership decision-making in complex systems. *Systems*, 8(1), 1–21.
 18. Hardjati, S. & Febrianita, R. (2019). The Power of Interpersonal Communication Skill in Enhancing Service Provision. *Journal of Social Science Research Vol 14* (2019) ISSN: 2321-1091.
 19. Hasmori, A.A, Yunus, J. M., Hamzah, R., and Aripin, M. A. (2015). Revealed Knowledge Integration in National Dual Training System (NDTS): Philosophy, Issues, and Challenges. *Procedia - Social and Behavioral Sciences* 204(November 2014), p. 191–97.
 20. Hunt, J. W. & Baruch, Y. (2003). Developing Top Managers: The Impact of Interpersonal Skills Training. *Journal of Management Development* 22(8):729-75.
 21. Jagannathan, S. & Khatiwada, S. (2021). Reaping the Benefits of Industry4.0 through Skills Development in HighGrowth Industries in Southeast Asia: Insights from Cambodia, Indonesia, the Philippines, and VietNam. Retrieved from <https://www.adb.org/sites/default/files/publication/671711/industry-skills-development-southeastasia.pdf>.
 22. Kenayathullah, H. B., Ahmad, N. A., & Idris, A., I. (2019). Gaps Between Competence and Importance of Employability Skills: Evidence from Malaysia. *Higher Education Evaluation and Development*, Vol. 12 No. 2, pp 97-112.
 23. Khan & Ahmad (2012). Leader's Interpersonal Skills and Its Effectiveness at different Levels of Management. *International Journal of Business and Social Science Vol. 3 No. 4*.
 24. Maniram, R. (2022). Enabling students' critical thinking dispositions in hospitality financial management. *Journal of Teaching in Travel and Tourism*, 22(3), 262–278.
 25. Mazlan, N. H., Wan Ismail, W. R., Shabudin, N. A., & Ahmad Russlin, E. M. (2023). TVET Graduates as a Feeder for Hospitality Workforce Bubble: A disruption in culinary workforce supply chain. *Environment-Behaviour Proceedings Journal*, 8(SI15), 181–187.
 26. Mohamad, (2022). Sangkutan Industri Dalam Kalangan Pensyarah Pacu Kecemerlangan Pelajar. *Tinta minda Fakulti Kejuruteraan Awam dan Alam Bina Universiti Tun Hussein Onn Malaysia (UTHM)*, retrieved from <https://www.bernama.com/bm/tintaminda/news.php?id=212985>.
 27. Ntounis, N., Parker, C., Skinner, H., Steadman, C., & Warnaby, G. (2022). Tourism and Hospitality industry resilience during the Covid-19 pandemic: Evidence from England. *Current Issues in Tourism*, 25(1), 46–59.
 28. Nugraha, H. D., Kencanasari, V., Komari, R. N. & Kasda (2020). Employability Skills in Technical Vocational Education and Training (TVET). *Innovation of Vocational Technology Education, invotec XVI:1* (2020), 1-10.
 29. Obiakor, T & Newman, K. (2015). Education and Employability: The Critical Role of Foundational Skills. *Research on Improving Systems of Education (RISE)* is an international research programme. Retrieved from https://riseprogramme.org/sites/default/files/202211/Education_Employability_Critical_Role_Foundational_Skills.pdf.
 30. O'Shea, D.J. & Katsafanas, H. D. (2010). Curriculum-Based Assessment and Students with Special Needs. *International Encyclopedia of Education (Third Edition)*, p571-576.
 31. Ratewal, A. (2019). High Employee Turnover In Hospitality Industry: A. *International Journal of Social Science and Humanities Research*, 7(4), 149–154.
 32. Rosly, R. N. R. , Hussin, H. , Sidek, S., & Jiea, P. Y., (2019). Malaysian TVET Lecturer and Industrial Training Through National Occupational Standard Skills. *Humanities & Social Sciences Reviews*, Vol 7, No 2, 2019, pp 212-219.
 33. Sarwar, A., Aftab, H. & Arshad, A. (2014). A Study to Examine the Level of Employability Skills among Business Students. *European Journal of Scientific Research*, Vol.117 No.1, pp.110-115.

34. Teoh, B. E. W., Wider, W., Saad, A., Sam, T. H., Vasudevan, A., & Lajuma, S. (2022). The effects of transformational leadership dimensions on employee performance in the hospitality industry in Malaysia. *Frontiers in Psychology*, 13(September), 1–15.
35. Tripney, J. S., & Hombrados, J. G. (2013). Technical and vocational education and training (TVET) for young people in low- and middleincome countries: A systematic review and meta-analysis. *Empirical Research in Vocational Education and Training*, 5(1), 1–14.
36. Yunos, S. (2023). Strategic Planning to Transform Malaysian TVET Students into Future Ready Professionals. *The Online Journal for Technical and Vocational Education and Training in Asia*. Retrieved from <https://tvvet-online.asia/20/strategic-planning-to-transformmalaysian-tvet-students-into-future-ready-professionals>.