

## Impact and influence of soft skill training on the employability of engineering and management graduate and post graduate students: A Review

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### Abstract

As the percentage of graduate and post-graduate unemployed candidates is very high. Factors affecting employment have a wide variety but lack of soft skills is one of the necessary factors in this advanced era. Most college students do not have the ability to even start a conversation with random people. To work in a company, students go through several rounds of interviews. The interview is actually a procedure to analyze the exact idea of your personality. There comes the significance of these life skills. This paper will help students to understand the importance and influence of certain soft skills which are in high demand these days also the aim of this article is to showcase the increased relevance of soft skills in a continuously changing environment for graduate and post-graduate students.

**Keywords:** Soft Skills; Unemployment; Engineering students; Management students

### 1. Introduction

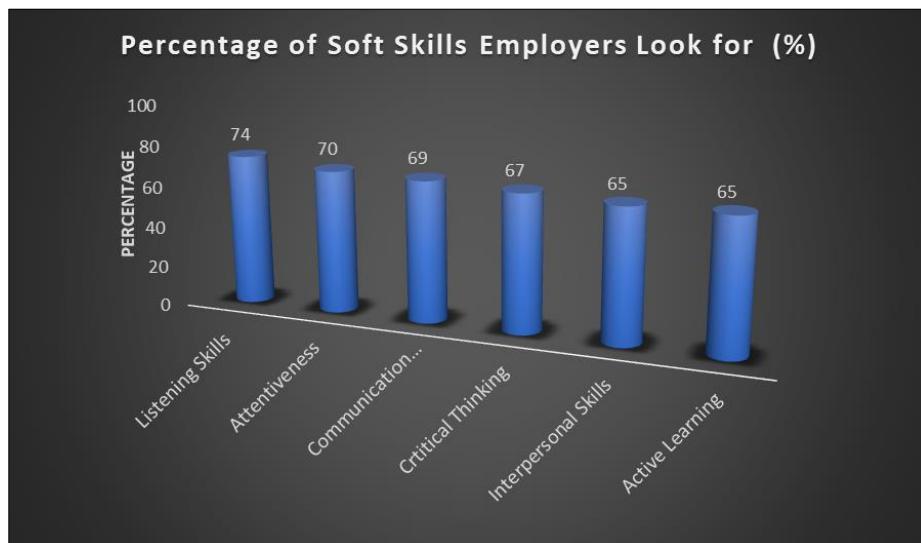
As the sector of industry has progressed, it has become vital to incorporate more talented people, not just technically or cognitively, but also socially, because these skills complement one another. Soft skills have been one of the most important traits and successful variables in the workplace during the last decade [1]. However, educators must take full responsibility for developing their students' soft skills in order to ensure success [2]. Furthermore, professional life requires rigorous preparation and development of students' required talents. Because of students' individual characteristics and other elements that appear to be impossible to quantify according to this criterion, improving soft skills among students is a very tough goal to achieve [3]. There have been many offered teaching methods in the field of teaching, cited in the literature, where their main objective lies within developing students' soft skills. Nonetheless, almost all researches made upon this aim proposed no typical elaboration that is based on automatic assessment of these skills through the use of traces detector as regards to each student's behavior during the process of problem-solving and project development. Indeed, several studies have proposed test-based skills methods and in the world of big data today, the idea being to delve into data in order to extract knowledge that can be guiding effectively decision making in learning environments. Soft skills, also known as social skills, have been defined in a variety of ways by various scholars; they are classified as intra and interpersonal abilities. This type of ability has been extensively researched in the literature [4]. Soft talents, according to Pachauri and Yadav (2014), include personality qualities, social grace, language fluency, personal habits, friendliness, and optimism to varied degrees [5]. These major abilities are also required for kids to be successful and happy in their daily lives at school, with peers, and with their families [6]. Soft skills are becoming increasingly vital for job success as the business evolves, and as a result, companies are paying close attention to this type of skill [7]. [8]. Some research [9] attempt to increase students' technical and soft skills in order to satisfy industry requirements in the context of developing skills. Nonetheless, no studies have been proposed

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that focused on increasing soft skills based on student trajectories, with the exception of those that are solely concerned with the use of approaches for skill improvement [10].

## 2. Graduate employability

While graduate employability has gotten more attention in recent decades, this complicated notion is still under-explored in current higher education literature [11], with no clear understanding of what constitutes graduate employability abilities [12]. The impact of constant changes in the external environment on the job market and graduate employability has been extensively investigated in the literature on employability. Rising globalization, increased job insecurity, massification of higher education, and the shift to a knowledge economy have all contributed to the need for graduate employability, according to scholars [13][11]. While a higher education degree was once thought to be a sure path to success and employability, the current situation shows that graduates are increasingly confronted with numerous challenges and are forced to face reality by accepting lower-level positions or occupations that are outside of their field of expertise [11]. Given the significance of soft skills in graduate employment, this is quite surprising. The International Employee Barometer (IEB) poll, according to Archer and Davison (2008), verified the importance of soft skills among employers [14]. Employers, they claim, place a larger value on soft skills than on students' higher school credentials. Similarly, the World Economic Forum classified soft skills as being related to 10 of the 16 "crucial proficiencies in the twenty-first century."



**Figure 1** Percentage of soft skills employers look for

## 3. Soft skills development

Life skills, twenty-first century skills [15], transversal skills, generic competences, and key competencies for a successful life, a well-functioning society, and lifelong learning are some of the ways 'soft skills' are defined and classified. In contrast to the IQ (Intelligent Quotient) component connected to hard skills, life skills, social skills, interpersonal skills, leadership skills, transversal competences, social competences, and meta-competences are widely used to refer to the 'emotional side' of human beings. They are referred to as wicked competencies by Knight and Page (2007) because they are difficult to define because they can take on different forms in different circumstances and grow over time [16][17]. Soft skills enable people to adapt and behave positively in order to deal effectively with the obstacles that they face in their professional and personal lives.' Soft skills refer to a wide variety of interpersonal and social qualities and competences that are transferrable across businesses and economic sectors [18][19]. Communication, teamwork, problem solving, critical and innovative thinking, creativity, self-confidence, ethical knowledge, lifelong learning capacity, the ability to manage with ambiguity, and the willingness to accept responsibility are all examples of soft skills [20][11][15]. It is suggested that learning these soft skills allows students to better adapt to workplace culture, take initiative, and contribute to the success of the firm. Emotional intelligence research backs up the idea that interpersonal skills are more likely to predict successful careers and are required for the rise in teamwork, the rapid pace of globalization, the ability to dialogue in a cross-cultural environment, and the growing need to retain talent in organizations [21].

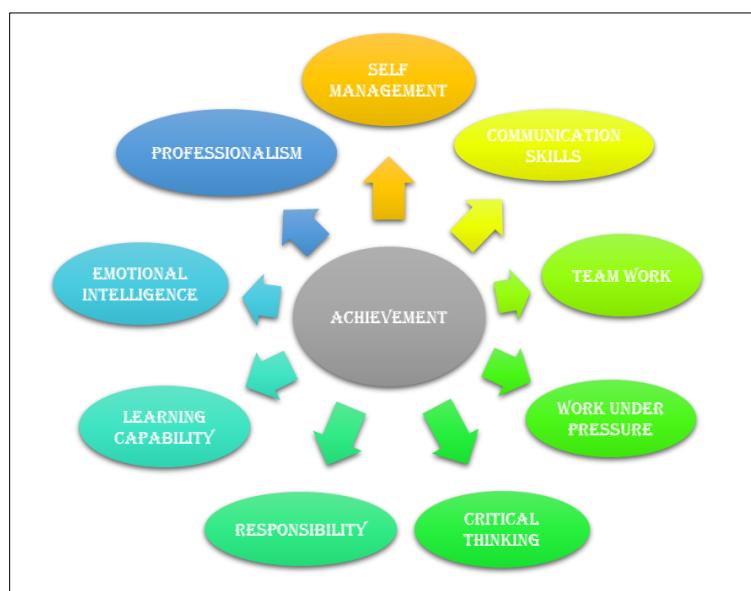
#### 4. List of soft skills required for corporate culture

Here are few personality traits which can be considered as mandatory skills if a candidate wants to survive or get fit into organizational environment.

- Communication Skills
- Leadership Skills
- Management Skills
- Work-Life Balance
- Team management
- Professionally Ethical
- Tolerant to Stress
- Committed to Work
- Learning Skills
- Analysing Skills
- Creativity/Innovation Skills
- Self-Awareness
- Negotiation Skills
- Adaptability
- Orientation Skills

Although there appears to be widespread agreement and understanding on the value of transferable skills in academics and industry, it appears that employers, higher education providers, and young people do not understand each other. They function in 'parallel universes,' and it has been suggested that during their university education, young people typically do not acquire a sufficient portfolio of general abilities [22].

As previously stated, scholars and practitioners have used a variety of labels to refer to soft skills, as well as a broad spectrum of traits spanning from operational skills to interpersonal competence. As a result, the efficacy of these abilities in predicting various educational and vocational outcomes is dependent on the skill in question as well as the context. Various patterns of malleability, or the degree to which individual levels of these skills can alter over time, especially as a result of formal education and training, are also indicative of different soft skills. Personality may have a greater influence on trait-like conceptions like emotional intelligence [23], desire, and motivation than instruction or academic training [24].



**Figure 2** Factors affecting completion of a task

Soft talents, according to the Collins English Dictionary, are "desirable traits for certain types of job that do not rely on acquired knowledge." They include common sense, interpersonal skills, and a positive, flexible attitude.<sup>1</sup> Soft skills are a major differentiator, a Sonequa-non for employment and life success in the twenty-first century. According to a Harvard University research, soft skills account for 80 percent of career success and hard skills account for only 20 percent. Soft skills training, according to experts, should begin when people are students in order for them to do effectively in both their academic and future job environments [25].

## 5. Leadership

Outstanding leaders recognize that their people must develop more than just work skills; they must also develop initiative, project management, time management, and independence. Leaders also understand that effective firms rely on people to foster an environment that prioritizes interpersonal skills and the ability to collaborate effectively. Many people begin the workforce with inadequate or non-existent soft skills that are critical to their success. How does a leader or management help employees improve interpersonal skills in light of these requirements? Effective leaders can use parenting tactics to develop the same skills that they want their children to have. Parental and leadership tasks include coaching, mentoring, and providing direction. While an organization's leader is not a parent, and the workplace should not be compared to a home, employees look to their leaders to set the tone for teamwork and success, much like we turn to our parents to lead our homes. For a leader who wishes to improve interpersonal skills, modelling expected behavior is a good place to start [26]. One of the most difficult aspects of analyzing soft skills is defining them. This is largely due to the fact that many of the attributes associated with this category are intangible and difficult to quantify. Soft skills are "personality qualities, aspirations, motivations, and preferences that are valued in the labour market, in education, and in many other fields," according to a series of working papers published by the National Bureau of Economic Research [27].

## 6. Effect of soft skills

Personality traits, social graces, communication, language, personal habits, and interpersonal skills are all examples of soft skills that describe one's interactions with others [28]. Soft abilities come in a variety of forms [29]. Communication skills, collaboration and teamwork, critical thinking, problem-solving abilities, leadership and responsibility, decision-making, flexibility and adaptation, time management, initiative and self-direction, social and civic competencies, entrepreneurship, and so on are among them. Hard skills, which concern a person's skill set and ability to conduct a specific sort of domain-specific task or activity, such as machine operation, computer programming, or statistical analyses, complement soft talents. In contrast to soft skills, which are more tied to emotional and social intelligence and are more difficult to teach and test, hard skills are more cognitive, more easily teachable, and easier to assess. Teachers can often spot students' soft talents in the classroom and in other circumstances, but they usually rate them subjectively, intuitively, and subconsciously [30].

## 7. Conclusion

The focus has shifted from competent human resources with high-quality hard skills to hard skills combined with soft skills competency. This big shift in the job sector would have an impact on the education sector, which is the backbone for the development of competent people resources for any country's growth and development. Institutions of higher learning, in particular, have begun to recognize the need of developing soft skills in students in order to prepare them for the changing demands of the workplace. Because of the importance of developing soft skills in students, most institutions have started projects and programmes to do so. The majority of these projects and programmes focus on raising awareness through lectures and workshops. The majority of these programmes are unstructured and short-term in nature. non-credit based and unrelated to the individual's field of study, resulting in a lack of excitement and drive among students enrolled in these programmes.

Every institution should make it a priority to help students develop soft skills. Institutional performance should be judged not only on their students' discipline-specific hard skills competency, but also on their proficiency in terms of effective communication, interpersonal relations, teamwork, adaptability to change, problem-solving ability, self-awareness, and management, among other things. Academic institutions should develop comprehensive methods for informing students about how soft skills will be taught and graded. Students should be challenged to embrace interdependence and think critically, systematically, and strategically in order to become valuable organizational contributors. Courses should be structured, activities developed, and requirements outlined to challenge students to embrace interdependence and think critically, systematically, and strategically. In conclusion, while the concept of skills,

particularly that of a skill 'shortage,' appears across the literature and larger public debate, it is rarely dissected to provide useful information to policymakers and others pushing the education and training agenda.

## Compliance with ethical standards

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All authors of this manuscript agreed and contributed meaningfully to ensure that the paper comes out successfully without any conflict of interest or grudges.

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