



Employability Skills Requirements in the Professional Services Sector: An In-depth Analysis of Graduates

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Abstract

In today's competitive job market, the gap between academic preparation and industry expectations has become increasingly evident, highlighting the urgency of identifying the key employability skills required by graduates. This study evaluates the essential employability skills of graduates in the professional services sector. Using a descriptive research design, a questionnaire was administered to 282 respondents in the Philippines. The sample size was determined using Slovin's formula and a stratified random sampling technique. Data analysis involved frequency percentage distribution, weighted mean, and analysis of variance (ANOVA). Findings reveal a significant proportion of respondents as team leaders, holding bachelor's degrees, and working in professional services firms with more than 151 employees. Effective communication skills emerged as the foremost requirement, complemented by leadership skills that foster enthusiasm and commitment within organizations. Notably, disparities in employability skills were found when respondents were categorized based on organizations' sizes. Concurrently, respondents reported challenges in articulating well-defined career objectives and demonstrating adaptability. These findings underscore the imperative for higher institutions to emphasize curricula that enhance graduates' employability skills, particularly in communication, leadership, critical thinking, and problem-solving. Universities should tailor their academic programs to strengthen these crucial skills, benefiting both graduates and the professional services industry. Furthermore, continuous professional development and industry-academic partnerships are recommended to keep curricula aligned with evolving industry needs, ensuring that graduates are well-equipped for the dynamic job market.

Keywords: *Employability Skills, Graduates, Professional Services Sector, Philippines*

INTRODUCTION

The landscape of employment has evolved dramatically in recent years, with a particular emphasis on the professional service sectors in urban hubs like Bonifacio Global City (BGC) and Taguig City. As the heart of the Philippines' business and financial district, BGC has become a magnet for graduates seeking to launch their careers in diverse industries, including finance, consulting, legal services, and technology (Fulgar, 2021). BGC is a mixed-use, international business district that was converted from a former military base into a joint venture with the private sector. The development boasts eco-friendly residential townships, retail outlets, cultural facilities, international schools, embassies, and multinational firms. The success of BGC has also spurred the development of other former military lands (Joson, 2022). To thrive in this dynamic environment, graduates must possess a unique set of employability skills that extend beyond their academic qualifications. These skills are highly valued by employers and are essential for effective workplace performance.

One of the most fundamental employability skills sought by employers in professional service sectors is technical proficiency. Previous studies have confirmed that technical skills are required to achieve success in certain fields, such as project management. Foundational knowledge is also important for facilitating critical thinking and applying skills in emerging science fields (Makhene, 2022). In today's rapidly evolving technological landscape, knowledge is becoming increasingly important as skills become obsolete in the context of new technologies and advancements. Therefore, while skills are important for job success, graduates are expected to

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have a solid foundation of technical knowledge and expertise in their respective fields. Technical skills can be learned through formal education, employment programs, certifications, or on-the-job training (Birt, 2023). It is important to keep these skills updated as technologies and processes evolve. However, research conducted by Harvard University, the Carnegie Foundation, and Stanford Research Center has concluded that 85% of job success comes from having well-developed soft and people skills, while only 15% comes from technical skills and knowledge. Therefore, while technical skills are important, it is also important to have a well-rounded skill set that includes soft and digital skills (Coursera, 2023). Employers expect graduates to be adaptable and capable of acquiring new technical skills as the industry evolves. In BGC, continuous learning and staying updated with the latest industry trends are crucial for maintaining a competitive edge.

Effective communication and interpersonal skills are another set of employability skills that are highly prized in professional service sectors (Blue, 2023; Doyle, 2022), including BGC. In consulting, legal services, and many other fields, graduates often work closely with clients, colleagues, and superiors. The ability to articulate ideas clearly, actively listen, and collaborate with diverse teams is crucial. Moreover, businesses' international and multicultural environment demands cross-cultural competence. Graduates are often required to engage with clients and colleagues from different cultural backgrounds. Therefore, the ability to understand and respect diverse perspectives and adapt one's communication style accordingly is a valuable skill (Lazzari, 2019). The fast-paced and complex nature of the professional service sectors like in BGC demands graduates who excel in problem-solving and critical thinking. Whether designing innovative strategies for a consulting project or finding creative solutions to legal challenges, graduates are expected to approach issues analytically and thoughtfully. Critical thinking involves the ability to evaluate information, make informed decisions, and anticipate potential consequences (Alsaleh, 2020). It is not just about finding answers but also asking the right questions. Problem-solving, on the other hand, requires graduates to develop a systematic approach to tackle complex challenges, often involving a combination of quantitative analysis and qualitative judgment.

The professional service sectors are characterized by rapid changes and high levels of competition. Graduates must be adaptable and resilient in the face of uncertainty. This adaptability includes embracing new technologies, methodologies, and business models (Kraus et al., 2022). They should be willing to learn from setbacks, embrace change, and continue to grow in their careers. Furthermore, the ability to manage stress and maintain composure under pressure is a vital employability skill (Craig, 2019). The demanding nature of professional services can lead to high-stress situations so graduates who can remain focused and resilient are highly valued. Understanding the business environment and adhering to ethical standards are non-negotiable requirements for graduates in professional service sectors. They should have a solid grasp of business principles, market dynamics, and industry regulations. Strong business acumen enables graduates to make informed decisions and provide valuable insights to organizations (Raftery et al., 2021). In addition, maintaining high ethical standards is essential, especially in industries like legal services and finance, where trust and reputation are paramount. Graduates are expected to exhibit integrity, confidentiality, and professional ethics in their dealings (Mahajan et al., 2016).

Previous studies have stressed the importance of technical proficiency and soft skills for employability. Makhene (2022) emphasized foundational knowledge, while Birt (2023) advocated keeping technical skills current. Research from Harvard University, the Carnegie Foundation, and Stanford Research Center shows that 85% of job success hinges on well-developed soft skills, whereas only 15% is attributed to technical skills (Coursera, 2023). In professional services, effective communication, interpersonal skills, and cross-cultural competence are highly prized (Blue, 2023; Doyle, 2022; Lazzari, 2019). Critical thinking and problem-solving abilities are also

crucial (Alsaleh, 2020). Despite extensive research on these skills, their application and prioritization in BGC's professional service sectors remain poorly understood. This study seeks to bridge this gap by examining the essential employability skills needed by graduates to excel in BGC's competitive environment.

LITERATURE REVIEW

Good Communication

While higher education institutions attempt to adapt their curricula to cope with national employability strategies, there remain some significant variations between what employers want and the attributes possessed by new graduates. Several literature reviews have been conducted on graduates' employability skills and good communication. For instance, a study selected 14 studies in different contexts to provide a synopsis of the required employability skills of fresh graduates, and communication skills were found to be one of the most important skills (Tushar & Sooraksa, 2023). Previous researchers have affirmed that the job market demands graduates to have good communication and interpersonal skills, self-management skills, analytical and problem-solving skills, and teamwork skills (Osmani et al., 2019).

Motivation and Initiative

Motivation and initiative are integral components of graduates' employability skills. Employers value individuals who not only possess technical expertise but also exhibit a strong drive to excel and take proactive steps in their professional development (Giffen, 2021; Ready et al., 2023). Educational institutions play a crucial role in nurturing these qualities, ultimately contributing to graduates' overall success in the workforce. Wu et al. (2022) examined how personal initiative affects graduate employability through human and psychological capital. The authors found that personal initiative positively affects graduate employability and that environmental factors, such as job market uncertainty and economic instability, can impact the relationship between personal initiative and employability. This study highlights the importance of personal initiative in enhancing graduate employability skills.

Leadership

Leadership skills contribute to graduates' ability to advance in their careers. Individuals who can lead teams or projects are often considered for managerial and leadership positions. Abas and Imam (2016) investigated the correlation between graduates' competence in employability skills and contextual performance in a government workplace. It revealed that although personal management skills had a moderate relationship with employees' contextual behavior, competence in personal adaptability and continuous learning are contributors across all elements of contextual performance. Moreover, a study by Weligamage (2014) provides a comprehensive review of existing literature on employability skills and concludes that universities should identify skill sets that will best serve the future labor market and align programs to meet those needs.

Reliability/Dependability

In the dynamic landscape of the contemporary job market, employability skills are increasingly recognized as paramount for graduates to thrive in their professional endeavors. Among these skills, reliability emerges as a fundamental trait that significantly influences graduates' success in securing and maintaining employment. Mainga et al. (2022) examined the perceptions of employability skills among undergraduate business students in a developing country. The authors found that communication, problem-solving, positive attitudes and behaviors, teamwork skills, and interpersonal skills were among the most important employability skills

perceived by employers, graduates, and lecturers. A strong correlation was found between employer and sandwich student/graduate perceptions of relative priorities among employability skills. Skills such as enthusiasm, dependability and team-working scored higher than subject knowledge skills, whereas commercial awareness, negotiation and networking were given the lowest priority (Saunders & Zuzel, 2010).

Following Instructions

The role of technology in instructional design and its impact on graduates' readiness for the modern workforce has been a subject of interest in academic literature. For instance, a qualitative study by DeVaughn (2019) examined the professional preparation received by instructional designers for instruction evaluation. This study provides insights into the readiness of instructional designers and their ability to evaluate and promote student understanding through effective instructional design. A framework for job-seeking learning designers, as discussed in a study published by NCBI, highlights the operationalization of instructional design in various industries (North et al., 2021). This framework emphasizes the application of record collecting and analysis to different disciplines and contexts, showcasing the adaptability of instructional design to address the needs of diverse industries.

Teamwork

Teamwork pedagogy is extensively discussed in academic literature, but employers argue that universities must enhance graduates' readiness for team-based environments. Riebe et al. (2016) conducted a systematic review revealing that social constructivist approaches improve teamwork skills like communication and conflict resolution. Bradley et al. (2021) demonstrated that a conflict management workshop enhanced pharmacy students' team communication and skills. Kamaroellah et al. (2021) examined ideal employability skills, highlighting the scarcity of studies on this topic and employing a bibliometric approach to broaden insights into relevant skills.

Adaptability

There is a growing body of literature exploring the relationship between teamwork and graduates' employability. Some studies have found a strong relationship between concern for standards and employability, as well as specific correlations of teamwork and concern for standards, which show predictions for team and organization cohesiveness as well as the ability to align to a common standard and goal. A study by Ivanova et al. (2022) investigated the status of employability readiness of UAE students, specifically team working and concern for standards as factors correlated with employability. Results showed a strong relationship between concern for standards and employability. In addition, there is no effect of the gender variable on the student's personality and degree of employability.

RESEARCH METHOD

This study employed a descriptive design and quantitative approach via a questionnaire (Miksza et al., 2023; Andarwulan et al., 2021) to gather data from executives and managers at top companies in Bonifacio Global City, Taguig, Philippines. The sample size of 282 respondents was determined using Slovin's formula, with a stratified random sampling technique to ensure sample diversity. Executives and managers were selected for their extensive experience and insights into employability skills that are crucial in the professional service sector of BGC. Their perspectives were essential for understanding the skills required to excel in this competitive environment. Slovin's formula ensures a statistically significant and representative sample by considering population size and the desired margin of error (Asenahabi & Ikoha, 2023).

Data collection involved securing permissions, compiling respondent lists and administering a questionnaire structured (Sahin & Kesik, 2020) into three sections: respondent profiles, BGC employability skills and participant challenges. Surveys were conducted via written questionnaires (11.70%) and Google Forms (88.30%) to enhance response rates and participant convenience. Questionnaire validity was confirmed through consultations with experts, including academics and industry professionals, to ensure measurement accuracy and data reliability (Estremera & Sarmiento, 2024; Marar et al., 2023). Validation included iterative reviews and revisions based on expert feedback to enhance clarity and relevance. Data analysis used statistical techniques such as frequency distribution, weighted means, and Analysis of Variance (ANOVA) to identify employability skill trends and patterns (Haque et al., 2024). A statistician facilitated the analysis, ensuring that the findings were accurate and rigorous.

FINDINGS AND DISCUSSION

Table 1 offers a comprehensive overview of the group's demographic composition, detailing their positions, educational backgrounds, organizational associations, and the sizes of the organizations to which they are connected. Among the 282 individuals in this study, the largest segment, comprising 208 individuals (73.76%), serves in the role of team leader. In terms of educational qualifications, a significant proportion of 196 individuals (69.50%) hold a bachelor's degree. Regarding their organizational affiliations, 76 individuals (26.95%) are associated with Company A. The majority, consisting of 185 individuals (65.60%), are employed in organizations with 151 or more employees.

Table 1. Socio-Demographic Profile

Variable	f	%	Variable	f	%
Position			Highest Level of Education		
Executive	3	1.06	Bachelor's Degree	196	69.50
Manager/Supervisor	71	25.18	Master's Degree	53	18.79
Team Leader	208	73.76	With MA units	33	11.70
Name of the Organization			Size of Organization		
Company A	76	26.95	20 to 100	70	24.82
Company B	15	5.32	101 to 150	27	9.57
Company C	67	23.76	151 and above	185	65.60
Company D	25	8.87			
Company E	18	6.38			
Company F	42	14.89			
Company G	12	4.26			
Company H	27	9.57			

Source: Constructed by authors based on field data.

Table 2 assesses the employability skills required for graduates in the BGC District, focusing on communication, particularly "Ability to listen like a leader," rated highest at 3.86, indicating its critical importance (VI). This skill suggests graduates who excel in listening are valued as team members and potential leaders. Employers prioritize active listening, understanding, and informed decision-making based on the information received. The overall mean score for communication skills was 3.83, highlighting their significance (VI) for graduates. These findings align with Mishra's (2020) study linking empathetic listening to effective leadership, in which leaders who listen empathetically are perceived as more effective by subordinates.

Table 2. Assessment of BGC District Graduates' Employability Skills Requirements for Good Communication

Indicators	M	Int
Ability to listen like a leader	3.86	VI
Ability to communicate with a positive attitude	3.85	VI
Ability to respond to ideas presented with confidence	3.84	VI
Ability to accept critical feedback and provide constructive input to others	3.78	VI
Ability to know when to initiate communication and respond	3.81	VI
Overall Mean	3.83	VI

Legend: 3.50 - 4.00 (Very Important); 2.50 - 3.49 (Important); 1.50 - 2.49 (Less Important); 1.00 - 1.49 (Not Important)

Table 3 assesses the employability skills of BGC graduates, focusing on motivation and initiative. Graduates' ability to effectively appraise situations received a mean score of 3.70, which was marked as very important. This skill allows them to analyze complex scenarios, weigh outcomes, and make informed decisions crucial for professional roles. The overall mean score for these skills was 3.66, indicating their significance (Very Important). Wang et al. (2023) emphasized the importance of situational evaluation and criteria identification in professional judgment tests, which is consistent with Short (2021) assertion that situational assessment reflects real-world job skills.

Table 3. Assessment of BGC District Graduates' Employability Skills Requirements in terms of Motivation and Initiative

Indicators	M	Int
Ability to appraise the situation well	3.70	VI
Ability to make a career plan	3.66	VI
Ability to manage anger	3.68	VI
Ability to do more than what is expected	3.56	VI
Ability to develop team mentality	3.71	VI
Overall Mean	3.66	VI

Legend: 3.50 - 4.00 (Very Important); 2.50 - 3.49 (Important); 1.50 - 2.49 (Less Important); 1.00 - 1.49 (Not Important)

Table 4 assesses employability skills in the BGC District, focusing on leadership. The ability to inspire enthusiasm and dedication within an organization receives a mean score of 3.72, which is classified as very important. This suggests that engaged employees are more productive, committed, and loyal, enhancing overall performance and work culture. The collective mean score for these leadership skills was 3.70, indicating their significance (Very Important). Studies have confirmed that employee engagement boosts performance, satisfaction, productivity, profitability, customer loyalty, and retention (Osborne & Hammoud, 2017). Satata (2021) highlighted that engaged employees demonstrate initiative, promote company culture, and uphold organizational values.

Table 4. Assessment of BGC District Employability Skills Requirements in terms of Leadership

Indicators	M	Int
Ability to formulate ideas about the business or parts of the business	3.65	VI
Ability to understand available choices and practical decisions	3.70	VI
Ability to see the big picture and devise effective path	3.71	VI
Ability to make the vision a reality even in the face of obstacles	3.71	VI
Ability to infuse the organization with enthusiasm and dedication	3.72	VI

Indicators	M	Int
Overall Mean	3.70	VI

Legend: 3.50 - 4.00 (Very Important); 2.50 - 3.49 (Important); 1.50 - 2.49 (Less Important); 1.00 - 1.49 (Not Important)

Table 5 assesses employability skills in the BGC District, focusing on reliability and dependability. Graduates’ ability to take responsibility for assigned tasks scores highly, with a mean of 3.71, categorizing it as Very Important. This indicates that demonstrating strong responsibility cultivates an accountable organizational culture and fosters trust and confidence in their work. The collective mean score for these skills was 3.65, highlighting their critical importance (Very Important). Studies have confirmed that personal accountability enhances organizational performance, with accountable employees outperforming their peers (Trivedi, 2013). Research on the U.S. federal government underscores the positive impact of accountability on organizational performance (Han & Hong, 2019).

Table 5. Assessment of BGC District Employability Skills Requirements in terms of Reliability/Dependability

Indicators	M	Int
Ability to take responsibility for every task given	3.71	VI
Ability to invest in a character that builds the actual spirit of teamwork	3.61	VI
Ability to be loyal that company and coworkers can delight in	3.61	VI
Ability to receive positive and negative criticism well with an open mind	3.65	VI
Ability to set workable personal goals that can be achieved within the set time	3.66	VI
Overall Mean	3.65	VI

Legend: 3.50 - 4.00 (Very Important); 2.50 - 3.49 (Important); 1.50 - 2.49 (Less Important); 1.00 - 1.49 (Not Important)

Table 6 assesses employability skills in the BGC District, focusing on the ability to follow instructions. Graduates’ capacity for active listening scored highly, with a mean of 3.70, categorized as Very Important. This suggests that actively listening graduates excel at issue identification, information gathering, and collaborative problem-solving. The overall mean score of 3.62 underscores the critical nature of following instructions in BGC’s employability standards (Very Important). Weger et al. (2014) demonstrated that active listening fosters empathy and trust, thus enhancing understanding and satisfaction in interpersonal interactions.

Table 6. Assessment of BGC District Employability Skills Requirements in terms of Following Instructions

Indicators	M	Int
Ability to listen actively	3.70	VI
Ability to take down notes	3.59	VI
Ability to ask questions	3.56	VI
Ability to respond with a good attitude	3.68	VI
Ability to make a checklist before the task start	3.55	VI
Overall Mean	3.62	VI

Legend: 3.50 - 4.00 (Very Important); 2.50 - 3.49 (Important); 1.50 - 2.49 (Less Important); 1.00 - 1.49 (Not Important)

Table 7 assesses employability skills in the BGC District, focusing on teamwork. Graduates are expected to understand their roles clearly within teams, with effective conflict resolution mechanisms also highly valued, scoring the highest mean score of 3.65, both categorized as Very

Important. This emphasizes that role clarity enhances team cohesion and effectiveness by reducing conflicts and ambiguity. The overall mean score of 3.59 indicates the significant importance of teamwork in BGC's employability requirements (Very Important). Research has highlighted the crucial role of cohesive teams in organizational effectiveness, leading to more innovative and productive outcomes (Grossman et al., 2022; Ganotice et al., 2022).

Table 7. Assessment of BGC District Employability Skills Requirements in terms of Teamwork

Indicators	M	Int
Ability to have absolute clarity about their role in the team	3.65	VI
Ability to have an effective mechanism within the team for conflict resolution	3.65	VI
Ability to have sufficient effort made to get the opinions and ideas of employees	3.58	VI
Ability to have a good alignment between the department and others with whom need to coordinate	3.56	VI
Ability to have the role within the team changes; it is communicated effectively	3.53	VI
Overall Mean	3.59	VI

Legend: 3.50 - 4.00 (Very Important); 2.50 - 3.49 (Important); 1.50 - 2.49 (Less Important); 1.00 - 1.49 (Not Important)

Table 8 assesses employability skills in the BGC District, focusing on adaptability. Graduates are expected to be articulate the impact of organizational culture on goal achievement, with a mean score of 3.62 (Very Important). This skill indicates the potential of leaders who align team efforts with organizational culture to achieve effective goal attainment. The overall mean score of 3.58 underscores the high importance of adaptability skills in BGC's employability standards (Very Important). Research highlights that understanding and leveraging organizational culture can enhance employee performance and satisfaction, influencing overall organizational outcomes positively (Kim & Jung, 2022; Akpa et al., 2021).

Table 8. Assessment of BGC District Employability Skills Requirements in terms of Adaptability

Indicators	M	Int
Ability to articulate the effect of the organizations' culture on goal achievement	3.62	VI
Ability to identify when an organizational change will require learning new behaviors	3.56	VI
Ability to wrestle with difficult problems and to surface disagreements rather than agreements	3.55	VI
Ability to compromise own vision to incorporate contrary perspectives	3.56	VI
Ability to identify which stakeholders need to be engaged to get the work done or advance an issue	3.60	VI
Overall Mean	3.58	VI

Legend: 3.50 - 4.00 (Very Important); 2.50 - 3.49 (Important); 1.50 - 2.49 (Less Important); 1.00 - 1.49 (Not Important)

Table 9 summarizes the employability skills requirements of the BGC District. Good communication received the highest importance with a mean score of 3.83, while adaptability scored 3.58, both of which were categorized as Very Important. This highlights the district's strong emphasis on essential employability skills. Overall, BGC places significant importance on these skills across domains, which is crucial for navigating complex workplace dynamics and fostering positive relationships (Joubert, 2019). Effective communication contributes to teamwork (Kinsey,

2019), problem-solving, leadership, and organizational success (Landry, 2019), making it a cornerstone of BGC employability standards.

Table 9. Summary of BGC District Employability Skills Requirements

Variables	M	Int
Good Communication	3.83	VI
Motivation and Initiative	3.66	VI
Leadership	3.70	VI
Reliability/Dependability	3.65	VI
Following Instructions	3.62	VI
Teamwork	3.59	VI
Adaptability	3.58	VI
Overall Mean	3.66	VI

Legend: 3.50 - 4.00 (Very Important); 2.50 - 3.49 (Important); 1.50 - 2.49 (Less Important); 1.00 - 1.49 (Not Important)

Table 10 analyzes differences in respondents' assessments of employability skills requirements based on their profiles. Differences based on position, educational attainment, and organization size were not statistically significant, indicating similar perceptions across these factors. However, significant differences were observed when analyzing respondents' affiliated organizations ($p < 0.05$). This suggests that organizational culture influences how employability skills are prioritized. Organizations with strong teamwork cultures may emphasize communication skills, whereas those valuing innovation may prioritize problem-solving and adaptability (Kinsey, 2019).

Table 10. Significant Difference among the Assessment of the Respondents' Employability Skills Requirements when grouped according to their Profile

Variables	F-value	p-value	Decision	Interpretation
Position	1.964	0.142	Accept Ho	NS
Highest Educational Attainment	0.711	0.492	Accept Ho	NS
Name of the Organization	4.775	0.000	Reject Ho	S
Size of Organization	0.515	0.598	Accept Ho	NS

Legend: NS=Not Significant; S= Significant.

Decision Rule: $\alpha = 0.05$ if $p \leq 0.05$, reject Ho

According to Love et al. (2021), effective team communication is crucial for building psychological safety, fostering shared understanding, and enhancing team performance. This underscores the importance of interpersonal skills in organizational success, promoting engagement, and productivity (Marlow et al., 2018). Interactive team cognition theory further supports that effective team interaction, including clear communication, significantly contributes to team effectiveness beyond individual knowledge inputs.

Table 11 assesses the challenges faced by respondents across various aspects. The most significant challenge reported is "Lack of ability to identify a specific goal," scoring 2.77 on average, indicating difficulties in setting clear objectives. Challenges related to effective communication and collaboration, with a mean score of 2.51, are close behind, highlighting areas for improvement in creating open communication channels and fostering collaboration. Overall, the assessment's mean score was 2.59, categorized as "Agree," indicating general agreement among respondents regarding these challenges.

Table 11. Assessment Level of Problems Encountered by the Respondents

Problems	M	Int
Lack of ability to identify specific goals	2.77	A
Lack of ability to gather information to weigh different options	2.65	A
Lack of ability to maintain high standards of personal hygiene	2.57	A
Lack of ability to keep topics relevant at work	2.54	A
Lack of ability to understand the negotiation signature	2.58	A
Lack of ability to determine core negotiation strategy	2.61	A
Lack of ability to assist customers or track of information	2.60	A
Lack of ability to keep cool and maintain excellent service qualities	2.60	A
Lack of ability to create an open line of communication between the two parties	2.51	A
Lack of ability to show a willingness to compromise or collaborate	2.51	A
Overall Mean	2.59	A

Legend: 3.50 - 4.00 (Strongly Agree); 2.50 - 3.49 (Agree); 1.50 - 2.49 (Disagree); 1.00 - 1.49 (Strongly Disagree)

Addressing these issues is crucial for personal and professional development, particularly in goal setting, communication, negotiation, and customer service. According to [Locke and Latham \(2013\)](#) Goal Setting Theory, setting clear and challenging goals enhances motivation and performance. Unclear goals, as identified by respondents, can lead to ambiguity, stress, and reduced well-being ([Klein, 2019](#)). Goal setting also plays a role in therapeutic settings by fostering open communication and building trust, which helps individuals manage anxiety and depression ([Jacob et al., 2022](#)).

The novelty of this study lies in its contextual focus on BGC, which offers localized insights that extend beyond generic national or international studies. Unlike narrower studies that emphasize either technical or soft skills, this research adopts a comprehensive approach that evaluates a broad spectrum of employability skills that are critical to success in BGC's dynamic professional environment. Validation through expert consultation ensured that the study's conclusions were not only theoretically robust but also practically relevant, contributing valuable insights for educators, employers and policymakers aiming to enhance graduate employability within BGC.

CONCLUSIONS

This study successfully identified crucial employability skills essential for Bonifacio Global City's professional service sectors. Communication and interpersonal skills have emerged as foundational attributes that are critical for navigating fast-paced, collaborative industry environments. Moreover, technological proficiency remains indispensable amid ongoing digital transformations, underscoring the necessity for integrating technological literacy into educational curricula. Continuous learning and adaptability have also been highlighted as imperative for graduates to thrive in the face of rapid industry changes.

The implications of these findings extend beyond individual development, impacting graduates and employers alike. Graduates can leverage these insights to tailor their skill development efforts to meet industry demands, while employers can refine recruitment strategies and invest in targeted training programs. In essence, this study serves as a catalyst for action, urging educational institutions, employers, and graduates to collaborate to shape the future of employability within Bonifacio Global City. By emphasizing these identified skill sets, stakeholders can collectively enhance individual employability and foster resilience and innovation within districts' dynamic business landscapes.

LIMITATION & FURTHER RESEARCH

The study has limitations stemming from its narrow focus on Bonifacio Global City, Taguig City, restricting the applicability of the findings to other locations. The exclusive emphasis on employability skills within professional service sectors might overlook nuances in other industries. Temporal constraints hinder capturing evolving industry demands, and the predominantly quantitative approach, along with a homogeneous participant sample, may skew the results. To address these issues, future research should conduct comparative analyses across diverse business districts, engage in longitudinal studies, adopt a multidisciplinary approach that considers intersectionality, employ qualitative methodologies for deeper insights, and extend the research globally for a more comprehensive understanding of employability skills.

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