The Effect of Leadership Soft Skills on Knowledge Sharing, Analytical Research in Al Fallujah University

Ahmed Majeed Hussein[1]; Dr. Adel Abdulwadood Taher[2]

[1]College of Administration and Economics, University of Baghdad, Iraq.

[2]College of Administration and Economics, University of Baghdad, Iraq.

Abstract

The aim of the research is to test the effect and the relationship between the soft leadership skills perceived by the faculty members at the University of Fallujah as an independent variable and knowledge sharing as a dependent variable. and members of the teaching staff), the sample was stratified and quota, as it included the sample whose views are required to be surveyed (183) views out of (318) faculty members. The questionnaire was distributed to the sample and 161 views were obtained from them. The questionnaire's paragraphs represented (69) items were answered. In addition to the structured and open interviews that were conducted with university leaders (university president, deans of faculties) in addition to the researcher's field observations, the researcher relied on the program (SPSS V.26, Amos v26) to analyze the research data, and the results showed the validity of the correlation and influence at the level of The main and sub-variables investigated, showing the essential role played by soft leadership skills in influencing the level of knowledge sharing among faculty members at the University of Fallujah.

1. Introduction

The turbulent environment, rapid transformations, and multifaceted competitive pressures have contributed to generating pressure on educational organizations of both kinds, to achieve their goals effectively and efficiently in the field of knowledge in which they operate. The progress of these organizations and their ability to produce knowledge depends on the knowledge they possess in the minds of their members and their ability to transform them into A knowledge that distinguishes it from others in the field it specializes in, shows the importance of having a leadership capable of managing this resource, and can adapt and change its practices in line with developments in its

surroundings, by shifting from the classic model of leadership, which is based on orders and instructions to a modern model of leadership characterized by flexibility from Through its focus on teamwork and positive interaction between followers, the role of knowledge sharing in generating and increasing wealth is clear through sharing the knowledge inherent in the minds of individuals and its contribution to generating opportunities that increase the organization's ability to meet its requirements and develop solutions to its internal and external problems and its role in improving the performance of its members from By increasing their capabilities and in a way that enhances the knowledge capital owned by these organizations. Accordingly, the researcher believes that it is necessary to study the impact of soft leadership skills as a basic variable in knowledge sharing. The University of Fallujah was chosen as it is an institution for learning and research like other institutions that witness strong competition as it is considered one of the organizations supporting the labor market and differs from one another in terms of the quality of education, as It seeks to achieve excellence in the long run, through the main role of academics being the source of knowledge creation in their work through its exchange, dissemination and distribution.

2. Literature Review

First, the Theory: Leadership Soft Skills

1. The Concept of Leadership Soft Skills

This concept relates to the fact that leaders lead through a set of skills that are based on the mentality in communicating with others to achieve the desired goals (Mohamed and Al-Hadrawi, 2020: 210). That is, leaders employ non-coercive means of influence to direct the activities of their members, not to bring about change in the organization (Gregoire& Arendt, 2004: 395), they exercise influencing individuals through a set of soft leadership skills that the leaders of the organization possess to achieve goals efficiently and effectively (Ariratana et al., 2015: 331). Setting goals and influencing people through means of persuasion, negotiation and building strong teams, constantly motivating them, aligning their energy, directing their efforts, and appreciating their contribution to achieving desired organizational goals and objectives by focusing on soft skills (Rao, 2013:144). (Gholami, 2017: 323) describes it as the manifestation of appropriate normative behaviors through a series of interpersonal actions and interpersonal relationships, and the reinforcement of these behaviors among followers through two-way communication and reinforcement of decision-making.

And identified (Majed, 2019:37) that it relates to the behavioral skills of leaders that they adopt in their interactions, which in turn affects the behavior and attitudes of employees.

2. Leadership Soft Skills

The researchers differed in defining soft leadership skills as a result of their different way of thinking and the organizational environment that they dealt with in their research. The current research adopted a scale (Tang, et al, 2013). The following is an explanation of the skills adopted by the research:

- **Communication skills /** By communication, we mean in general that it is a two-way process that occurs between two or more parties, and it is not a one-way road, in which thoughts or feelings are transferred between two people or an idea is transferred from one person to another (Dixon et al., 2010:37). This skill relates to how the individual communicates with customers, colleagues and employers, and that the individual who has good communication will be good in the skills of listening, communication, speaking, written communication, non-verbal communication and presentation skills, and any simple error in communication can lead to an unexpected loss for the organization and for the individual worker himself. So during communication we need to get the inner touch of every word we speak or write (Pandey & Shukla, 2020: 29).

- **People development/coaching /** The leadership of the organization should realize that effective transfer of skills through employee training is necessary and crucial to employee motivation and job satisfaction (Naong, 2014:369). And training "a set of administrative and organizational efforts that are related to the state of continuity and aim to make a change in skills, knowledge and behavior in the current and future characteristics of the individual so that the individual can meet the requirements of the current work and develop his scientific and behavioral performance for the better" (Murad, 2018: 57). As a result of the highly competitive work environment, it is necessary for organizations to prepare soft skills training programs to deal with skills shortages, and failure to do so leads to negative effects that affect business results (Dean, 2017: 81).

- **Initiative /** Initiative skill refers to the proactive effort made by the organization's leadership to identify what needs to be done, prevent problems, and open up new opportunities and horizons (Wongkalasin et al, 2013:714). It is directed or coerced (Tang et al, 2013:123).

- **Collaboration/Teamwork** / No worker can achieve much in the organization, without working as part of the work team in the organization (Helena & Thomas, 2016:14), and leaders who want to increase the effectiveness of their organizations must encourage the process of change in the organization through increased cooperation and communication among members Organization, this method enables individuals to innovate and discover new ways of thinking, and says (Maxwell, 2009:8) if you want to reach your potential or strive to achieve the impossible, such as delivering your message after two thousand years, you need to become part of a collective team, playing Everyone is the same game, but whoever wins makes the difference. For the purpose of achieving constructive cooperation, each individual must know the impact of his personal contribution on the performance of the group, because knowing the amount of his contribution will be a condition for participation and permanent motivation (Murad, 2018: 44).

- **Leadership ability** / Many theorists and thinkers have tried to explore what makes a person truly a leader. Successful leadership is often when individuals learn from critical personal experiences in their lives, understand the driving forces, and respond by rethinking and self-understanding, redirecting their movements, and reshaping their actions (Showry & Manasa, 2014:8). Leadership is one of the main factors in the organization and required to bring about positive change in the organization, if there is no leadership in the organization, then there will be no possibility for change in the direction they desire and they can face negative change instead (Haoα, & Yazdanifardσ, 2015 :1)

Second: Knowledge Sharing

1. The Concept of Knowledge Sharing

Knowledge sharing is embodied in the deliberate act of the organization in which knowledge is reused by transferring it from one party to another (Al Taheri, 2019:30). The building block of new ideas is often embodied in existing knowledge. In this sense, balancing atypical knowledge and traditional knowledge may be critical to the link between innovation and impact (Uzzi et al., 2013:468). Knowledge sharing is illustrated by (Zheng, 2017:52) a conscious activity of the individual and his decision to abandon knowledge or imparted voluntarily (writing down, demonstrating, describing, etc.) and the knowledge recipient's ability to assimilate or comprehend the knowledge by (learning from doing, reading, interpreting, etc.) Knowledge sharing (Sarkheyli et al.,

2018:9) has described knowledge sharing as "a movement through which knowledge such as information, skills, or experiences is exchanged between individuals, friends, family members, a community, or an organization." The use of the term participation refers to "the process of presenting individual knowledge in a form that can be used by others and involves some conscious action on the part of the individual who possesses the knowledge".

2. Dimensions of Knowledge Sharing

The research relied on the study model (Bulan & Sensuse, 2013), which included three dimensions of knowledge sharing: the individual dimension, the organizational dimension, and the technological dimension.

Individual Factors

The first dimension represents the dimensions of knowledge sharing at the level of the organization, and the organization's understanding of the personal motivation of individuals is necessary for voluntary and effective participation in knowledge sharing (Kim & Lee, 2013: 324) and includes a set of characteristics:

1. **Awareness /** Awareness is an essential element for the success of the knowledge-sharing process, through the awareness of individuals at various organizational levels of the importance of sharing and what leads to returns to the operations of the organization. (Yusof & Ismail, 2010:322) defines awareness as "the degree to which the employee believes that understanding knowledge management and appreciating the importance of The benefits of knowledge sharing will affect the quality of knowledge sharing.

2. **Personality/** Personality is defined as a set of characteristics possessed by a person that uniquely affect his perception, motives, and behaviors in different situations (Ryckman, 2012:4) and referring to the results of the study (Meskelis & Whittington, 2020:10) that an individual who is characterized by a set of personality traits (High awareness, high extroversion, honesty and humility) have a high impact on increasing employee participation.

3. **Trust/** The results of the study (Bilgihan et al., 2016: 287) indicate that trust has a positive effect on knowledge-sharing behaviours. It affects the type of psychological contract, (a psychological bond of the relationship between employees and organizations) and its

condition also on the behavior of employees and their attitude towards the organization or others, and the psychological contract is the basis of trust in the work relationship, when employees trust the organization, they will make more contributions to the organization to get more Yield (Wang&Dai,2016:62).

4. **Motivation/** Individuals' motives have a crucial role in sharing knowledge, and both internal and external motivation greatly affect the sharing behavior, as the results of a study (Nguyen et al., 2019:15) indicate that internal motivation has a stronger effect and is amplified by external motivation**.**

5. **Pleasure of sharing/** indicates (Razak et al., 2016:547) that the presence of a desire in an individual generates a feeling of pleasure in helping others. In the context of knowledge sharing, the enjoyment of sharing what he has with others gives him some happiness and pleasure in helping others, helping them solve problems, making decisions, and increasing their job performance

6. **Job satisfaction**/ Many researchers describe job satisfaction as the employee's positive or negative feelings about the workplace, and (Jameel & Ahmed, 2019:829) defined job satisfaction as an effective response by employees to their work, work climate, or individuals involved in their professional lives, including feelings of achievement and loyalty with colleagues. or colleagues or salaries.

7. **Self-efficacy/** defines (Bandura) self-efficacy or perceived competence as "belief in an individual's ability to organize and implement courses of action required to produce and achieve certain accomplishments" (Mengu et al., 2011:107).

8. **Willingness to share /** The individual has a positive attitude towards group members, and is ready to respond to colleagues in a friendly manner. A willingness to share related to a positive way of sharing knowledge. It may be a person who does not have an intrinsic motivation to participate but is willing to contribute to the collective intellectual capital. Communication between individuals is not only about describing the reality that actually exists, but leads to creating a social reality for people (Mumby & Kuhn, 2019:38).

Organizational Dimension

The organizational dimension includes a number of sub-dimensions, which are the following:

1. **Organization culture**/ Organization culture establishes an environment conducive to the birth of motivation and cognitive abilities for high levels of knowledge sharing, helping

each other, and as defined by values, individuals are obligated to take responsibility and act where they see fit and this translates seamlessly into the knowledge-sharing process (Magnani & Ottenthal, 2020:53).

2. **Organization structure** / Organizational structure relates to organizational communication, which relates to knowledge-sharing behaviors in formal interactions within or across teams or business units. For example, when work teams or project groups hold regular meetings to brainstorm or solve problems by seeking ideas from employees. The process of sharing knowledge takes place through the formal social interactions of a person-to-group channel. The specialization strategy for knowledge management and the exchange of tacit knowledge is emphasized through the formal face-to-face conversation of this type of knowledge sharing. This subset relates to the willingness of employees to contribute to the success of the team and the organization. In this case, employees believe that by sharing knowledge they can help the organization as a whole achieve its business goals (yi,2015:221).

3. **Organization policy** / When people expect organizations to perform certain functions, you will feel that there are invisible constraints regulating the intent and behavior of employees. Therefore, that under organizational norms, tangible management systems and intangible rules equally affect knowledge sharing among employees. Thus we expect organizational rules to encourage individuals to follow actions dictated by tangible and intangible management systems, thus promoting knowledge sharing (Wang et al., 2014:379).

4. **Management support /** Supporting senior management within the organization through leadership skills serves as a role model in which knowledge sharing occurs without any coercive influence (Islam et al., 2015:70). Many studies have found that the support provided by senior management through the provision of adequate resources is necessary to create a climate Supportive of knowledge sharing (Lin, 2007:319) This support is necessary to form a culture of participation in the organization (Lee et al., 2010:271).

5. **Reward system/** Given the expected impact of the perceived benefits of knowledge sharing, performance appraisal and reward systems should be designed to encourage knowledge-sharing behaviour. There is no doubt that the need to create and use more structured rewards and evaluation systems to encourage employees and managers to change their behavior is necessary in most organizations (Mohd Zin, 2014:115). Individuals are also concerned about the expected benefit and cost they can incur if their knowledge is voluntarily shared (Razak et al., 2016:551).

6. **Leadership /** One of the main tasks of the organization's leadership is to transform knowledge into something profitable by utilizing the intellectual assets of the organization, which is responsible for promoting the knowledge management agenda by directing organizational knowledge into initiatives that are expected to become a source of competitive advantage (Menkhoff et al., 2006:10).

7. **Work process /** The process of sharing knowledge among the members of the organization is more effective if it is integrated into the work mechanisms, and there is a difficulty in obtaining knowledge if the employees refuse to share it or are not qualified to share their knowledge, and the best way to make them contribute to sharing their knowledge is by making the sharing process a part From the mechanism of action (Noor& Salim 2011: 106).

8. **Physical environment /** The physical environment relates to the workplace, which is the place where work takes place, the place where the individual performs his work, and relates to an area or place where individuals are accustomed to performing their work. In the organization, the workplace planning strategy depends on the purpose of using the workplace, good planning and design of the space will stem from the business direction and influence the work style such as knowledge sharing and collaborative work (Akhbar & Musa, 2012:138).

Technological Factors

It is indicated that technology is one of the infrastructure required to manage knowledge along with people and processes, that it is necessary for an organization to find technical ways to find, disseminate and benefit from knowledge. It is usually said that information technology is a good way to share knowledge within the organization, especially for large organizations, but they need an environment that motivates individuals to share information, knowledge and best practices (Chong & Besharati, 2014: 176) and this dimension consists of three indicators that indicate the level of its use in the organization:

1. **IT application** / Software systems and technological tools must comply with the needs of workers, and mismatches with their requirements lead to difficulties and hindrances. Thus, technology in itself can become an obstacle. Due to the fact that technology is multifaceted, it is necessary to use different types of technological tools in order to support knowledge sharing (Badakhova & Virza, 2020:21).

2. **Use of information technology** / The use of modern information technology can support information exchange activities, including communication technology, and this support may be informally through networking technologies such as emails, instant messaging, chat rooms, discussion forums, bulletin boards, video and teleconferencing, or formally through information repositories. Document management systems, databases/data warehouses, collaborative authoring systems, workflow and coordination systems (Al-Busaidi & Olfman, 2017:12).

3. **IT infrastructure** / Infrastructure plays a vital role in the knowledge management system of an organization. To create and use new knowledge, sharing of existing knowledge should be facilitated by integrating various technological platforms (Islam et al., 2015:72).

3. Research Methodology

A review of the literature on soft leadership skills and knowledge sharing led to the crystallization of a hypothetical research scheme as shown in Figure (1), which was prepared in light of the research problem and its objectives. The main hypotheses were formulated as follows:

1. **The first main hypothesis (H1):** There is no significant correlation between soft leadership skills and knowledge sharing.

2. **The second hypothesis (H2):** There is no significant effect of soft leadership skills on knowledge sharing.
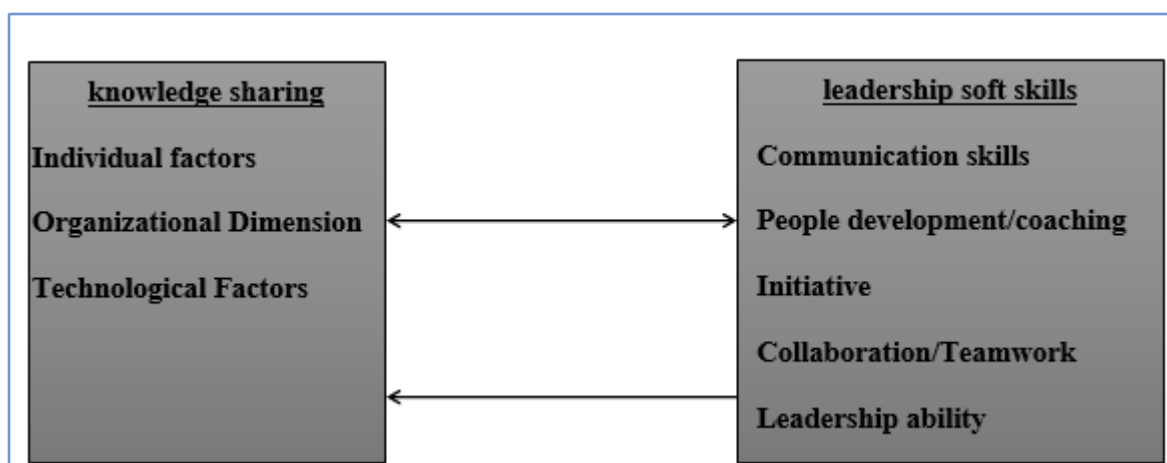
Scale Leadership Soft Skills: The independent variable soft leadership skills consist of (38) components divided into five dimensions (communication, initiative, People development/coaching, leadership ability, Collaboration / teamwork) depending on (Tang et al., 2013).

Scale knowledge sharing: The responsive variable of the organization and included (29) paragraphs divided into (3) dimensions (the individual dimension, the organizational dimension and the technological dimension). Based on (Bulan & Sensuse, 2013).

The research sample: The research community represented the faculty members at the university (assistant dean, department head, division official, unit official, faculty members), as the entire community was enumerated (318), and after the researcher relied on a drunken table for small samples, adding a sampling error (0.05), the size of the sample required to survey their views became (183) views, from which (161) questionnaires were retrieved, all of which were valid for statistical analysis. Unit official (25) views, and finally a faculty member (87) views, and the proportions of each class were equal to its proportion in society.

4. Results Discussion

To test the hypothesis (H1): It is clear from the results of Table (1) that it was found that the main independent variable, **leadership soft skills**, achieved all the four relationships, and all of them were below a morale level of less than (5%), and it was as follows:

In total, the **leadership soft skills** achieved for four strong positive and moral direct correlation relationships out of the four, with a percentage of (100%), with the overall **knowledge sharing** (0.788**), with the organizational dimension (0.765**), and with the individual dimension (0.751**). And the technological dimension (0.582**), and all relationships are at the significance level (0.000), when the University of Fallujah begins to increase its interest in **leadership soft skills** in general, it will automatically take care of **knowledge sharing** and its strong dimensions and vice versa, and from all these results accept the first main alternative hypothesis (leadership Soft skills are correlated with **knowledge sharing** and its dimensions are positively correlated) and rejects the null hypothesis.

Table 1 - The Correlation Coefficient of the Research Variables and their Dimensions

knowledge sharing	Technological Factors	Organizational Dimension	Individual factors	Dimensions
0.548**	0.389**	0.526**	0.542**	**Communication skills**
0.000	0.000	0.000	0.000	
0.632**	0.421**	0.660**	0.605**	**Initiative**
0.000	0.000	0.000	0.000	
0.650**	0.544**	0.612**	0.570**	**People development/coaching**
0.000	0.000	0.000	0.000	
0.780**	0.588**	0.743**	0.742**	**Leadership ability**
0.000	0.000	0.000	0.000	
0.766**	0.537**	0.741**	0.761**	**Collaboration/ Teamwork**
0.000	0.000	0.000	0.000	
0.788**	0.582**	0.765**	0.751**	**leadership soft skills**
0.000	0.000	0.000	0.000	

P**<0.01, P*<0.05 (n=161)

To test the hypothesis (H2): Table (2) shows the effect of (the combined dimensions of **leadership soft skills**) on (**knowledge sharing**) in general with the standard beta value ($\beta s = 0.381$) for the leadership soft skill at the level of morality (0.000) and the calculated (T) value (3.755), and the standard beta value ($\beta s = 0.343$) for the cooperation skill at the level of significance (0.000) and the calculated T value (3.788), and both effects are less than the significance level (P=0.05), while the communication skill, initiative skill, and training skill did not show any effect on knowledge sharing because Its effect is under a significant level of more than (0.05), while the value of the constant was (1.138), that is, when the value of the marginal slope is zero, or the value of the dimensions of soft leadership skills is zero, the value of knowledge sharing at the University of Fallujah is equal to the value of the constant (1.138), While the two dimensions together explained 65% of the changes that occur in the knowledge sharing, as the value of the corrected interpretation coefficient was ($AR^2 = 0.650$), while the value of the interpretation coefficient was (0.661), while the rest of the model (35%) is attributed to the variables Others that were not included in the tested research model, while the calculated (F) value was (58.197) for the model, and From all of the above, the second main alternative hypothesis is accepted (soft leadership skills, with their combined dimensions, affect knowledge sharing a positive moral effect) and rejects the null hypothesis, while the estimated equation of the model was:

Table 2 - The Effect of the Dimensions of Soft Leadership Skills Combined on the Dimensions of Knowledge Sharing

Collaboration/ Teamwork	Leadership ability	People development/ coaching	Initiative	Communication skills	Statistical methods	Dimensions
0.474	0.317	-0.078	0.127	-0.006	βs	Individual factors
0.613					AR²	
49.754 (0.000)					F	
4.978	2.974	1.000	1.591	0.079	T	
0.924 (0.000, 4.052)					α	
0.365	0.297	0.017	0.265	-0.090	βs	Organizational Dimension
0.617					AR²	
50.644 (0.000)					F	
3.857	2.801	0.219	3.349	1.213	T	
0.904 (0.000, 4.176)					α	
0.083	0.390	0.236	-0.037	-0.029	βs	Technological Factors
0.355					AR²	
17.956 (0.000)					F	
0.677	2.835	2.339	0.357	0.299	T	
1.585 (0.000, 5.136)					α	
0.343	0.381	0.070	0.129	-0.046	βs	knowledge sharing
0.650					AR²	
58.197(0.000)					F	
3.788	3.755	0.941	1.700	0.648	T	
1.138 (0.000, 5.934)					α	

5. Conclusions

As for the most prominent results of the research, it was represented in the presence of a clear impact of soft leadership skills on knowledge sharing directly and at the level of dimensions, and that the relationship between soft leadership skills and knowledge sharing is a strong relationship, as the leaders of the University of Fallujah showed their ability to raise the level of knowledge sharing through their interest in leadership and cooperation skills. It invested these two dimensions in improving the individual dimension, and added to them the initiative skill in improving the level of the organizational dimension, but it directed the leadership skill and the training skill to improve the technological dimension, which indicates the interdependence and integration between soft leadership skills and knowledge sharing.

6. Recommendations

The University of Fallujah should improve knowledge sharing, by directing soft leadership skills to improve them, or using leadership skills, cooperation skills, training skill, initiative skill, and communication skill individually.

References

Ariratana, W., Sirisookslip, S., & Ngang, T. K. (2015). Development of leadership soft skills among educational administrators. *Procedia-Social and Behavioral Sciences*, *186*, 331-336.

Akhbar, A.R.N., & Musa, M.F. (2012). Enhancing human interaction of knowlegde sharing in higher learning workplace environment. *Procedia-Social and Behavioral Sciences*, *35*, 137-145.

Al Kashari, Z., & Al Taheri, F. (2019). The Role of Knowledge Sharing in Organizational Performance. *American Scientific Research Journal for Engineering, Technology, and Sciences (ASRJETS), 62*(1), 30-38.

Al-Busaidi, K. A., & Olfman, L. (2017). Knowledge sharing through inter-organizational knowledge sharing systems. *VINE Journal of Information and Knowledge Management Systems*.

Badakhova, A., & Virza, R. (2020). Knowledge sharing between different generations in engineering field.

Bulan, S.J., & Sensuse, D.I. (2013). Knowledge sharing model among academic staffs in universities. *Jurnal Sistem Informasi*, *8*(2), 133-139.

Chong, C.W., & Besharati, J. (2014). Challenges of knowledge sharing in the petrochemical industry. *Knowledge Management & E-Learning: An International Journal*, *6*(2), 171-187.

Dai, L., & Wang, L. (2016). Psychological contract, reciprocal preference and knowledge sharing willingness. *Open Journal of Social Sciences*, *4*(08), 60

Dennis K. Mumby & Timothy R. Kuhn. (2019). Organizational Communication A Critical Introduction. Second Edition.

Dean, S.A. (2017). *Soft skills needed for the 21st century workforce.*

Filion Murad, Transformational leadership and its role in developing employee skills, Academic Book Center: 2018

Gregoire, M.B. and Arendt, S.W. (2004). Leadership: Reflections over the past 100 years. *Journal of the American Dietetic Association, 104(3): 395-403*

Gholami, M. (2017). A Review on Soft Leadership. *European Journal of Social Sciences Studies.*

Helena, J., & Thomas, B. (2016). An investigation into the soft skills that employers. *Global Journal of Human Resources Management, 4 (2)*, 1-20.

Haoα, M.J., & Yazdanifardσ, R. (2015). How Effective Leadership can Facilitate Change in Organizations through Improvement and Innovation.

Rafid Hamid Al-Hadrawi, & Jalal Abdullah Muhammad. (2020). Investing in soft leadership skills to achieve organizational development an analytical study of the opinions of a sample of employees of the Technical Institute in Sulaymaniyah. *Journal of the Islamic University of Economic and Administrative Studies, 28*(3).

Jameel, A.S., & Ahmad, A.R. (2019, November). The effect of Transformational leadership on job satisfaction among academic staff. In *The 34th International Business Information Management Association (IBIMA) Conference* (pp. 13-14).

Kim, T.T., & Lee, G. (2013). Hospitality employee knowledge-sharing behaviors in the relationship between goal orientations and service innovative behavior. *International Journal of Hospitality Management*, *34*, 324-337.

Lee, J., Kim, J., & Han, Y. (2010). Notice of Retraction: A study on factors influencing knowledge-sharing activity for the innovation activity of team. In *2010 IEEE International Conference on Advanced Management Science (ICAMS 2010), 2,* 270-274.

Maxwell, J.C. (2009). Teamwork 101: What every leader needs to know. HarperCollins Leadership.

Majed, S.Z. (2019). The role of leadership soft skills in promoting the learning entrepreneurship. *Journal of Process Management. New Technologies, 7*(1), 31-48.

Meskelis, S., & Whittington, J.L. (2020). Driving employee engagement: how personality trait and leadership style impact the process. *Journal of Business & Industrial Marketing.*

Menguc, B., Auh, S., & Kim, Y.C. (2011). Salespeople's knowledge-sharing behaviors with coworkers outside the sales unit. *Journal of Personal Selling & Sales Management*, *31*(2), 103-122.

Magnani, P., & Ottenthal, M. (2020). Ambidexterity facilitated through Knowledge Sharing Mechanisms: An exploratory study of a Swedish high-tech company.

Naong, M.N. (2014). The impact of skills-development training on lower-level employee's motivation and job satisfaction–A case-study of five South African companies.

Nguyen, T.M., Nham, T.P., Froese, F.J., & Malik, A. (2019). Motivation and knowledge sharing: A meta-analysis of main and moderating effects. *Journal of Knowledge Management*.

Noor, N.M., & Salim, J. (2011). Factors influencing employee knowledge sharing capabilities in electronic government agencies in Malaysia. *International Journal of Computer Science Issues (IJCSI), 8*(4), 106.

Pandey, V.K., & Shukla, S. (2020). The significance and role of various soft skills in professional life. *World Journal of Advanced Research and Reviews, 8*(3), 028-031.

Ryckman, R. M. (2012). *Theories of personality*. Cengage Learning.

Razak, N.A., Pangil, F., Zin, M.L.M., Yunus, N.A.M., & Asnawi, N.H. (2016). Theories of knowledge sharing behavior in business strategy. *Procedia Economics and Finance, 37,* 545-553.

Rao, M.S. (2013). Soft leadership: a new direction to leadership. *Industrial and Commercial Training.*

Showry, M., & Manasa, K.V.L. (2014). Self-awareness-key to effective leadership. *IUP Journal of Soft Skills, 8*(1), 15.

Tang, K. N., Ariratana, W., & Treputharan, S. (2013). Perceived leadership soft skills and trustworthiness of deans in three Malaysian public universities. *Educational Research for Policy and Practice*, *12*(3), 211-224.

Uzzi, B., Mukherjee, S., Stringer, M., & Jones, B. (2013). Atypical combinations and scientific impact. *Science*, *342*(6157), 468-472

Wongkalasin, K., Bouphan, P., & Ngang, T.K. (2013). Leadership soft skills that affect organizational climate of district health offices in Khon Kaen, Thailand. *Asia-Pacific Journal of Science and Technology*, *18*(4), 709-720.

Wang, H.K., Tseng, J.F., & Yen, Y.F. (2014). How do institutional norms and trust influence knowledge sharing? An institutional theory. *Innovation*, *16*(3), 374-391.

Yusof, Z.M., & Ismail, M.B. (2010). The impact of awareness, trust and personality on knowledge sharing practice. *In 2010 International Conference on Information Retrieval & Knowledge Management (CAMP),* 321-325.

Dixon, J., Belnap, C., Albrecht, C., & Lee, K. (2010). The importance of soft skills. *Corporate finance review*, *14*(6), 35

Yi, J. (2015). A measure of knowledge sharing behavior: Scale development and validation. In *The Essentials of Knowledge Management,* 213-245. Palgrave Macmillan, London.

Zheng, T. (2017). A literature review on knowledge sharing. *Open Journal of Social Sciences*, *5*(03), 51.