

Open Access Article

## Improvement of Knowledge through Effective Communication Training and Soft Skills

Rita Kartika Sari

Faculty of Medicine, Sultan Agung Islamic University, Semarang, Central Java, Indonesia

**Abstract:** The purpose of this study is to determine the effect of effective communication training and soft skills on employee knowledge at RSI Sultan Hadlirin, Jepara Regency. The study uses a quasi-experimental research design with a pre-posttest study design without a control group. The study was conducted at the Sultan Hadlirin Hospital in Jepara district in part of the population that met the inclusion criteria with a sample of 319 people. The sample size is determined using a purposive sampling technique. The data collection tool uses a questionnaire that amounts to 10 questions—data analysis using univariate analysis in frequency distribution and a paired t-test. The results showed effective communication training and soft skills on employee knowledge ( $p$ -value = 0,000). The results were recommended to all employees that effective communication and soft skills can increase knowledge, increasing expectations of better performance so that patients feel satisfied. The authors obtained the goal of this research a communicative training module to improve employee performance in terms of communication and soft skills. The novelty in this research was the production of an effective communication and soft skills training package. It can be seen from the employee's performance getting better because knowledge about effective communication and employee soft skills increases.

**Keywords:** effective communication, employee knowledge, soft skills, training.

### 通過有效的溝通培訓和軟技能提高知識

**摘要:** 本研究的目的是确定有效的沟通培训和软技能对杰帕拉摄政相对强弱指数 苏丹哈德利林员工知识的影响。该研究采用准实验研究设计和前测研究设计, 没有对照组。该研究是在杰帕拉区的苏丹哈德利林医院进行的, 其中部分人群符合纳入标准, 样本为 319 人。样本大小是使用有目的的抽样技术确定的。数据收集工具使用一份多达 10 个问题的问卷—使用频率分布中的单变量分析和配对 t 检验进行数据分析。结果显示了有效的沟通培训和员工知识软技能 (磷值 = 0,000)。结果向所有员工推荐, 有效的沟通和软技能可以增加知识, 增加对更好表现的期望, 使患者感到满意。作者获得了本研究的目标, 即交流培训模块, 以提高员工在交流和软技能方面的表现。这项研究的新颖之处在于产生了有效的沟通和软技能培训包。从员工的表现可以看出, 由于有效沟通和员工软技能的知识增加, 员工的表现越来越好。

**关键词:** 有效沟通, 员工知识, 软技能, 训练。

## 1. Introduction

The hospital industry in Indonesia is experiencing very rapid development. Private hospitals (hospitals) in Indonesia totaled 653 hospitals. In 1998, the number of government hospitals (589) was more than private hospitals (491), with 98 units. In 2008, private

hospitals increased to 653 units and governmental – to 667 units [1]. With the increase in hospitals that provide services to the community without being followed by adequate quality of service and optimal service performance, the hospital tends to be abandoned by the community. Chang's research results

Received: May 1, 2021 / Revised: June 6, 2021 / Accepted: July 29, 2021 / Published: September 30, 2021

About the author: Rita Kartika Sari, Faculty of Medicine, Sultan Agung Islamic University, Semarang, Indonesia

Corresponding author Rita Kartika Sari, [rita.kartika@unissula.ac.id](mailto:rita.kartika@unissula.ac.id)

state that the service quality of general hospitals is better than public hospitals because the government does not subsidize private hospitals. These private hospitals must struggle to retain existing patients or attract new patients [2].

The demand for improving performance in hospitals is not enough to have hard skills competency but to prioritize soft skills. Hard skills are technical service skills, while soft skills are abilities that affect individuals interacting with others. One of the soft skills competencies is caring in providing services, helping, helping, and serving others who need services wholeheartedly [3].

The innovations developed at Angus College are related to teaching and developing Soft Skills to young people who are not educated to facilitate their social situation and improve their work perspectives. The results are very promising because it can reduce dropout rates, and most students can continue with studies further or work with these soft skills [4]. Competence in interpersonal communication, teamwork, and conflict management is very much needed the ability to master soft skills in addition to hard skills, so soft skills training is needed in an active learning environment and work to achieve success because hard skills without being matched by soft skills will not develop [5].

The skills needed for work are not enough to be equipped only with hard skills. Soft skills are an important part of mastering hard skills. One can interpret even soft skills to polarize the Workforce to be more professional. Workers become professional and highly skilled because soft skills provide an additional dimension to their work [6]. The results of Hardi and Ratniasih's research show that Hard Skills and Soft Skills influence Employee Performance of 65.5%, where partially hard skills have a greater influence on employee performance for 50.5%, while soft skills affect employee performance only by 15% [7].

There have been dramatic changes in the skills needed in recent years, especially in the work environment, preferring soft skills to technical skills. Soft skills are needed in strengthening technical or hard skills. The increasing superiority of 'soft skills' has added complexity, including communication, problem-solving, team work, improving learning and personal performance, motivation, judgment, leadership, and initiative [6].

Research on clinical services in Florida shows that the efficiency level has only reached 44.5%, so that one can conclude that almost 50% of the services provided to patients are inefficient because soft skills do not match the technical services provided. One of which is good communication.

This situation shows that the performance of services provided by clinics in hospitals is still relatively low [8]. Research on hospital operations

showed that errors in hospital service operations from the aspect of medication were 9.5%, errors did not understand the protocol 13%, the process of providing services was 33%, and errors in documenting were 13%. The high human error in hospital service operations shows poor service performance. Poor service performance causes hospitals to be abandoned by customers [9].

Emotional and spiritual abilities are contained in soft skills. This is very important to be owned by a doctor, nurse, and all health care workers related to providing services to patients. Emotional and spiritual management summarized in soft skills impacts service to patients because of the patience and devotion given to patients.

Emotional abilities include self-awareness, motivation, self-regulation, empathy, and social skills. Emotional intelligence/eustress or positive thinking will affect the biological response, which will increase immunity and reduce stress hormones so that when providing services wholeheartedly, it will be able to improve the patient's recovery [10].

Haiti's results showed that 75% had poor soft skills. Nurses trying to improve the skills of nurses has been done in several hospitals through both service excellence and training. Although it has not been done thoroughly on nurses, the performance of services is still relatively low, which can be seen from service operations that are not per nursing procedures by 40%, even from some research complaints from communication problems ranging from relatively passive communication, communication that is less organized, less friendly, etc.

This situation requires skills in communicating between service providers and with patients. The competence of doctors and nurses affects the quality of hospital services through employee job satisfaction [11].

The soft skills model developed in Indonesia refers to logic skills, knowledge skills in service, technology use knowledge skills, and the availability of teamwork. Indonesia's existing hard skills model refers to the availability of independence in work and technical expertise in services.

Indonesia has not emphasized how good communication skills and decision-making in services, especially services that emphasize soft skills. Risdhaningtya's research results concluded that the better the soft skills of nurses, the better the performance of nurses [12].

The results of a preliminary study conducted at RSI Sultan Hadlirin in Jepara district obtained data that cognitive repressing had never been done through training related to soft skills and effective communication.

Based on this background, it is necessary to conduct research that aims to determine the effect of effective communication training and soft skills on the

knowledge of employees at Sultan Hadlirin Hospital in Jepara district, Central Java, Indonesia, through quantitative research [12].

## 2. Methods

Quasi-experiment research design with pre and post-test study design without a control group. All employees in RSI Sultan Hadlirin, Jepara district, Central Java, gave intervention to this study, so this study did not use a control group. The study population is all employees in RSI Sultan Hadlirin, Jepara district, Central Java, Indonesia. The sample of this study was a portion of the population that met the inclusion criteria. The inclusion criteria in this study were employees at the Sultan Hadlirin Hospital in Jepara district who carried out service functions and actively worked all day and had never received effective communication and soft skills training before or had received training before but more than ten years ago. The sampling of this study used purposive sampling, with 319 people. Data were analyzed using paired t-test. This research has passed the ethical test number 123456XX.

## 3. Results

The results of the study are presented in the following table:

Table 1 Age and length of work of the respondent (n = 319)

Variable	Mean	SD	Minimum	Maximum
Age	31.54	7.009	18.00	55.00
Length of Work	7.46	5.977	.00	30.00

Based on Table 1, the average age of respondents was 31-32 years, and the average length of work was seven years.

Table 3 Changes in employee knowledge before and after effective communication and soft skills training (n = 319)

95% Confidence Interval of the Difference							
Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
-1.11599	1.59865	.08951	-1.29209	-.93989	-12.468	318	.000

Table 3 showed that the value of  $p = 0,000$  shows an effect of effective communication training and soft skills on employee knowledge ( $p$ -value = 0,000).

## 4. Discussion

The results showed that there was a significant relationship between training and employee performance. Statistical test results obtained  $P$ -value = 0.022 < 0.05. This situation showed that the ability possessed by an employee provides adequate skills in providing services to patients so that the performance of nurses increases. An improved service performance causes patient satisfaction. In some hospitals, the operational standard of the new service procedure is carried out 60%, and even that is based on patient care. Specific services that affect service quality are not optimal such as communication with patients, good communication between fellow employees. Based on

Table 2 Characteristics of respondents (n = 319)

Characteristics	f	%
<b>Gender</b>		
Female	162	50.8
Male	157	49.2
<b>Education</b>		
Elementary school	2	.6
Junior high school	8	2.5
High School	127	39.8
Diploma 3	139	43.6
Bachelor	43	13.5
<b>Employment</b>		
Doctor	6	1.9
Nurse	113	35.4
Nutritionists	16	5.0
Hospital facilities maintenance installation	3	.9
Information technology	2	.6
Medical records	4	1.3
Driver	3	.9
Parking attendant	3	.9
Park clerk	3	.9
Technician	1	.3
Repatriation	1	.3
Administrative staff	36	11.3
Laundry	2	.6
Laboratory assistant	10	3.1
Customer service	43	13.5
Pharmacy	17	5.3
Midwife	15	4.7
Radiology	3	.9
Security	7	2.2
Physiotherapy	2	.6
Other	29	9

Table 2 showed that most respondents were female, had a recent education in Diploma 3, and worked mostly as nurses.

aspects of the components that build nurses' soft skills, such as cognitive, psychomotor, and affective aspects, new attention is paid to cognitive and psychomotor aspects, while affective aspects tend to be abandoned [13].

Sari's research shows a significant relationship between the emotional and spiritual state on cortisol levels in nurses at RSI Sultan Agung Semarang, whereby providing heartfelt services sincerely supported by emotional and spiritual intelligence can reduce stress hormones in nurses [10].

Research conducted by Sari et al., intervening dhikr model to improve emotional and spiritual intelligence in nurses  $p < 0.001$  where dhikr is divided into ginger, sir and fi'ly dhikr, fi'ly dhikr is implementation carried out by health workers when providing services with the heart / include emotional intelligence / soft skills will

increase the patient's recovery because patient comfort will be formed [10].

The results showed the need for family and community-based health services to improve the ability of families to deal with anxiety so that they can care for family members with chronic illnesses. With good communication skills and soft skills, the family will be able to provide support to individuals with chronic illness, shown by the family's ability to care for family members patiently, diligently and overcome his anxiety. Training standards for monitoring under-five growth, knowledge, skills, and compliance of cadres significantly increased compared to only the module. This shows that training will increase knowledge so that the performance will also increase compared to only being given modules to read [14].

Effective communication and good soft skills can resolve conflicts that cause stress, anxiety, loneliness, hatred, repressed anger, fatigue, illness, etc. This will certainly aggravate the patient's condition and affect the patient's recovery so that health workers need the ability of adversity in providing services to patients [15]. This study is also in accordance that hard skills and soft skills significantly affect employee performance both simultaneously and partially. The study results suggest that leaders continue to pay attention to increasing hard and soft skills by training to improve employee performance. Efforts to develop leadership and educational opportunities through soft skills can create change to improve the quality and safety of patient care [16].

Baghcheghi *et al.* research found that cooperative learning with good communication is an effective method for improving communication skills, especially in interactive skills, so it is recommended to increase nursing student participation in argumentation by applying active teaching methods that can provide opportunities to improve skills communication [17]. Soft skills are also applied to medical students in ways in which 'soft skills' must be continually developed. Study results on soft skills between two groups of students before and after curriculum reform at the University of Pretoria's Faculty of Medicine show that medical students must possess soft skills, including professional interpersonal and social skills, communication skills, and professional and ethical attitudes. Their situation definition is shaped by their interactions with doctors and educators, fellow students, and other health professionals. Interaction with patients is considered the most important [18].

This study, per the research analysis results on the quality of students' soft skills before and after self-management training, showed significant differences ( $p < 0.001$ ). The results of paired t-test analysis for the communication aspect obtained  $p$ -value  $< 0.001$  and Wilcoxon test for the aspects of leadership and ethics obtained  $p$ -value  $< 0.001$ . This research concludes that the soft skills of leadership aspects increased by a

higher score of 36.4%, the ethical aspects of soft skills got a score of 27.2%, while the soft skills of communication aspects increased by 21.0% [11].

This study aligns with Bukhari's research on effective communication training to improve student self-efficacy [3]. The results of data analysis showed that the significance level of calculation by Paired T-test in this study was 0.002, indicating there were differences in the provision of Effective Communication Training to Improve Student Self Efficacy. At the same time, the value of the effect size in this study was 1.37, which means that the provision of effective communication training had a large effect on improving student self-efficacy [10]. The results of Khodadadi, Ebrahimi, Moghaddasian, and Babapour's research that communication skills training can increase the level of communication skills of nurses and cause an increase in the quality of nursing care [19].

This study is also in line with Jamaluddin's research that the soft skills training model has proven to effectively increase nurse skills and patient satisfaction to utilize it in hospitals [14]. The skills possessed by nurses can foster nurse behavior in providing services to patients. Nurse behavior given to patients is an aspect of nursing service performance. This concludes that the skills possessed by nurses can foster the performance of services provided to patients. Vasanthakumari research Soft skills include Interpersonal and Personal attributes that enhance an individual's interactions, job performance, and career prospects [20]. The ability of nurses' accurate services meant among them nurses can give a good impression (65%), nurses do not make mistakes when serving patients (70%), nurses are skilled in performing nursing actions (66.7%), nurses inform important things to be done (68.3%), nurses are responsible for actions taken to patients (75%), nurses take actions (75%). This shows that the provision of soft skills for nurses is very significant in improving nurse performance. Improving service performance requires a nurse's skills to meet service performance indicators at this time. The skills required by nurses include communication skills, teamwork skills, and decision-making [20].

Improved communication skills can improve service performance related to providing services to patients. Communication with fellow professionals and superiors can improve performance indicators from aspects of policymaking related to nursing services. These results are in line with the research of Nilufar Karimova of soft skill development in higher education, discussing the reasons that engendered the need for social skills in the modern workplace [21]. The study results also concur with the research of Khodadadi, Ebrahimi, Moghaddasian, and Babapour that communication skills training can increase nurses' communication skills and cause an increase in the quality of nursing care [19].

The results of this study are in line with research conducted in 2000 at the St. Hospital & Health Network. Luke faces some industry and operational challenges ranging from staff retention, cost control to patient satisfaction. With effective communication and the ability to apply soft skills, hospitals can overcome some of these problems. The Committee understands that to achieve success. The strategy must start from the top. It begins by creating initiatives to develop soft leadership skills for managers, strengthen teamwork, and achieve success [22].

Soft skill is becoming more important in today highly global market. Most of the companies now are prefer to hire graduates that possess both skills hard and soft. In certain cases, some companies are even emphasizing more on soft skills instead than hard skills. For non-technical students, most of the subjects by nature are embedded with soft skills [23]. This study was conducted without a control group, so the researcher could not compare how much change the intervention gave to the group that did not get the intervention.

## 5. Conclusion

Characteristics of average respondents aged 31-32 years, the majority are female, have education Diploma 3, and work as nurses. There is an effect of effective communication training and soft skills on employee knowledge ( $p$ -value = 0,000). The soft skills model developed in Indonesia refers to logic skills, knowledge skills in service, technology skills, and the availability of teamwork. Indonesia's existing hard skills model refers to the availability of independence in work and technical expertise in services. The novelty in this research was the production of an effective communication and soft skills training package. It can be seen from the employee's performance getting better because knowledge about effective communication and employee soft skills increases. The limitation of this research is the non-probability sampling technique, so that the sample obtained is small, and many samples do not meet the requirements, so they are not included in this study. Soft skills training packages can be used as a reference by companies or other agencies in providing training to employees so that employee performance will be even better.

## Acknowledgments

The authors would like to thank all participants who are willing to participate in the study.

## References

[1] SETIANA SM, SETIAWATI L, MUSTAQIM M. Hard skills versus soft skills: How do they affect different job types of Japanese language graduates? *Int J Learn Teach Educ Res*, 2019, 18(11): 176–92.

[2] CHANG T-H. Fuzzy VIKOR method: a case study of the hospital service evaluation in Taiwan. *Inf Sci (Ny)*, 2014, 271: 196–212.

[3] BUKHARI MF. Impact of soft skills training & development on employees performance : an empirical study of hospitals in Karachi. 2021, 12(3): 284–95.

[4] SPARROW SM. Teaching and assessing soft skills. 2018.

[5] GALE A. J., DUFFEY M. A., PARK-GATES S., & PEEK P. F. Soft Skills versus Hard Skills: Practitioners' Perspectives on Interior Design Interns. *J Inter Des*, 2017, 42(4): 45–63.

[6] SUCCI C, CANOVI M. Soft skills to enhance graduate employability: comparing students and employers' perceptions. *Stud High Educ*, 2020, 45(9): 1834–47.

[7] PAZIL AHM, RAZAK RC. Perspectives of Asian employers on graduates' soft skills: A systematic review. *Univers J Educ Res*, 2019, 7(11): 2397–405.

[8] TUCKER AL, SINGER SJ, HAYES JE, FALWELL A. Front-line staff perspectives on opportunities for improving the safety and efficiency of hospital work systems. *Health Serv Res*, 2008, 43(5 P2): 1807–29.

[9] DEAN SA, EAST JI. Soft Skills Needed for the 21st-Century Workforce. *Int J Appl Manag Technol*, 2019, 18(1): 17–32.

[10] SARI RK, ZULAIKHAH ST, MAHDIYAH D. Study on emotional intelligence and spiritual intelligence as a prediction of students cumulative grade points average. *J Crit Rev*, 2019, 6(5): 30–5.

[11] HYDER H. Computing F. Soft Skills : a Research Study on Outdoing Academics and Conquer the World. 2020, 17(7): 7805–15.

[12] SARI RK, SUTIADININGSIH A, ZAINI H, MEISARAH F, HUBUR AA. Factors Affecting Cognitive Intelligence Theory. *J Crit Rev*, 2020, 7(17): 402–10.

[13] XU W, QIN X, LI X, CHEN H, FRANK M, RUTHERFORD A, et al. Developing China's workforce skill taxonomy reveals the extent of labor market polarization. *Humanit Soc Sci Commun*, 2021, 8(187).

[14] JAMALUDIN TSS, NURUMAL MS, AHMAD N, MUHAMMAD SA. N, CHAN CM. Soft skill elements in structured clinical nursing assessment for undergraduate nursing students: A systematic review. *Enferm Clin*, 2021, 31(April): S58–62.

[15] ONLINE EE. The Impact of Conflict Resolution Training on Elementary School Children. *Impact Confl Resolut Train Elem Sch Child*, 2008, 7(3): 541–56.

[16] RAY JD, OVERMAN AS. Hard facts about soft skills. *AJN Am J Nurs*, 2014, 114(2): 64–8.

[17] BAGHCHEGHI N, KOOHESTANI HR, REZAEI K. A comparison of the cooperative learning and traditional learning methods in theory classes on nursing students' communication skills with patients at clinical settings. *Nurse Educ Today*, 2011, 31(8): 877–82.

[18] SCHUTT S, HOLLOWAY D, LINEGAR D, D. DEMAN. Using simulated digital role plays to teach healthcare 'soft skills'. *IEEE 5th International Conference on Serious Games and Applications for Health (SeGAH)*, 2017, 1–6.

[19] KHODADADI E, EBRAHIMI H, MOGHADDASIAN S, BABAPOUR J. The effect of communication skills training on quality of care, self-efficacy, job satisfaction, and communication skills rate of nurses in hospitals of Tabriz, Iran. *J Caring Sci*, 2013, 2(1): 27.

- [20] VASANTHAKUMARI S. Soft skills and their application in the workplace. *World J Adv Res Rev*, 2019, 03(02): 066–72.
- [21] KARIMOVA N. The pedagogical potential of the foreign language discipline in higher education for developing students' soft skills. *Int Sci J*, 2020, 82(02): 347–9.
- [22] DESHPANDE S, MUNSHI MM. The Impact of Soft Skills Training on the Behavior and Work Performance of Employees in Service Organizations. *IUP J Soft Ski*, 2020, 14(1): 7–25.
- [23] RAMLAN R, NGAH S. Student Perception on the Importance of Soft Skills for Education and Employment. *PEOPLE Int J Soc Sci*, 2017, 1(1): 696–708.

#### 参考文:

- [1] SETIANA SM, SETIAWATI L, MUSTAQIM M. 硬技能与软技能：它们如何影响日语毕业生的不同工作类型？*国际学与教教育资源杂志*, 2019, 18(11): 176–92。
- [2] CHANG T-H. 模糊维克多方法：以台湾医院服务评价为例。*信息科学（纽约）*, 2014, 271: 196–212。
- [3] BUKHARI MF. 软技能培训和发展对员工绩效的影响：卡拉奇医院的实证研究。*2021*, 12(3): 284–95。
- [4] SPARROW SM. 教授和评估软技能。*2018年*。
- [5] GALE A. J., DUFFEY M. A., PARK-GATES S., & PEEK P. F. 软技能与硬技能：从业者对室内设计实习生的看法。*國際報*, 2017, 42(4): 45–63。
- [6] SUCCI C, CANOVI M. 提高毕业生就业能力的软技能：比较学生和雇主的看法。*梭哈高等教育*, 2020, 45(9): 1834–47。
- [7] PAZIL AHM, RAZAK RC. 亚洲雇主对毕业生软技能的看法：系统回顾。*大学 教育學雜誌*, 2019, 7(11): 2397–405。
- [8] TUCKER AL, SINGER SJ, HAYES JE, FALWELL A. 一线员工对提高医院工作系统安全性和效率机会的看法。*健康服務資源*, 2008, 43(5 P2): 1807–29。
- [9] DEAN SA, 东吉. 21 世纪劳动力所需的软技能。*國際應用管理技術*, 2019, 18(1); 17-32。
- [10] SARI RK, ZULAIKHAH ST, MAHDIYAH D. 研究情绪智力和精神智力作为学生累积平均成绩的预测。*暴擊雜誌*, 2019, 6(5): 30–5。
- [11] HYDER H. 计算 F. 软技能：关于超越学术和征服世界的研究。*2020年*, 17 (7) : 7805-15。
- [12] SARI RK, SUTIADININGSIH A, ZAINI H, MEISARAH F, HUBUR AA. 影响认知智能理论的因素。*暴擊雜誌*, 2020, 7(17): 402–10。
- [13] XU W, QIN X, LI X, CHEN H, FRANK M, RUTHERFORD A, 等. 中国劳动力技能分类法的发展揭示了劳动力市场两极分化的程度。*人文社會科學社區*, 2021, 8(187)。
- [14] JAMALUDIN TSS, NURUMAL MS, AHMAD N, MUHAMMAD SA. N, 陈厘米. 本科护生结构化临床护理评估中的软技能要素：系统评价。*恩弗姆臨床*, 2021, 31 (四月) : S58-62。
- [15] ONLINE EE. 冲突解决培训对小学生的影响。*衝突解決培訓對小學生的影響*, 2008, 7(3): 541–56。
- [16] RAY JD, OVERMAN AS. 关于软技能的硬事实。*美國幼兒園雜誌*, 2014, 114(2): 64–8。
- [17] BAGHCHEGHI N, KOOHESTANI HR, REZAEI K. 理论课中合作学习和传统学习方法对护理学生在临床环境中与患者沟通技巧的比较。*今日护士教育*, 2011, 31 (8) : 877-82。
- [18] SCHUTT S, HOLLOWAY D, LINEGAR D, D. DEMAN. 使用模拟数字角色扮演教授医疗保健“软技能”。*IEEE 第五届国际严肃游戏和健康应用会议*, 2017年, 1-6。
- [19] KHODADADI E, EBRAHIMI H, MOGHADDASIAN S, BABAPOUR J. 沟通技巧培训对伊朗大不里士医院护士护理质量、自我效能感、工作满意度和沟通技巧率的影响。*J 关怀科学*, 2013, 2(1): 27。
- [20] VASANTHAKUMARI S. 软技能及其在工作场所的应用。*世界今日醫學進階版本解析*, 2019, 03(02): 066–72。
- [21] KARIMOVA N. 高等教育中外语学科在培养学生软技能方面的教学潜力。*国际科学杂志*, 2020, 82 (02) : 347-9。
- [22] DESHPANDE S, MUNSHI MM. 软技能培训对服务组织员工行为和工作绩效的影响。*国际大学 J 软滑雪*, 2020, 14(1): 7–25。
- [23] RAMLAN R, NGAH S. 学生对教育和就业软技能重要性的看法。*人类国际社会科学杂志*, 2017年, 1(1) : 696–708。