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CHAPTER IV

RESEARCH FINDINGS

</div>

The questionnaire has been shared in the beginning of April to the mid of June 2019 and gain total of 98 respondents or 22.6% from total of 433 potential respondents in the population of study. After doing crosscheck on the respond and validity of group respondents, total of 96 respondent's answers are considered valid and presentable.

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Figures 4.1

Questionnaire Flow in Study Research

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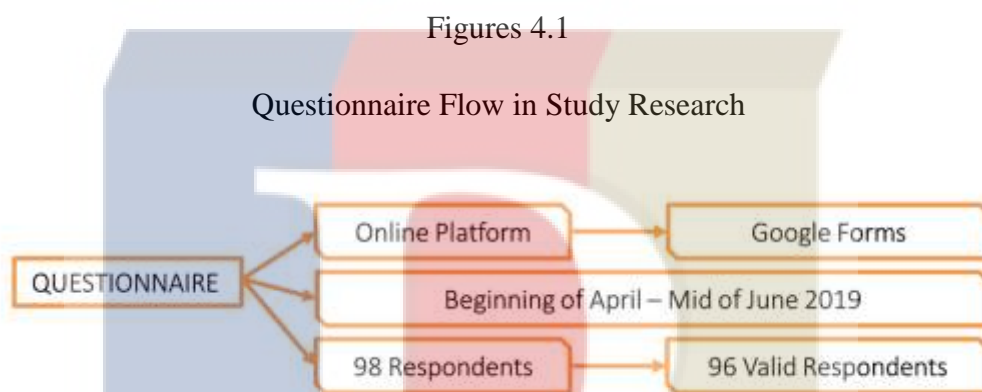
1.1. Demographic Information of Respondents

Upon the usage of online questionnaire was done in this study, there will be a free access for anyone to be able to responds the questions made. To filter down and make sure that respondents are coming from the wanted population, several questions regarding demographic and personal data was asked and tested.

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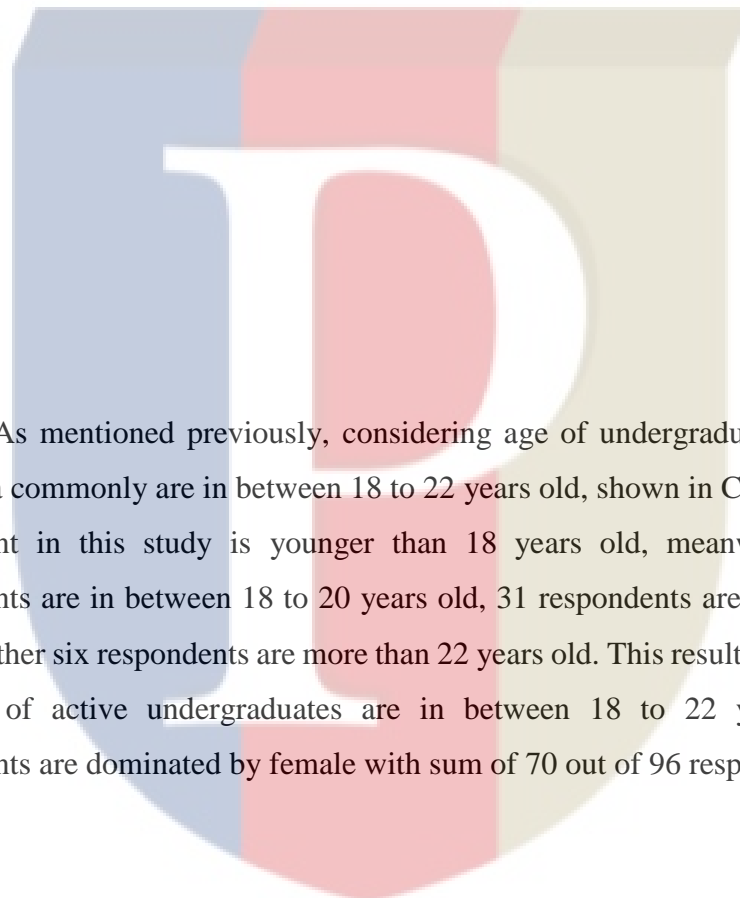
Chart 4.1

Education Level of Respondents

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Through the first chart, author would like to test and see on how well distributed the questionnaire is. By looking on the Chart 4.1, obtained data of undergraduate year of study. Most of the respondents are in 2nd year of study, with total of 34 respondent. Followed with 24 respondent from 3rd year of study, 21 respondent from last year of study and 17 respondent from the 1st year of study.

The ratio number of respondent from each year of study are low in variance, therefore we can conclude these answers already represent every-single and every batch of active students in Agung Podomoro University. Upon obtaining the facts

that questionnaire has been well distributed, believing the common age of undergraduates are in between 18 to 22 years old, a question is asked regarding their age and gender.

Chart 4.2

Respondent Group of Age and Gender

As mentioned previously, considering age of undergraduates student in Indonesia commonly are in between 18 to 22 years old, shown in Chart 4.2, only 1 respondent in this study is younger than 18 years old, meanwhile from 58 respondents are in between 18 to 20 years old, 31 respondents are 21 to 22 years old and other six respondents are more than 22 years old. This result has shown that majority of active undergraduates are in between 18 to 22 years old, and respondents are dominated by female with sum of 70 out of 96 respondents.

Chart 4.3

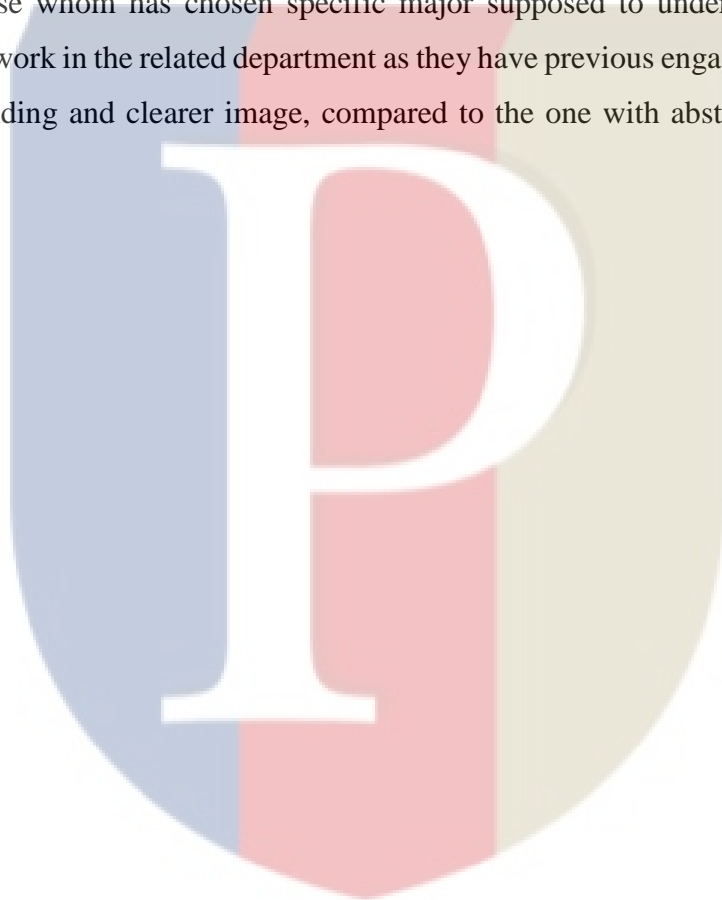Respondent Minor of Study

In Agung Podomoro University, choosing minor of study is done by the end of 4th semester. Differentiate though available minor in Agung Podomoro University, 31 respondents are taking hotel management minor, meanwhile each

total of 27 respondents choose MICE (Meeting, Incentive, Convention and Event) and culinary arts, rest 11 respondents have not choose their preferences minor.

From total of 17 respondent from the 1st year of study, suppose there should be 17 respondent choose "has not choose yet" option, as how the regulation of choosing minor in Agung Podomoro University. But, it seems like 6 respondent from the first year of study has decided what major they are interested in.

Specific interest choices may drive and impact towards career expectations, since those whom has chosen specific major supposed to understand better the frame of work in the related department as they have previous engagement, advance understanding and clearer image, compared to the one with abstract choices and thought.

1.2.   Respondents Opinion Regarding Requirement of Employment

Table 4.1

Undergraduate's Opinion toward Their Professional Work Skills

Level of Skills	1st Year of Study (Batch 2018)		2nd Year of Study (Batch 2017)		3rd Year of Study (Batch 2016)		Last Year of Study (Batch 2015)		Total	
	Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr.	%
5	1	5.9%	0	0.0%	2	8.3%	2	9.5%	5	5.21%
4	5	29.4%	16	47.1%	8	33.3%	12	57.1%	41	42.71%
3	7	41.2%	17	50.0%	14	58.3%	7	33.3%	45	46.88%
2	4	23.5%	0	0.0%	0	0.0%	0	0.0%	4	4.17%
1	0	0.0%	1	2.9%	0	0.0%	0	0.0%	1	1.04%
Total	17	100%	34	100%	24	100%	21	100%	96	100%

In first question of this section, undergraduate students are asked to grade their own professional work skills from 1 to 5. This was done in order to see upon how respondents evaluate themselves before answering the set of questions made by author.

If we were referring to the result on the Table 4.1, on the 1st year of study respondents group could be seen in average, they mentioned their professional work skills in between 4 (above average) to 2 (below average), meanwhile only 1 respondent stated their skills as excellent. This number keep increasing on the 2nd year of study group, where majority respondents mentioned their skills as 4 (above average) or 3 (average). But in another way, 1 respondent mentioned their skills as very poor.

In the 3rd year of study group of respondents, majority respondent mention their skills as above average and average. No one mentioned their skills below average or very poor, and numbers of respondents mentioning their skills as excellent has increased. In the last year of study group of respondents, data still representing around same ratio, where respondents mentioned their skills as above average or average, with 2 respondents mentioned their skills as excellent.

Upon looking the stable result and low of variance in between self-evaluation regarding their own professional work skills, has shown that in majority, every undergraduates in this population has a very high confidence level and self-believe.

In order to see the result and answers regarding the self-evaluation easily, author has convert the responses into 3 major difference level of confidence towards professional work skills, which is high, moderate and low. With consideration respondent whom choose 4 and 5 have high confident, respondent whom choose 3 has moderate level of confidence, and choosing 2 and 1 has low confident.

Table 4.2

Confidence Level of Respondent toward Skills

Level of Confidence	1st Year of Study (Batch 2018)	2nd Year of Study (Batch 2017)	3rd Year of Study (Batch 2016)	Last Year of Study (Batch 2015)	Total
High	35.3%	47.1%	41.7%	66.7%	47.9%
Moderate	41.2%	50.0%	58.3%	33.3%	46.9%
Low	23.5%	2.9%	0.0%	0.0%	5.2%

As seen in Table 4.2, could be described the longer period of study, higher the tendency of respondent become confident. Seen drastically in 1st year of study respondent, 41% of respondents have moderate level of confident, 35% has high level of confident, and 23% are categorized to have low level of confident. The number of low group decreased in the 2nd year of study population and cannot be found in 3rd and last year of study group. Followed with the increased sum of respondents in 2nd and 3rd year of study, and closed in 66% by the last year of study group.

As conclusion, even from the beginning, respondents already confident about the skills they equipped with. But with longer study duration, there will be increasing level of confident from respondents towards their skills for professional work in hospitality industry. Believing as they equipped and learned the skills considered required from the educators provider, as mentioned in previous section

that education was supposed to give information and certain set of skills to increase the level of efficiency. Therefore, educator providers in Agung Podomoro University do really help to boost up the confidence level of undergraduates.

Figures 4.2

Connection of Confidence Level and Year of Study

Referring to a result of a study done in China, Kong & Jiang (2011) find that graduating from a four-year rather than a three-year college program increases the probability of finding a job quickly (and all the more so when the college is in the top tier). Therefore a higher level of confident should be find in a higher level of study, in contrast the confidence level of respondents in first and second year of study are in line with the respondents from third and last year of study, as they are sure they already owned these professional sets of skills required.

This results quite concerning, as in the first year of study at Agung Podomoro University, undergraduates have only prepared to work in entry level for 3 major department, which are front office department, housekeeping department and food beverage department. These set of skills only learned within 8 months period, and majority of those whom come from regular high school, do not have this subjects taught. With the missing sets of advance skills and no work experience in the industry, the level of confidence categorized as high.

This high level of confidence from undergraduates may become a two points blade which bring both positive and negative side. In a way, confidence level may help undergraduates to have and keep the spirit with in to encourage and ensure themselves that they are capable of doing something. But, it may also lead to confusion and disappointment, since what their confidence has no strong evidence, there might be a mental breakdown upon failure in showing the evidence skills they mentioned acquired.

In this section of study, author would like to check upon the understanding level and opinion of respondents regarding the requirement of employment in hospitality industry. There might be a lot of opinion and understanding that different

with the real condition in industry due to lack of experience or misinterpretation in thought process.

Chart 4.4

Undergraduate's Opinion & Classification towards Importance Level of Requirement of Work
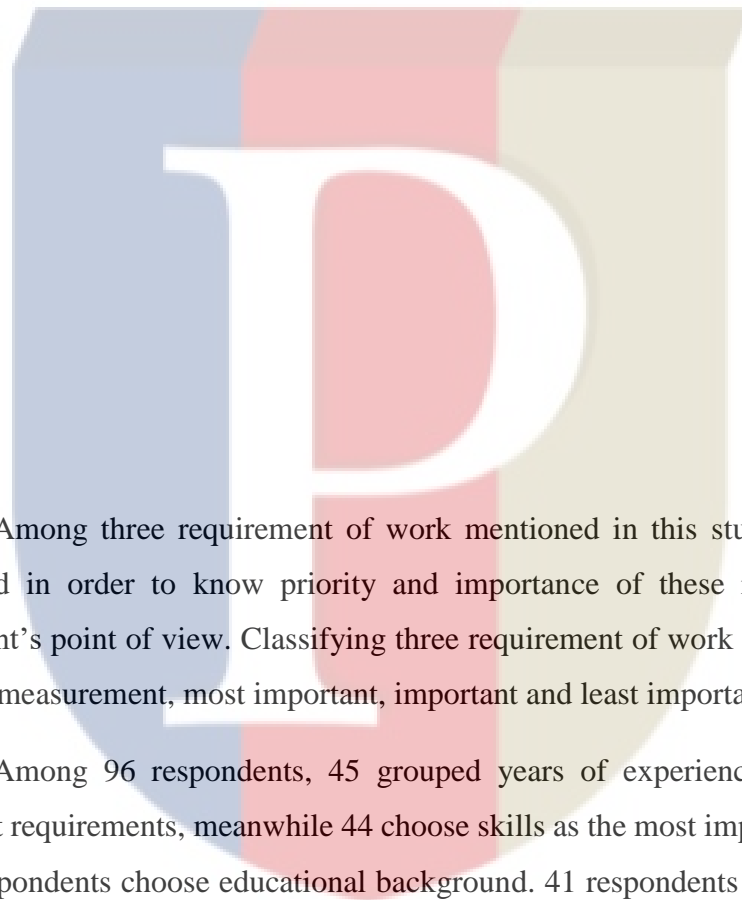
Among three requirement of work mentioned in this study, a question developed in order to know priority and importance of these requirement in respondent's point of view. Classifying three requirement of work are done into 3 different measurement, most important, important and least important.

Among 96 respondents, 45 grouped years of experience as the most important requirements, meanwhile 44 choose skills as the most important, and the rest 7 respondents choose educational background. 41 respondents choose year of experience as important, while 28 choose skills, and 27 choose educational background. In another hand, total of 62 respondents grouped educational background into least important requirement, compared with the rest options, these number represent almost two three from total respondents.

Concluding the answers from respondents point of view, the most important requirement is years of experience, followed with skills and educational background as the least important. This results are quite mind blowing, since

believed that education has play important role in E2E transitions and creating better human resources whom qualified and skillful. Yet, respondents believed the importance of education may become last compared to experience and skills.

In order to get a deeper view of each answers, further questions are developed to dig deeper answers of respondent point of view towards every single requirements. This might become a tool to test the previous statement in Chart 4.4.

Table 4.3

	Importance of Work Experience				
Score	1st Year of Study (Batch 2018)	2nd Year of Study (Batch 2017)	3rd Year of Study (Batch 2016)	Last Year of Study (Batch 2015)	Total
5	9	13	12	10	44
4	6	19	9	11	45
3	2	1	3	0	6
2	0	1	0	0	1
1	0	0	0	0	0
Total	17	34	24	21	96

As mentioned in the previous paragraph, years of work experience is chosen to be the most important requirement of work from the respondent point of view. Respondents were asked to rate from 1 (not important) to 5 (very important), as result majority of respondents mentioned that work experience is important, with total of 44 respondents answer very important, and 45 respondents answer important.

As longer the year of study, can be seen that all of the respondent from last year of study only answer important and or very important. Meanwhile, in the rest group of study, around 7% of respondents answers undecided. And through this result, it might be concluded with a longer period of study, it might increases the level of awareness of respondents towards importance of work experience for themselves.

Chart 4.5

Undergraduate's Past Working Experience

Table 4.4

Undergraduate's Duration of Previous Experience

Duration of Past Working Experience	Frequencies	%
< 6 Months	8	15.7%
6 - 12 Months	32	62.7%
> 12 Months	11	21.6%
Total	51	100%

Table 4.5

Undergraduate's Number of Past Work Experience

Number of Past Working Experience	Frequencies	%
1 - 2 Times	41	80.4%
3 - 5 Times	7	13.7%
> 5 Times	3	5.9%
Total	51	100%

As respondents showing high understanding level towards importance of work experience, therefore researcher want to check on how many undergraduate has previous work experience. Apparently, total of 77 respondents have previous work experience, meanwhile the rest 19 do not have past work experience.

Respondents with work experience, mostly coming from 2nd year of study equals to 31 respondents, 24 respondents with previous work experience come from 3rd year of study, 17 respondents with work experience from last year of study group, and the rest 5 respondent with working experience coming from 1st year of study.

From group of respondent with working experience, majority of these undergraduate has one to two times of experience, with average 6 to 12 months

working period. Assuming these number of work experience mostly are coming from internship, as regulation in Agung Podomoro University, internship period that is mandatory for all students in 2nd year of study and last year of study. With total 2 times of internship program and each internship must fulfill up to 6 months.

As data collected, there are 5 undergraduate in 1st year of study whom have previous work experience, despite they have not pass through the internship phase. Also, there are 11 undergraduate whom have more than 12 months long working experience, and 10 respondents have more than 3 different work experience.

Therefore, as conclusion everyone in the 2nd year of study and above should have prior working experience. But, it does not close any possibility for respondents to have another work experience besides the internship itself. This may indicated there are a high awareness coming from undergraduates towards the importance of previous experience for neither obtaining job or further career development.

In order to test, do they really thought work experience as important factors as it will be impactful and helpful towards their career, a question asked to respondents to show their agreement toward "prior experience needed for proper future job" statement.

Table 4.6

Statement: Prior Experience Needed for Proper Future Job

Score	Frequencies	%
5	24	25.0%
4	53	55.2%
3	17	17.7%
2	2	2.1%
1	0	0.0%
Total	96	100.0%

Apparently, high awareness level towards importance of work experience is shown in this study. Supported with the facts that 80% of respondent have prior work experience, majority respondents think that work experience is needed for

proper future job. Total of 53 respondents strongly agree with the statement, while 24 respondents agree, 17 respondent's undecided and 2 respondent disagree.

Prior study from UK stated that high proportions of young people facing difficulties in obtaining a proper job due to lack work experience, since early work experiences are core determinants of career outcomes (Oxenbridge & Justine, 2012). Zip Job Team (2019) as advisor for job winning resumes, mentioned work experience will help you to convince employers on how is your past performance, and what impact will there be once you join the team. If we are referring to this statement, apparently work experience either paid or unpaid play important role as employers considered your applicants regarding to it. Work experience had will become one of the key determinants in order to ensure a possibility obtaining a proper job.

The statement from Oxenbridge & Justine seems right as checked that half of respondents that stated previous experience is not important for their future career are coming from first year of study. Surprisingly, what mentioned by Zip Job Team regrading past work experience and career job does not applied to this group of study. As 20% from 96 respondents show their uncertainty and disagreement as they do not take work experiences as important matter in order to obtain proper job, this may happened as they lack of understanding and lack of professional work experience.

As internship is a mandatory subject of study for all undergraduate students in Agung Podomoro University, with understanding that internship might give a professional experience to feel the real industry, researcher ask the opinion of respondents through "Internship is A Shape of Work Experience" statement.

Chart 4.6

Statement: Internship is A Shape of Work Experience

Chart 4.6 shown that 100% of respondents agree that internship counted as a work experience. With the result, another question has developed and asked to respondents to check their statement and perception about internship.

Considering the internship period are between 6 months to 12 months, and as it already counted as past working experience. Does internship itself could make undergraduates become qualified as they already has the experience? Therefore respondents are asked to responds and show their level of agreement towards "Internship Make You Qualified to Pass Minimum Work Experience Required" statement.

Table 4.7

Statement: Internship Make You Qualified to Pass Minimum Work Experience Required

Score	Frequencies	%
5	20	20.8%
4	54	56.3%
3	19	19.8%
2	3	3.1%
1	0	0.0%
Total	96	100.0%

In Table 4.7, from 96 respondents, 20 respondents strongly agree with the statement that solely internship experience make them qualified and pass the minimum work experience, while 54 respondents agree with the statement. Another

19 respondents are undecided with the answer and 3 respondents disagree. With average internship period is 6 to 12 months, therefore could be concluded that around 77% of respondents agree that duration mentioned is enough.

To re-check respondents opinion towards the internship as qualified working experience and duration, authors asked a question to respondents regarding the most ideal period or length of work experience needed by someone to become qualified for a job.

Figures 4.3

Quantity vs Quality of Work Experience

Mentioned by Abraham (2012) in an article, there are 2 ways to measure an experience, over quantity and quality. Quality is more important more than quantity, as more questions in interview or requirement ask "what you have accomplished?" instead of "how many job have you held?" that does not indicate that quantity is a non-issue. Most of the top MBA programs required the candidates with minimum two year experiences, and sometimes it may up to six-seven years.

Chart 4.7

Length of Experience Required

Apparently, 15 respondents think that less than one year experience is enough to help them enter the professional industry and fulfil the qualification. Almost three quarter respondents think one to two year experiences is needed to be qualified for a job, and this result has become a sign that majority undergraduates in this study already has a clear and good understanding regarding work experience required in the industry.

Continuing to next employment requirements, skills are the next qualifications mentioned as important by respondents of this study. A question asked to obtain general understanding regarding importance of variety range of work skills.

Table 4.8

Opinion Regarding Undergraduate's 3 Best Skills to Work in Hospitality Industry

3 Best Skill Category	Frequencies	%
Administrative, Business & Finance	3	1.0%
Communicational & Intrapersonal	3	1.0%
General Skill	10	3.5%
Industry Specific Skill	23	8.0%
Leadership & Management	27	9.4%
Personal Skill	36	12.5%
Sales and Marketing	36	12.5%
Teamwork	**45**	**15.6%**
Technology	**48**	**16.7%**
Thought Process	**57**	**19.8%**
Total	288	100%

In between set of skills required for professional work, undergraduate student were asked to choose 3 best skill they think required and important for their work in hospitality industry. From set of 96 respondent, the top three choices are thought process, technology and teamwork.

Upon obtaining variety set of skills required and important for work, author would like to know where did undergraduates learn those set of important skills required to work through a question.

Chart 4.8

Opinion Regarding Undergraduate's Source of Skill Learning

As result from the question, more than half of the study population answer that they learn through self-learning. Meanwhile 37 respondent stated vocational study as the place where they learn the set of professional skills and the rest 10 respondent learn it from the previous organizational and work experience.

The number of respondents whom choose vocational study as source of skill learning is quite low. Referring to statement, education supposed to equip someone with knowledge and professional skills, has shown undergraduates does not agree with this statement as they learn it through self-learning process. Therefore, could be concluded that the role and importance of education may be low as lack of proof and impact feels by respondent towards how education may help and enhance their skills and ability.

In order to check the stability of the responses given by respondents, then another questions related to education, it's importance and future career are asked.

Table 4.9

Importance of Education for Future Career

Score	Frequencies	%
5	22	22.9%
4	52	54.2%
3	20	20.8%
2	2	2.1%
1	0	0.0%
Total	96	100.0%

Table 4.10

Statement: Education Make Undergraduates Well Prepared to Work

Score	Frequencies	%
5	22	22.9%
4	53	55.2%
3	19	19.8%
2	2	2.1%
1	0	0.0%
Total	96	100.0%

Table 4.11

Statement: Advance Education is Necessary for Career Promotion

Score	Frequencies	%
5	16	16.7%
4	57	59.4%
3	19	19.8%
2	4	4.2%
1	0	0.0%
Total	96	100.0%

If we are looking at table 4.9, 4.10, and 4.11 could be seen the ratio of respondents whom answers to each questions are stable. This sign the stability of answers from respondents and their opinion regarding overall view of education towards their career. With average 20% respondents in each question mentioned disagreement towards the statement regarding education towards readiness to work and advance education for career promotion.

Could be concluded through 3 previous questions, total of 20% respondents do not see education help towards their career. In order to test this findings, another questions are asked to see numbers of respondents whom wiling to take advance education upon graduate.

Chart 4.9

Undergraduate Willingness to Take Additional Advance upon Graduate

From majority of respondents or equals to 75% of respondents agree to the statement where education helps their career, only 51 respondents stated they are willing to take advance education upon graduate. If we link the result with the previous chart and conclusion, even there are only 20% of respondents do not agree on the importance of education, but larger number of respondents are not willing to take advance education. This conclusion might come as there is perception of bachelor degree will be enough and fulfil the requirement to work in hospitality industry.

To test the rest of respondents whom willing to take advance education upon graduate, then authors would like to know and find a reason why are they doing advance education in hospitality industry.

Chart 4.10

Reason to Take Further Advance Education

Apparently, from chart 4.10 we may see the variety of reason why these 51 respondents are willing to take advance education upon graduate. Majority of respondents are doing it for career development, with 35 from 51 respondent agree with this.

Compared to another reason, the rest of respondents are going to take advance education for pride and better position and salary reason. Both of this reason, are connected to future career development, as upon the growth of career, numbers of salary will rise as position rise, and increase the pride in it.

1.3. Respondents Opinion toward Career Expectation

Upon all the understanding owned by undergraduates regarding employment requirements, author would like to dig deeper on how the understanding towards requirement related to expectations in hospitality industry. First question asked to check directly, either respondents expectation is equal with the reality in the industry, considering majority respondents already has past working experience in shape of internship.

Table 4.12

Statement: Expectation towards Hospitality Industry Equals with Reality

Score	Frequencies	%
5	14	14.6%
4	28	29.2%
3	35	36.5%
2	17	17.7%
1	2	2.1%
Total	96	100.0%

Question resulted 14 respondents strongly agree that their expectation met the real condition, meanwhile 28 respondents mention agree with the statement. 35 respondent undecided, 17 respondents answer disagree and 1 strongly disagree.

As conclusion, total of respondents whom classified as agree with the statement are 43.8%, meanwhile 36.5% uncertain, and 19.8% disagree, these data has shown divided opinion as there is a high uncertainty from respondents on how the real industry goes. From 19.8% respondents whom disagree, 16 out of 19 has previous experience, in another hand, it may represent a shape of realization by those who have undergone professional work experience, either their experience are pleasant or not. 35 out of 42 respondents that mentioned agree with the statement, also has previous experience, therefore it may be concluded that, there are mixed feelings in between how does the expectation meet with real situation in the industry.

Upon the expectations and reality, author checking on what consideration done by respondents while choosing a work place. Giving several options, respondents may choose 3 best answers that represent their choices.

Chart 4.11

3 Most Considered Factors while Choosing A Work Place

Most of the respondents choose salary as the main factors they considered, followed with career development, and supporting facility. 76 answers choose salary as their highest consideration, meanwhile 49 answers looking for career development, and 47 answers looking for supporting facilities.

From these top 3 answers, salary and supporting facility really represents the opinion of undergraduates as mentioned in the previous study, millennials tends to look after an instant feedback which equals to effort done.

After obtaining the top reason considered as main factors upon choosing their work place, author develop a deeper questions to check on each factors to get better understanding of undergraduate responses and opinion. First questions about salary and wages is asked to see what level of expectations owned by respondents as they wish to obtain it upon their first job.

Chart 4.12

Expected Number of Salary upon Graduate

With a set range from minimum regional salary up to more than 10 million rupiah, respondent is asked to choose their best expecting salary upon their first job. 30 respondent from this study are expecting IDR 5.5 to 7 million rupiah as their

starting salary, 23 respondent expect IDR 7 to 10 million rupiah as their starting salary, 19 respondent expect 4 to 5 million rupiah, 14 respondents expect more than 10 million rupiah, and 10 respondent except to receive minimum regional salary as their starting salary.

As conclusion, only 29 respondents expecting to receive salary less than 5 million rupiah, and the rest of the respondents are expecting to receive start from 5.5 million rupiah up to more than 10 million rupiah. This number has shown the fact that respondents are having a high confidence level towards their level of employment and performance, as it represents in the number of expected salary, the higher the salary will follow with the numbers of responsibility, job title and task.

As respondents has given their expected range of salary, and upon the mixed statement of how expectations versus reality is given. Therefore developing a further question is done to check the stability of responds given by respondents.
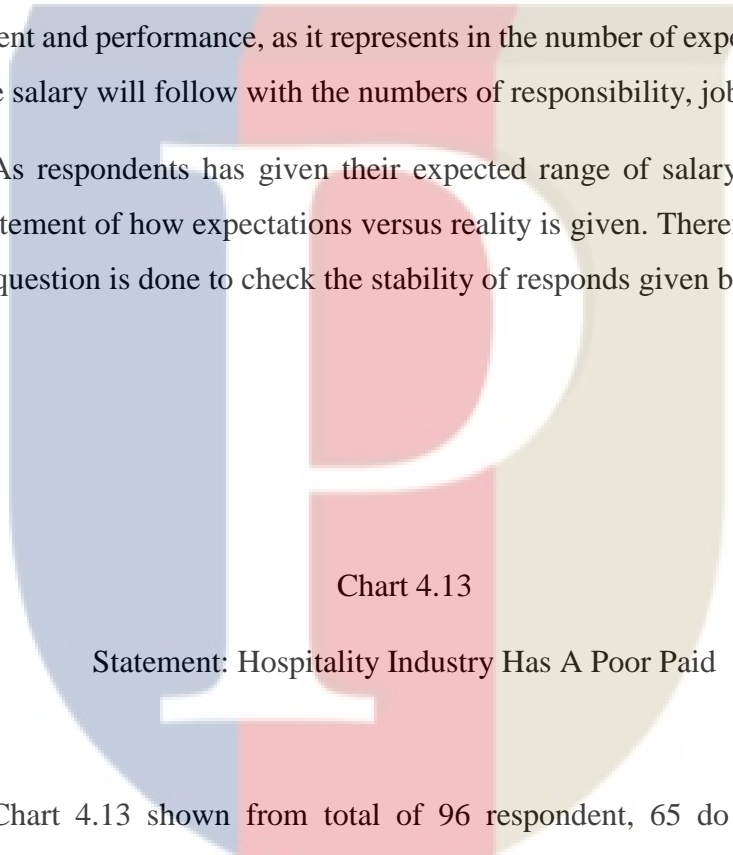
Chart 4.13

Statement: Hospitality Industry Has A Poor Paid

Chart 4.13 shown from total of 96 respondent, 65 do not agree that hospitality industry has poor paid, meanwhile 31 respondents agree that hospitality industry has a poor paid. As connecting the respond in between 3 previous questions could be classified that respondents of this study will be satisfied if the salary in the industry are more than 5.5 million rupiah.

Moving into the next condition expected, working hours related closely with the level of satisfaction and exhaust of employee. Author ask the expected and ideal length of working hours depends to the expectation of respondents.

Chart 4.14

Undergraduates Expectation towards Working Hours

As the standard national working hours are 40 hours a week, therefore 8 working hours per day are the most suitable preferred answers. Data shown majority of undergraduate, 48 respondents are willing to work 8 working hours per day, 28 respondents are willing to work 9 working hours per day, 11 respondents willing to work more than 9 working hours a day, and 9 respondents are willing to work 7 working hours per day.

Considering the responds from respondents, majority has agree that work 8 hours a day is the most efficient period of working time, shown respondent have been well informed about the minimum working hours as the regulation. And somehow respondents understand better on how the real industry goes, as it expected to have many extra hours needed to be done, based on the requirement at the moment.

Chart 4.15

Statement: Hospitality Industry Has Poor Working Hours

In order to get a conclusion, a question related with statement: hospitality industry has poor working hours is done. As result, 83 respondents agree hospitality industry has poor working hours, and 13 respondents do not agree. Might be concluded, even though majority of respondents are willing to work 8 hours a day or even more, they think that the working hours are poor, and they do not have enough free time. Apparently from 83 respondents whom mentioned the poor working hours in the industry, 67 respondents of 83 has prior working experience, therefore dissatisfaction and agreement regarding the statement may occur as the result of their previous experience at the industry.

Table 4.13

Importance of Co-workers & Environment towards Job

Score	Frequencies	%
5	42	43.8%

4	42	43.8%
3	12	12.5%
2	0	0.0%
1	0	0.0%
Total	96	100.0%

As environment and all along with it play important role towards efficiency and work performance, a question asked to the respondent regarding the importance of their co-worker towards their job. Apparently, almost 87% of the respondent acknowledge the importance of their co-worker and environment towards their job, meanwhile 12% of the respondent are undecided. From this result there is a unity and agreement between respondents to the statement, therefore it is really important to make comfortable, conducive and healthy working environment and relationship for better career performance.

Chart 4.16

Position Considered and Expected upon First Job

Upon starting point of their career, a question developed to see through the expectation of respondent upon their job title after graduating from university. As resulted, given 4 choices of common employment level in hospitality industry, from 96 respondents, 46 respondents expect to be in supervisory level on their first job, meanwhile 36 respondents expect to fill in the entry level of employment.

Surprisingly, each 7 respondents looking forwards to fill in the manager level, and department head level.

This data shown the level of how unrealistic and high level of confidence owned by respondents towards their first job. As it is common to understand that behind career development, a job performance is required as the stepping stones for further career development. Career development and job title are related to each other as both will elevated based on job performance, it seems the positive attitude and confidence level from undergraduate categorized as really high, looking on more than half expect to be at least supervisory level on their first career. Considering the market competition and total of minimum year experiences needed, low probability for undergraduate to be employed directly at supervisory level or higher on their first job.

Table 4.14

Importance of Supporting Facility

Score	Frequencies	%
5	68	70.8%
4	25	26.0%
3	3	3.1%
2	0	0.0%
1	0	0.0%
Total	96	100.0%

Considering the importance of supporting facilities towards employment, respondents are asked to score in between one to five. As result, 68 respondents mentioned supporting facilities as very important, 25 respondents answer important, and only 3 respondents answer fairly important. With this, almost all respondents agree regarding the importance of supporting facilities for them.

Table 4.15

Importance of Brand and Image of Company towards Career Selection

Score	Frequencies	%
5	42	43.8%
4	47	49.0%
3	7	7.3%
2	0	0.0%
1	0	0.0%
Total	96	100.0%

As brand and image of a company really related to the corporate performances, researcher want to see how respondents think and do they consider about it while choosing their future career. Respondents are asked to grade in between 1 to 5 and as results more than 92% respondents think that brand and image categorized as important, meanwhile the other 7 respondents are undecided about it.

Following the high number of respondents are agree with the importance of brand image, it supports the facts that respondents will pick properly where they will work, as how brand will impact towards several sides such as brand loyalty, pride and benefits offered.

Table 4.16

Importance of Choosing Career That Support Career Development

Score	Frequencies	%
5	63	65.6%
4	31	32.3%
3	2	2.1%
2	0	0.0%
1	0	0.0%
Total	96	100.0%

Many tier levels of employment chart may indicate on how much career development could be achieved in that department. Researcher develop a question to ask the opinion of respondents about the importance of choosing career that

support career development. It turns out that 94 respondents have agreed that whatever path and career they chose, they will choose one which may support their career development.

Management Study Guide (MGS), mentioned that "career development has become primary activity of organizations in order to create a pool of talented employees as well as enhance their career satisfaction", as employee will keep looking for spaces to grow and develop in order to fill their personal desires and aspirations with a goals to attain the career goals and objectives. This statement is in-line with the thought and opinion of respondents whom understands the importance of career development for their self-growth. Besides, mentioned previously that career development will be followed by increasing sum of benefits and salary as return for effort done, also increasing level of job title which initiate a higher pride with it.

To check upon the statement regarding the important skills required upon their career, author develop further question to check on what skills required and supporting further career development.

Table 4.17

Best 3 Skills Owned for Career Development

3 Best Skill Category	Frequencies	%
Thought Process	53	18.4%
Administrative, Business & Finance	15	5.2%
Communicational & Intrapersonal	52	18.1%
Leadership & Management	51	17.7%
Personal Skill	31	10.8%
Sales and Marketing	7	2.4%
Teamwork	30	10.4%
Technology	4	1.4%
General Skill	25	8.7%
Industry Specific Skill	20	6.9%
Total	288	100%

Respondents are asked to choose 3 best skills, and 53 of 288 answers provided pointed at thought process as the most chosen skills. This result has not changed since on the previous questions regarding 3 best skills for future career, thought process sitting on the 1st place with total of 57 respondents.

On the second place, communicational and intrapersonal are skills that most-respondents see required for career development. In the third-place, leadership and management chosen as the most important skills. Comparing this result with the previous questions, respondents mention technology and teamwork as the top 3 skills required for their first career.

Apparently, there is a huge shifting respond shown by respondents, as teamwork only obtain sum of 30 respondents, meanwhile technology with only 4 respondents. Respondents do not think technology as one important factors towards their career development, as believed millennials are having a really close and tight relationship with gadgets and technology, compared to the Gen-X and Gen-Y. Therefore, respondents believed they will able to handle any kind of technology occurred as they are used to it.
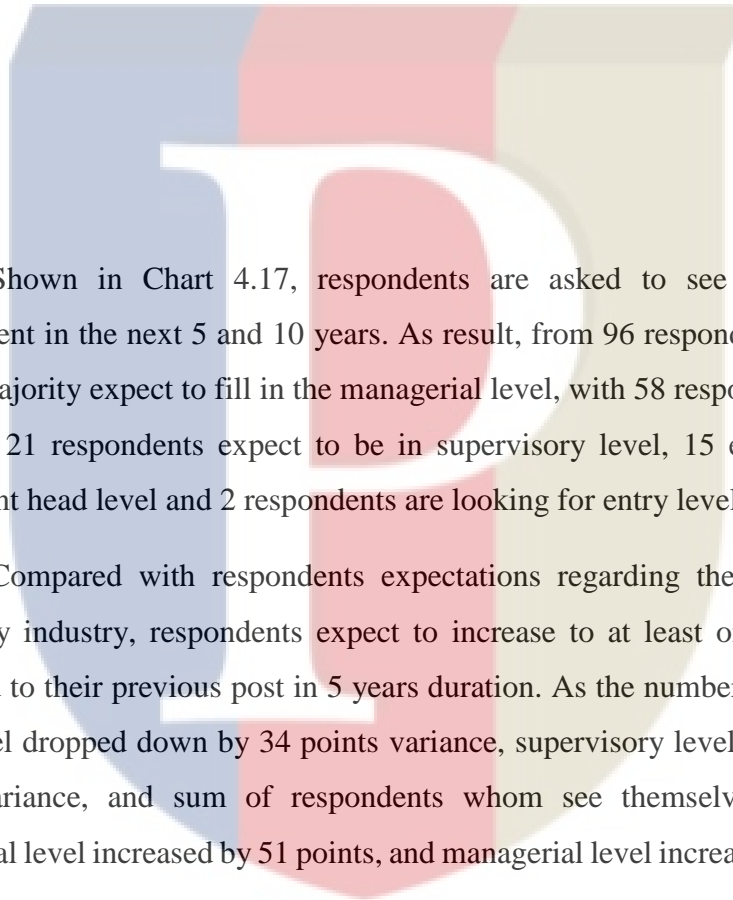
In another hand, respondents mention communicational & intrapersonal skills, also leadership and management skill. This thought may come as they realize, the higher tier of their leadership, it will require them to know better on how to communicate well, how to handle people and lead them as a team.

Administrative, business and finance also sales and marketing skill are sitting in the top 3 bottom with technology, as respondents thought it may not required for their future career development.

As career development is the reason why undergraduates pursue for further advance educations and choose a job which may support the career development, therefore researcher wants to look upon what they expect in long term career development in hospitality industry. This question will be connected with the previous question regarding the first position undergraduate expect upon their first career, as it may indicate the progress of understanding and pace of elevation done by respondents in hospitality industry.

Chart 4.17

Undergraduates Expectation towards Their Future Career Development

Shown in Chart 4.17, respondents are asked to see their level of employment in the next 5 and 10 years. As result, from 96 respondents in 5 years period, majority expect to fill in the managerial level, with 58 respondents answer, there are 21 respondents expect to be in supervisory level, 15 expect to be in department head level and 2 respondents are looking for entry level tier.

Compared with respondents expectations regarding their first post in hospitality industry, respondents expect to increase to at least one level higher compared to their previous post in 5 years duration. As the number of expected in entry level dropped down by 34 points variance, supervisory level dropped by 15 points variance, and sum of respondents whom see themselves working in managerial level increased by 51 points, and managerial level increased by 8 points.

In 10 years period, shown majority respondents expect to be department head level, with total of 77 respondents. Meanwhile 38 expect become managerial level, and 1 respondents expect to be in supervisory level. Where none of respondents willing to work in entry level, a progressive movement could be seen in the departmental head level which increased by 62 points.

These data commonly shown the expected progress career, where in 5 years respondents expect to start filling in middle tier position, as their experience

and skills already developed. In another hand, by 10 years period they also expect to be in the top level of managerial level in the industry and lead the department. These data shown the confidence and realistic understanding from the respondents regarding on how long does it required to climb up the level of employment they are in, meanwhile it will differ in each property and division. Compared to the data collected first regarding their first post, this data is more reliable and realistic as respondents getting better image and expectation, as shape of progressing and thinking process done through answering the questions.

In order to be able to pull a clear red line through this study, at the end section of questionnaire, author asked directly to respondents to scale their skills, knowledge and experience, into a shape of readiness and confidence to enter professional hospitality industry.

Table 4.18

Undergraduates Readiness to Enter Labor Force

Score	Frequencies	%
5	22	22.9%
4	48	50.0%
3	25	26.0%
2	1	1.0%
1	0	0.0%
Total	96	100.0%

As result in Table 4.18, can be seen that out of 96 respondents, 70 respondents consist of those whom answers very ready and ready, has stated readiness to enter the labor force. While, 25 respondents undecided, and 1 of the respondents answered that he/she has not ready to enter labor force.

Once again, this data shown the high level of confidence coming from respondents towards their ability and readiness to work. The number of readiness of respondents are in-line with all previous answers which shown a stable condition of confidence level to start their career in the industry.

Table 4.19

Undergraduate Confident Level to Work in Hospitality Industry

Score	Frequencies	%
5	26	27.1%
4	49	51.0%
3	19	19.8%
2	2	2.1%
1	0	0.0%
Total	96	100.0%

As mentioned all along the study regarding confidence level of respondents, Table 4.19 shown level of confidence mentioned directly by respondents towards themselves. 26 out of 96 stated that they are very confident to get to work in hospitality industry, 49 of the respondents are confident enough, 19 of them are fairly confident about it, and 2 respondents are not confident enough to be in hospitality industry.

As shown majority of respondents are confidence with themselves entering the professional labor force, with total equals to 78% from total respondents, high level of confidence stated are in-line with the answers that trigger respondents to evaluate themselves.

As self-confidence could be described as a belief towards ability, power and self-assessment. Commonly self-confidence shown as positive opinion made by a person as an evaluation for themselves. According to Thursan (as cited in Saidah, 2014) self-confidence could be described as a belief made by someone towards all the aspect owned by an individual and this belief made them feel like able to achieve all aspects wanted in their lives. Confidence may be built through self-conception and built amount of acknowledgement and appraisals. It plays a really important role, as it may make an individual to become optimist and made themselves capable to do adjustment and adapt with the social environment.

Yet, upon facing the real condition of hospitality industry, these self confidence may crumble down as there are a lot of adjustment needed, also lost of numbers of acknowledgement and appraisals. As it requires times to be able to show

their performance, there might be a possibility where the self-confidence turned into negative. Upon transition, there will be disappointment and dissatisfaction, which resulted into misunderstanding, negative image, and unmeet expectation caused by bad working experience. Therefore it is really important to make sure the expectation from the very first point do not too high and clear.