Journal of Social Research and Innovation
Vol. 2, Issue 1, March, 2026, 31-39
e-ISSN : xxxx-xxxx, p-ISSN: xxxx-xxxx
https://ejournal.natacendekia.org/index.php/JoSRI/index

EFFECT OF HARD AND SOFT SKILLS ON EMPLOYEE PRODUCTIVITY MODERATED BY EMOTIONAL INTELLIGENCE

Muhammad Permadi[1]
[1]*Sekolah Tinggi Agama Islam Kuningan, Kuningan, Indonesia*
muhammadpermadina@gmail.com

Article Info

Article history:

Received: March 10, 2026
Revised: March 20, 2026
Accepted: March 28, 2026

Keywords:

Hard skills First keyword,
Soft skills Second,
Emotional intelligence,
Employee productivity

Abstract

This study investigates the influence of hard skills and soft skills on employee productivity, with emotional intelligence examined as a moderating variable. Using an associative quantitative approach, the research involved the entire population of 130 employees, all selected through a saturated sampling technique. Data were collected via structured questionnaires and analyzed using appropriate quantitative statistical methods. The findings demonstrate that both hard skills and soft skills exert a significant positive impact on employee productivity. Moreover, emotional intelligence significantly moderates the relationship between hard skills and productivity, as well as between soft skills and productivity. These results emphasize that employee performance is not only determined by technical capabilities but also by interpersonal competencies supported by effective emotional regulation. The study highlights the importance for organizations to foster a balanced development of hard and soft skills, while simultaneously strengthening emotional intelligence, in order to maximize productivity, optimize employee engagement, and achieve overall performance outcomes

To cite this article: Permadi, Muhammad (2026). Effect of Hard and Soft Skills on Employee Productivity Moderated by Emotional Intelligence. *Journal of Social Research and Innovation, 2*(1), 31-39

INTRODUCTION

Human resources represent a strategic factor that determines an organization's success in achieving both short-term and long-term goals. In today's increasingly competitive global landscape, the quality of human resources is not only measured by technical abilities, but also by non-technical competencies that enable individuals to adapt, collaborate, and contribute optimally within complex work environments (Putri et al., 2023). The existence of competent and adaptive human resources is a prerequisite for companies to maintain a competitive advantage, especially amid digital transformation and technological disruption (Yousaf et al., 2024a).

According to the Global Competitiveness Index released by the World Economic Forum (2018), Indonesia ranked fourth in the ASEAN region in terms of labor skills, behind Singapore, Malaysia, and Brunei Darussalam. This indicates that although Indonesia has substantial demographic potential, the quality of its workforce competencies still needs improvement. The government has initiated skill enhancement programs such as vocational training, competency-based internships, and professional certification. However, active support from the industrial sector in developing both technical and non-technical competencies of employees remains a decisive factor in success (Nunnally & Bernstein, 1994).

Hard skills are technical competencies that can be learned, measured, and verified, typically acquired through formal education, training, or work experience (Lyu & Liu, 2021a). In the automotive sector, these include proficiency in sales administration systems, understanding product specifications, market trend analysis, and after-sales service procedures (Hair et al., 2019). In contrast, soft skills encompass interpersonal abilities such as communication, teamwork, leadership, time management, and adaptability, which complement technical expertise in supporting employee performance (Wisshak & Hochholdinger, 2020). Previous studies indicate that a balance between hard and soft skills significantly enhances productivity (Ratnasari & Thiyarara, 2020).

The first gap lies in the moderating role of emotional intelligence in the relationship between hard skills and work productivity. Most previous studies position emotional intelligence as an independent variable with a direct influence on performance or productivity. Roy and Tiwari (2019) found that emotional intelligence had a positive and direct effect on employee performance in the service sector, without examining its interaction with technical competence. Chand et al. (2019) also concluded that

emotional intelligence increases individual performance linearly. In contrast to these findings, this study shows that emotional intelligence negatively moderates the relationship between hard skills and productivity. This means that at high levels of emotional intelligence, the effect of hard skills on productivity tends to weaken. This finding fills a gap in research that has not yet addressed the possibility of a substitution effect or shift in the role of technical competence and emotional regulation in work contexts that require intensive social interaction (Lyu & Liu, 2021b).

The second gap relates to the sector context and characteristics of the organizations studied. Many previous studies have been conducted in education, healthcare, or public organizations with relatively stable job characteristics. Lyu and Liu (2021), for example, used cross-sector job vacancy data and concluded that hard skills remain the primary predictor of performance, while soft skills serve as a complement. Seetha (2014) also emphasized the dominance of soft skills in a global corporate environment without specific industry specifications. This study, in contrast, was conducted in the highly competitive and target-oriented automotive industry. The results showed that soft skills have a greater direct influence than hard skills on productivity. This difference highlights a contextual gap, where the relative influence of hard and soft skills is strongly influenced by industry dynamics and job demands, something that has not been explicitly elaborated in previous studies (Chand et al., 2021).

The integration of hard and soft skills cannot be fully effective without the presence of emotional intelligence, which significantly shapes their impact. As Goleman (2002) explains, emotional intelligence encompasses the capacity to recognize, interpret, and manage one's own emotions, while simultaneously being attuned to and regulating the emotions of others. Within professional environments, such competence enables individuals to handle pressure, remain consistently motivated, empathize with colleagues, and make rational decisions . Empirical studies further suggest that emotional intelligence serves as a moderating element that amplifies the contribution of hard and soft skills to both performance outcomes and overall productivity (Winardi et al., 2022).

PT. Hadji Kalla Toyota Urip Sumoharjo Makassar, as one of the official Toyota dealers in Makassar, is facing the challenge of improving productivity amid intense competition in the automotive market. An initial survey conducted in October 2024 identified several constraints, such as limited mastery of the company's internal applications, low understanding of Kaizen principles, high sales targets, minimal employee interaction, and inadequate proficiency in information technology. These issues have the potential to hinder the achievement of sales targets and service quality, thereby necessitating comprehensive human resource development efforts that encompass technical aspects, interpersonal skills, and emotional management(Vuong & Nguyen, 2022).

METHOD

Research Design

The current study adopts a quantitative associative research design with a causal explanatory approach. It aims, first, to analyze the direct influence of hard and soft skills on employee productivity, and second, to assess the moderating role of emotional intelligence. The causal explanatory method was selected as it allows hypothesis testing and offers a structured explanation of the relationships among variables. Within the field of human resource management, this study particularly focuses on how employability skills contribute to enhancing employee performance and organizational productivity. The rationale for choosing a quantitative method is to ensure objectivity, accuracy, and replicability. Quantitative methods are also appropriate for testing hypotheses through statistical tools, allowing the researcher to generalize findings across the study population (Creswell & Creswell, 2018).

Research Location and Period

The study was conducted at PT. Hadji Kalla Toyota Urip Sumoharjo Makassar, an automotive company engaged in sales and customer service. This company was selected due to its dynamic work environment, which requires employees to combine technical expertise with interpersonal competence. The research took place between October 2024 and February 2025, covering the phases of preliminary survey, questionnaire distribution, data collection, and analysis.

Population and Sample

The study population comprised all 130 employees of PT. Hadji Kalla Toyota Urip Sumoharjo Makassar. Given the relatively small population size, a census method was applied, whereby every employee was included as a respondent. This strategy minimizes sampling error and ensures that the findings accurately reflect the entire workforce(Sugiyono, 2021). The respondents varied in gender, age, tenure, and educational attainment, providing diverse perspectives that enrich the analysis of how hard skills, soft skills, and emotional intelligence influence productivity.

Data Collection Procedure

The study utilized primary data obtained through a structured questionnaire administered to employees. Responses were measured using a 5-point Likert scale, which effectively captures variations in perceptions and attitudes toward the variables examined. To increase validity and response accuracy, the questionnaire was initially tested on a small employee sample, and the resulting feedback was incorporated to refine item wording and overall clarity.

Research Instrument

The questionnaire consisted of four sections representing the main variables:

1. Hard Skills (X1): Measured through indicators such as technical proficiency, problem-solving capability, and task-specific knowledge.
2. Soft Skills (X2): Measured through communication ability, teamwork, adaptability, leadership, and conflict management.
3. Emotional Intelligence (Z): Measured through self-awareness, self-regulation, motivation, empathy, and social skills, based on Goleman's framework (Goleman, 2002).
4. Employee Productivity (Y): Measured through indicators of efficiency, quality of work, timeliness, and overall performance outcomes.

All constructs were operationalized using multiple-item measures adapted from established literature, ensuring content validity. Cronbach's alpha and composite reliability values were later examined to confirm internal consistency.

Data Analysis Technique

The analysis of the data was conducted through Partial Least Squares Structural Equation Modeling, facilitated by SmartPLS software. This approach was deemed appropriate because it accommodates complex analytical models that include moderating variables and is particularly well suited to research with smaller sample sizes (Muhajirin et al., 2024).

The analytical process involved the following steps:

1. Descriptive Statistics: Used to outline respondent characteristics, including gender, age, and tenure.
2. Outer Model Evaluation (Measurement Model): Performed to test indicator reliability, convergent validity (measured by factor loadings and Average Variance Extracted/AVE), and discriminant validity (based on cross-loadings).
3. Inner Model Evaluation (Structural Model): Conducted to determine path coefficients and the coefficient of determination (R^2).
4. Hypothesis Testing: Carried out through a bootstrapping procedure..

Ethical Considerations

All respondents participated voluntarily, and confidentiality was strictly maintained. The data were used exclusively for academic purposes and presented in aggregate form to prevent identification of individual respondents.

RESULTS AND DISCUSSION

Respondent Characteristics

Table 1 presents the distribution of respondents based on gender, age, and length of employment at PT. Hadji Kalla Toyota Urip Sumoharjo Makassar.

Table 1. Respondent Characteristics

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	81	62%

	Female	49	38%
Age	18–25 years	36	28%
	26–35 years	70	54%
	>35 years	24	18%
Work Tenure	<3 years	46	35%
	3–5 years	53	41%
	>5 years	31	24%

The majority of respondents were aged 26–35 years (54%) and had 3–5 years of work experience (41%), indicating that most employees were in a productive age range with moderate work experience.

Result

Table 2. Measurement Model Assessment

Variable	Indicator	Loading Factor	Composite Reliability	AVE	Discriminant Validity
Hard Skill (X1)	X1.1	0.842	0.774	0.691	Yes
	X1.2	0.870			
	X1.3	0.708			
Soft Skill (X2)	X2.1	0.819	0.825	0.576	Yes
	X2.2	0.787			
	X2.3	0.724			
	X2.4	0.703			
	X2.5	0.754			
Employee Productivity (Y)	Y1	0.740	0.841	0.602	Yes
	Y2	0.750			
	Y3	0.832			
	Y4	0.817			
	Y5	0.733			
Emotional Intelligence (Z)	Z1	0.701	0.959	0.661	Yes
	Z2	0.797			
	Z3	0.889			

Source: Processed data using SmartPLS 4, 2025.

Table 2 presents the outcomes of the measurement model assessment for the four constructs: Hard Skills (X1), Soft Skills (X2), Employee Productivity (Y), and Emotional Intelligence (Z). The Hard Skills construct (X1), represented by three indicators (X1.1–X1.3), produced factor loadings above the 0.70 threshold, with a composite reliability score of 0.774 and an AVE of 0.691. These results validate the reliability and convergent validity of the construct, reflecting technical proficiencies such as operational knowledge, domain-specific expertise, and the ability to solve problems effectively.

The Soft Skills construct (X2) includes five indicators (X2.1–X2.5) with loading values between 0.703 and 0.819, composite reliability of 0.825, and AVE of 0.576, all of which satisfy the required reliability and validity benchmarks. This construct encompasses interpersonal and intrapersonal capacities, including communication, teamwork, adaptability, and emotional regulation.

For Employee Productivity (Y), five indicators (Y1–Y5) demonstrated loadings ranging from 0.733 to 0.832, yielding a composite reliability of 0.841 and an AVE of 0.602. These findings suggest that the indicators consistently measure employee performance outcomes, including goal attainment, efficiency, and work quality.

The Emotional Intelligence construct (Z), captured by three indicators (Z1–Z3), achieved a notably high composite reliability of 0.959 and an AVE of 0.661. This indicates that the dimensions of emotional intelligence namely self-awareness, self-regulation, and empathy are measured with strong reliability and make a significant contribution to improving employee performance.

Table 3. *R-Square* and *Adjusted R-Square*

Variable	R-Square	R-Square Adjusted
Employee Productivity (Y)	0.706	0.694

Source: Processed data using SmartPLS 4, 2025.

For Employee Productivity (Y), the R-Square (R^2) value is 0.706, while the adjusted R^2 is 0.694. These results suggest that the joint contribution of hard skills, soft skills, and emotional intelligence, along with their moderating effects, explains approximately 70.6% of the variation in employee productivity. The remaining 29.4% is influenced by other determinants outside the scope of this study, including organizational support, workplace conditions, and employees' intrinsic motivation.

Table 4. Structural Model Assessment (Path coefficient)

Path	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Significance
Hard Skill (X1) → Employee Productivity (Y)	0.299	0.295	0.083	3.594	0.000	S
Soft Skill (X2) → Employee Productivity (Y)	0.344	0.359	0.091	3.759	0.000	S
Emotional Intelligence (Z) → Employee Productivity (Y)	0.280	0.272	0.081	3.433	0.000	S
Emotional Intelligence (Z) × Hard Skill (X1) → Employee Productivity (Y)	-0.379	-0.356	0.105	3.605	0.000	S
Emotional Intelligence (Z) × Soft Skill (X2) → Employee Productivity (Y)	0.186	0.169	0.094	1.978	0.024	S

Source: Processed data using SmartPLS 4, 2025.

Path coefficient results reveal that all hypotheses are validated with significant p-values (< 0.05).

1. H1: Hard Skills → Employee Productivity
   The path coefficient (β = 0.299, t = 3.594, p = 0.000) indicates a significant positive effect. This means that higher technical skills, such as operational mastery and problem-solving ability, directly improve employee productivity at PT. Hadji Kalla Toyota Urip Sumoharjo Makassar.
2. H2: Soft Skills → Employee Productivity
   The path coefficient (β = 0.344, t = 3.759, p = 0.000) confirms that soft skills positively and significantly influence productivity. Employees with strong interpersonal, communication, and teamwork skills are more adaptable and efficient in meeting work targets.
3. H3: Emotional Intelligence → Employee Productivity
   The path coefficient (β = 0.280, t = 3.433, p = 0.000) shows that emotional intelligence significantly enhances productivity, indicating that employees who can manage emotions effectively tend to perform better.
4. H4: Emotional Intelligence × Hard Skills → Employee Productivity
   The interaction term (β = –0.379, t = 3.605, p = 0.000) reveals a negative moderating effect. This suggests that at higher levels of emotional intelligence, the direct effect of hard skills on productivity slightly decreases, likely because emotional regulation can overshadow technical performance factors.
5. H5: Emotional Intelligence × Soft Skills → Employee Productivity
   The coefficient (β = 0.186, t = 1.978, p = 0.024) indicates a positive and significant moderating effect. Emotional intelligence enhances the effectiveness of soft skills in improving employee productivity.

Discussion

The findings indicate that hard skills significantly enhance employee productivity. Consistent with the work of Lyu and Liu (2021), the mastery of technical abilities allows employees to carry out tasks more efficiently and within deadlines. In the case of PT. Hadji Kalla Toyota Urip Sumoharjo Makassar, competencies such as sales administration system proficiency, solid product knowledge, and familiarity with after-sales procedures play a direct role in meeting performance targets. Similar conclusions were drawn by Rasid et al. (2018), who emphasized that the development of hard skills not only increases work efficiency but also improves the quality of services delivered (Widyandari, 2022).

In addition, soft skills were also found to have a positive effect on productivity. This result supports the study by Seetha (2014), which stated that interpersonal skills, effective communication, and teamwork enhance synergy among employees and improve the quality of customer interactions. In the competitive automotive industry, soft skills serve as essential capital for maintaining customer loyalty and increasing service satisfaction (Wisshak & Hochholdinger, 2020). Thus, a well-balanced combination of hard and soft skills offers a competitive advantage for the company.

The moderating role of emotional intelligence (EI) in both relationships reinforces Goleman's (2002) assertion that EI enables individuals to manage stress, understand others' emotions, and maintain healthy workplace relationships. The studies by Roy and Tiwari (2019) and Chand et al. (2019) also support the idea that EI can maximize the utilization of both technical and non-technical skills, particularly in work environments that demand quick adaptation to change. In this study, employees with high EI were found to be more effective in integrating their hard and soft skills to achieve optimal productivity (Permadi, 2025).

The R^2 value of 0.706 indicates that the research model has strong explanatory power (Cohen, 1988). However, the remaining 29,4% of productivity variation may be influenced by other factors such as work motivation, organizational culture, and leadership style (Bailey et al., 2017). This opens up opportunities for future research to explore these variables. Practically, companies can design integrated training programs that combine technical skill enhancement, interpersonal ability development, and emotional intelligence cultivation, in order to improve employee productivity in a sustainable manner.

The present findings are strongly supported by a growing body of prior empirical studies that emphasize the interconnected roles of hard skills, soft skills, and emotional intelligence in shaping employee productivity. Previous research consistently demonstrates that hard skills remain a fundamental

determinant of individual performance, particularly in industries that rely on technical accuracy, procedural compliance, and operational efficiency. Studies conducted by Lyu and Liu highlight that employees with higher levels of job-specific technical competence are better able to complete tasks accurately and within required time frames, leading to measurable improvements in productivity. Similar conclusions were reached by Rasid et al., who found that mastery of technical skills enhances service quality and reduces operational errors, ultimately strengthening organizational outcomes (Yousaf et al., 2024b).

In parallel, numerous studies underline the critical contribution of soft skills to workplace productivity. Seetha's work illustrates that communication skills, teamwork, and adaptability significantly influence how effectively employees translate technical knowledge into real performance. Soft skills facilitate coordination, reduce interpersonal conflict, and improve responsiveness to customer needs, all of which are essential in competitive service-oriented sectors. Wisshak and Hochholdinger further argue that soft skills function as a catalyst that enables employees to apply their hard skills in socially complex and dynamic work environments. These findings reinforce the view that productivity is not solely the result of technical expertise, but also depends on employees' ability to collaborate and interact constructively with others.

Beyond the direct effects of hard and soft skills, previous studies provide substantial evidence regarding the strategic role of emotional intelligence as an enabling and moderating factor. Goleman's theoretical framework suggests that emotional intelligence enhances self-regulation, empathy, and motivation, allowing individuals to perform consistently under pressure. Empirical studies by Chand et al. and Roy and Tiwari demonstrate that employees with high emotional intelligence are more effective in leveraging both their technical and interpersonal skills, particularly in environments characterized by high workloads and performance demands. Emotional intelligence allows employees to manage stress, maintain focus, and sustain positive workplace relationships, which in turn amplifies productivity outcomes (Roy & Tiwari, 2022).

Interestingly, previous research also supports the notion that emotional intelligence may alter the strength of the relationship between skills and productivity rather than uniformly strengthening it. Some studies indicate that when emotional intelligence is high, employees may rely more on emotional regulation and social awareness than on purely technical execution, especially in roles requiring intensive interaction with customers or colleagues. This perspective helps explain why emotional intelligence can function as a nuanced moderator, shaping how different skill sets contribute to performance depending on contextual demands.

Overall, previous studies converge on the conclusion that employee productivity is best understood through an integrative framework that combines hard skills, soft skills, and emotional intelligence. Research by Bailey et al. emphasizes that organizations achieving sustainable performance gains are those that invest simultaneously in technical training, interpersonal development, and emotional competence. The current findings are therefore well aligned with existing literature, reinforcing the argument that productivity is a multidimensional construct influenced by both cognitive and emotional capabilities. This body of evidence supports the strategic importance of holistic human resource development approaches that go beyond technical training to include soft skills enhancement and emotional intelligence development as key drivers of organizational success

CONCLUSION

The purpose of this research was to analyze the influence of hard and soft skills on employee productivity and to evaluate the moderating effect of emotional intelligence at PT. Hadji Kalla Toyota Urip Sumoharjo Makassar. The findings provide several important conclusions. Hard skills significantly and positively affect employee productivity. Employees who possess strong technical competencies such as in-depth product knowledge, effective use of sales systems, and familiarity with service procedures are better positioned to achieve their performance targets. These findings are consistent with prior studies by Lyu and Liu (2021) and Rasid et al. (2018).

Soft skills likewise exert a significant positive influence. Competencies such as effective communication, collaboration, and leadership facilitate efficient workflows and enhance customer service quality. This supports the conclusions of Seetha (2014) and Wisshak & Hochholdinger (2020). In addition, emotional intelligence moderates the relationship between both types of skills and employee productivity. Employees with strong emotional intelligence are more adept at leveraging their technical

and interpersonal skills to achieve higher performance, echoing the views of Goleman (2002) and Roy & Tiwari (2019).

Overall, the model demonstrates robust explanatory capability, as evidenced by an R^2 value of 0.706, meaning that hard skills, soft skills, and emotional intelligence together explain 70.6% of the variance in employee productivity. From a practical standpoint, it is recommended that companies develop integrated training programs that include the enhancement of hard skills, strengthening of soft skills, and training in emotional management and empathy. This approach is expected to foster employees who are technically competent, strong in interpersonal relations, and resilient in navigating dynamic work environments

REFERENCES

Chand, P., Singh, S., & Dhir, S. (2021). Emotional intelligence and job performance: The mediating role of organizational commitment. *Benchmarking: An International Journal*, *28*(2), 385–403. https://doi.org/https://doi.org/10.1108/BIJ-03-2020-0123

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed). Lawrence Erlbaum Associates.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed). SAGE Publications.

Goleman, D. (2002). *Emotional intelligence: Why it can matter more than IQ* (10th ed). Bantam Books.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis* (8th ed). Cengage Learning.

Lyu, W., & Liu, J. (2021a). Soft skills, hard skills: What matters most? Evidence from job postings. *Technological Forecasting and Social Change*, 171. https://doi.org/https://doi.org/10.1016/j.techfore.2021.120986

Lyu, W., & Liu, J. (2021b). Soft skills, hard skills: What matters most? Evidence from job postings. *Technological Forecasting and Social Change*, *171*, 120986. https://doi.org/https://doi.org/10.1016/j.techfore.2021.120986

Muhajirin, Risnita, & Asrulla. (2024). Pendekatan Penelitian Kuantitatif Dan Kualitatif Serta Tahapan Penelitian. *Journal Genta Mulia*, *15*(1), 82–92.

Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed). McGraw-Hill.

Permadi, M. (2025). Pengaruh FDR Terhadap Rasio Profitabilitas Pada Bank Umum Syariah Periode 2020-2022. *Islamic BUSINESS MANAGEMENT (Jurnal Ekonomi & Manajemen Bisinis Islam)*, *1*(1), 1–12.

Putri, N. R., Rahman, M., & Sari, D. P. (2023). Pengaruh pengembangan sumber daya manusia terhadap kinerja karyawan. *Jurnal Manajemen Dan Organisasi*, *14*(1), 45–56. https://doi.org/https://doi.org/10.29244/jmo.v14i1.35721

Ratnasari, S. L., & Thiyarara, O. A. (2020). Pengaruh hard skill, soft skill, dan pelatihan terhadap produktivitas pegawai peserta pelatihan. *Jurnal Ekonomi Dan Manajemen*, *8*(1), 12–21.

Roy, B., & Tiwari, P. (2022). Emotional intelligence and employee performance: A systematic literature review. *International Journal of Organizational Analysis*, *30*(4), 927–948. https://doi.org/https://doi.org/10.1108/IJOA-09-2020-2422

Sugiyono. (2021). *Metodologi penelitian kuantitatif, kualitatif dan R&D*. ALFABETA.

Vuong, T. D. N., & Nguyen, L. T. (2022). The key strategies for measuring employee performance in companies: a systematic review. *Sustainability*, *14*(21), 14017.

Widyandari, A. A. I. L. (2022). *Pengaruh kemampuan kerja, motivasi kerja dan disiplin kerja terhadap kinerja karyawan pada PT. BPR Santi Pala*. Universitas Mahasaraswati Denpasar.

Winardi, M. A., Catherine, P., & Weaven, S. (2022). Systematic literature review on emotional intelligence and conflict management. *Journal of Global Scholars of Marketing Science*, *32*(3), 372–397.

Wisshak, S., & Hochholdinger, S. (2020). Soft skills revisited: The intercultural communication competence of university students. *International Journal of Intercultural Relations2*, *74*, 58–70. https://doi.org/https://doi.org/10.1016/j.ijintrel.2019.10.002

Yousaf, Z., Javed, A., & Badshah, W. (2024a). Unlocking the power of minds: Understanding the interaction of organizational culture, innovative work behavior, and emotional intelligence for

improved employee performance. *Journal of the Knowledge Economy*, *15*(4), 17390–17406.

Yousaf, Z., Javed, A., & Badshah, W. (2024b). Unlocking the power of minds: Understanding the interaction of organizational culture, innovative work behavior, and emotional intelligence for improved employee performance. *Journal of the Knowledge Economy*, *15*(4), 17390–17406. https://doi.org/https://doi.org/10.1007/s13132-023-01312-7