Identification and Evaluation of Soft Skills for Employment and Growth: Empirical Evidence from Bangladesh

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Abstract: *This study has attempted to identify and evaluate soft skills, required for different categories of jobs in Bangladesh. To this end, data have been collected through a self-administered inventory from 550 job advertisements purposively selected from three online job sites. Accordingly, a wide array of soft skills has been enlisted. Besides, the results of the chi-square test have revealed the association between soft skills and job categories. Furthermore, it is evident from cross tabulation analysis that variations exist among different categories of jobs in the requirements of particular soft skills. However, some soft skills are found to be common to all categories of jobs. Finally, it has been suggested that learning of soft skills is a lifelong process and requires continuous efforts, starting from early childhood and gets enriched at every stage of life where families, educational institutions, personal and professional experience as well as surroundings play crucial roles. So, individuals need to train themselves to acquire these skills beyond academic or technical arena.*

Keywords: *Soft skills, job categories, variations, learning of soft skills.*

1. Introduction

In this complex global economy and competitive business environment, organizations are now focusing on intellectual assets and intangible skills to gain competitive advantage and to ensure productivity, profitability, and sustainable growth over time. The economy is no longer confined to tangible resources like land, capital, equipment as well as intangible assets like brand image, loyalty, etc. It has been moved from production-based to knowledge- based (Downe et al. 2012). This knowledge based economy requires human talents having multi-disciplinary attributes such as problem-solving ability, creativity, ability to work in teams and conflict resolution, eloquence, flexibility, integrity, workplace etiquette etc. along with the specific knowledge of a particular area.

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Organizations, in this knowledge-driven economy, are facing enormous changes as an effect of global competition, merger, acquisition and automation. In order to reduce expenditure or to gain or regain competitive advantages, organizations are adopting a variety of strategies such as layoffs, downsizing, rightsizing, restructuring (Morcos, 2009). With the changing nature and orientations of organizations, technical or hard skills are not enough to get or remain in a job. As complementary to hard skills, soft skills also known as people skill such as self-development skills, interpersonal & interaction skills, leadership and communication skills etc., are the abilities required and expected from job seekers at entry level as well as from existing employees for promotion and career growth.

The significance of soft skills in the workplace is established by previous researchers (Smith, 2007; Schulz; 2008; Klaus, 2010; Mitchell et al., 2010; Robles; 2012; Dharmarajan, 2012; Pereira, 2013; Matteson et al, 2016). The study of (Watts & Watts, 2008 as cited in Robles, 2012 & Klaus, 2010) reveals that 75% of one's success in current assignment and 85% of one's long-term job success can be directly attributed to soft skills. This is also evident from the study of Wilhelm (2004) & Robles (2012) that soft skills as a very important attribute in job applicants. Correspondingly, Cimatti (2016) argues that soft skills are considered a strategic element in the context of industrial organization. These deserve a special attention from human resource management from the recruitment phase of the whole professional career of the employee. Undoubtedly, human capital is one of the fundamental components for any enterprise and the results, an organization expects to achieve, are directly attributed to the quality of human capital. Indeed, the quality of human capital depends on the employees' soft skills. For this, Gewertz (2007) termed soft skills as "applied skills" or "twenty first century skills." In the light of such importance, this paper finds a rationale to unearth the different soft skills required for jobs.

2. Literature Review

In this era of globalization and rapid economic transition; automation, virtual organization, digital firms, knowledge and technology transfer etc. have become buzzwords around this world. These global and economic transitions have been in place due to the foresightedness and the efforts of some intellectual being and for the continuation and sustainable development, these also require a continuous supply of human capital. As complementary to academic knowledge, soft skills play a decisive role in building human capital. Nonetheless, employers, around the world, frequently report about the soft skill gap, required to fill available positions (Manpower Group, 2013). The following sections outline the answers to the questions like what is meant by soft skills; what are the soft skills; why are these important in todays' work perspective and what are the ways to develop soft skills?

2.1 Definition of Soft Skills

Soft skills are defined as nontechnical skills, abilities and personal attributes essential for smooth functioning in a specific environment (Conrad & Leigh, 1999). Unlike academic or technical knowledge, these skills are commonly known as "people skills" or "interpersonal skills" facilitating mastered performance in a particular area (Moss and Tilly, 1996; Hurrell, 2009; Robles, 2102). These are also referred as intangible broad set of competencies, behaviors, attitudes and personal qualities used within the wide range of working environment enabling employees to effectively navigate their employment, work well with others, perform well, and achieve their goals (Fraser, 2001; Lippman et al., 2015). The nature of these skills is primarily affective and associated with EQ (Emotional Intelligence Quotient) as complementary to hard skills (part of IQ), that individuals use to communicate, solve problems, lead, empathize and think creatively to apply technical skills and knowledge in the workplace and can only be obtained from abstract and implied knowledge with actual experience and reflection (Kemper, 1999; Weber et al. 2009; Moin & Biswal, 2012; Wentz, 2012). However, soft skills are quite different from hard skills from the grounds that hard skills are primarily associated with technical aspects of a job and cognitive in nature (Page & Kolb, 1993; Birkett, 1993) and these require the acquisition of knowledge from vocational schools, universities and on the job training as well as can easily be observed, quantified and measured, for example, engineering, accounting, teaching, fire-fighting, cooking, sewing, machine operation, computer protocols, sales administration (Coates, 2006; Arat, 2014).

2.2 List of Soft Skills

The following table comprises of a wide list of soft skills contributed by different scholars in the literature of soft skills.

Table 1: Soft skills lists from previous studies

Resources	Soft Skills
Lippman & Carney (2015); Dewiyani (2015)	"Communication, problem solving, and critical thinking, decision making, teamwork, social skills, leadership, positive attitude, hardworking and dependable, positive self-concept & integrity, self-control, self-motivated, goal orientation, initiative, creativity, learning and growth orientation."
	"Initiative, analytical ability, reliable, ethics/integrity, stress management, verbal communication, critical thinking, self-management, cooperating, desire to learn, problem solving, flexible, commitment, summarizing, working as a team, motivation, independent, listening, enthusiastic, tough, logical argumentation, creative, time management."

Arat (2014)	"Communication skills, adaptability, teamwork, listening skills, problem solving and creative thinking skills."
Pereira (2013)	"Oral communication skill, written communication skill, initiative to solve problems, decision making ability and self-trust, analysis and concision skills, team work related skills, inter-personal skills, ability to act or react in a stressful environment, ability to create and share new ideas, critical and cooperative spirit, willingness to share experiences, initiative and creativity."
Mamun (2012); Zhang (2012); Robles (2012); Dharmarajan, et al. (2012); Moin & Biswal (2012)	"Positive attitude, effective communication, problem solving skill." "Dependable and responsible, communicates with group members, cooperates with and supports group members (shares resource, ideas, encouragement, constructive feedback), works through conflicts and handles conflicts in a constructive manner, respectful of others' ideas and stays positive and open-minded, commits to group goal, takes a leadership role, organizes the group and helps it to function as a team." "Integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic." "Common sense, good attitude, communication skills, group discussion, etiquette & manners, body language, cooperation &team skills, adaptability, flexibility, follow rules / instructions, initiative, responsibility, reliability, honesty, integrity, dependability, work ethics, punctuality, grooming, accountability, interpersonal skills, intrapersonal skills, motivational skills, creative thinking skills, problem solving ability, public relations, willingness to learn, time management, prioritizing tasks, performance excellence, commitment, ability to meet deadlines, listening skills, judgment, leadership skills, decision making, self-directed / motivated, presentation skills, change management, project management, eye contact, self-supervising, personal energy, personal hygiene, intellectual ability, sociability, empathy, business management, negotiating skills, cultural awareness." "Interpersonal Skills- attitude awareness, conflict handling, co-ordination & cooperation, adaptability, etiquette, team building, leadership, motivation. Self-Management- decision making, learning, self-appraisal, self-discipline, self-marketing, stress resistance, positive attitude, time management, perception without errors. Communication- delegating skills, listening skills, presentation skills. Organization- problem solving, clear thinking, trouble shooting."

Premuzica et at. (2010)	"Self-management, communicational, interpersonal, team-working skills, the ability to work under pressure, imagination/creativity, critical thinking, willingness to learn, attention to detail, taking responsibility, planning and organizing skills, insight, maturity, professionalism and emotional intelligence."
Aasheim et al. (2009)	"Honesty or integrity, communication skills, analytical skills, ability to work in teams, interpersonal skills, motivation, flexibility/adaptability, creative thinking, organizational skills."
Schulz (2008)	"Communication skills, critical and structured thinking, problem solving skills, creativity, teamwork capability, negotiating skills, self-management, time management, conflict management, cultural awareness, common knowledge, responsibility, etiquette and good manners, courtesy, self-esteem, sociability, integrity / honesty, empathy, work ethic, project management, business management."
Johnston & McGregor (2005)	"Mentioned soft skills as 'nontechnical skills', 'general skills', 'generic skills', 'essential skills' and 'employability skills' and outlined the scope as information handling skills like learning, thinking communicating and problem solving; organizational skills like planning and managing projects; interpersonal skills like leadership, working with others and in teams. These skills are very much dependent on personal values and attributes, including integrity and business and technical competence."

Source: Authors' compilation

2.3 Critical Aspects of Soft Skills

Nowadays employers are no longer confined only to technical skills as John (2009) argues that soft skills are as critical as cognitive skills. Soft skills, play a strategic role in shaping personality and social competence, complementary to hard skills or technical requirement of a job (Schulz, 2008; Wagiran, 2008). This has been pointed out in the study of Pritchard (2014) that more than 75% business surveyed mentioned soft skills as important as or more important than technical skills in entry level employment and 71% gave equal or more importance to soft skills than hard skills in carrying out company goals.

Pointing out the current job market and the soft skills gap in the Indian corporate world, Dharmarajan, et al. (2012) has mentioned that only the fittest survive in the competition of the job market and to be the fittest, a candidate requires not only training in "cutting edge" technology, but also "competitive edge." These differentiate a candidate and make worthwhile for a job from others, having similar qualifications and comparable evaluation result. Soft skills make a difference (Evenson, 1999) not only in the job

market, but also in academic life as shown by (Premuzica et at., 2010) that students believing in the importance and giving improvement ratings on soft skills excel in academic assessment and maximize their career opportunities whereas the deficiency can sink promising career in spite of technical ability and professional expertise (Klaus, 2010).

Soft skills are critical for productive performance (Nealy, 2005) and individuals having a strong command of soft skills can effectively handle interpersonal relationship, think creatively, solve problems, take appropriate decisions, foster teamwork, communicate effectively, give critical feedback, motivates others and set an example of good impression for fellow workers (Moin & Biswal, 2012). Furthermore, these skills enable oneself to construct tacit knowledge and facilitate "second order learning (learning by learning)" (Mamun, 2012). For this, soft skills are employability skills that are considered to be generic, transferable as well as can be applied in varieties of organizations, jobs and employment contexts (Robles, 2012; Mamun, 2012) and these are equally important to be a complete human being for achieving happiness in life (Cinque, 2015).

2.4 Ways to Develop Soft Skills

Soft skills involve a long-life learning approach and start with the family from the dawn of the primary school. These can be learned and developed during the whole life of the individual not only through educational institutions but also in personal and professional experience. In order to teach soft skills effectively, schools and universities are expected to have an up to date and didactic programs. Like educational institutions, the working place and context play a crucial role to learn soft skills (Hautamäki, 2015; Cimatti, 2016). Besides, Guglielmi (2015) suggests that the positive psychological state of an individual be necessary to effectively acquire soft skills and it is primarily based on self-efficacy, optimism, perseverance towards goals and resilience. However, the following table accumulates some guidelines to develop soft skills suggested by different authors-

Table 2: Different ways to develop soft skills from previous studies

Cimatti (2016)	Academic writing interventions or production of communicational items, interpersonal professional development programs or academic disciplines focusing on social skills and leadership, programs on the development of soft skills or incorporation of soft skills seminars in courses, multiple-solution problem or integration of content-based learning with problem-based learning (system level) or international competition, collaborative learning or cooperative classroom or work with peers in a constructive and cooperative manner or virtual groups using online technologies, project assignments, "simulated environment" or industries simulated by creative learners (networking).

Ciappei (2015)	Support from experienced person, experts' seminars, coaching and tutoring, mentorship.
Arat (2014); Mangano (2014)	Long term apprenticeship, sports, voluntary works and projects, art and design projects, long term workshops and classes, international and domestic travels, learning to play an instrument (violin, guitar, etc.)
	Laboratories, work teams, case study, simulations, project works, presentations.
Dharmarajan, et al. (2012); Moin & Biswal, (2012); Majid, et al. (2012)	a) Soft skills training course on rhetoric, languages, presentation skills, conflict or cultural management. b) Self-training via books; socializing with friends, colleagues, peers and other members of the society. c) Engaging in small talk to improve communication skills like; language proficiency, listening, discussing, self-esteem, overcoming stage fear, body language, etiquette and manners etc.
	Perceiving oneself accurately, being empathetic, having positive attitude, communicating openly, being aware of the self-concept, having interest towards positive learning, managing one's own time, managing stress, being social.
	Incorporating soft skills development activities into the curriculum,
	organizing more workshops, organizing more hands-on activities, arranging more internship programs, organizing more company orientation talks, joining hobby clubs providing soft skills development opportunities, participating in activities organized by the student unions, read books and articles on soft skills-related topics.

Source: Authors' compilation

3. Objectives of the Study

- To identify the soft skills required for different categories of job.

- To find and evaluate the differences that exist among the categories of jobs in the requirements of soft skills.

4. Methodology

The methodology of this study consists of the following issues:

4.1 Type & Nature of Study

Tulukder & Nujhat, (2014) describe that an appropriate methodology is required for a successful execution of the research work as it helps get the objectives of the research

work through a systematic process. Accordingly, this study is descriptive in nature. In order to achieve objectives, it has been carried out by applying quantitative approaches. Additionally, this study has also used a deductive reasoning because it involves the development of a theory and eventually some hypotheses based on a known general premise or something known to be true (Zikmund et al. 2010), that are generally tested through extensive and structured methods of scientific research.

4.2 Data Sources

Basically, secondary sources of data have been used to conduct this study. Moreover, some data were collected from the published job advertisements on three reputed online job sites namely bdjobs.com, bdjobstoday.com, chakri.com. Additionally, online and published articles had also been reviewed to enrich as well as to make this paper more informative.

4.3 Instrument Design, Validity & Study Variables

Through this study, it is attempted to show the relationship between the categories of jobs and soft skills requirements. For this, an inventory had been designed to collect the primary data. The inventory was basically a check list. It included a three-column table wherein a wide list of soft skills, identified from related literature, was presented in the first column and second and third columns include the term "Found" and "Not Found". These two terms were coded as 1 for "Found" and 2 for "Not Found". Later on, 50 job advertisements were reviewed and this had ended into some addition to the inventory. Finally, this inventory had been presented before two experts for validation, of whom one is a professor of a reputed public university and another is an HR professional. On the basis of the experts' suggestions, some items had been excluded from the inventory and others were merged on the basis of similarity in nature as the lists seemed to be long and weird. Consequently, the inventory was divided into two parts. First part includes the categories of jobs studied which are listed in the table 3 and second part includes the selected soft skills shown in the second column of table 4.

4.4 Sampling Technique and Sample Size

Total 550 job advertisements were reviewed to collect data for analysis. The following table lists the reviewed categories of jobs and the corresponding job advertisements.

Table 3: Categories of jobs studied

S. L.	Job Category	No. of Job Advertisement	Percentage
1	Accounting & Finance	82	14.91%
2	Bank & Non-Bank Financial Institutions	32	5.82%
3	Commercial/Supply Chain	33	6.00%
4	Education	35	6.36%
5	Engineering	50	9.09%
6	Garments & Textile	75	13.64%
7	HR & Admin	70	12.72%
8	Marketing & Sales	70	12.72%
9	IT & Telecommunication	70	12.72%
10	Production & Operation	33	6.00%
	Total	550	

The online job sites include at least twenty-six categories of job, but for this study, only ten categories had been chosen because these categories include a wide array of jobs. Among these job advertisements, 46% are from manufacturing organization and remaining 54% are from service organization. Besides, 26% job advertisements are for entry level because these jobs require no experience to apply. Other 74% job advertisements had asked for job experience ranging from one to ten years or more. The total job advertisements for this study had been selected by using purposive sampling technique.

4.5 Data Collection Procedure and Analysis Tools

The data have been collected by matching inventory with the job advertisement. While reviewing the job advertisements, the researchers gave tick ($\sqrt{}$) mark in the corresponding column of the associated soft skills attribute. The process was divided between the researchers in terms of job category to eliminate data redundancy. Finally, these had been compiled to analyze the data and the final analysis had been performed by using different statistical tools, namely percentage, cross tabulation and chi-square test via SPSS 22.0 package program.

4.6 Hypotheses

For the empirical study, the following hypotheses have been developed through reviewing literature that are tested at .05 level.

H_0: The degree of soft skills requirements and the different categories of job are independent.

H_1: The degree of soft skills requirements and the different categories of job are dependent.

5. Analysis & Interpretation of Results

5.1 Identification of Soft Skills: The study has attempted to identify the soft skills, required for different categories of job in the context of Bangladesh. Accordingly, necessary information has been collected from the job advertisements published in aforementioned online jobsites and the identified soft skills are shown in the second column of the following table.

Table 4: List of identified soft skills

S. L.	Soft Skills	Pearson Chi-Square	Asymp. Sig. (2-sided)	Decision
1	Communication Sills (Oral & Written)	-	-	-
2	Problem solving, Critical thinking & Analytical ability	5.733	.766	Rejected
3	Initiative, Creativity & Decision Making	53.147	**.000**	**Accepted**
4	Teamwork, Cooperating, Sharing Information and Experience, Inter-Personal Skills & Team Spirit	12.161	.204	Rejected
5	Social Skills, Respectful, Courtesy, Etiquette & Interpersonal Skills	15.007	.091	Rejected
6	Leadership & Organization skills	10.518	.310	Rejected
7	Hardworking, Ability to Work under Pressure & Stress Management	30.947	**.000**	**Accepted**
8	Self-management, Self-motivated, Self-control, Self-trust	27.010	**.001**	**Accepted**
9	Independent, Self-Driven, Enthusiastic, Energetic, Dynamic, Persuasive, Disciplined	24.219	**.004**	**Accepted**
10	Goal Orientation, Eagerness to Take Challenge	23.348	**.005**	**Accepted**
11	Learning and Growth Orientation	23.992	**.004**	**Accepted**

12	Reliability, Dependability, Ethics/Integrity, Responsibility, Honesty	27.984	**.001**	**Accepted**
13	Flexible & Adaptability	36.958	**.000**	**Accepted**
14	Commitment, Dedication & Loyalty	14.765	.098	Rejected
15	Time Management & Multitasking	11.209	.262	Rejected
15	Ability to Work through Conflicts and Handles Conflicts in a Constructive Manner & Negotiating skills	178.067	**.000**	**Accepted**
17	Positive & Winning Attitude	88.736	**.000**	**Accepted**
18	Smartness & Pleasant personality	141.228	**.000**	**Accepted**

The analysis of the job advertisement has revealed that above listed soft skills are commonly asked by the employers or HR department both from the incumbent and experienced job applicants. But the relative frequency varies across the categories.

5.2 Relationship between Job Categories and Soft Skills: To show the relationship between job categories and soft skills requirements, the study has hypothesized that soft skills requirements and the different categories of job are dependent. For this, the Chi-square test has been administered that basically answers the question- "are soft skills, independent to different categories of jobs?" and the results are shown in the above table. It can be easily inferred that soft skills requirements depend on the categories of jobs. Furthermore, It can be explained that at 0.05 point level of significance some soft skills like initiative, creativity & decision making, hardworking, ability to work under pressure & stress management, self-management, self-motivated, self-control, self-trust, independent, self-driven, enthusiastic, energetic, dynamic, persuasive, disciplined, goal orientation, eagerness to take challenge, learning and growth orientation, reliable, dependable, ethics/integrity, responsible, honesty, flexible & adaptability are associated with job categories. But, some of the soft skills like problem solving, critical thinking & analytical ability, teamwork, cooperating, sharing information and experience, interpersonal skills & team spirit, social skills, respectful, courtesy, etiquette & interpersonal skills, leadership & organization skills, commitment, dedication & loyalty, time management & multitasking have the *p* value more than .05 implying independence of soft skills and job categories. In other words, whatever the category of jobs, these skills are quite compulsory. With respect to communication skill, no statistics can be computed because it is a constant. The reason behind is that almost 100% jobs advertisements that are reviewed in this study contained communication skills in the form of oral or written.

5.3 Evaluation of Soft Skills: This study has evaluated the degree of differences among soft skills requirement with respect to different categories of jobs. Consequently, the analysis has been carried out through a cross tabulation shown in table 5 (appendix). This table indicates the percentages of soft skills appeared in reviewed job advertisement. It can easily be seen from the inserted table that all categories of jobs do not require the same type of soft skills at the same degree. There is a wide variation among the categories of job with respect to soft skills requirement. For example, 95.1% job advertisements of accounting and finance related included the soft skills- reliability, dependability, ethics/integrity, responsibility, honesty, 90.6% job advertisement of bank and non-bank financial institutions related included goal orientations, eagerness to take challenges, leadership and organization skills. This is also same for other categories of jobs. In regards to communication skills, there is no variation because communication skills (verbal & non-verbal) are key to success in work. Without effective communication, a message can easily turn into error, misunderstanding, confusion, frustration, or even create conflict by being misinterpreted. If poorly delivered, it can create role conflict or role ambiguity. Furthermore, today's highly informational and technological advancement as well as global orientation has made it imperative. It is the most effective tool to be different in the job market and gain competitive advantages over other job applicants as the study of Maes, Weldy & Icenogle (1997) suggests that effective communication skills are the most desirable quality in a new-hire followed by problem solving skills and motivation.

6.   Conclusions & Recommendations

The corporate world is always eclectic. It attempts to pick the best out of the bests. So, soft skills can add extra value and differentiate a candidate or an employee from others. Complementary to hard skills, these are very much crucial. These are commonly found in all job advertisements in the form of communication skills, problem solving and analytical ability, leadership, ability to work in a team, goal oriented, self-motivated, integrity, etc. But, all the attributes of soft skills are not equally important for all types of jobs.

However, the following points are recommended to guide individuals to acquire soft skills-

- Learning of soft skills is a lifelong process. It starts from early childhood and is enriched at every stage of life where families, educational institutions, personal and professional experience as well as surroundings play a vital role. So, individuals need to train themselves to acquire these beyond academic or technical knowledge.

- Business educators, faculties and trainers are needed to aware of the critical importance of soft skills and can redesign their curriculums to encourage, support as well as enhance soft skills among the graduates at every stage of learning.

- A collaboration between educational institutions and business enterprises in terms of field visits, internship opportunities can play significant roles to enhance soft skills. Besides, business enterprises can give valuable inputs to academicians to redesign curriculums to develop soft skills among the students.

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Appendix 1

Table 5: Crosstabulation showing differences of soft skills requirements among the categories of jobs

Soft Skills		Accounting	Bank	Commercial	Education	Engineering	Commerce	HR	Marketing	IT	Production	Total
Communication Skills	Found (%)	100	100	100	100	100	100	100	100	100	100	100
Problem Solving	Found (%)	89.0	81.2	81.8	85.7	84.0	88.0	90.0	91.4	91.4	90.4	88.2
	Not Found (%)	11.0	18.8	18.2	14.3	16.0	12.0	10.0	8.60	8.60	9.10	11.8
Initiative	Found (%)	92.7	87.5	90.9	40.0	76.0	82.7	81.4	87.1	82.9	81.8	82.0
	Not Found (%)	7.30	12.5	9.10	60.0	24.0	17.3	18.6	12.9	17.1	18.2	18.0
Teamwork	Found (%)	86.6	75.0	78.8	85.7	86.0	86.7	91.4	85.7	84.3	100	86.4
	Not Found (%)	13.4	25.0	21.2	14.3	14.0	13.3	8.60	14.3	15.7	0.00	13.6
Social Skills	Found (%)	90.2	81.2	84.8	85.7	82.0	78.7	80.0	75.7	78.6	100	82.7
	Not Found (%)	9.80	18.8	15.2	14.3	18.0	21.3	20.0	24.3	21.4	0.00	17.3
Leadership & Organising	Found (%)	90.2	90.6	90.9	91.4	88.0	86.7	81.4	88.6	82.9	100	88.0
	Not Found (%)	9.80	9.40	9.10	8.60	12.0	13.3	18.6	11.4	17.1	0.00	12.0
Hardworking	Found (%)	89.0	87.5	87.9	48.6	68.0	81.3	74.3	77.1	77.1	72.7	77.5
	Not Found (%)	11.0	12.5	12.1	51.4	32.0	18.7	25.7	22.9	22.9	27.3	22.5
Self management	Found (%)	79.3	68.8	75.8	57.1	64.0	77.3	75.7	78.6	85.7	100	76.9
	Not Found (%)	20.7	31.2	24.2	42.9	36.0	22.7	24.3	21.4	14.3	0.00	23.1
Independent	Found (%)	84.1	68.8	72.7	80.0	78.0	82.7	81.4	67.1	67.1	100	77.8
	Not Found (%)	15.9	31.2	27.3	20.0	22.0	17.3	18.6	32.9	32.9	0.00	22.2
Goal oriented	Found (%)	90.2	90.6	78.8	82.9	88.0	88.0	82.9	72.9	74.3	100	84.0
	Not Found (%)	9.80	9.40	21.2	17.1	12.0	12.0	17.1	27.1	25.7	0.00	16.0
Learning and Growth mindset	Found (%)	81.7	84.4	72.7	62.9	80.0	73.3	68.6	64.3	74.3	100	75.1
	Not Found (%)	18.3	15.6	27.3	37.1	20.0	26.7	31.4	35.7	25.7	0.00	24.9
Reliable	Found (%)	95.1	75.0	75.8	85.7	82.0	76.0	80.0	87.1	82.9	57.6	81.6
	Not Found (%)	4.90	25.0	24.2	14.3	18.0	24.0	20.0	12.9	17.1	42.4	18.4
Flexible & Adaptability	Found (%)	82.9	84.4	72.7	68.6	60.0	80.0	88.6	94.3	91.4	75.8	81.8
	Not Found (%)	17.1	15.6	27.3	31.4	40.0	20.0	11.4	5.70	8.60	24.2	18.2
Commitment	Found (%)	80.0	78.1	78.8	74.3	64.0	64.0	80.0	64.3	80.0	72.7	73.5
	Not Found (%)	19.5	21.9	21.2	25.7	36.0	36.0	20.0	35.7	20.0	27.3	26.6
Time Management	Found (%)	69.5	46.9	63.9	74.4	74.0	70.7	77.1	71.1	71.4	72.7	70.2
	Not Found (%)	30.0	53.1	36.4	28.6	26.0	29.3	22.9	28.6	28.6	27.3	29.8
Conflict Management & Negotiation	Found (%)	22.0	28.1	81.8	25.7	4.0	78.7	80.0	80.0	34.3	54.5	50.5
	Not Found (%)	78.0	71.9	18.2	74.3	96.0	21.3	20.0	20.0	65.7	45.5	49.5
Positive & Winning Attitude	Found (%)	45.1	37.5	27.3	68.6	24.0	61.3	30.0	34.3	27.1	100	43.1
	Not Found (%)	54.9	62.5	72.7	31.4	76.0	38.7	70.0	65.7	72.9	0.00	56.9
Pleasant Disposition & Sense of Humour	Found (%)	15.9	50.0	33.3	77.1	10.0	21.3	30.0	58.6	21.4	97.0	35.8
	Not Found (%)	84.1	50.0	66.7	22.9	90.0	78.7	70.0	41.4	78.6	3.00	64.2