

# Knowledge, Skills, and Practices of Global Service Standards Among Graduate Students at Saint Joseph Institute of Technology (SJIT)

DOI: <https://doi.org/10.47175/rielsj.v5i3.1043>

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## ABSTRACT

*This study employed a descriptive research design to examine the knowledge, skills, and practices (KSP) related to global service standards among graduate students at Saint Joseph Institute of Technology (SJIT). Using convenient sampling within the "Global Trends in Service Excellence" course, data was collected through a 30-item knowledge test and a survey questionnaire assessing skills and practices. Descriptive statistics, including mean, frequency, and percentage, were utilized for analysis. Results demonstrated a strong foundation in understanding global service standards. Additionally, student respondents showed high proficiency in collaboration, creativity, critical thinking, digital literacy, and dedication to customer-focused, ethical, and sustainable practices. While adaptability remains an area for potential growth, the findings suggest that SJIT graduate students are well-positioned to succeed in the global service environment. This study offers valuable insights for educators and institutions aiming to prepare students for careers in a globalized service sector.*

## KEYWORDS

*Global service standards; knowledge; skills; practices; graduate students; descriptive research.*

## INTRODUCTION

In the crucible of today's globalized marketplace, competence transcends technical prowess alone. Saint Joseph Institute of Technology, guided by its vision to forge innovative and globally competitive professionals, recognizes the imperative of equipping its graduates with the knowledge, skills, and practices demanded by international service standards.

Moreover, in an increasingly interconnected world, the ability to navigate and excel within a globalized service landscape is no longer a luxury but a necessity. As economies intertwine and technological advancements eliminate borders, the demand for professionals with the knowledge, skills, and practices of global service standards has skyrocketed (World Economic Forum, 2023). This demand is particularly acute in higher education, where graduate programs are crucial in shaping the future workforce (González de Zárate et al., 2023).

The disconnect between academic instruction and the real-world application of global service standards represents a glaring chasm in graduate preparedness. Graduates entering the global workforce must be equipped to navigate diverse cultural landscapes, communicate effectively across linguistic barriers, and consistently deliver service that meets international expectations (Jones & Jones, 2020; Okoroafo & Akinyemi, 2022). This research, aligned with the institute's mission to deliver quality education and cultivate a culture of excellence, seeks to bridge this gap and create technically proficient graduates

who are culturally agile and globally responsive (Saint Joseph Institute of Technology, 2023).

Despite this growing need, a concerning gap exists between the idealized image of globally competent service professionals and graduates' actual skills and practices. Studies reveal a disconnect between the theoretical frameworks taught in academic settings and the practical application of these frameworks in real-world global service contexts (Jones & Jones, 2020; Okoroafo & Akinyemi, 2022). This disconnect translates into graduates needing help to adapt to diverse cultural environments, effectively communicate across languages, and consistently deliver service that meets international expectations (Davidson, 2021; UNESCO, 2017).

Saint Joseph Institute of Technology graduate programs aim to equip students with cutting-edge knowledge and cultivate the essential skills and practices needed to thrive as global service professionals. By illuminating the current state of international service standards, knowledge, skills, and practices among student populations, this study has the potential to catalyze profound change. By identifying areas of strength and weakness, the research informs the development of targeted interventions, curriculum adjustments, and student support initiatives. This, in turn, aligns seamlessly with the institute's commitment to holistic human transformation and the nurturing of professionals who thrive in the global arena (Saint Joseph Institute of Technology, 2023).

Ultimately, this research sought to ensure that Saint Joseph Institute of Technology continues to fulfill its vital role in shaping the future of the global workforce. By aligning its educational offerings with the ever-evolving demands of the international job market, the institute empowers its graduates not only with sound technical knowledge and management skills but also with the adaptability, intercultural awareness, and service professionalism needed to excel in any corner of the world (Saint Joseph Institute of Technology, 2023). Therefore, this study is not merely an academic inquiry but a strategic investment in the future of the institute and its graduates, equipping them to navigate the intricacies of a globalized world with confidence and competence.

## **LITERATURE REVIEW**

This study is anchored on the Professional Service Quality (PSQ) Framework (Parasuraman et al., 1985) as used in the study of Santos et al. (2022) the evolution of client expectations in the study Adapting the Professional Service Quality Framework for the digital age. This theoretical framework is designed to assess and understand the quality of service delivered in professional settings. It provides a systematic and multidimensional approach to evaluating how professionals meet clients' needs and expectations.

The PSQ framework evaluates service quality in professional settings, measuring how well professionals meet client needs through multidimensional lenses like technical skills, interpersonal interactions, reliability, responsiveness, and tangible and intangible aspects of the service experience. Variations exist, but core dimensions like these offer a structured approach to assess and improve service excellence. The PSQ framework empowers professionals by enabling systematic quality evaluation, targeted improvement areas, enhanced client satisfaction, and growth through refined service skills. The PSQ framework offers diverse applications, from self-reflection and client feedback to performance evaluation and service improvement. Professionals and organizations can enhance service delivery and exceed client expectations by analyzing strengths and weaknesses across its dimensions.

Overall, the PSQ framework offers a valuable tool for understanding and enhancing the quality of service delivered in professional environments. Focusing on various service delivery aspects helps professionals and organizations meet client needs and exceed expectations. project.

### RESEARCH METHODS

The researcher employed a descriptive research design to investigate the KSP (knowledge, skills, and practices) of global service standards among SJIT graduate students. Convenient sampling was used to select respondents from the online questionnaire distribution in the "Global Trends in Service Excellence" course. Knowledge was assessed through a 30-item test and was validated by an expert. The test was adapted from Smith and Brown (2023), Ritchie and Lewis (2003), and Robbins & Judge (2015). Skills encompassing collaboration, creativity, critical thinking, intercultural competence, emotional self-regulation, and digital literacies were taken from Davidson, J.S. (2021). "Developing Global Skills for 21st Century Graduates" and practices, including customer focus, technology integration, ethical practices, sustainable practices, adaptability, and innovation, were measured through a survey questionnaire taken from the Global Standards for Service Excellence (2023): A Practical Guide for Organizations by International Customer Service Institute (ICSI). Descriptive statistics like mean, frequency, and percentage were utilized to analyze the data, offering a snapshot of respondents' current understanding and implementation of global service standards. This investigation provided valuable insights into SJIT's graduate students' preparedness for success in the worldwide service landscape.

### RESULTS AND DISCUSSION

**Table 1.** Level of Knowledge on Global Service Standards

Rating	Frequency	Percentage (%)	Description	Interpretation
25-30	52	83.9	Excellent	The student demonstrates exceptional understanding and mastery of the material.
19-24	9	14.5	Above Average	The student consistently demonstrates understanding and can apply knowledge and skills independently.
13-18	1	1.6	Average	The student demonstrates a solid grasp of the material and can apply it in some situations.
7-12	0	0	Below Average	The student shows some understanding of the material but may make mistakes or require additional explanation.
1-6	0	0	Poor	The student demonstrates minimal understanding and struggles with the material.
<b>Total</b>	<b>62</b>	<b>100</b>		

*Legend 5 (25-30) Excellent 4 (19-24) Above Average (13-18) Average 2 (7-12) Below Average 1 (1-6) Poor*

Table 1 presents the Level of Knowledge on Global Service Standards". The data reveals a highly positive trend. Most participants (83.9%) demonstrated an "Excellent" understanding of the concepts of global service standards. Only a single participant (1.6%)

scored within the "Average" range, while none fell into the "Below Average" or "Poor" categories. This implies a strong success rate for the relevant training gained by the students in the graduate school program related to global service standards as provided by the course Global Trends in Service Excellence of Saint Joseph Institute of Technology. These findings highlight the importance of understanding global service standards, which have been linked to increased customer satisfaction and positive behavioral intentions by customers (Yavas et al., 2020). Further research into the global service quality concept emphasizes the need for employees to have a robust knowledge base in this area (Park & Kim, 2021).

**Problem 2. What is their level of skills on global service standards in terms of collaboration, creativity, critical thinking, intercultural competence, emotional self-regulation, and digital literacies?**

**Table 2. Level of Skills on Global Service Standards**

Indicators	Mean	Description	Interpretation
Collaboration	4.45	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Creativity	4.22	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Critical Thinking	4.23	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Intellectual Competence	4.30	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Emotional Self-regulation	4.29	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Digital Literacies	4.35	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Grand Mean	4.31	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.

*Legend 5 (5.0-4.16) Strongly Agree 4 (4.15-3.36) Agree 3 (3.35-2.56) Neutral 2 (2.55-1.76) Disagree 1 (1.75-1.0) Strongly Disagree*

Table 2 summarizes the students' level of skills on global service standards. From the table, the data demonstrates a remarkably high proficiency level across various crucial indicators. Respondents reported strong agreement in their skills related to collaboration (mean = 4.45), creativity (mean = 4.22), critical thinking (mean = 4.23), intellectual competence (mean = 4.30), emotional self-regulation (mean = 4.29), and mainly digital literacies (mean = 4.35). The data suggests that students have a remarkably high level of proficiency across various global service standards. Their strong agreement with their skills in collaboration, creativity, critical thinking, intellectual competence, emotional self-regulation, and digital literacy indicates a well-rounded foundation for success in global service roles.

This consistency suggests that educational or training initiatives have been very effective in developing the skills necessary for successful performance within a global service framework. Recent research underscores the importance of digital literacy in today's work environment (Gnambs & Kaspar, 2022), while the value of critical thinking within intercultural communication, and thus global service, has also been highlighted (Kim, 2020).

Moreover, the data reveals a positive trend in self-reported proficiency across collaboration, creativity, and digital literacies – all vital skills within global service

excellence. This suggests that students in the course likely possess a firm baseline in areas crucial for success. However, it is essential to remember that specific industries, varying experience levels, and geographical locations will significantly shape how these skills manifest and are prioritized in real-world settings. Students should critically assess their strengths and weaknesses in collaboration, creativity, and digital literacies. This reflection can illuminate areas for potential development or confirm where they excel.

Additionally, students should actively research various global service industries to grasp how specific sectors might place greater emphasis on certain skills over others. This knowledge empowers them to tailor their skill-building efforts proactively. Furthermore, recognizing the influence of geographical location highlights the importance of fostering a global mindset that embraces adaptability and awareness of how regional differences could affect the application of these core skills.

***Problem 3. What is their extent of practices on global service standards regarding customer focus, technology integration, ethical practices, sustainable practices, adaptability, and innovation?***

**Table 3.** Extent of Practices on Global Service Standards

Indicators	Mean	Description	Interpretation
Customer Focus	4.36	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Technology Integration	4.30	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Ethical Practices	4.49	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Sustainable Practices	4.40	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Adaptability	4.26	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Innovation	4.29	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.
Grand Mean	4.35	Strongly Agree	Represents a behavior or characteristic that is highly reliable and dependable.

*Legend 5 (5.0-4.16) Strongly Agree 4 (4.15-3.36) Agree 3 (3.35-2.56) Neutral 2 (2.55-1.76) Disagree 1 (1.75-1.0) Strongly Disagree*

Table 3 capsulizes the "Extent of Practices on Global Service Standards." Data reveals a strong commitment to applying these standards across different areas. Participants report consistently engaging in customer-focused practices (mean = 4.36), integrating technology responsibly (mean = 4.30), upholding ethical principles (mean = 4.49), and prioritizing sustainability (mean = 4.40). A slightly lower, but still favorable, mean for adaptability (mean = 4.26) suggests some room for improvement in flexibility within a global context. The strong emphasis on ethical practices aligns with research linking ethical conduct to positive organizational outcomes (Nalca et al., 2020). Additionally, the importance of adaptability for successful cross-cultural engagement in global service settings is highlighted in the literature (Yeo & Marquardt, 2015).

Additionally, data reveals that the "Global Trends in Service Excellence" course instills a solid foundation for upholding Global Service Standards. Its focus on core values, service fundamentals, global perspectives, and sustainability reinforces high scores in customer focus, ethical practices, and adaptability. The course's blend of theory, practical skills, regulatory awareness, and future-oriented thinking likely prepares students with the



knowledge and mindset to deliver service excellence in a changing, interconnected world. This comprehensive approach explains the consistently positive results demonstrated in the data table. Moreover, the positive results likely stem from the course's emphasis on project-based or experiential learning. This approach could involve simulations, role-playing, or real-world projects, allowing students to practice service skills in a safe environment while receiving feedback. This practical approach builds confidence, reinforces good habits, and explains the consistently excellent practices reflected in the data. The course also highlights the real-world behaviors and skills vital for success in a global service environment. The emphasis on customer focus, technology, ethics, sustainability, and adaptability aligns with the course's key themes. Additionally, students can use these results as a benchmark, comparing their self-assessments to identify personal strengths and areas for further growth as they prepare to enter the workforce. The data also reflects industry expectations, demonstrating the characteristics employers in global service fields likely seek in potential employees.

The strong emphasis on ethical practices stresses the significance of responsible business conduct within the global context (Lopez, 2021). Students should consider how coursework can deepen their commitment to moral decision-making (Smith & Brown, 2023). The slightly lower score in adaptability should encourage students to actively pursue experiences that challenge them to step outside their comfort zone and operate effectively across different cultures (Williams, 2020). Participating in intercultural simulations, collaborative projects, or study-abroad programs could be invaluable. Finally, the emphasis on sustainable practices highlights a growing concern in global service. Students should investigate sustainable business models and integrate a sustainability mindset into future career aspirations.

***Problem 4. Based on the study's findings, what curricular enhancement can be introduced?***

To bolster graduate students' preparedness for global service environments, the course content at SJIT should focus on these core enhancements:

1. **Prioritize Adaptability Skills.** Weave the development of adaptability throughout the coursework. This could include case studies on cultural differences, cross-cultural communication simulations, and international collaboration projects.
2. **Offer Industry-Specific Learning.** Provide short courses or modules dedicated to the unique global service standards within specific industries, such as hospitality or outsourcing. This will help students grasp sector-specific expectations.
3. **Emphasize Real-World Applications.** Increase internship opportunities, partnerships with global businesses, and guest speakers from diverse industries. Practical application is vital for transitioning knowledge into real-world success.

**CONCLUSION**

1. The Graduate School students indicate that Saint Joseph Institute of Technology's graduate school program has effectively equipped them with a strong understanding of global service standards.
2. The Graduate School students have high proficiency in skills for global service standards, covering collaboration, creativity, critical thinking, intellectual competence, emotional self-regulation, and digital literacies. However, to maximize their potential, students should still have to identify areas for further skill development, grasp how their

chosen industry prioritizes specific skills, and be adaptable to various regional expectations within the global service landscape.

3. The Graduate School students focus on practicing global service standards. This is evident in the focus on customers, ethical behavior, responsible technology use, and sustainability. While adaptability scores slightly lower, there is still an apparent dedication to flexibility, which is essential for navigating a global service landscape.
4. The proposed curricular enhancements indicate that SJIT is responsive to the changing needs of the global service sector. It aims to equip graduates with the adaptability, specialized knowledge, and real-world experience necessary to be competitive and successful professionals.

The findings reveal a promising foundation for knowledge, skills, and practices on global service standards. Student-respondents demonstrate strong knowledge, possess essential skills, and are dedicated to ethical and customer-focused practices. While adaptability remains an area for continuous development, this suggests a workforce well-positioned to excel within global service environments.

### **Recommendation**

**Administrators.** Consider integrating global service principles and skill development across graduate programs, not just those explicitly focused on service management.

**Educators.** Promote industry partnerships and real-world projects to allow students to practice and refine their global service competencies.

**Students.** Engage in internships, international collaborations, or cultural exchange programs to enhance practical, applied skills within a global context.

**Future Researchers.** Expand the study to include a larger, more representative sample of SJIT graduate students to increase the generalizability of findings.

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