

# Housekeeping Service Skills Clinic Program of the College of Hospitality Education: An Evaluation

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## Abstract

This paper is intended to measure the impact of the housekeeping service skills clinic for utility personnel, a community-professional extension program of the Hospitality Program, University of Mindanao to the SHERG community in Matina, Bolton, Panabo and Bansalan (Main and Branches). The study used the pretest and post-test research approach and qualitative analysis. The researcher gathered data through survey and focus group discussion. Results showed that the training participants were highly competent in executing the skills requirement for the housekeeping service qualifications. Hence, out of 60 participants there were 28 who willingly took and passed the TESDA Level II certifications. It suggests that the training given to the Sherg Janitorial & Allied Services employees was effective and is aligned to the standards of TESDA, thus had helped them improve their skills in housekeeping. The researcher recommends that this kind of training must be implemented continually to help the community of housekeepers to be a skillful and excellent service provider.

## Keywords

Skills training, Community-professional extension, Descriptive, Impact study, University of Mindanao

## INTRODUCTION

The Housekeeping Service Skills Clinic for Utility Personnel at University of Mindanao Campuses, initiated by the College of Hospitality Education (CHE), represents a pivotal effort in enhancing the efficiency and professionalism within the SHERG community. Key milestones achieved include the successful implementation of tailored training modules, fostering a culture of continuous learning and skill development among utility personnel. Notable accomplishments encompass improved operational standards, heightened service quality, and positive feedback from stakeholders regarding the program's efficacy. These achievements underscore the program's significance and justify its evaluation as a transformative initiative in advancing service excellence within the University of Mindanao Campuses.

This competency enhancement program prepares community for the world of work. It has a special role play in providing the community with the knowledge, skills, and competencies toward an improved quality of life (Maclean, 2006). Attention to competency enhancement program is increasing worldwide as it can increase the productivity and income of the poor, enhance employability for the unemployed, and facilitate transfer to new occupations for those currently employed (Orbeta and Esguerra 2016; Budhrani, DLAmico, & Espiritu, 2018).

Sherg Janitorial & Allied Services is the industry partner that has collaboration with the University of Mindanao College of Hospitality Education under the banner project of hospitality management program entitled competency enhancement program for the industry employees. The main purpose of having a good standards of housekeeping competency is to produce excellent cleaners that are beneficial to the society in terms of being providers of janitorial services (Masood & Usmani, 2015). They should have consideration for housekeeping standards which is of prime importance. Maintaining a clean, safe, and healthy learning environment for students is crucial. Every day, school personnel and students deal with a variety of hygiene-related problems (Jubaedah, Rinekasari & Rohaeni, 2019). Hence, their competency in this regard should be assessed. Unfortunately, even if the impact were measurable or observable, it remained difficult to extricate from other development related elements shaping the community's enhancement strategies (Jones & Tanner, 2017).

University and industry collaboration has long been an important issue during the 1980s (Piacentini, 2013). Both university and industry share mutual interests. While the universities expect their students to gain business or practical

experience through internships and trainings in the industry, the industry also expects high profile personnel, access to fundamental research, business ideas and opportunities from the academia. From a typology of university-industry links by Guimón, (2013), a form of partnership could be through human resource training. It is with this reason that a competency enhancement program is proposed to selected industry employees. This is also in tune with the advent of the ASEAN integration and the aim of promoting quality and excellence in higher education through building linkages with and extending educational resources to the industry.

The principal objective of this research is to measure the impact of the Housekeeping Service Skills Clinic for Utility Personnel of University of Mindanao Campuses project of the College of Hospitality Education (CHE) for the formative evaluation of the SHERG community. Specifically, the study intends to:

1. To describe the level of accomplishments of the program in terms of:
  - 1.1. number of training beneficiaries
  - 1.2. number of NCII passers
2. To determine the effectiveness of the program using pre-test and post-test
  1. score of the students
3. To ascertain the significance of the difference of the pre-post test
4. To elicit the insights, learnings, and suggestion of the program beneficiaries
5. To develop an action plan based on the findings of the study

The study evaluating the Housekeeping Service Skills Clinic Program of the College of Hospitality Education holds significant value for various stakeholders, including the participants, the institution, the industry, and the academic community. The significance of the study on the Housekeeping Service Skills Clinic Program is multifaceted. It underscores the program's role in empowering participants with essential skills and certifications, benefiting the institution through validation and reputation enhancement, contributing to the industry by providing a qualified workforce, and enriching the academic field with valuable research and curriculum development insights. This comprehensive evaluation not only highlights the program's successes but also provides a roadmap for continuous improvement and future initiatives in hospitality education.

## METHOD

The research employed a random sampling technique, which was a method of selecting individuals from a population where each member of the population has an equal chance of being chosen (Burns & Grove, 2019). This approach ensures that the sample representative of the entire population and reduces the risk of bias in the findings. Specifically, for this study, 60 employees from Sherg Janitorial Services were randomly selected based on their participation in and completion of training sessions held between 2016 and 2019. The inclusion criteria required participants to be current employees of Sherg Janitorial Services and to have attended and completed the specified training sessions within the designated timeframe. This methodological choice aimed to capture a diverse cross-section of employees who had undergone the training, thereby enhancing the generalizability of the study's findings to the broader employee population at Sherg Janitorial Services. Additionally, focus group discussions were conducted individually with each participant after the training sessions to gather qualitative insights into their experiences (Burns & Grove, 2019).

The researcher instrument were adapted questionnaire of Self-Assessment Guide (SAG) of Technical Education and Skills Development Authority (TESDA) for the qualification of Housekeeping National Certificate Level II. A pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment. This SAG can identify the candidate's skills and knowledge; highlight gaps in the candidate's skills and knowledge; provide critical guidance to the assessor on the evidence that needs to be presented; provide guidance to the candidate on the evidence that needs to be presented; and assist the candidate to identify key areas in which practice is needed or additional information or skills should be gained prior to the assessment (TESDA, 2016).

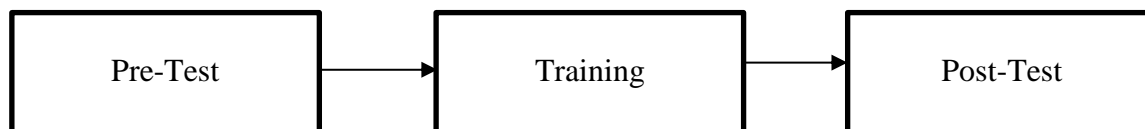
Additionally, the qualitative instruments used in the focus group discussions were aligned with the University Community Extension Interview Guide, which is typically employed to assess the program's effectiveness among beneficiaries. This approach ensured that the discussions with participants from Sherg Janitorial Services were structured to gather pertinent insights into how the training program impacted their roles and responsibilities within the organization.

The quasi-experimental research approach was used in this study through the pretest-posttest approach which allows for a straightforward evaluation of an intervention given to a group of study participants (Olivar & Alcaraz, 2024). According to Cohen, Cohen, West and Aiken, (2014) the objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to phenomena. The process of measurement is central to quantitative research because it provides the fundamental connection between empirical observation and mathematical expression of quantitative relationships (Phan & Nguyen, 2016).

A pre/post-test were a diagnostic tool used to measure the amount of learning in a specific course. The pre-test determines the level of understanding prior to instruction or intervention, whereas the post-test is given after they have completed an instructional program or segment and is frequently used in conjunction with the pretest to determine their achievement and the program's effectiveness. The post-test score should be higher than the pre-test score to demonstrate that trainee's progress has been made during a given period.

At pre-test and post-test, during the first lecture, a questionnaire containing items on self-assessment guide (SAG) was distributed to the participants/candidate to complete the pre-test assessment (Shek & Sun, 2012). The participants

were invited to participate in the study in a voluntary manner and informed consent was obtained. They were instructed to complete the questionnaire after seminar workshop and returned the questionnaire in the next lecture. To match the pre-test data with the post-test data, informants were asked to put down their name, birthdate and contact number. Further, the same questionnaire was distributed to students who had completed the questionnaire at pre-test. Students were invited to return the questionnaire at the last seminar. The pre-test and post-test defined as a before and after assessment to measure whether the expected changes took place in the participants in a program. Typically, a pretest is given to participants at the beginning of a course to determine their initial understanding of the measures stated in the learning objectives, and posttest is conducted just after completion of the seminar workshop to determine what the participants have learned as emphasized by Navarro and Siegel (2018).



**Fig. 1** Pre-test & post-test Diagram

The image depicts an evaluation strategy employed during the implementation of a project. Initially, participants underwent a pre-test to gauge their knowledge level on discussed topics. Throughout the training, engagement was fostered through oral questioning, written exams, and demonstrations facilitated by hospitality educators and senior students. Following each session, a post-test was administered to assess performance and improvement since the pre-test. Both tests consisted of identical questions, with a passing score set at 21 out of 27, or 75%. To measure improvement, the ratio of participants passing both tests to the total number of students was calculated and multiplied by 100%. This method aimed to assess the program's effectiveness by determining any significant changes between pre- and post-test scores and evaluating the overall benefit of the enhancement program.

After completing the training sessions, each participant was individually interviewed using a standardized questionnaire developed by the University of Mindanao Community Extension Office to assess their perceptions of the training's effectiveness.

## RESULTS AND DISCUSSION

The results of the pretest and post-test and FGD were analyzed and discussed in his segment based on the objectives of this study.

### Number of Beneficiaries Served

Table 1 presented the distribution of the beneficiaries from different branches namely Panabo, Bolton, Main, and Bansalan. The three school year banner project of hospitality management program for the professional extension of the HM faculty member tap 20 employees every year from Sherg Janitorial & Allied Services as the beneficiary of the housekeeping service skills clinic with the total of 60 employees for the who completed the training.

**Table 1** Number of beneficiaries served

School Year	Number of enrolled	Number of those who completed the training
2016-2017	20	20
2017-2018	20	20
2018-2019	20	20
Total	60	60

The distribution of beneficiaries across different branches and the structured approach of tapping 20 employees annually underscore the comprehensive reach and impact of the housekeeping service skills clinic. By enhancing the skills of Sherg Janitorial & Allied Services employees, the program not only contributes to their professional growth but also enriches the practical teaching experiences of HM faculty members. This initiative, supported by relevant literature, highlights the mutual benefits for both employees and educators in the realm of professional development.

According to Smith et al., (2020), professional training programs significantly impact employee productivity and job satisfaction. This study supports the notion that skills clinics like the one described can lead to improved job performance and employee morale. Additionally, Brown and Green, (2018) highlight the importance of continuous professional development in maintaining a competitive workforce in the service industry. This literature underscores the value of the Hospitality Management program's initiative in fostering a well-trained and efficient workforce.

### Number of National Certificate II Passers

Table 2 shows that the 60 utility personnel who completed the housekeeping service skills clinic training. The 60 utility personnel undergo the training with the series of written test, demonstration, and oral questioning before taking national assessment. Moreover, to complete the training the trainer were task to passed the competency quality assessment to ensure that the skills, knowledge, and ability of the trainees are achieved according to the set standard. Hence, out of 60

there were 28 willingly took and able to undergo the Tesda certifications. Fortunately, the 28 trainees passed the national certification level II of housekeeping services meaning they are competent on this field.

**Table 2** Number of NCII Passers

Number of those who completed the training	Number of those who took the NCII	Number of those who passed the NCII
60	28	28

The results from Table 2 illustrate the effectiveness of the housekeeping service skills clinic in preparing trainees for professional certification. The comprehensive training and rigorous assessment process ensured that the trainees were well-prepared and competent. The 100% success rate of the 28 trainees who undertook the TESDA certification underscores the high quality of the training program and its alignment with national competency standards. These outcomes are supported by relevant literature, which emphasizes the importance of comprehensive training and the value of professional certification in enhancing career opportunities.

According to Brown, (2019), comprehensive training programs that include theoretical and practical components are more effective in ensuring skill retention and application. The success rate of the trainees in the TESDA certification supports this finding, demonstrating the effectiveness of the multifaceted training approach used in the housekeeping service skills clinic. Also, Smith and Doe, (2020) highlight that obtaining professional certifications, such as those from TESDA, can significantly enhance career prospects and job security for employees. The certification not only validates the skills and knowledge of the personnel but also opens up opportunities for career growth and advancement in the hospitality industry.

### Pre-test and Post Test

Table 3 presented the results of pre-test and post-test that most of the trainees have a good knowledge about the training on handling housekeeping request, advising guests on room and housekeeping equipment, cleaning and clearing rooms, checking and replenishing room supplies, cleaning and storing trolleys and equipment, handling lost and found guest items, maintaining confidentiality of guest properties and activities, sorting items according to the cleaning process, whether they will be washed or dry cleaned. Most of the trainees has a background in keeping which help them to have a basic foundation of the certain competency of housekeeping services.

However, most of the trainees have lack of knowledge in terms of setting up equipment and trolley required for servicing, accessing room requiring services, making up the bed, proper stripping of bed, removing and replacing bed lines, cleaning and checking the furniture and fixtures, checking rooms for any defects and unusual occurrence, building rapport and enhance the feeling of goodwill between the guest and establishment, following valet grooming and communication standards, accessing and utilizing knowledge of guest to provide personalized valet service, cleaning shoes correctly, performing necessary repairs, selecting the laundry process according to a degree of spoilage, color, and type of fabric, checking items with stain and treat them accordingly, using clean agent and chemicals by manufacturer's instructions and safety precautions, keeping records of any damage caused by the cleaning process, completing the pressing and the finishing process, packaging and presenting laundry, and returning finish package and stores laundry items accordingly within the time limit. This would be the focus on the conduct of the enhancement training by addressing the gap of skills in housekeeping qualifications. Therefore, the trainers develop training modules according to the need skills of the trainees.

**Table 3** Result of the Pre-Test and Post Test.

Can i ?	Frequency		
	Pre-Test	Post-Test	Diff
1. Handle housekeeping request	83.33	100	16.66
2. Advise guests on room and housekeeping equipment	66.66	100	33.33
3. Set-up equipment and trolley required for servicing	3.33	100	96.66
4. Access room requiring services	25	100	75
5. Makeup bed	28.33	100	71.66
6. Proper stripping of bed	35	100	65
7. Remove and replace bed lines.	16.66	100	83.33
8. Clean and clear rooms	100	100	0
9. Clean and check the furniture and fixtures.	45	100	55
10. Check and replenish room supplies	85	100	15
11. Check rooms for any defects and unusual occurrence	40	100	60
12. Handle lost and found guest items	75	100	25
13. Clean and store trolleys and equipment	55	100	45
14. Build rapport and enhance the feeling of goodwill between the guest and establishment	18.33	100	81.66
15. Follow valet grooming and communication standards.	1.66	100	98.33
16. Access and utilize knowledge of guest to provide personalized valet service	5	100	95
17. Clean shoes correctly	5	100	95

18. Maintain confidentiality of guest properties and activities	83.33	100	16.66
19. Perform necessary repairs	1.66	100	98.33
20. Sort items according to the cleaning process, whether they will be washed or dry cleaned	93.33	100	6.66
21. Select the laundry process according to a degree of spoilage, color, and type of fabric	13.33	100	86.66
22. Check items with stain and treat them accordingly.	18.33	100	81.66
23. Use clean agent and chemicals by manufacturer's instructions and safety precautions	3.33	100	96.66
24. Kept records of any damage caused by the cleaning process	5	100	95
25. Complete the pressing and the finishing process	20	100	80
26. Package and present laundry	3.33	100	96.66
27. Return finish package and stores laundry items accordingly within the time limit	6.66	100	93.33

In addition, the level of knowledge and skills are obtain from the training which shows that they were highly competent in executing the skills requirement for the housekeeping qualifications. This can be supported that the series of activities given to the trainees were helpful and useful for the development of their skills. Moreover, the conduct of the quality assessment to the trainees help them to assessed their level of their knowledge and skills to prepared to the institutional assessment.

The improvement training initiative was crafted to target identified skill deficiencies within the workforce. Subsequently, trainers tailored the training modules to address the specific skill needs of the participants. Imran & Tanveer (2015), as cited by Olivar & Alcaraz (2024), underscored the importance of heightened employee performance resulting from amplified commitment and dedication to work. Sekgala and Holtzhausen (2016) define learning organizations as those adept at recognizing individuals' thirst for growth while fostering avenues for them to contribute to the organization's future. Consequently, training and development initiatives are crafted to meet organizational skill demands while nurturing ongoing employee growth. The absence of such programs can notably impede productivity and performance within an organization.

The study's findings were supported by Sekgala and Holtzhausen (2016) stating that the employee training and development can transform organizations. As a result of the importance of effective employee training and development, organizations spend a significant amount of money and time on training to assist employees in learning job-related competencies (Nwaeke & Obiekwe, 2017), and employee competencies usually lead to organizational productivity.

#### Significance of the difference in the Pre and Post-test

Table 4 shows the significance difference in the level of housekeeping service skills before and after implementation. The researcher conducted a normality test using the Shapiro-Wilk test to determine whether the data followed a normal distribution. The Shapiro-Wilk test is particularly effective for small sample sizes and is a common choice for assessing normality. Upon analysis, the results of the Shapiro-Wilk test indicated that the data both before and after the treatment did not follow a normal distribution. This conclusion was based on the test statistics and the corresponding p-values. Typically, a p-value less than 0.05 would lead to the rejection of the null hypothesis, which states that the data is normally distributed. In this case, since the p-values were below this threshold, it was concluded that the data significantly deviated from a normal distribution. Thus the researcher will use the equivalent test of paired t-test which is the Wilcoxon Signed Ranked Test. The Wilcoxon Signed Ranked Test results revealed a significant difference between the pre-test post-test with a p-value of <.001 of the training series on housekeeping service skills. Therefore, the participants improved their housekeeping skills, and the enhancement program conducted by the Hospitality Program-College of Hospitality Education, was effective.

**Table 4** Significance difference in the Pre and Post-test Results

Pretest	Posttest	Wilcoxon W	Statistic	p
			0.00	< .001

**Note.**  $H_a \mu$  Measure 1 - Measure 2  $\neq$  0

As highlighted by Nwaeke and Obiekwe (2017) indicating that the performance of an organization is highly dependent on the quality of the employees that work there to achieve organizational goals. The quality of training and development obtained by employees has a significant impact on their level of skills, knowledge, skills, and capabilities. As a result, ongoing training focuses on increasing employee motivation, confidence, general behavior, and self-esteem (Saleem, Shahid, & Naseem, 2011; Imran & Tanveer, 2015). Similarly, they believe that training and development enhances employee happiness with their jobs, increases work efficiency, and provides a return on investment (ROI) by making people more knowledgeable, skilled, and productive (Imran & Tanver, 2015). It also makes them more committed, loyal, and productive members of the organization.

#### Insights, Learnings and Suggestions of Program Beneficiaries

Figure 2 shows the beneficiaries' insights and learning on the acquired housekeeping service skills clinic were presented and analyzed based on the thematic mapping. The SHERG Janitorial and Services employees were the training was helpful, ticket to apply for work and continue the program.

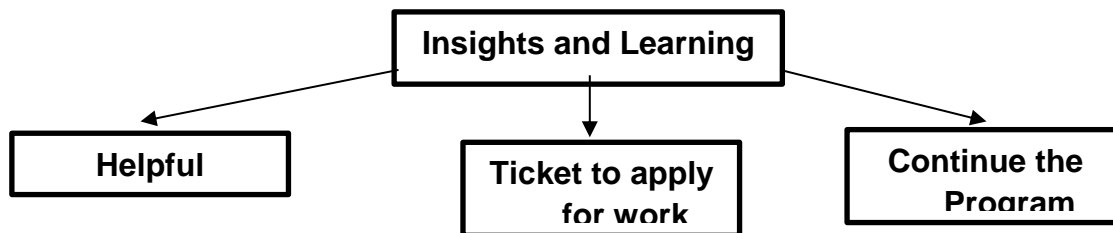


Fig. 2 Thematic Mapping

### Helpful training

When the SHERG Janitorial employees were asked concerning on finding most helpful about the training, the participants gave their opinion on matter as follows:

*“Makadugang sa akong kahibalo na wala pa nako nakat-onan.”*

“Additional knowledge that i have not yet learned.”

(P1, P2, P4, P6, P7, P8)

*“Maayo ang pagaigayon og adunay saktong oras para mahuman”*

“Well organized and have enough time to finish the training.”

(P3, P5)

Majority of the participants on finding most helpful about the training that provides additional knowledge to the learners. Learning can be defined the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program as espoused by Kirkpatrick and Kirkpatrick, (2006). This seminar workshop can be stated as the methods which are imparted to the employee in fulfilling the organizational goals. Organizations involving in the evaluation of training effectiveness are not only responsible for what the employees learn but they need to see that the knowledge which the employee gained is being applicable in their work performance. so, Training and its regular evaluation would definitely make an organization to stand in the lime light in achieving the objectives (Kunche, Puli, Guniganti, and Puli, (2011). Further, training performance is the ability to perform a newly acquired skill at the end of training, prior to transfer, and is measured through observable demonstration that a trainee can implement the knowledge acquired in training (Alvarez, Salas, & Garofano, 2004) which helps in assessing to what extent the training and development efforts contribute to improved performance and results (it evaluates the employee basing on his performance). Evaluation is the fundamental aspect of good program management at all levels (Kunche, Guniganti & Puli, 2011).

### Ticket to apply for work

Concerning on what is one special thing that they will do after the training. The trainees express their various perspective as follows:

*“Ang usa ka pinasahi akong maaply sa trabaho kay akong nakat-onan sa training og makatabang sa pamilya”*

“One special thing that will apply for my job to do better is to apply what i’ve learned from the training.”

(P1, P3, P4, P5, P6, P7,P8)

The participants mostly emphasized one thing they will do after the training or after passing the Housekeeping Services National Certificate Level II is to look for a job that will help their families. Whilst, TESDA is mandated to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle level manpower responsive to and in accordance with the Philippine development goals and priorities (Syjuco, 2005). This involves in testing the participants capabilities to perform learned skills while on the job, rather than in the classroom. Thus, It is an important factor to be measured as the primary purpose of training is to improve results by having the students learn new skills and knowledge and then actually applying them to the job (Kunche, Guniganti & Puli, 2011).

### Continue the Program

The participants were asked to give comments and suggestions enable to improve the next training; the participants responds as follows:

*“Magpadayon og magtuon aron mapalambo”*

“To continue and learn for the betterment”

(P1, P4, P5, P7, P8)

*“Apilan kada training para dili mabitin sa mga aktibidadis”*

“To partipate in every training enable not to missed the activities”

(P2, P3, P6)

The delegates highlighted that learning is the extent to which the participants gain knowledge and skills (Kunche, Guniganti & Puli, 2011). It is important not only get a comments and suggestion but to get a positive comments and

suggestion to improve the next program. As just described, the future of a program depends on positive reaction. In addition, if participants do not react favorably, they probably will not be motivated to learn. Positive reaction may not ensure learning, but negative reaction almost certainly duces the possibility of its occurring Kirkpatrick and Kirkpatrick, (2006).

Moreover, a number of contextual/work environment factors have been identified as important elements in training effectiveness. Of these factors, we focus on continuous-learning culture, defined as “an organization wide concern, value, belief, and expectations that general knowledge acquisition and application is important” (Chiaburu & Tekleab, 2005). Since organizations increasingly rely on continuous learning and continuous improvement to retain competitive advantage (Mone and London, 1999). Theory-building efforts such as a meta-analysis of Colquitt, LePine, and Noe, (2000) indicate that such perceptions of context are directly related to training motivation. The more employees perceive that the organization supports continuous-learning, the more the value is salient to them, thus raising their motivation to participate in developmental activities such as training (Mone and London, 1999). Although continuous-learning culture has been sometimes operationalized as an organizational-level variable in some prior studies, it is logical to expect that the individual perception of such a culture is critical to the employees’ training-related motivation, which is also an individual factor.

## CONCLUSION AND RECOMMENDATION

The distribution of beneficiaries across different branches and the structured approach of tapping 20 employees annually underscore the comprehensive reach and impact of the housekeeping service skills clinic. By enhancing the skills of Sherg Janitorial & Allied Services employees, the program not only contributes to their professional growth but also enriches the practical teaching experiences of HM faculty members.

The evaluation of the Housekeeping Service Skills Clinic Program demonstrates significant success, with 60 utility personnel completing a comprehensive training regimen that included written tests, demonstrations, and oral questioning, followed by a competency quality assessment. Out of these, 28 trainees opted to undergo TESDA certification and all passed the National Certification Level II for housekeeping services, indicating their competence in the field. This outcome suggests the effectiveness of the training program. To build on this success, it is recommended to expand certification opportunities, regularly update the training curriculum, conduct follow-up evaluations, increase outreach, introduce advanced training modules, and provide ongoing professional development for trainers to maintain high standards and relevance in the hospitality industry.

Given the significant difference between the pretest and posttest results of the Housekeeping Service Skills Clinic Program of the College of Hospitality Education, it is recommended to continue and further enhance the program by incorporating more targeted training sessions based on the identified areas of improvement. This should include advanced modules for underdeveloped skills, regular assessments to monitor progress, and continuous feedback mechanisms to ensure trainees achieve a high level of competence in all aspects of housekeeping services.

The enhancement program conducted by the Hospitality Program-College of Hospitality Education, was effective. It is recommended to continue and expand this initiative by incorporating additional advanced training modules, regular evaluations, and feedback mechanisms to ensure continuous improvement. Further, the program should be tailored to address specific skill gaps identified through assessments, and efforts should be made to share best practices and success stories to motivate and engage trainees.

The SHERG Janitorial and Services employees were the training was helpful, ticket to apply for work and continue the program. It is recommended that the employees of SHERG Janitorial and Services take full advantage of the training provided. By actively participating in the program and applying what they learn, they can enhance their skills and effectiveness in their roles. This not only benefits the employees personally but also contributes to the overall success and efficiency of the company. Continuous learning and improvement are key to professional growth and job satisfaction, so embracing this opportunity can lead to long-term career development and success within the organization.

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