

# Skill and Competency Requirements of the Industries and Business Firms in Iligan City: Input to Curriculum Development

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## Abstract

This study aimed to determine the business-related skill and competency requirements of industries, business firms, financial and academic institutions in Iligan City. It used personal factors as parameters in determining these skills. These competencies are personal, communication, computer, organizational, entrepreneurial, international/cultural and domain competencies.

The descriptive method of research applying basic descriptive statistics such as frequency, percentages and proportions, mean, standard deviation and, coefficient variation was used. A structured survey questionnaire was used to gather data from 33 business organizations.

Results of the study indicated that in general, industries and business firms in Iligan City today give more importance to the organizational competencies of individuals as a main requirement from their applicants and employees. In the personal competency category, integrity topped among the four factors while problem solving is the least, although all of the four factors were rated as "very important." In the communication competency category, the survey revealed that all of the six factors are very important but writing and oral communication skills as the most important among the six communication competencies while public speaking was found to be the least important in this competency category. In the computer competencies category, accuracy, which is under the encoding skills, topped as the most important while the skill in blogging, which is under the Internet subcategory, is rated as the least important. In the organizational competencies category, all factors are rated as very important though the leadership/

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management skill was regarded as the most important; and, economics/statistics as the least but still indicated as very important; In the entrepreneurial competency category, only risk-taking is regarded as important and the rest are indicated as very important. Demand for efficiency and quality is considered as most important among the entrepreneurial competency factors while risk taking as the least important. In the international and intercultural competencies, the data showed that cross-cultural competencies were rated as the highest. It is followed by having international knowledge, then by having knowledge in International Human Resource. Learning a second language is also rated as the fourth important factor. International marketing, international trade theory and international management were rated least important among the factors. When it came to domain competencies, having knowledge in Financies was preferred on knowledge in Accounting.

Industries and business firms, therefore, in Iligan City are generally giving more importance to the organizational competencies of individuals as a main requirement from their applicants and employees. The seven skills and competency factors used in the study are regarded as important, thus, must be incorporated in any business curriculum.

*Keywords:* personal competencies, computer, enterpreneurial, domain competencies

## Rationale

Business, in general, plays a vital role in the development and sustenance of a country. Without businesses, the growth and expansion of a country's economy cannot foster. Employment is low and the country's resources are not fully utilized, thus making the country unproductive. Businesses, therefore, are the wheel of the economy. Many people believe that the success of businesses greatly depends on the environment in which they operate. Common misconceptions state that environmental factors are the only determinant of a business venture's prosperity. Although these factors greatly influence the business's flow of operations; they do not ultimately shape its future. The success of the business, then, lies in the hands of the people leading the organization. In order for these individuals to effectively manage a business, they require excellent and proper training that will enable them to contribute to the attainment of the organization's objectives. These individuals must develop skills and

competencies that enable them to act as catalysts of change and development. And education plays a vital role in developing the necessary skills, competencies, qualities, and traits that these individuals need to acquire.

Universities and colleges have long participated in the education and development of the workforce. These institutions continue to create a learning environment to business students that will foster their growth as future leaders and meet business and industry demands. However, certain issues regarding mismatches between the graduates being produced by colleges and universities and the current industry needs continue to prevail. As business environments continue to evolve, skills and competencies requirements also change from one type of industry to another. Nowadays, the training and education that colleges and universities give to their business students may not guarantee that the industry's growing demands for certain skills and competencies are met. The development of a new input to curriculum in different colleges and universities will help these institutions in improving the education and training that they provide to business students, so as to conform to present industry standards, objectives, and needs.

### Review of Related Literature

#### SCANS' Study <sup>1</sup>

Based on the research conducted by the Secretary's Commission on Achieving Necessary Skills (SCANS), there are three parts of the foundation of skills and personal qualities. These are the basic skills, such as -- thinking skills, and personality qualities.

The basic skills include: reading, writing, arithmetic/mathematics, listening and speaking. In reading skills, an employee must know how to understand, and interpret written information in prose and in documents such as graphs, and schedules. In writing skills, an employee must be able to communicate thoughts, ideas, information, and messages in writing, and must know how to create documents such as letters, reports,

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<sup>1</sup> U.S. Department of Labor, 1991.

<<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>>

graphs and flow charts. In arithmetic and mathematics, an employee must, of course, know how to perform basic computations and approaches to practical problems by choosing appropriately from a variety of mathematical techniques. In listening skills, an employee must be able to receive well, attend to, interpret, and respond to verbal messages and other cues. In speaking skills, an employee must know how to organize ideas and communicate orally.

The thinking skills include creativity, decision making, problem-solving, visualizing, knowing how to learn, and reasoning. An employee must be creative when it comes to thinking. He must know how to generate new ideas. He must specify goals and constraints, generate alternative, consider risks, and evaluate. And he must know how to choose the best alternative. An employee must recognize problems and be capable to create and implement a plan of action. He must know how to organize and process symbols. He must be able to use efficient learning techniques to acquire and apply new knowledge and skills.

In personal qualities, it includes responsibility, self-esteem, sociability, self-management, integrity, and honesty. An employee must exert a high level of effort and persevere towards goal attainment. He must believe in his own self-worth, and maintain a positive view of self. An employee must demonstrate understanding, friendliness, and adaptability, empathy and politeness in group settings. He must be able to assess oneself accurately, set personal goals, monitor progress, and exhibit self-control. Lastly, he must also choose ethical courses of action.<sup>2</sup>

### Grant's Study <sup>2</sup>

There are also several skills and qualities an economist must possess. According to the famous economist, John Maynard Keynes, an economist must reach a high standard in several different directions and must combine talents not often found together.

*He must be a mathematician, historian, statesman, philosopher in some degree. He must understand symbols and speak in words. He must contemplate the particular in terms of the general, and touch abstract and concrete in the same flight of thought. He must study the present in the*

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<sup>2</sup> Cambridge. 2000.

<[http://assets.cambridge.org/97805215/48250/excerpt/9780521548250\\_excerpt.pdf](http://assets.cambridge.org/97805215/48250/excerpt/9780521548250_excerpt.pdf)>

*light of the past for the purposes of the future. No part of man's nature or his institutions must lie entirely outside his regard. (Keynes 1972)<sup>2</sup>*

This is a determined and also an inspiring list. This gives an indication of the skills that economics students need to gain. They have to communicate quite complex ideas and theories in a clear manner, undertake numerical calculations, and interpret data presented in a variety of forms. They also have to analyze and evaluate economic problems and solutions, interpret and use diagrams, and employ ICT (Information and Communications Technology) skills.

In developing these skills, it is useful to apply a variety of teaching approaches and activities. Training can develop student's abilities more surely and more rapidly than through an unorganized experience. Variety increases student motivation, and different students are likely to respond well to different activities (Grant, 2000).

As they develop these skills, students find it more complete and rewarding. They will learn the way an economist think and use the tools of an economist.

### **SEM and Analysis Skills Becoming Core Marketing Competencies <sup>3</sup>**

A recent survey on the skills needed in modern marketing has shown that analysis, measurement and search engine optimization are becoming more important than traditional marketing competencies.

According to Coremetrics, 73 per cent of the 120 US and UK respondents said analytics and measurement have become more important over the past two years and these skills are now seen as more important than branding and product promotion.

Furthermore, search engine marketing (SEM) skills are also becoming more important with 31 per cent of respondents claiming SEM

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<sup>2</sup> Cambridge. 2000.

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<sup>3</sup> Receptional Ltd. August 31, 2003. <<http://www.receptional.com/news/seo/sem-and-analysis-skills-becoming-core-marketing-competencies>>

is the most important skill in their current role and 60 per cent feeling that SEM skills have become more important over the past two years.

Correspondingly, half said they need to improve their analytical abilities and 41 per cent feel that their SEM skills need improvement.

This study found that "analytics and search engine marketing are being prioritized because they can reap enormous return and have a direct impact on an organization's online, and even offline, revenues," as stated by John Squire, vice president, product strategy and general manager, marketing services at Core metrics.<sup>3</sup>

"A division resulted between those organizations that have the resources and expertise to optimize their online marketing and those that haven't, with the former gaining the competitive edge. Marketers that acquire such skills are becoming the new heroes in their organizations" (Anonymous, 2003).

The greatest people in business have certain attributes in common. Several personal qualities are important, like thirst for continuous education, personal drive and motivation, strong goals and ambition, clear vision, and always having a great deal of passion.

In addition to the aforementioned competencies and skills of a business employee, here are some skills that could help in getting ahead. These skills are grouped into four. These are the Communication, Planning, Productivity, and the Creativity Skills. Communication Skills include written, social networking, speaking, sales, and negotiation. Planning Skills include strategic, project, financial, risk, and logistics. Productivity Skills include time management, meeting management, leadership, systems, and personal productivity. Lastly, Creativity Skills include imagination, inventiveness, problem solving and brainstorming. Perhaps the most important skill of all is the ability to switch off. It is so easy for the stresses and strains of business life to burn people out so, one must develop the ability to relax and unwind.

<sup>3</sup> Receptional Ltd. August 31, 2003. <<http://www.receptional.com/news/seo/sem-and-analysis-skills-becoming-core-marketing-competencies>>

An entrepreneur should get used to rejection. For every entrepreneurial venture that succeeds, ten fail and ten more never get off the ground to be recognized as a failure. You not only have to be able to deal with failure, but learn from it for future business ventures. Most small companies fail due to: 1) managerial incompetence or inexperience, 2) neglect of the enterprise, 3) ineffective business controls, and 4) undercapitalization. If entrepreneurs did their homework and prepared the necessary portfolio of skills and knowledge, pitfalls could have been avoided.

### Objectives

The purpose of this study is to determine the business-related skills and competencies requirements in industries, business firms, financial and academic institutions.

Specifically, it aims to answer the following questions:

1. What are the skills and competencies currently being demanded by business firms and industries in terms of the following:
  - i. Personal
  - ii. Communication
  - iii. Computer Literacy
  - iv. Organizational
  - v. Entrepreneurial
  - vi. International/Intercultural
  - vii. Domain
2. Is there a relationship between a firm's number of years in the business, type of industry/business, form of ownership, and number of employees and the skills and competencies they require?

### Research Methodology

This portion describes more specifically the scope, the subject, the research design, the sampling design, the instrumentation, the gathering and the treatment of data.

### A. Scope of the Study

This study focuses mainly on determining the specific kinds of competencies requirements in industries and business firms in Iligan City as an input to curriculum development of the College of Business Administration and Accountancy.

This study proves tests whether demographic factors of the respondents like age, gender and civil status and the company information like years in business, type of business, form of ownership and the number of employees have significant effects on choosing the specific kind of competencies.

The number of employees handled by the respondents in their demographics varies accordingly to the respondents-either they based it on the over-all employees handled from the entire organization or by the number of employees they handled on a certain branch alone.

### B. Subject of the Study

The respondents of the study were thirty-three administrators, officers-in-charge or human resource managers of industries who are directly involved in hiring and selecting applicants. The list of the respondents was secured from the local branch of the Department of Trade and Industry.

### C. Research Design

The study used the exploratory and descriptive research designs, which both have a criteria measure as the student researchers intend to determine the preferred competencies, and to describe the level of importance that have been made about the research situation. The research process is divided into two phases.



### Phase One: Exploratory Research

The researchers made use of this design to determine the specific kind of business-related skills and competencies usually required in the workplace.

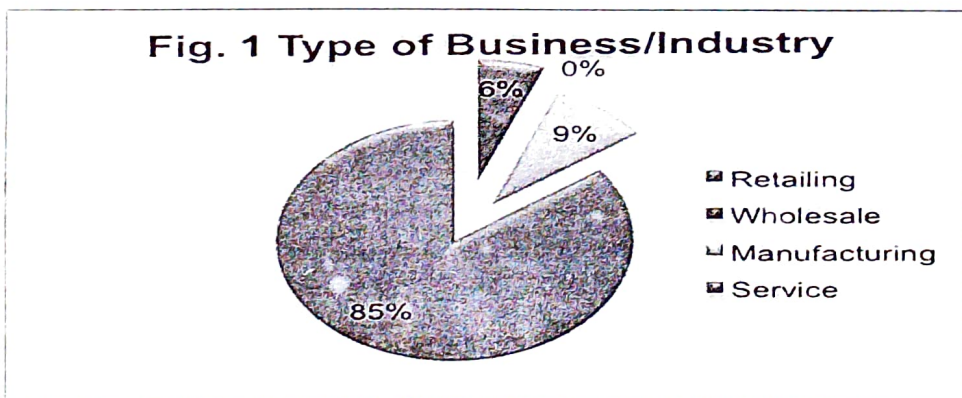
### Phase Two: Descriptive Research

The researchers made use of this design to describe each component under the seven skills and competencies category.

### D. Sampling Design

The population of this study consists of the different industries and business firms located at Iligan City. The sampling frame used was the list of business firms registered in the regional office of the Department of Trade and Industry. It has a sample size of thirty-three, which was determined using simple random sampling.

Figure 1 shows the number of respondents according to the type of business/industry.



### E. Instrumentation

This study utilized a researcher-made, structured-undisguised and self-administered survey questionnaire as the major tool in collecting the data. The questionnaire was divided into two sections. The first section consists of multiple-response questions. A description for each of the items was provided to lessen respondent confusion and difficulty in answering the questions. The second section is a mix of open-ended and

multiple-response questions. These questions aimed to gather information on the demographic and business profile of the respondents.

#### F. Gathering of Data

Primary and secondary data are considered in the study. The primary data were gathered through the questionnaire personally distributed by the student researchers to the respondents. One questionnaire was given to each of the human resource manager or to the administrator who are considered as the respondent. Collection of the accomplished questionnaire was done at most one week. Secondary data were gathered from other materials relating to the study such as books, previous researches conducted and Internet references.

#### G. Treatment of Data

In order to arrive at the desired results, the data that were gathered from the instruments were analyzed with the use of several statistical tools available in the statistics software PASW Statistics 17.0.

**Percentage.** This determines the number of respondents giving particular response to the questions in relation to the total number of respondents in the study.

**Frequency.** This statistical tool was used to process quantitative and qualitative data in the study such as the age, gender, and number of years in service.

**Descriptive Ratings.** These were used to examine the relative importance of each skill and competency.

Descriptive Rating	Verbal Interpretation	Cut-off Scores
4	Very Important	3.26-4.00
3	Important	2.51-3.25
2	Moderately Important	1.76-2.50
1	Not Important	1.00-1.75

**Arithmetic Mean.** This was used in determining the average of the demographic characteristics. It was also used in computing the

average number of years in the business and number of total employees in the company served by the respondents.

**Mode.** This statistical tool was used to process qualitative data in the study such as gender, highest educational attainment, civil status, form of ownership, and type of business/industry. The mode is determined by the frequency and not by values of the observation.

**Pearson's Product-moment Correlation.** This was used to determine the existing significant relationships between a firm's number of years in business and their requirements on Customer Orientation, Commitment to work contract, and Risk taking competencies.

**Pearson's Chi-square.** This was used to measure possible relationships between the type of industry the company is in and the form of ownership and the skills and competencies required by companies.

## Discussion of Results

This chapter presents the analysis and interpretation of the responses of the thirty-three (33) respondents from the different industries, business establishments, financial and academic institutions in Iligan City, which are currently existing and operating.

The first part of this chapter shows the data on the demographics and business profile of the respondents as obtained from the survey.

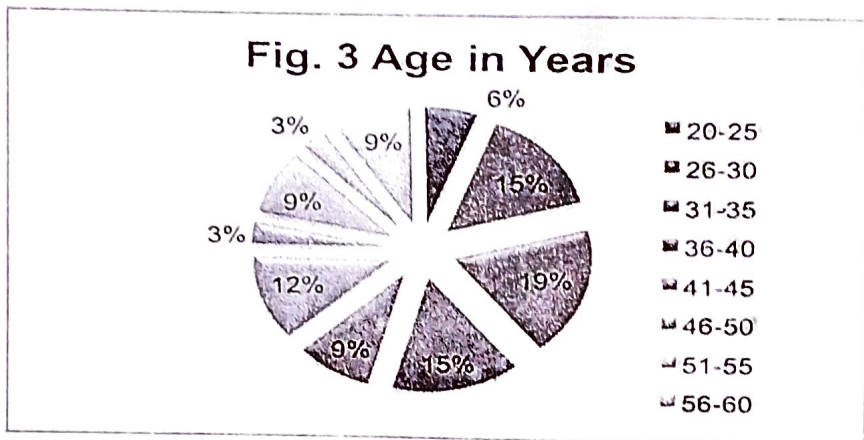
### Demographic Profile of the Respondents

The demographic characteristics of the managers/administrators of the respondents were gathered to see whether these independent variables affect the respondent's perception on the importance of each of the business-related skills and competencies included in the study. Specifically, these demographic characteristics include the age, gender, civil status, highest educational attainment, years in service, and the number of employees currently handled by the respondents.

#### Age, Gender, and Civil Status

Figure 3 presents the age of the respondents. The data gathered reveals that all of the respondents have the age above 25 years old. The

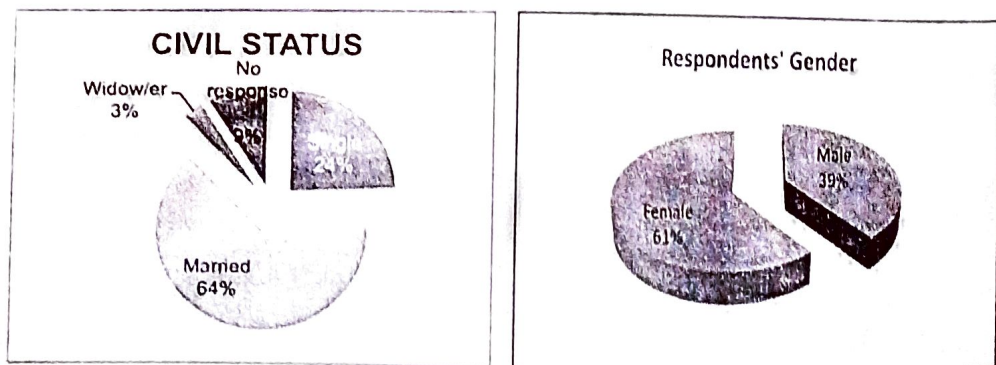
youngest respondent belongs to the 20-25 age bracket and the oldest belongs to the 61-65 age bracket. Majority of the respondents have the age between 31-35 years old. The data also shows that the average age of the respondents is 39.93 years old.



Three respondents (9.1%) chose not to answer the question due to personal reasons. The student researchers, however, believed that they too are of legal age, based on the assessment of their physical features.

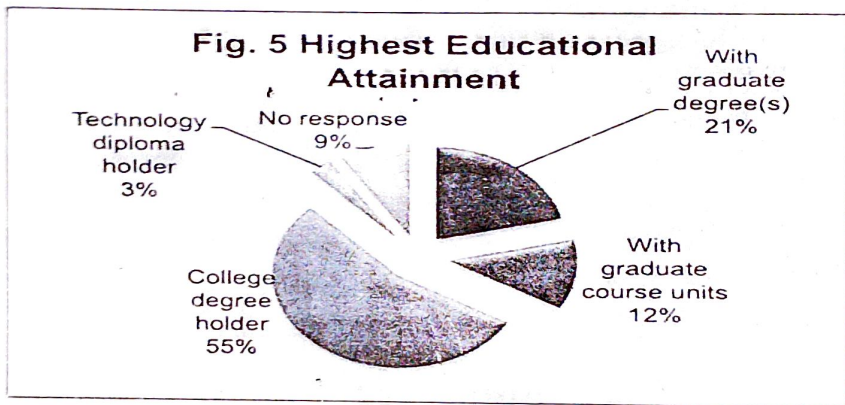
Figure 4 presents the respondents' gender and civil status. The figure reveals that more than half (60.6%) of the respondents are female and only thirteen (39.4%) respondents belonging to the male group. This data shows that more and more females are actively taking the role as executives and top managers. Contrary to prior business tradition, more companies are giving females top-level positions and are involving them in the decision-making process.

**Fig. 4 Respondents' Gender and Civil Status**



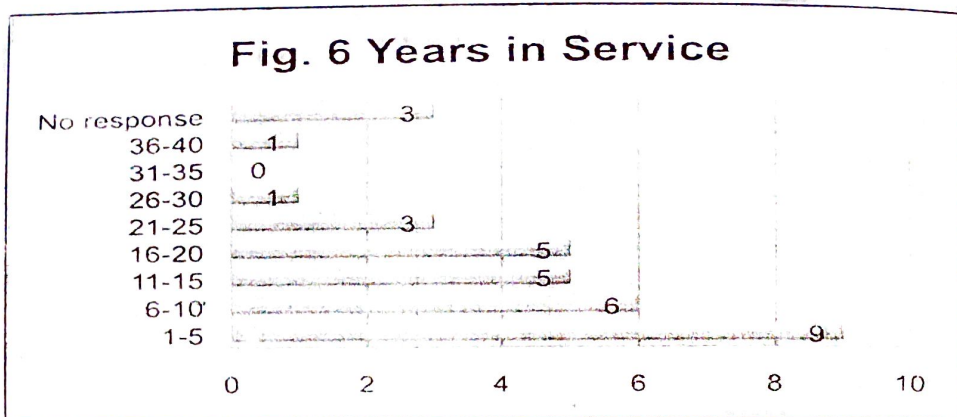
With respect to the civil status, twenty-one (63.6%) of the respondents are married. Eight (24.2%) respondents are single and one (3.0%) respondent is a widow.

Figure 5 shows the highest educational attainment of the respondents. The data shows that majority of the respondents are college degree holders.



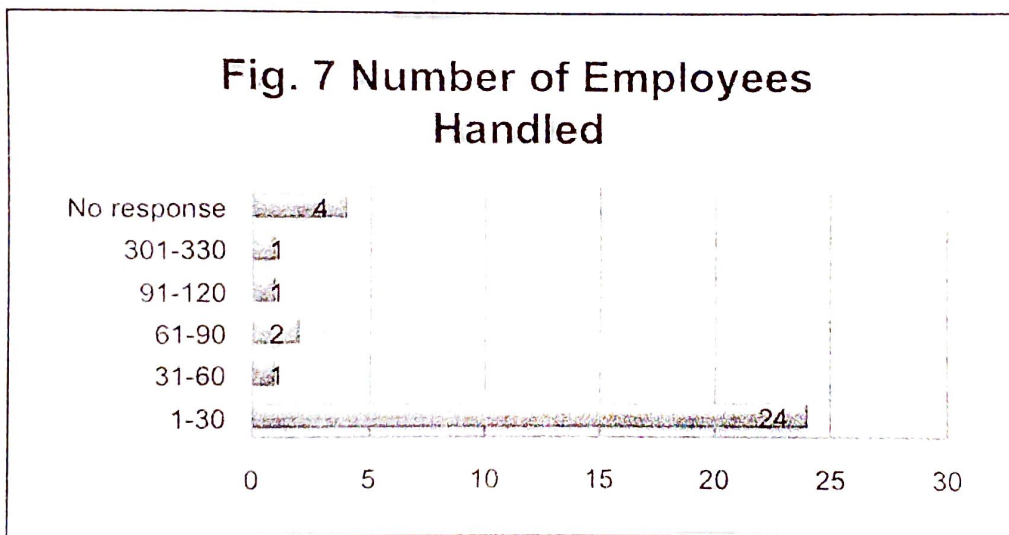
Seven (21.2%) respondents have attained graduate degree(s), four (12.1%) have attained graduate course units while only one (3.0%) has attained a technology diploma.

Figure 6 presents the respondent's number of years in the business. The figure clearly shows that the highest number of respondents has been working with the company for 1-5 years. This number constitutes 27% of the total. Six (18%) respondents have been in the service for 6-10 years.



Five (15%) respondents have been working with the company for 11-15 years as well as for 16-20 years. The least number of employees have been in the service for 26-30 years and 36-40 years. This is probably because few of the respondents are above 51 years old. Three respondents chose not to answer the question due to personal reasons.

Figure 7 presents the number of employees currently handled by the respondents. The data shows that twenty four (73%) of the respondents handle 1-30 employees. This figure constitutes the largest percentage of the total.



The number of employees handled by the manager/administrator/department head may have an effect on his/her perceived importance on certain skills such as interpersonal and

leadership skills. Hence, the data shown above may have influenced the responses of the respondents to some of the questions in the survey.

A. Business Profile of the Respondents

The business characteristics of the companies served by the respondents were gathered during the research process to see if these factors affect the type of business-related skills and competencies required by the firm. These characteristics include the company's number of years in the business, its nature or type of industry/business, form of ownership, and the total number of employees currently employed.

Number of Years in the Business and Type of Industry/Business

Figure 8 presents the company's number of years in the business. The data shows that six (18%) of the companies have been operating in the market for 1-10 years and another six have been in the business for 11-20 years. Seventeen companies have been operating for more than 20 years. This implies that these companies have been successful in their operations.

Meanwhile, four (12.1%) respondents, due to personal reasons, did not indicate the number of years their company has been operating in the market.

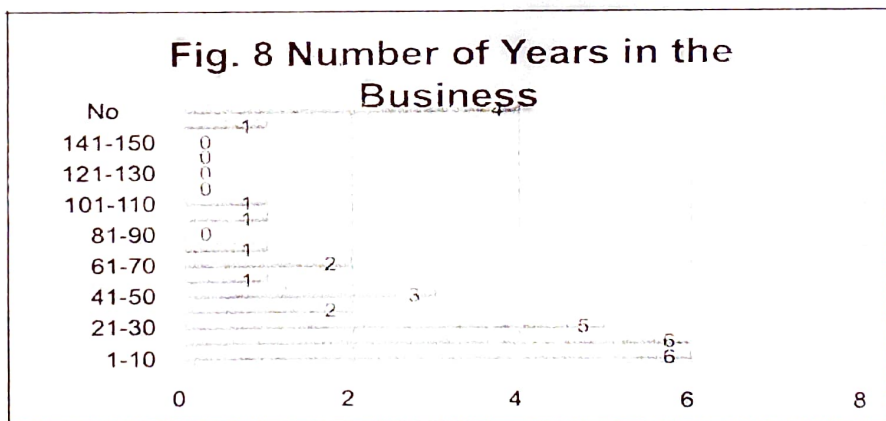
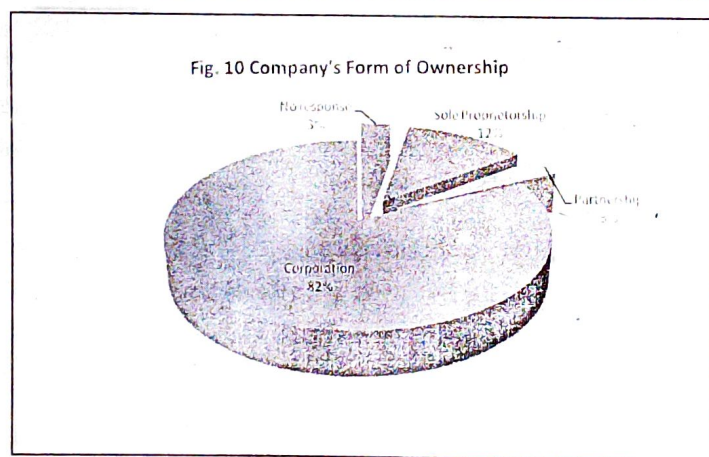
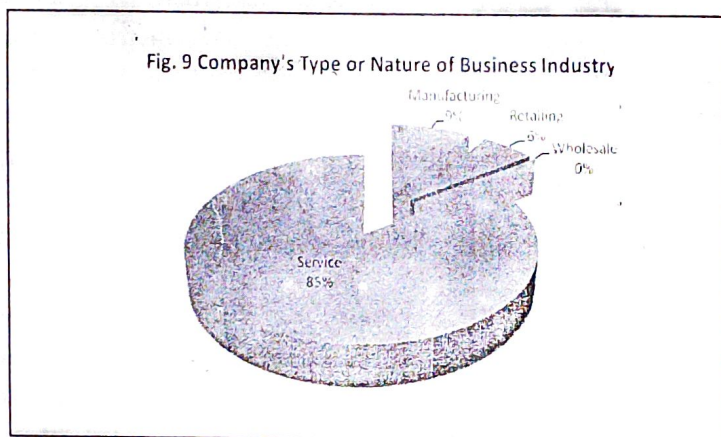


Figure 9 shows the company's nature or type of industry/business. The data shows that more than half of the companies are of service type. These firms constitute 84.8% of the total number of respondents.

Meanwhile, two (6.1%) respondents are engaged in retailing and three (9.1%) are engaged in manufacturing. The skills and competencies needed by a company differ from one type of business to another. In effect, this factor can greatly influence the respondents' perceived importance on the types of business-related skills and competencies being considered in the study.



Majority of the respondents belong to a service-type of business. Most of the responses are giving more importance in skills and competencies that are service oriented such as the leadership/managerial under Organizational Competencies category.

Figure 10 presents the company's form of ownership. The data shows that twenty seven (81.8%) of the companies are registered as corporation.



This figure signifies that more than half of the respondents are employed by companies with more than one owner. Meanwhile, four (12.1%) enterprises are registered as sole proprietorship and only one (3%) business establishment is in a form of partnership.

B. Respondents' Opinion on the Importance of Each Business-Related Skill and Competency

The second part of this chapter presents the respondents opinion on the importance of each business-related skill and competency considered in the study. The different skills and competencies are grouped according to category.

Personal Competencies

The personal competencies considered in this study include integrity, problem solving, decision-making ability, and analytic/cognitive skill. Integrity refers to honesty, in relation to interpersonal dealings. Problem Solving refers to the ability to resolve issues, and identify solutions to problems. Decision-making ability is the skill to assess potential judgment based on facts. Analytic/cognitive skill refers to the skill to thinking logically.

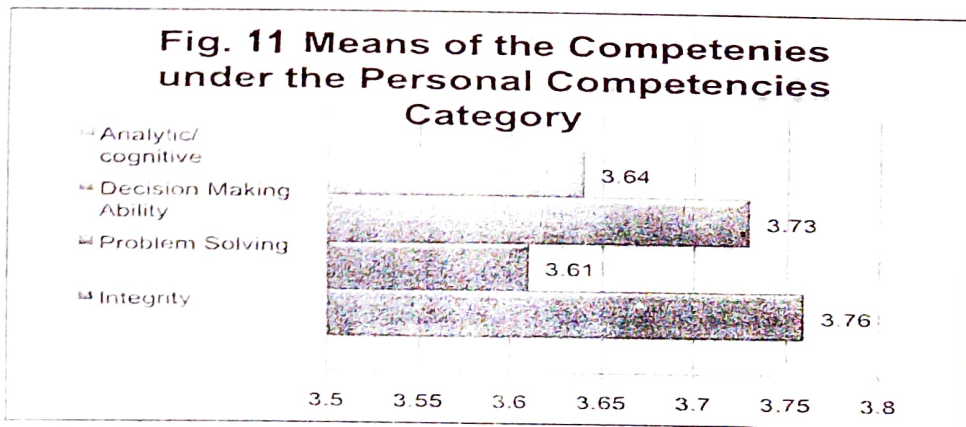


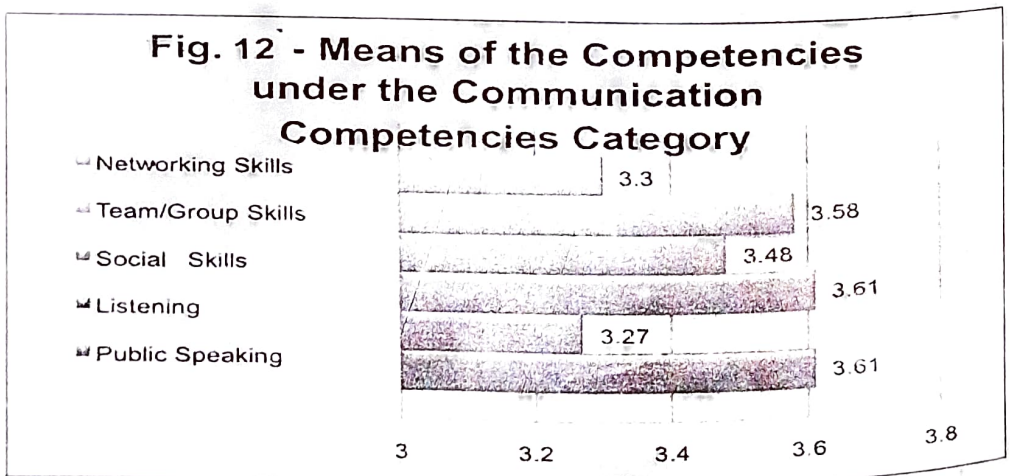
Figure 11 presents the means of the competencies under the personal competencies category. The data shows that integrity is regarded as the most important among the four factors under this category with a mean of 3.76. This implies that respondents value the quality of being honest and having strong moral principles.

Meanwhile, the skill in problem solving is considered as the least important skill under this category. This is due to the fact that most of the respondents are subordinates and do not solely bear the responsibility for solving problems. The data also reveals that respondents consider all of the skills and competencies under this category as very important.

### Communication Competencies

The communication competencies considered in this study are writing and oral communication skills, public speaking, listening skill, social skills, team/group skills, and skill in networking. The skill in writing and oral communication is defined in the study as the ability to effectively articulate ideas in both written and oral formats. Public speaking refers to oral communication, public speaking, and presentation skills. Listening skill is defined as the ability to listen actively. Social skills refer to the ability to get along with others and participate in the creation of positive working relationships. Team/group skills refer to skills to work well in a team or group on projects and jobs. Networking skills refer to the ability to make connection between people, in offices or departments.

Figure 12 presents the means of the competencies under the communication competencies category.



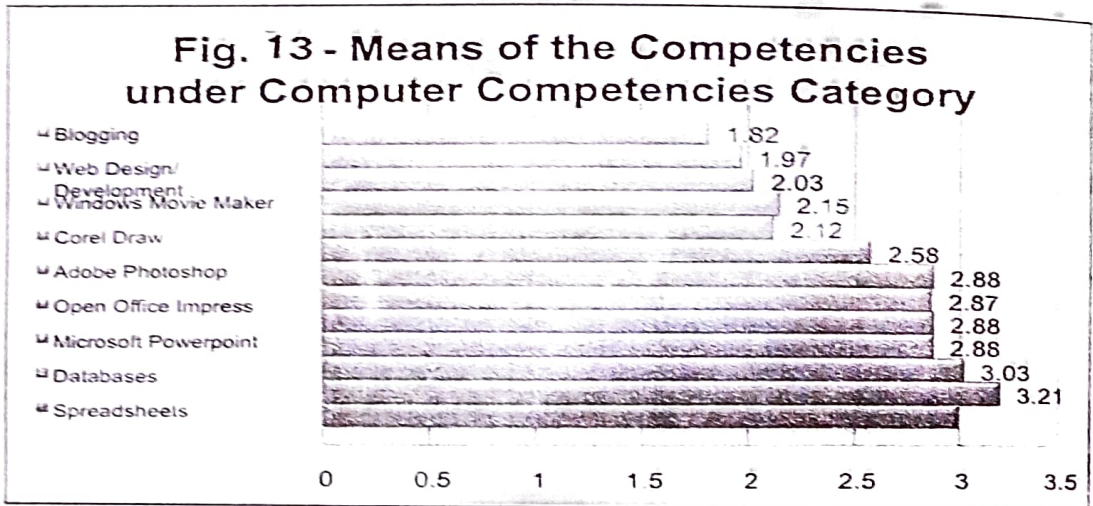
The data shows that all of the six skills and competencies listed under this category are considered very important, but writing and oral communication skills are regarded as the most important among the six communication competencies. On the other hand, public speaking skill is indicated as the least important in this said competency category.

### Computer Competencies

This category of skills and competencies includes encoding skills, ability to use software programs used in word processing, data retrieving and data manipulation, multimedia, and skills in using the Internet. Each proficiency and competency is subdivided into several components. Encoding skills include typing speed and accuracy. Word processing skills include knowledge in using Microsoft Word and Open Office Writer.

Data retrieving and data manipulation skills include expertness in using spreadsheets and databases. Multimedia skills include proficiency in using Microsoft PowerPoint, Open Office Impress, Adobe Photoshop, Corel Draw, and Windows Movie Maker. Internet skills include ability in web design/development and blogging.

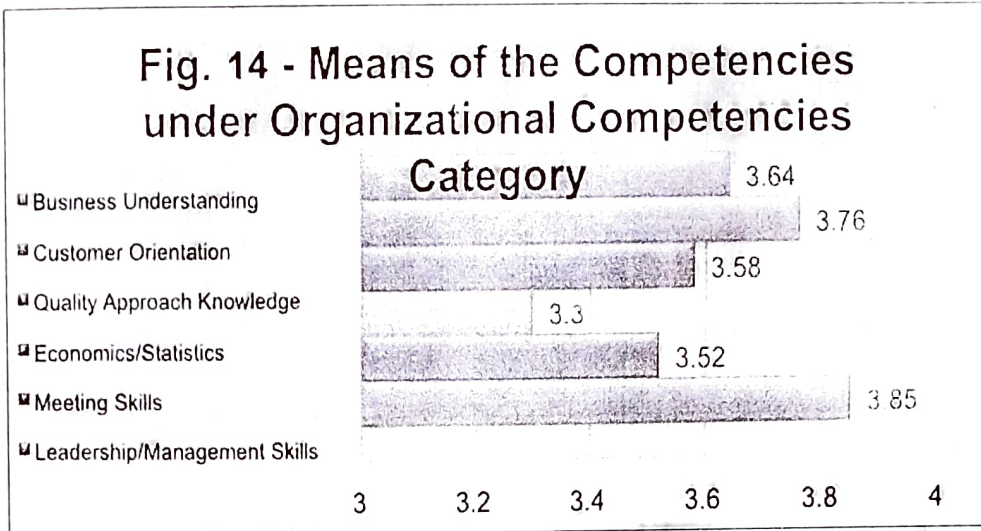
Figure 13 shows the means of the competencies under the computer competencies category. The figure clearly presents that among the skills and competencies listed under this category, accuracy, which is under the encoding skills subcategory, is considered top of the list while the skill in blogging, which is under the Internet subcategory, is rated as the least important in the computer competencies category.



**Organizational Competencies**

The organizational competencies category includes skills in leadership/management, meeting, economics/statistics, quality approach knowledge, customer orientation, and business understanding. Leadership/management skills refer to the ability in managing other people to get results and taking initiative. Meeting skills refer to the competence to successfully run meetings and participate in meetings. Skills in economics/statistics require in-depth knowledge and understanding in economics and statistics. Quality Approach Knowledge refers to knowledge in TQM and quality principles and the ability to analyze processes for improvement. Customer orientation refers to the proficiency to relate to people, clients, customers, and address concerns or issues in a positive way. Business understanding refers to knowledge in trade, its environment and processes.

Figure 14 presents the means of the competencies under the organizational competencies category. The figure reveals that all skills and competencies under this category are determined as very important, though leadership/management skills topped the list and is regarded by the respondents as the most important skill. This is due to the fact that the respondents of the survey possess supervisory/managerial positions and handle several employees. The skill in economics/statistics is considered the least important among the list.



**Entrepreneurial Competencies**

As identified by the Management Systems International (MSI), entrepreneurial competencies include opportunity seeking, persistence, commitment to work contract, demand for quality and efficiency, risk taking, goal setting, information seeking, systematic planning and monitoring, persuasion and networking, and self-confidence. These competencies are defined by MSI as behavioral patterns exhibited by an individual in order to make things happen rather than just passive traits or mere mental pre-occupations.

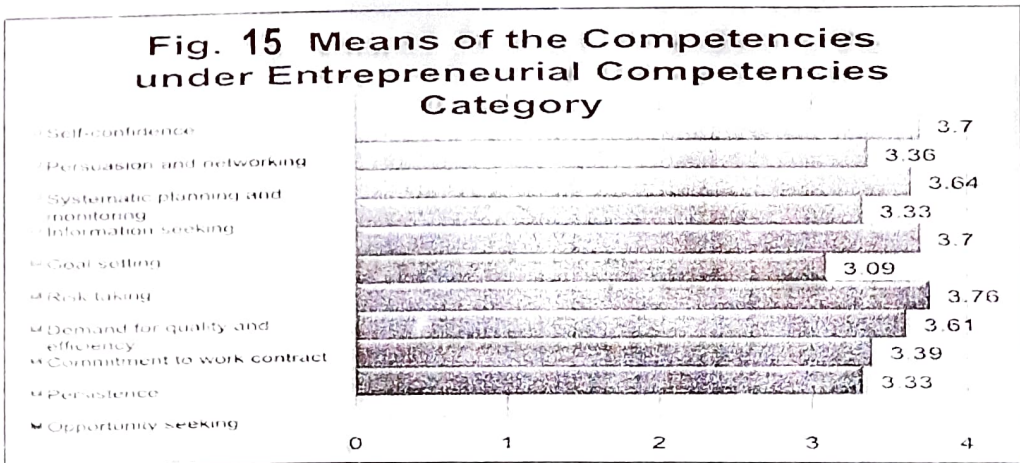
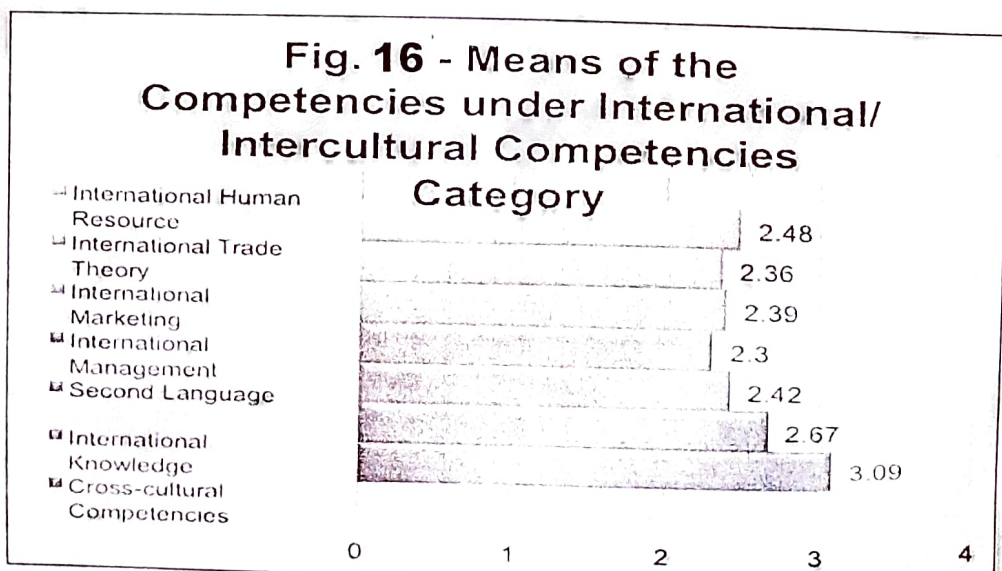


Figure 15 presents the means of the competencies under the entrepreneurial competencies. Under this category, only risk taking is regarded as important (I) and the rest are indicated as very important (VI). Demand for Efficiency and Quality is rated as the most important among the entrepreneurial competencies while risk taking is indicated as the least important.

### International/Intercultural Competencies

This category includes cross-cultural competencies, international knowledge, second language, international management, international marketing, international trade theory, and international human resource. Cross-cultural competencies refer to skills in dealing with others unlike themselves with a positive attitude. International knowledge refers to basic knowledge of international business workings. Second language refers to skills in other languages. International Management requires a business course in International Management. International Marketing requires a business course in International Marketing. International Trade Theory refers to knowledge on the basic principles on International Trade Theory. International Human Resource requires a business course in International Human Resource.

Figure 16 shows the means of the competencies under the international/intercultural competencies category. The data shows that cross-cultural competency is rated as the highest. Having international knowledge ranks second, then having knowledge in international human resource follows.



Learning a second language ranks fourth among the skills and competencies listed under this category. The data also shows that respondents rate International Marketing, International Trade Theory and International Management as moderately important (MI). The researchers believe that this is because most of the establishments situated in Iligan City are not engaged in international trade and only focus on the local market.

### Domain Competencies

Domain competencies include skills and competencies in Accounting and Finance. These competencies require in-depth knowledge on accounting, finance and budgeting.

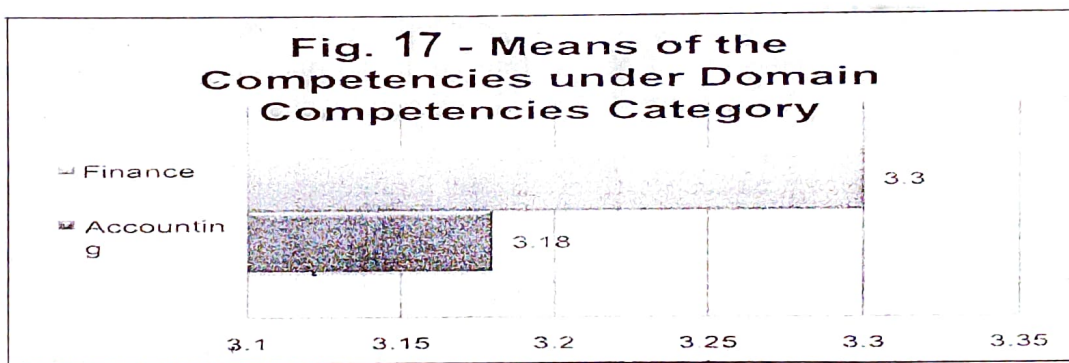


Figure 17 shows the means of the competencies under the domain competencies category. The table shows that having knowledge in Finance is rated as very important (VI) with a mean of 3.30. Knowledge in Accounting is rated by the respondents as important (I) with a mean of 3.18.

The overall computation illustrates that the business-related skills and competencies requirement vary from one industry to another and are determined as Very Important (VI) and Important (I). Hence, organizational competency topped the list among the seven competency category determined as VI while the personal competency is the least, but still taken as VI.

The computation of the data shows that the most varied value with a Coefficient Variable (CV) of 10.74 is the International/Intercultural

Competency while the Personal Competency is the least varied with 1.959. This means that relative variation of the International / Intercultural Competency is more variable than Personal Competency.

### C. Relationship Between Companies' Profile Attributes and Their Skills and Competencies Requirements

Using Pearson's product-moment correlation, Table 1 shows the existing significant relationships between a firm's number of years in business and their requirements on Customer Orientation, Commitment to work contract, and Risk taking competencies.

Number of years in operation is both inversely related with Customer orientation skills and Commitment to work contract. This means that the younger the company is, the more strongly companies require their employees to be customer-oriented and committed to work contract. This is because of the strong competition that companies are facing these days, compelling them to have employees who are customer-oriented and committed to work contract.

On the other hand, the Risk taking competency is directly related with the number of years in business. This reveals that as the companies grow older, the more strongly companies demand the risk taking competency from their employees. This may be because as a business grows older, the more it requires to invest in other areas in order to be sustainable. And investments always come with risks. Given this fact, businesses must require employees to be risk takers.

*Table 1. Relationship Between Number of Years in Operation and Customer Orientation, Commitment to work contract, and Risk taking competencies*

Competency	<i>r</i>	<i>p</i>
Customer Orientation	-0.382	0.041
Commitment to Work Contract	-0.460	0.012
Risk taking	0.375	0.045



Pearson Chi-square is used to measure possible relationships between type of industry, form of ownership and the skills and competencies required by companies of their applicants and employees. The study revealed that the form of ownership have no influence over their skills requirements. However, a highly significant relationship exists between industry type and skills and competencies required [ $p < 0.001$ ]. This means that companies belonging to the (4) industry are most likely to strongly require skills in decision-making. Additionally, there exists a significant relationship between form of ownership and social skills [ $p < 0.05$ ]. This suggests that corporations are more likely to strongly regard social skills as very important. Lastly, the importance placed on the goal-setting competency was also found to be significantly related to the company's type of industry [ $p < 0.050$ ]. This implies that companies engaged in services are most likely to strongly regard goal-setting competencies as very important. However, this finding could also be attributed to the fact that most of the respondents belong in the service sector.

*Table 2. Relationship Between Type of Industry and Form of Ownership and Decision Making Ability, Social Skills, and Goal Setting Competencies*

Variable	$\chi^2$	$p$
Decision making ability	21.834	< 0.001
Social Skills	10.054	< 0.050
Goal setting competency	8.142	< 0.050

### Conclusion

Given the findings as well as the limitations of the study, the following conclusions are drawn:

1. Generally, industries and business firms in Iligan City today are giving more importance to the organizational competencies of individuals as a main requirement to their applicants and employees.

2. The seven skills and competency factors used in the study namely: Personal, Communication, Computer, Organizational, Entrepreneurial, International/ Intercultural, and Domain Competencies are regarded as moderately important and important. Thus, programs and relevant enhancement training that develop these competencies should be retained in the curriculum.
3. The younger the company, the more it requires its employees to be more customer-oriented and committed to work contract.
4. The longer the company has been in operation, the more strongly it requires its employees to be risk-takers.
5. Companies belonging to the four types of industry are most likely to strongly require their employees to possess decision-making skills. However, companies belonging to the service sector are more likely to require their employees to possess goal-setting competencies. Corporations are more likely to strongly regard social skills as very important.

### Recommendations

Based on the findings and conclusions of the study, the student researchers recommend the following:

1. That further research which involves a greater number of respondents should be conducted. Thus, a more sound decision could be validated regarding the importance of the business-related skills and competencies. It is essential that a comparative study should be undertaken to confirm the relationship between the skills and competencies required by firms and industries and the company's location.
2. That the researchers conduct further study which would involve respondents from other business sectors (i.e., advertising and the media sector) so that a sound and valid decision could be made regarding the importance of the business-related skills and competencies as considered in this study.
3. That a performance evaluation study among business managers and administrators should be done.

4. That the Mindanao State University – Iligan Institute of Technology, College of Business Administration and Accountancy should develop and enrich the curriculum to address the Organizational Competency factors. It is in this context that the researchers believe that the college must implement hands-on exposition and simulated activities that will foster the acquisition of the needed skills and competencies in order for the students to know the realities in the business world.
5. That a proposed syllabus be submitted to the Academic Planning Committee, then to the University Council, and finally to the Board of Regents for possible implementation.

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