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Business Etiquette Based on Industry Demands: Student's Needs Analysis

Putu Ayu Prabawati Sudana*, Ni Made Ratminingsih†, Ni Nyoman Padmadewi‡, Ni Luh Putu Sri Adnyani§

Abstract

The present study aimed to identify the types of business etiquette based on the industry demands. A qualitative survey was designed to identify students' needs for the Business Etiquette course. A five-point Likert scale was designed to collect data from business professionals in various business sectors in Bali. The subjects of the present study involved 70 business professionals in Bali. The current study applied questionnaires consisting of 60 items. The first five items were designed to obtain background information. Then, fifty-five items were designed to know the needs of business etiquette. The results of the present study show thirteen types of etiquette needed for business etiquette courses, namely a) serving the guests (customer service etiquette), b) office etiquette, c) dining etiquette, d) grooming etiquette, e) offline meeting etiquette, f) online meeting etiquette, g) etiquette of written business communication, h) etiquette of using social media, i) interviewing etiquette, j) presentation etiquette, k) sensitivity of social culture, l) telephone etiquette, and m) compliance with employment/ business agreements. These types of business etiquette are needed to face industry needs and can be used as a reference to develop learning materials for Business etiquette in the future.

Keywords: *business etiquette; industry, needs*

Introduction

The teaching and learning process can run well due to the provision of learning materials. Learning materials are materials used by teachers during the learning process (Aisyah et al., 2020). Teachers use particular learning materials for particular subjects or courses. Besides, Mafruudloh (2020) adds that learning materials refer to organized materials prepared for the learning process. Teachers can use them to teach systematically. Moreover, learning materials can be used to guide and evaluate students (Aisyah et al., 2020; Putra et al, 2019). Students are directed to essential points presented in the learning materials which also evaluate student's abilities. Thus, learning materials deal with materials used in the learning process to maximize student's experiences.

The learning materials are expected to cover information and knowledge based on industry needs (Iswati & Triastuti, 2021). The materials should be in line with the demand of the industry so students are ready to work in real situations. The needs of the students can be revealed by conducting a need analysis. Need analysis covers essential information for teachers in designing

* Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia, Email: prabawati.sudana@undiksha.ac.id

† Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia, Email: made.ratminingsih@undiksha.ac.id

‡ Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia, Email: nym.padmadewi@undiksha.ac.id

§ Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia, Email: sri.adnyani@undiksha.ac.id

the teaching and learning process (Poedjiastutie & Oliver, 2017). Need analysis helps teachers to prepare the learning activities. Besides, need analysis also covers the information to fill the gap between what students learn and what students need (Nurhana, 2021). It gives students an authentic experience in their learning since the materials are based on the industry's needs. Therefore, need analysis needs to be conducted to prepare students for working and meet the industry criteria.

However, there is still a problem regarding the provision of learning materials in the learning process especially for the Business Etiquette course. Lecturers do not involve materials based on the student's needs. This case is supported by arguments of some researchers in which educators do not consider the student's need to apply their learning materials. Wahyudi (2022) finds out that educators still do not consider the characteristics of student's environment. Besides, Farhana et al. (2018) also reveal that educators do not make an innovation to the existing learning materials. They directly use the learning materials without considering student's characteristics. Moreover, Mariati et al. (2021) found out that educators only provide general information for students, which was taken from the internet. These problems lead to low knowledge and preparation to face industry demands.

The problems need to be solved since Business Etiquette course is important for students to perform successfully in the real workplace. Etiquette can be defined as a conventional rule from social or professional behaviour (Dash, 2022). Moore in Nicolau et al., (2017) defines etiquette as a set of rules that helps establish civilized communication and interaction, including the manners or politeness of behaviour required in society or the profession. It is an important component of professional presence, which can consist of self-confidence, awareness of the environment and the needs of the people around someone, integrity, empathy, and respect for oneself and others (Bass, 2010). Several tasks are usually carried out in a business context where the implementation of business etiquette is visible, namely in: a) meetings, b) manner or attitude, c) appearance, d) introducing oneself, e) talking on the phone, f) interacting with foreign clients, g) using email, h) sending messages, i) using social media, j) using company hardware and software, and k) audio/video conferencing (Chen, 2017; Dash, 2022).

Furthermore, business etiquette is important in business contact due to its function. Chen (2017) states that business etiquette can improve personal quality. It can be seen from the behaviour in front of people. People who know business etiquette can behave and control their actions. In addition, business etiquette helps to promote relationships between business people. This is because etiquette can enhance the emotional resonance between each other and promote the construction and maintenance of a good relationship. Business ethics is a very important thing to know and understand because it will help run the business smoothly (Rao, 2017). Thus, business etiquette is essential in business contact and industry.

Some previous studies have revealed students' needs for industry demands. Farhana et al. (2018) revealed that students needed English digital learning materials. Students need to get an English exploration from the digital learning materials. They can access additional information to improve their English. Khalida and Refnaldi (2020) found out that students needed English-speaking materials. They need English-speaking materials to practice effective communication since they are required to create fluent communication. Besides, Wati et al. (2020) also found out that students needed character education during the learning process. Despite being intelligent, students also needed to have character which led them to be wise individuals. They can show respect and behave in the communication. In addition, Al-Malki et al. (2022) also conducted a study to gather students' needs. They are required to have communication skills

for professionals working in the tourism industry. They are expected to handle guests effectively.

The studies mentioned in the previous paragraph show that their concerns are more on the character and English communicative skills for students. There are still limited studies about business etiquette needs and its importance in facing industry demands. Therefore, the present study aims to fill the research gap and identify the students' needs for business etiquette subject as one subject offered at universities in Bali to make sure the instructions will meet workplace demand.

Method

Research Design

The present study intended to examine the needs of Business Etiquette courses for university students in Bali. A qualitative survey was designed to identify the needs. In this study, a five-point Likert scale was designed to collect data from business professionals in various business sectors in Bali.

Participants

Bali is a tourist destination with many business establishments and business professionals working in them. The present study conducted a convenience random sampling to collect data. It involved 70 professionals working in various sectors, such as tourism, academics, and public government. The participants were given a link to give their responses in the form of a Google form. They filled out their identity and selected the option provided in the forms.

Instruments

The current study applied questionnaires consisting of 60 items. The first five items were designed to obtain background information, such as gender, working places, period of work, and working position. Then, fifty-five items were designed to know the needs of business etiquette. These items were divided into thirteen sub-information. Items 1 to 8 covered information about customer service etiquette; items 9 to 12 covered office etiquette; items 13 to 15 covered dining etiquette; items 16 to 18 covered grooming etiquette; items 19 to 23 covered offline meeting etiquette; items 24 to 27 covered online meeting etiquette; items 28-30 covered etiquette of written business communication; items 31 to 32 covered etiquette of using media social; items 33 to 40 covered interviewing etiquette; items 41 to 48 covered presentation etiquette; items 49 to 53 covered telephone etiquette; and items 54 to 55 covered compliance with employment/business agreements. Those fifty-five items were presented to the participants on a five-point Likert scale with five options: (5) extremely important, (4) important, (3) moderately important, (2) slightly important, and (1) least important. The items presented concerned several sub-sections of business etiquette. Before distributing the questionnaires, two experts validated the instruments using the Gregory Formula.

Data Analysis

Descriptive analysis was applied in this study to generate the percentages to determine the importance of business etiquette for the course at the university level as an effort to prepare students for industry.

Results

Demographic Information

The present study involved 70 participants from different business professionals. They were 38 males and 32 females. The participants came from different working places, namely regional-owned enterprises, language agencies, hotels, schools, village offices, private hospitals, travel agencies, and restaurants. The duration of their work is about 9 months to 14 years. In addition, they came from different occupations, namely midwife, CEO, case manager, event manager, HRD, principals, owners, tellers, and marketing agents.

Business Etiquette Needs

The data generated from the participants on the importance of business etiquette are presented in terms of descriptive analysis in the following Table 1 to 13.

Table 1: Serving the Guests (Customer Service Etiquette).

Questionnaire Items	N	Min	Max	Mean	SD
Serving the guests politely	70	4	5	4.97	.168
Serving the guests using non-verbal behavior (smile, gestures, eye contact, handshaking, etc)	70	4	5	4.94	.234
Presenting well vocal image	70	4	5	4.94	.234
Proactive in serving the guests	70	4	5	4.80	.403
Showing active listening	70	4	5	4.90	.302
Showing confidence in serving the guests	70	4	5	4.94	.234
Trying to fill guest's requests effectively and efficiently	70	4	5	4.86	.352
Handling guests' complaints calmly and responsively	70	4	5	4.89	.320

Table 1 presents the responses of the participants related to guest service in terms of customer service etiquette. The participants rated the guest service sub-etiquette as follows: serving the guests politely (4.97) serving the guests using non-verbal behavior (4.94), presenting well vocal image (4.94), and being proactive in serving the guests (4.80), and showing active listening (4.90). These sub-service etiquettes are needed since guests like to be treated well and politely. They like attentive staff who attentively listen to their request. Other important sub-etiquettes were showing confidence in serving the guests (4.94), trying to fill guests' requests effectively and efficiently (4.86), and handling guest's complaints calmly and responsively (4.89). In giving service to guests, confidence and skill to fill guests' requests and handle complaints are needed. The staff must be confident in delivering information to the guest. Not only that, guests' requests also need to be met to get guest's satisfaction. On some occasions, there may be a complaint from a guest, then, well staff needs to handle the complaint as soon as possible.

Table 2: Office Etiquette.

Questionnaire Items	N	Min	Max	Mean	SD
Practicing eco-friendly practices, namely minimizing the use of paper and trash	70	4	5	4.89	.320
Able to work in a team: appreciative in criticizing a proper condition	70	4	5	4.89	.320
Avoiding negative things, namely gossip, joking, sexual harassment	70	4	5	4.89	.320
Using stationery to show professionalism	70	4	5	4.64	.483

Table 2 displays the responses of the participants related to office etiquette. Some sub-office etiquettes needed to be considered as follows: practicing eco-friendly practices (4.89), working in a team (4.89), avoiding negative things (4.89), and using stationery to show professionalism (4.64). Office etiquette requires someone to be able to work in a team since there will be many staff in the office. In addition, they need to show their professionalism in working that they deserve to work there. Some negative actions need to be avoided to minimize conflicts with colleagues and surroundings.

Table 3: Dining Etiquette.

Items	Min	Max	Mean	SD
Be able to do dining etiquette including ways of eating and putting cutleries	4	5	4.64	.483
Be able to host a table, namely making invitations, arranging seats, putting nametags, and arranging tables	3	5	4.44	.673
Be able to practice etiquette of interacting with personnel working in the restaurant politely and professionally	3	5	4.69	.553

Table 3 shows the responses from participants about dining etiquette. Some sub-dining etiquettes were as follows: ways of eating and putting cutleries (4.64), hosting a table (4.44), and interacting with personnel working in the restaurant (4.69). In dining etiquette, this etiquette must be considered to show politeness. It reflects on the way of eating and putting cutleries. It should be calm and careful. In addition, hosting a table indicates that someone puts respect for another person. In this situation, politeness and professionalism are needed to be inserted into the communication.

Table 4: Grooming Etiquette.

Items	Min	Max	Mean	SD
Grooming neat (nails, skin, hairs, body)	4	5	4.96	.204
Be able to practice etiquette wearing clothes, namely tie, coat, and belt	3	5	4.71	.568
Be able to choose clothes, socks, and accessories for an event (dress code)	4	5	4.61	.490

Table 4 presents the responses from participants about dining etiquette. Some sub-grooming etiquettes were as follows: grooming parts of the body (4.96), wearing clothes (4.71), and choosing clothes and accessories for an event (4.61). These etiquettes are needed to show good preparation and be ready to attend some events reflected in proper physical appearance, proper clothes, and a suitable dress code.

Table 5: Offline Meeting Etiquette.

Items	Min	Max	Mean	SD
Be able to practice etiquette in using gadgets to join in a meeting	4	5	4.73	.448
Delivering opinion well in a meeting (do not interrupt, speaking effectively)	4	5	4.73	.448
Be able to host meetings, namely preparing chairs and tables as well as equipment	3	5	4.67	.531
Be able to host meetings and prepare meeting memos	3	5	4.74	.502
Be able to create meeting minutes	4	5	4.93	.259

Table 5 displays the responses from participants concerning offline meeting etiquette. Some sub-offline meeting etiquette covered using gadgets (4.73), delivering opinions (4.73), hosting meetings (4.67), preparing memos, and creating meeting minutes (4.93). These etiquettes are needed when offline meetings will be conducted. It requires abilities to behave in using gadgets during offline meetings. In addition, it also needs abilities to prepare meeting equipment along with meeting minutes at the end of meetings.

Table 6: Online Meeting Etiquette.

Items	Min	Max	Mean	SD
Be able to host meetings and prepare tools needed for online meetings	3	5	4.69	.553
Be able to use tools needed in online learning	4	5	4.73	.448
Be able to practice using features on the online platform	3	5	4.69	.553
Be able to understand online meeting etiquette, such as maintaining a neat appearance and not chewing things during meetings, practicing the ideal sitting distance from gadgets	4	5	4.80	.403

Table 6 presents the responses from participants concerning online meeting etiquette. Some sub-offline meeting etiquette covered preparing tools (4.69), using tools (4.73), using platform features (4.69), and attitude in online meetings (4.80). These etiquettes are needed when online meetings are conducted. The ability to prepare online meetings and use online platforms reflects etiquette in online meetings. In addition, proper behaviors are also needed in an online meeting to behave properly as a way to show respect.

Table 7: Etiquette of Written Business Communication

Items	Min	Max	Mean	SD
Be able to arrange a complete structure of email: subjects, greetings, clear contents, and closing along with the name of the sender	3	5	4.64	.615
Be able to send a message via other platforms besides email consisting introduction, body, and salutation	3	5	4.69	.553
Avoiding several things in sending a message, namely unclear message, the use of improper capital letters, the use of emoticons, attaching an appendix without a message, shorting the message, and using improper punctuation	4	5	4.80	.403

Table 7 presents the responses from participants related to etiquette of written business communication. The participants rated sub-etiquette of written business etiquette as follows: arranging a complete structure of email (4.64), sending a message via other platforms (4.69), and avoiding several things in sending a message (4.80). These etiquettes are needed when written communication is done. They are used in writing an email or message to make the readers understand the email well from a proper structure. In addition, readers can also access the message from other platforms. In making a written message, some aspects such as improper capital letters, the use of emoticons, attaching an appendix without a message, and shorting the message must be avoided to make a clear message so it can be well understood.

Table 8: Etiquette of Using Social Media.

Items	Min	Max	Mean	SD
Understanding several things that must not be included in social media such as uploading political issues, rude speech, and ethnicity	4	5	4.73	.448
Be able to check the validity of news and identify hoaxes	3	5	4.73	.536

Table 8 presents the responses from participants related to the etiquette of using social media. The participants rated the sub-etiquette of using social media as follows: avoiding political issues, rude speech, and ethics (4.73), and checking the validity of news (4.73). These etiquettes are needed to avoid conflict in using social media, getting trusted information, and avoiding hoaxes.

Table 9: Interviewing Etiquette.

Items	Min	Max	Mean	SD
Be able to write down the application letter and the complete resume (required information, paying attention to the writing of the letter	4	5	4.80	.403
Be on time for the interview session	4	5	4.84	.367
Be able to introduce yourself well	4	5	4.90	.302
Be able to answer questions effectively	4	5	4.80	.403
Be able to answer questions confidently	4	5	4.87	.337
Presenting non-verbal behavior well (eye contact, handshaking)	4	5	4.91	.282
Be able to be professional and attractive during the interview	4	5	4.84	.367
Be able to follow up on the interview	4	5	4.84	.367

Table 9 displays the responses from participants related to interviewing etiquette. The participants rated the sub-etiquette of the interview as follows: writing down the application letter and the complete resume (4.80), coming on time in the interview session (4.84), introducing oneself (4.90), answering questions effectively (4.80), answering question confidently (4.87), showing non-verbal behavior (4.91), being professional during the interview (4.84), and following up interview (4.84). These etiquettes are needed to show respect as well as professionalism in attending interviews. The interview is an important part since it will decide whether or not someone can pass to the next step.

Table 10: Presentation Etiquette.

Items	Min	Max	Mean	SD
Be kind and professional	4	5	4.87	.337
Arranging presentation with good structure and composition	3	5	4.81	.460
Arranging a presentation with an interesting audio-visual presentation	3	5	4.76	.550
Presenting well vocal image	3	5	4.70	.521
Presenting non-verbal communication	4	5	4.80	.403
Using required equipment such as a pointer laser	3	5	4.67	.557

Table 10 presents the responses from participants related to presentation etiquette. The participants rated the sub-etiquette of the presentation as follows: being kind and professional (4.87), arranging a presentation with good structure and composition (4.81), and arranging a presentation with an interesting audio-visual presentation (4.76) are needed in doing the presentation. This etiquette shows that the presenters are ready to do a presentation with a good attitude since they prepare their presentation well. In addition, some aspects such as presenting well vocal image (4.70), presenting non-verbal communication (4.80), and using required equipment such as a pointer laser (4.67) are needed to maximize the way of communication in the presentation. These etiquettes are needed to deliver the message.

Table 11: Sensitivity of Social Culture.

Items	Min	Max	Mean	SD
Respecting one's language and culture as shown in verbal communication	4	5	4.80	.403
Respecting one's language and culture as shown in non-verbal communication	4	5	4.84	.367

Table 11 displays the responses from participants related to the sensitivity of social culture. The participants rated the sub-etiquette of social culture sensitivity as follows: respecting one's language and cultures shown in verbal communication (4.80) and respecting one's language and cultures shown in non-verbal communication (4.84). These etiquettes are needed to show respect for someone's culture due to cultural differences. The etiquettes are reflected in verbal and non-verbal communication.

Table 12: Telephone Etiquette.

Items	Min	Max	Mean	SD
Be able to practice telephone etiquette such as promptness in receiving the call and ending the call	4	5	4.80	.403
Using polite words and sentences in speech	4	5	4.90	.302
Delivering a message with an effective structure	4	5	4.80	.403
Presenting well vocal image	4	5	4.74	.440
Writing message form	4	5	4.80	.403

Table 12 presents the responses from participants related to the sensitivity of social culture. The participants rated the sub-etiquette of social culture sensitivity as follows: promptness in receiving the call and ending the call (4.80) and using polite words and sentences in speech (4.90). These skills are needed to run an effective flow of communication on the telephone as well as maintain respect between caller and receiver. Besides, other aspects such as delivering the message with an effective structure (4.80), presenting well vocal image (4.74), and writing message form (4.80) were also needed. These etiquettes directly deliver clear messages during communication via telephone.

Table 13: Compliance with Employment/Business Agreements.

Items	Min	Max	Mean	SD
Understanding the content of the agreement/business	4	5	4.90	.302
Complying with the contents of the business/work agreement	4	5	4.91	.282

Table 13 displays the responses from participants related to compliance with employment. The participants rated the sub-etiquette of compliance with employment as follows: understanding the content of agreement/business (4.90) and complying with the contents of the business/work agreement (4.91). These etiquettes are needed to avoid conflicts in business in the future. Understanding and complying with the contents of business should be done to give both parties satisfaction at the end of their business.

Table 1 to Table 13 above reveal thirteen types of business etiquette needed by students for their future in real industry. The results of the mean score for each item of the questionnaire is over 4 indicating that those items are agreed as students' needs for business etiquette which has been approved by professionals working in real industry. Students need to know some useful etiquette such as customer service etiquette, office etiquette, dining etiquette, grooming etiquette, offline meeting etiquette, online meeting etiquette, etiquette of written business communication, etiquette of using social media, interviewing etiquette, presentation etiquette, sensitivity of social culture, telephone etiquette, and compliance with employment/business agreements. Those sub-business etiquettes above are needed to prepare students in facing the demands of industry.

Discussions

The findings of the present study show that students are demanded to have etiquette when they work in real workplace or industry. Knowing an etiquette in the workplace can be also an indication of workers' attitude. Cabrera and Estacio (2022) state that attitude deals with a feeling to view something. The feeling of workers influences how they work in their workplace with other partners. In addition, etiquette is defined as a behaviour which is related to social behaviour (Wibowo et al., 2022). It deals with the actions of people which are based on the social rule or agreement in that community. Etiquette is also needed when people want to find a job. Chaney and Martin (2007) state that applicants who have knowledge about etiquette will have opportunity to get competitive edge in the job search. It is because etiquette will be one of the evaluation aspects for the application when they have interview with the company. Thus, the knowledge of etiquette is urgently needed by the students who will be the job applicants for the industry.

Etiquette is needed in business purpose since ethical businessman will get respect from people around him (Wibowo et al., 2022). It is because he can show a good manner in the interaction. Business etiquette concerns the professional point of people that can be seen in their communication skills, discipline and personal quality (Nicolau et al., 2017). Besides, business etiquette also displays a standard framework in the communication (Nicolau et al., 2017). It can build a good relationship with business partners. Therefore, business etiquette is an essential aspect to be considered in when people conduct business to build a proper business condition.

Business etiquette leads students to be ready to establish proper communication and interaction in real context situation. It is in line with what has been stated by Moore in Nicolau et al., (2017) in which etiquette helps to establish civilized communication covering politeness in society. It is useful to be known especially for people who have particular businesses as an effort to maintain their attitude. It is related to what has been said by Chen (2017) in which business etiquette is used to improve personal quality since they can behave as well as control their actions. This is supported by Rao (2017) who argues that understanding business etiquette helps to run a business smoothly. It directs to good relationships between colleagues.

The present study shows that customer service etiquette is needed to know how to serve guests properly. Some other aspects influence the etiquette of people. It considers politeness, confidence, and complaints to give better service to the guests. As stated by Lin (2022), politeness is beneficial to customers and businesses. It indicates that the insertion of politeness into service gives better service for the customers since they are respected by the staff. It also impacts the operation of the business. In line with this matter, Tsamratul'aeni (2019) and Daulay et al. (2022) add that politeness is one of the ways to create a good interaction with customers. It is because both parties show respect for each other. Ulfah (2018) and Mokracek and Mohammed (2022) add that respect will create a harmonious life. It is because both parties know how to perform proper attitude. They have smooth interactions without mocking one another. Besides politeness, self-confidence is also a crucial thing in creating good communication. It is what has been seen by Nadiyah et al. (2019) and Alkhofiyah (2021), that self-confidence directs people to believe in their abilities to handle problems. It indicates that people with high self-confidence have higher problem-solving skills. Moreover, handling complaints is also needed in serving the guests. If the complaints can be handled, guests will be satisfied. It influences business purposes since customers will be loyal to the company. In line with this matter, Adzhigalieva et al. (2022) and Fatonah and Palupi (2020) state that customers' satisfaction increases due to handling complaints. When complaints are solved, customers are satisfied with the service.

In addition, teamwork and an ecofriendly attitude are needed as parts of office etiquette. Teamwork leads to relationships and skills among employees. Khawam et al. (2017) and Padhi (2019) found that teamwork can improve communication and interpersonal skills. It provides a chance for employees to communicate effectively and efficiently. Despite teamwork, being eco-friendly is a required etiquette in the office. It is because it protects the environment from bad damage from the activities done by employees. Considering this etiquette, Xin et al. (2019) and Lestari et al. (2021) argue that eco-friendly etiquette brings sustainability to business since it does not harm the environment. It helps to run the business well.

Next etiquette is about dining etiquette. It is important to know how to behave with customers or other people in dining moments. It is supported by Bass (2010) who stated that someone's manners during business meals will affect whether that person will be hired or promoted or not. It indicates that knowing how to serve during dining time will influence how customers value the people. When they are treated well, they assume that the people have good manners.

Besides that, personal appearance also influences business. People with personal hygiene look attractive to talk with. As mentioned by Sembiring et al. (2021), personal cleanliness is very important in supporting physical appearance. Keeping well-groomed indicates that the people can take care of themselves. It leads to the idea that if they can take care of themselves, they will be able to take care of their customers. Thus, it is needed to look clean as an effort of cleanliness and care.

Furthermore, in doing business, all delivered information must be trusted. It should be taken from credible sources. As stated by Yulianti and Keni (2022), credible sources provide accurate information that people can trust. Credible sources help business partners get clear information and avoid misunderstanding. This term will also influence the agreement of both parties. To agree on something, both parties should be clear for each term and condition. Adhi and Busro (2020) and Suhardin and Flora (2021) state that an agreement must be arranged well by both parties. They have to know what they need to do and discuss to reach expected results.

Lastly, time management needs to be highly considered in business etiquette. Time is a vital resource for every organization (Oliver & Alfred, 2019). This statement is also supported by Al-Zoubi (2016) and Arumugam et al. (2021), who state that time management is a determining factor of success at all levels of life. Without good time management, timely task completion will be unlikely. Therefore, in conducting business, time management is a crucial thing to be accomplished.

Conclusion

The present study concludes with thirteen types of business etiquette needed for the courses. These types are customer service etiquette, office etiquette, dining etiquette, grooming etiquette, offline meeting etiquette, online meeting etiquette, etiquette of written business communication, etiquette of using social media, interview etiquette, presentation etiquette, sensitivity of social culture, telephone etiquette, and compliance with employment/business agreements. These etiquettes are needed to prepare students based on the industry's demands. They can be adaptable on some other occasions since business deals with different conditions and purposes. There are some implications from the results of the study. Firstly, the results of the study can be used as references by lecturers in teaching business etiquette courses. Secondly, students can use the results as a consideration to prepare themselves the real workplace. Lastly, the results can be used as references for companies to develop in-service training materials for their employees.

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