Advances in Consumer Research
ISSN (Print): 0098-9258
ISSN(Online): 3079-1766

Vol. 2, Issue 4 (2025) *https://acr-journal.com/*

A Structural Perspective on Skillsets and Innovation Influencing Educators' Adaptive Capacity and Performance

Dr. Vidhu Gaur[1], Dr. Purvi Pareek[2]

1Associate Professor, Management Development Institute, Gurgaon, Haryana, India, 91-88262-27955,
Email ID: vidhugaur@gmail.com
ORCID ID: 0000-0003-3923-4691
2Assistant Professor, REVA University, Bangalore, 560064, India, 91-97602-44309,
Email ID: purvipareek@gmail.com
ORCID ID: 0000-0003-0673-426X

Cite this paper as: Dr. Vidhu Gaur, Dr. Purvi Pareek, (2025) A Structural Perspective on Skillsets and Innovation Influencing Educators' Adaptive Capacity and Performance. *Advances in Consumer Research*, 2 (4), 1451-1460

KEYWORDS
N/A

ABSTRACT
This research investigates the impact of both technical (hard) and interpersonal (soft) skills on educators' innovative capacities and subsequent performance outcomes. A random sampling of 300 faculty members from Higher Education Institutions (HEIs) in the National Capital Region (NCR) yielded 211 valid responses for analytical purposes. The findings indicate a significant and positive relationship between both hard and soft skills and educators' ability to innovate, with a consequent improvement in performance. The study emphasizes the importance of fostering organizational learning and leveraging skill development to enhance educational innovation and adaptability within the contemporary academic landscape.

1. INTRODUCTION

The rapid transformations introduced by the Industrial Revolution necessitate a workforce in education that is skilled, flexible, and responsive to abrupt changes. HEIs are increasingly expected to align with evolving economic, technological, social, and political paradigms, necessitating a dynamic institutional culture. To remain competitive, HEIs must cultivate innovative academic environments, promote collaborative teaching practices, and strategically enhance faculty competencies to ensure sustainable educational advancement.

In this context, empowering faculty members as active agents of institutional change becomes critical. Organizational learning within HEIs supports this objective by fostering adaptive, knowledge-rich environments that prepare educators to meet global talent demands. Consequently, the intellectual capital inherent in educators—their accumulated knowledge and skill sets—emerges as a pivotal determinant of institutional success, surpassing the value of physical assets.

This study focuses on examining how educators' technical proficiencies and interpersonal abilities contribute to their innovation capabilities. Furthermore, it explores the mediating role of organizational learning in this relationship. The insights are particularly relevant to Indian HEIs striving to adapt to the knowledge-based economy. Findings aim to inform academic policy and leadership strategies designed to enhance faculty development, innovation, and institutional competitiveness in alignment with Industry 4.0 objectives.

2. LITERATURE REVIEW

Scholars differentiate hard skills as codifiable, teachable abilities that are often embedded in institutional knowledge (Haamann & Basten, 2018; Afsar, Masood & Umrani, 2019). These include competencies in planning, classroom management, instructional design, and technological integration (Muqowim, 2012; Widoyoko, 2009). Hard skills are typically evaluated through performance assessments and are crucial in facilitating effective pedagogy.

Conversely, soft skills—such as communication, adaptability, and teamwork—are considered tacit knowledge (Polanyi, 1966), acquired through experiential learning and interpersonal interactions (Boske & Osanloo, 2015; Kawamura, 2016;

Hartley, 2018). These skills are essential for fostering collaboration and innovation, particularly within Education 4.0 frameworks (Ma et al., 2018; Ferreira, 2018).

Organizational learning is identified as a strategic enabler that facilitates the transfer and integration of both hard and soft skills into institutional knowledge. It enhances institutional adaptability, strategic alignment, and knowledge retention, particularly in dynamic environments (Starbuck, 2017; Qi & Chau, 2018). Within HEIs, organizational learning underpins the transformation of individual competencies into collective capabilities, thereby sustaining innovation and educational excellence.

Innovation, as a core organizational asset, empowers institutions to address evolving educational challenges (Klaeijsen et al., 2017). Teacher innovation is increasingly recognized as a competitive advantage in Industry 4.0, impacting institutional resilience, responsiveness, and growth (Malik, 2019; Muscio & Ciffolili, 2019; Lund & Karlsen, 2019).

2.1 Teachers' innovation: The influence of technical and soft skills

Industry 4.0 emphasises competition and sustainability. Teacher innovation boosts corporate sustainability and efficiency. Tacit knowledge and hard skills affect organisational performance. Leadership, employee participation environment, knowledge sharing, search, collaborative culture, and knowledge processes affect teacher creativity (Samsir, 2018; Schuckert et al., 2018; Villaluz & Hechanova, 2019).

In light of Industrial Revolution 4.0, this study explores how hard and soft skills affect HEI professors' innovation competencies. Hard and soft skills boost teachers' innovation (Ganguly et al., 2019; Aulawi, 2018; Rumanti, 2018; Torres & Liang, 2016; Li, 2019). According to several studies, soft skills boost teacher innovation (Perez-Luno et al., 2018). Other research suggest that formal and informal learning environments might considerably effect teachers' innovation skills in education (Lecat et al., 2018). These findings focus on corporate organisations.

2.2 Organising Learning and Teacher Innovation

Teacher innovation and organisational success depend on knowledge generation; thus, organisational learning is crucial. School innovation maintains a good learning culture. Teachers share, integrate, and transfer knowledge, improving school intelligence and learning culture. Instructors learn innovation in a positive workplace (Bani-Melhem et al., 2018).

2.3 Teachers' Innovation Capability and Performance

Organisations need flexibility, reactivity, efficiency, and inventiveness to compete locally and globally (Asbari et al., 2019; Purwanto, 2020). More people want innovative products, services, and better internal processes and behaviours for all employees. These issues necessitate a change from efficiency to innovation, according to study. Coordinating people to increase organisational creativity and effectiveness needs more research (Sopa et al., 2020). Asbari et al. (2020) believe internal procedures must innovate to improve performance. Through market and financial positioning, Prameswari et al. (2020) believe employee creativity indirectly affects organisational value. Innovative teachers perform better, and Sopa et al. (2020) show that HEIs that prioritise teacher innovation are more productive and competitive globally.

2.4 HEI Learning Impact

Honeycutt (2000) defines knowledge management as managing intellectual capital. It was realised that intellectual or knowledge-based assets, not physical ones, make an organisation competitive today and in the future. Organisational learning applies knowledge management procedures to create value and competitive advantage. Organisational learning links hard, soft, and creative skills. Knowledge and skills are inputs, organisational learning is the process, and creativity is the output.

Hypotheses Development

Based on the reviewed literature, the following hypotheses are proposed:

H1: Hard skills significantly influence teachers' innovation capability.

H2: Soft skills significantly influence teachers' innovation capability.

H3: Organizational learning directly affects teachers' innovation capability.

H4: Teachers' innovation capability positively influences their performance.

H5: Organizational learning mediates the relationship between hard skills and teachers' innovation capability.

H6: Organizational learning mediates the relationship between soft skills and teachers' innovation capability.

3. METHODOLOGY

The study employed a quantitative research design, utilizing structured questionnaires to gather data. Instruments were adapted from established sources: hard skills (Hendarman & Cantner, 2017), soft skills (Hendarman & Cantner, 2017), organizational learning (Jiménez-Jiménez & Sanz-Valle, 2011), innovation capability (Lee & Choi, 2003), and performance (Grace et al., 2016). A 5-point Likert scale was used for all items.

Data collection targeted faculty members from five private HEIs in Delhi/NCR through simple random sampling. Of 300 distributed questionnaires, 211 were valid, yielding a response rate of 70.05%. Data analysis was conducted using SmartPLS 4.0, applying the Partial Least Squares (PLS) technique to assess construct reliability, validity, and hypothesized relationships.

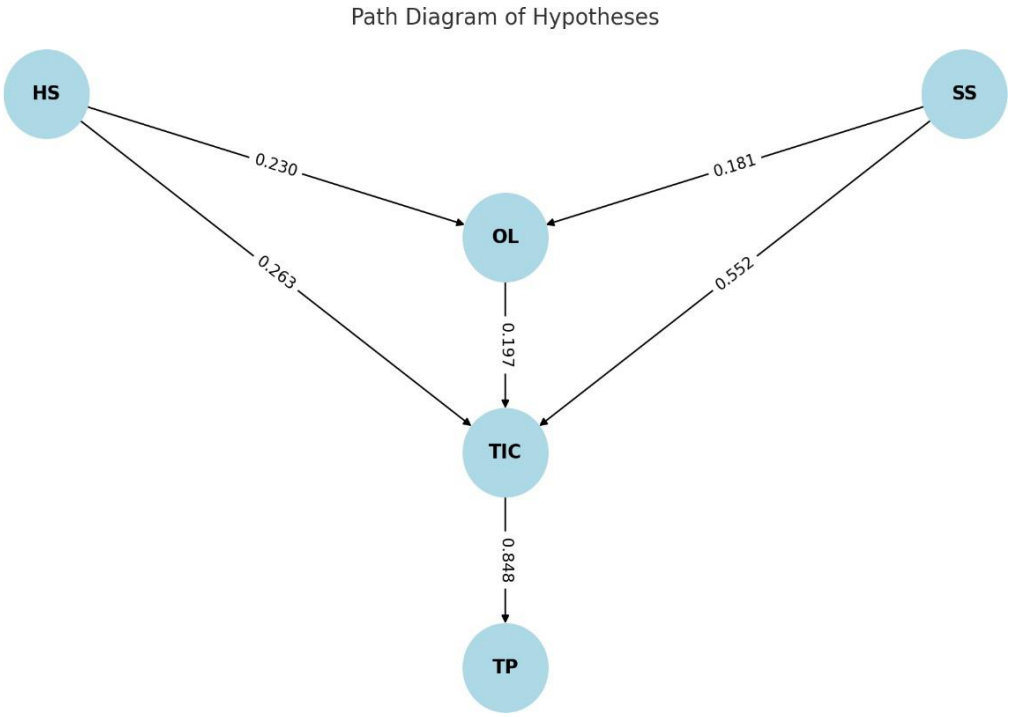
4. RESULTS AND DISCUSSION

4.1 Validity and Reliability

Testing models analyse convergent validity, discriminant validity, and composite reliability. To evaluate the study hypothesis, all PLS model indicators must meet convergent, discriminant, and reliability requirements. These factors can be assessed using PLS results. Convergent validity is assessed by evaluating indicator loading factors. Most scholarly sources say latent constructs are legitimate when factor loading is 0.5 or higher (Chin, 1998; Hair et al., 2010; Ghozali, 2014). This study sets the Average Variance Extracted (AVE) for each construct at a value greater than 0.5, the minimum acceptable loading factor (Ghozali, 2014).

Table 1. Items, Loadings, Cronbach's Alpha, CR, and AVE

Variables	Items	Loading	Cronbach's Alpha	CR	AVE
Hard Skills (HS)	HS1	0.700	0.867	0.960	0.691
	HS2	0.725			
	HS3	0.814			
	HS4	0.841			
	HS5	0.712			
	HS6	0.722			
Soft Skills (SS)	SS1	0.879	0.906	0.963	0.748
	SS2	0.872			
	SS3	8.874			
	SS4	0.901			
Organizational Learning (OL)	OL1	0.901	0.936	0.807	0.869
	OL2	0.955			
	OL3	0.945			
	OL4	0.909			
	OL5	0.910			
Teacher's Innovation Capability (TIC)	TIC1	0.912	0.935	0.946	0.824
	TIC2	0.897			
	TIC3	0.921			
	TIC4	0.920			
	TIC5	0.824			
Teacher's Performance (TP)	TP1	0.834	9.938	0.959	0.875
	TP2	0.899			
	TP3	0.971			
	TP4	0.909			



The discriminant validity test assures that each thought of a latent variable is unique from others. A model has excellent discriminant validity when the squared AVE (Average Variance Extracted) value of each exogenous construct (diagonal value) is greater than its correlations with other constructs (values below the diagonal), according to Ghozali (2014). The squared AVE value from the discriminant validity test is evaluated using the Fornell-Larcker Criterion, below.

Table2. Discriminant Validity Table

Variable	HS	SS	OL	TIC	TP
HS	**0.831**	0.650	0.550	0.500	0.450
SS	0.650	**0.865**	0.600	0.580	0.520
OL	0.550	0.600	**0.932**	0.570	0.510
TIC	0.500	0.580	0.570	**0.908**	0.700
TP	0.450	0.520	0.510	0.700	**0.935**

The model passes the discriminant validity test in Table 2. According to the Fornell-Larcker criterion, all constructs have square root AVE values greater than their correlation values with other latent constructs.

4.2 Construct Reliability Test

Construct reliability is assessed using Cronbach's Alpha, Composite Reliability (CR), and Average Variance Extracted (AVE).

Construct	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Hard Skills (HS)	0.867	0.960	0.691
Soft Skills (SS)	0.906	0.963	0.748
Organizational Learning (OL)	0.936	0.807	0.869

Teachers' Innovation Capability (TIC)	0.935	0.946	0.824
Teachers' Performance (TP)	9.938	0.959	0.875

Cronbach's alpha and composite reliability measure construct dependability. Both measures should exceed 0.7, according to Ghozali (2014). Table 1 shows that all constructions have composite reliability and Cronbach's alpha values over 0.7. Thus, all constructs meet dependability requirements.

4.3 Hypothesis Testing

Partial Least Squares (PLS) uses the hypothesis test, or inner model test, to assess the significance of direct and indirect effects and the degree of exogenous variables' influence on endogenous variables. The model's structural integrity and variable relationships are examined in this test. The direct effect test examines how tacit knowledge and hard skills sharing improve organisational learning and teacher innovation. This analysis uses the partial least squares (PLS) technique with SmartPLS 4.0 to apply the t-statistic. This comprises a rigorous statistical method to assure findings correctness and reliability. R Square values, which show how much variance the independent variables explain, and significance test values, which corroborate the hypothesised correlations, are important findings of the bootstrapping approach. The table below gives more interpretation and analysis of these results.

Table 3 R-square Value

	R-Square	**Adjusted R-Square**
OL	0.724	0.720
TIC	0.737	0.727
TP	0.723	0.713

Table 4. Hypothesis Testing

Hypothesis	**Relationship**	**Beta**	**SE**	**T-statistics**	**P-value**	**Status**
H1	HS→TIC	0.263	0.079	2.979	0.027	Accepted
H2	SS→TIC	0.552	0.067	7.213	0.000	Accepted
H3	OL→TIC	0.197	0.081	2.387	0.025	Accepted
H4	TIC→TP	0.848	0.019	26.899	0.000	Accepted
H5	HS→OL→TIC	0.230	0,027	3.659	0.000	Accepted
H6	SS→OL→TIC	0.181	0.048	3.421	0.022	Accepted

Reliability and validity were confirmed through Cronbach's Alpha (>0.7), Composite Reliability (>0.7), and Average Variance Extracted (AVE > 0.5) (Ghozali, 2014). Discriminant validity was established using the Fornell-Larcker criterion.

The R-square values demonstrated that hard and soft skills accounted for 72.7% of the variance in organizational learning, and that these, along with organizational learning, explained 77.3% of the variance in innovation capability. Teachers' innovation capability accounted for 72.3% of the variance in performance.

All hypotheses were statistically significant ($p < 0.05$), validating the proposed relationships. The mediating effect of organizational learning was confirmed between both skill sets and innovation capability.

5. DISCUSSION

The analysis underscores that hard and soft skills substantially enhance teachers' innovation, directly and indirectly through organizational learning. The findings align with previous studies in corporate contexts (Perez-Luno et al., 2018; Terhorst et al., 2018; Che et al., 2019) and emphasize the role of organizational learning as a facilitator of continuous professional development.

The empirical evidence suggests that educators with well-developed hard and soft skills contribute significantly to cultivating a learning-centric institutional environment. This capability is essential for innovation, adaptability, and global competitiveness. Notably, the study reveals that, contrary to some previous findings (Ibrahim et al., 2017; Albandea & Giret, 2018), hard skills exert a prominent influence on innovation, possibly reflecting the urban academic setting of the sample population.

6. IMPLICATIONS

1. HEIs should prioritize the development of hard skills to enhance instructional innovation.
2. Soft skills must be cultivated to support knowledge sharing and creative collaboration.
3. Organizational learning should be embedded institutionally to facilitate knowledge integration.
4. Faculty development programs should be strategically aligned with innovation goals.

7. CONCLUSION AND LIMITATIONS

The study concludes that fostering both technical and interpersonal skills in educators significantly enhances their innovative capacities, which in turn improves performance outcomes. Organizational learning serves as a crucial mediating mechanism in this process. However, the study is limited to HEIs and may not generalize to other sectors. Future research should explore additional mediators and extend analysis to diverse educational and organizational contexts.

REFERENCES

[1] Albandea, I. and Giret, J. (2018), "The effect of soft skills on French post-secondary graduates' earnings", *International Journal of Manpower*, Vol. 39 No. 6, pp. 782-799. https://doi.org/10.1108/IJM-01-2017-0014

[2] Al-Kurdi, O., El-Haddadeh, R., & Eldabi, T. (2018). Knowledge sharing in higher education institutions: a systematic review. *Journal of Enterprise Information Management*, 31(2), 226–246. doi:10.1108/jeim-09- 2017-0129

[3] Arman.S.P, Dewiana.N, Masduki.A, Agus.P, Joni.I, Dhaniel.H, Suroso, Yoyok.C, "Examine Relationship of Soft Skills, Hard Skills, Innovation and Performance: The Mediation Effect of Organizational Learning", *International Journal of Science and Management Studies (IJSMS)*, v3(i3), 27-43. 10.51386/25815946/ijsms-v3i3p104

[4] Asbari, M., Wijayanti, L.M., Hyun, C.C., Purwanto, A., Santoso, P.B., Bernarto, I., Pramono, R., Fayzhall, M. (2020). The Role of Knowledge Transfer and Organizational Learning to Build Innovation Capability: Evidence from Indonesian Automotive Industry. *International Journal of Control and Automation*, 13(1). 19-322

[5] Assyne N. (2019) Hard Competencies Satisfaction Levels for Software Engineers: A Unified Framework. In: Hyrynsalmi S., Suoranta M., Nguyen-Duc A., Tyrväinen P., Abrahamsson P. (eds) Software Business. ICSOB 2019. Lecture Notes in Business Information Processing, vol 370. Springer, Cham. https://doi.org/10.1007/978-3-030-33742-1_27

[6] Cantwell, J. and Zaman, S. (2018), "Connecting local and global technological knowledge sourcing", *Competitiveness Review*, Vol. 28 No. 3, pp. 277-294. https://doi.org/10.1108/CR-08-2017-0044

[7] Castela, B., Ferreira, F., Ferreira, J. and Marques, C. (2018), "Assessing the teacher innovation capability of small- and medium-sized enterprises using a non-parametric and integrative approach", *Management Decision*, Vol. 56 No. 6, pp. 1365-1383. https://doi.org/10.1108/MD-02-2017-0156

[8] Chang, C. and Lin, T. (2015), "The role of organizational culture in the knowledge management process", *Journal of Knowledge Management*, Vol. 19 No. 3, pp. 433-455. https://doi.org/10.1108/JKM-08-2014-0353

[9] Chatterjee, A., Pereira, A. and Sarkar, B. (2018), "Learning transfer system inventory (LTSI) and knowledge creation in organizations", *The Learning Organization*, Vol. 25 No. 5, pp. 305-319. https://doi.org/10.1108/TLO-06-2016-0039

[10] Deranek, K., McLeod, A., & Schmidt, E. (2017). ERP Simulation Effects on Knowledge and Attitudes of Experienced Users. *Journal of Computer Information Systems*, 1–11. doi:10.1080/08874417.2017.1373610

[11] Fan, C.S., Wei, X., and Zhang, J. (2017). Soft Skills, Hard Skills, and The Black/White Wage Gap. *Wiley Online Library*, 55(2), 1032-1052. doi: https://doi.org/10.1111/ecin.12406

[12] Ghozali, I. *Structural Equation Modeling, Metode Alternatif dengan Partial Least Square (PLS)*, Edisi 4. Semarang: Badan Penerbit Universitas Diponegoro. 2014.

[13] Guo, Y., Jasovska, P., Rammal, H. and Rose, E. (2018), "Global mobility of professionals and the transfer of soft skills in multinational service firms", *Journal of Knowledge Management*, Vol. ahead-of-print No.

ahead-of-print. https://doi.org/10.1108/JKM-09-2017-0399

[14] Holste, J. S., & Fields, D. (2010). Trust and soft skills sharing and use. *Journal of Knowledge Management*, 14(1), 128–140. doi:10.1108/13673271011015615

[15] Honeycutt, Jerry. (2000). *Knowledge Management Strategies: Strategi Manajemen Pengetahuan*. Jakarta: PT. Alex Media Komputindo.

[16] Hong, J. (1999). Structuring for organizational learning. *The Learning Organization*, Vol. 6 No. 4, pp. 173-186. https://doi.org/10.1108/09696479910280631

[17] Huang, F., Gardner, S., and Moayer, S. (2016), "Towards a framework for strategic knowledge management practice: Integrating soft and hard systems for competitive advantage", *VINE Journal of Information and Knowledge Management Systems*, Vol. 46 No. 4, pp. 492-507. https://doi.org/10.1108/VJIKMS-08-2015-0049

[18] Huesig, S. and Endres, H. (2019), "Exploring the digital innovation process: The role of functionality for the adoption of innovation management software by innovation managers", *European Journal of Innovation Management*, Vol. 22 No. 2, pp. 302-314. https://doi.org/10.1108/EJIM-02-2018-0051

[19] Ibrahim, R., Boerhannoeddin, A., and Bakare, K. (2017), "The effect of soft skills and training methodology on employee performance", *European Journal of Training and Development*, Vol. 41 No. 4, pp. 388-406. https://doi.org/10.1108/EJTD-08-2016-0066

[20] Jaleel, S. and Verghis, A.M. (2015). Knowledge Creation in Constructivist Learning. *Universal Journal of Educational Research*, 3(1): 8-12. doi: 10.13189/ujer.2015.030102.

[21] Kenayathulla, H., Ahmad, N., and Idris, A. (2019), "Gaps between competence and importance of employability skills: evidence from Malaysia", *Higher Education Evaluation and Development*, Vol. 13 No. 2, pp. 97-112. https://doi.org/10.1108/HEED-08-2019-0039

[22] Laker, D. R., & Powell, J. L. (2011). The differences between hard and soft skills and their relative impact on training transfer. *Human Resource Development Quarterly*, 22(1), 111–122. doi:10.1002/hrdq.20063

[23] Lee, Peter. (2019). Soft skills and University-Industry Technology Transfer. *Research Handbook on Intellectual Property and Technology Transfer* (2019, Forthcoming); UC Davis Legal Studies Research Paper Forthcoming. doi: http://dx.doi.org/10.2139/ssrn.3417933

[24] Li, M., Liu, H., and Zhou, J. (2018), "G-SECI model-based knowledge creation for CoPS innovation: the role of grey knowledge", *Journal of Knowledge Management*, Vol. 22 No. 4, pp. 887-911. https://doi.org/10.1108/JKM-10-2016-0458

[25] Lievre, P., and Tang, J. (2015). "SECI and inter-organizational and intercultural knowledge transfer: a case- study of controversies around a project of co-operation between France and China in the health sector", *Journal of Knowledge Management*, Vol. 19 No. 5, pp. 1069-1086. https://doi.org/10.1108/JKM-02-2015- 0054

[26] Lin, H., Lee, Y. (2017). A Study of The Influence of Organizational Learning on Employees' Innovative Behavior and Work Engagement by A Cross-Level Examination. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(7), 3463-3478. https://doi.org/10.12973/eurasia.2017.00738a

[27] Lombardi, R. (2019). Knowledge transfer and organizational performance and business process: past, present, and future researches. *Business Process Management Journal*, 25(1), 2–9. doi:10.1108/bpmj-02- 2019-368

[28] Manaf, H. A., Armstrong, S. J., Lawton, A., & Harvey, W. S. (2017). Managerial Soft Skills, Individual Performance, and the Moderating Role of Employee Personality. *International Journal of Public Administration*, 1–13. doi:10.1080/01900692.2017.1386676

[29] Mohajan, Haradhan (2016): Sharing of Soft Skills in Organizations: A Review. Published in: *American Journal of Computer Science and Engineering*, Vol. 3, No. 2 (1 July 2016): pp. 6-19. https://mpra.ub.uni-muenchen.de/id/eprint/82958

[30] Moustaghfir, K., and Schiuma, G. (2013), "Knowledge, learning, and innovation: research and perspectives", *Journal of Knowledge Management*, Vol. 17 No. 4, pp. 495-510. https://doi.org/10.1108/JKM-04-2013-0141

[31] Muthuveloo, R., Shanmugam, N., & Teoh, A. P. (2017). The impact of soft skills management on organizational performance: Evidence from Malaysia. *Asia Pacific Management Review*, 22(4), 192–201. doi:10.1016/j.apmrv.2017.07.010

[32] Naqshbandi, M., Tabche, I., and Choudhary, N. (2019), Managing open innovation: The roles of empowering leadership and employee involvement climate, *Management Decision*, Vol. 57 No. 3, pp. 703-723. https://doi.org/10.1108/MD-07-2017-0660

[33] Nonaka, I., Toyama, R. (2015) The Knowledge-creating Theory Revisited: Knowledge Creation as a Synthesizing Process. In: Edwards, J.S. (eds) *The Essentials of Knowledge Management*. OR Essentials Series. Palgrave Macmillan, London. https://doi.org/10.1057/9781137552105_4

[34] Norwich, B., Koutsouris, G., Fujita, T., Ralph, T., Adlam, A., and Milton, F. (2016), "Exploring knowledge bridging and translation in lesson study using an inter-professional team", *International Journal for Lesson and Learning Studies*, Vol. 5 No. 3, pp. 180-195. https://doi.org/10.1108/IJLLS-02-2016-0006

[35] Nugroho, M. (2018), "The effects of collaborative cultures and knowledge sharing on organizational learning", *Journal of Organizational Change Management*, Vol. 31 No. 5, pp. 1138-1152. https://doi.org/10.1108/JOCM-10-2017-0385

[36] Okuyama, R. (2017), "Importance of soft skills in incremental innovation: Implications from drug discovery cases", *Journal of Strategy and Management*, Vol. 10 No. 1, pp. 118-130. https://doi.org/10.1108/JSMA-02- 2016-0016

[37] Pérez-Luño, A., Alegre, J., & Valle-Cabrera, R. (2018). The role of soft skills in connecting knowledge exchange and combination with innovation. *Technology Analysis & Strategic Management*, 1–13. doi:10.1080/09537325.2018.1492712

[38] Prasarnphanich, P., Janz, B., and Patel, J. (2016), "Towards a better understanding of system analysts' soft skills: A mixed method approach", *Information Technology & People*, Vol. 29 No. 1, pp. 69-98. https://doi.org/10.1108/ITP-06-2014-0123

[39] Purwanto, A., Wijayanti, L.M., Hyun, C.C., Asbari, M. (2020). The Effects of Transformational, Transactional, Authentic, Authoritarian Leadership Style Toward Lecture Performance of Private University in Tangerang. *Dinasti International Journal of Digital Business Management (DIJDBM)*, 1(1), 29-42. DOI: https://doi.org/10.31933/dijdbm.v1i1.88

[40] Qi, C. and Chau, P.Y.K. (2018) Will enterprise social networking systems promote knowledge management and organizational learning? An empirical study, *Journal of Organizational Computing and Electronic Commerce*, 28:1, 31-57. DOI: 10.1080/10919392.2018.1407081

[41] Rainsbury, E., Hodges, D., Burchell, N. & Lay, M. C. (2002). Ranking workplace competencies: Student and graduate perceptions. *Asia-Pacific Journal of Cooperative Education*, 3(2), 8-18. https://hdl.handle.net/10289/3219

[42] Razmerita L., Phillips-Wren G., Jain L.C. (2016) Advances in Knowledge Management: An Overview. In: Razmerita L., Phillips-Wren G., Jain L. (eds) Innovations in Knowledge Management. Intelligent Systems Reference Library, vol 95. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-662-47827-1_1

[43] Rothberg, H. and Erickson, G. (2017), "Big data systems: knowledge transfer or intelligence insights?", *Journal of Knowledge Management*, Vol. 21 No. 1, pp. 92-112. https://doi.org/10.1108/JKM-07-2015-0300

[44] Ruiz-Torres, A., Cardoza, G., Kuula, M., Oliver, Y., and Rosa-Polanco, H. (2018), "Logistic services in the Caribbean region: An analysis of collaboration, innovation capabilities and process improvement", *Academia Revista Latinoamericana de Administración*, Vol. 31 No. 3, pp. 534-552. https://doi.org/10.1108/ARLA-03-2017-0078

[45] Rumanti, A. A., Samadhi, T. M. A. A., Wiratmadja, I. I., & Sunaryo, I. (2018). A systematic literature review on knowledge sharing for innovation: Empirical study approach. 5th International Conference on Industrial Engineering and Applications (ICIEA). doi:10.1109/IEA.2018.8387153

[46] Samsir, S. (2018), The effect of leadership orientation on innovation and its relationship with competitive advantages of small and medium enterprises in Indonesia, *International Journal of Law and Management*, Vol. 60 No. 2, pp. 530-542. https://doi.org/10.1108/IJLMA-01-2017-0005

[47] Santoro, G., Vrontis, D., Thrassou, A., & Dezi, L. (2017). The Internet of Things: Building a knowledge management system for open innovation and knowledge management capacity. *Technological Forecasting and Social Change*. doi:10.1016/j.techfore.2017.02.034

[48] Sasaki, Y. (2017), "A note on systems intelligence in knowledge management", *The Learning Organization*, Vol. 24 No. 4, pp. 236-244. https://doi.org/10.1108/TLO-09-2016-0062

[49] Schuckert, M., Kim, T., Paek, S. and Lee, G. (2018), "Motivate to innovate: How authentic and transformational leaders influence employees' psychological capital and service innovation behavior", *International Journal of Contemporary Hospitality Management*, Vol. 30 No. 2, pp. 776-796. https://doi.org/10.1108/IJCHM-05-2016-0282

[50] Serna M., E., Bachiller S., O., & Serna A., A. (2017). Knowledge meaning and management in requirements engineering. *International Journal of Information Management*, 37(3), 155–161. doi:10.1016/j.ijinfomgt.2017.01.005

[51] Sopa, A., Asbari, M., Purwanto, A., Santoso, P.B., Mustofa, Hutagalung, D., Maesaroh, S., Ramdan, M., Primahendra, R. (2020). Hard Skills versus Soft Skills: Which are More Important for Indonesian Employees' Innovation Capability. *International Journal of Control and Automation*, 13(02), 156-175. Retrieved from http://sersc.org/journals/index.php/IJCA/article/view/7626

[52] Sousa, M. J., & Rocha, Á. (2019). Strategic Knowledge Management in the Digital Age. *Journal of Business Research*, 94, 223–226. doi:10.1016/j.jbusres.2018.10.016

[53] Spraggon, M. and Bodolica, V. (2017), "Collective soft skills generation through play: Integrating socially distributed cognition and transactive memory systems", *Management Decision*, Vol. 55 No. 1, pp. 119-135. https://doi.org/10.1108/MD-05-2015-0173

[54] Stachová, K., Papula, J., Stacho, Z., & Kohnová, L. (2019). External Partnerships in Employee Education and Development as the Key to Facing Industry 4.0 Challenges. *Sustainability*, 11(2), 345. doi:10.3390/su11020345

[55] Stanica, S. and Peydro, J. (2016), "How does the employee cross-training lean tool affect the knowledge transfer in product development processes?", *VINE Journal of Information and Knowledge Management Systems*, Vol. 46 No. 3, pp. 371-385. https://doi.org/10.1108/VJIKMS-11-2015-0061

[56] Starbuck, W. (2017), "Organizational learning and unlearning", *The Learning Organization*, Vol. 24 No. 1, pp. 30-38. https://doi.org/10.1108/TLO-11-2016-0073

[57] Stewart, C., Schiavon, L.M. and Bellotto, M.L. (2017) Knowledge, nutrition and coaching pedagogy: a perspective from female Brazilian Olympic gymnasts, *Sport, Education and Society*, 22(4): 511-527, DOI: 10.1080/13573322.2015.1046428

[58] Swierczek, A. (2019), "Manufacturer structural embeddedness and the network rent: the intervening role of relational embeddedness in the triadic supply chains", *Supply Chain Management*, Vol. 24 No. 3, pp. 334-354. https://doi.org/10.1108/SCM-06-2018-0232

[59] Tang, V., Yanine, F. and Valenzuela, L. (2016), "Data, information, knowledge and intelligence: The mega- nano hypothesis and its implications in innovation", *International Journal of Innovation Science*, Vol. 8 No. 3, pp. 199-216. https://doi.org/10.1108/IJIS-07-2016-0022

[60] Terhorst, A., Lusher, D., Bolton, D., Elsum, I., & Wang, P. (2018). Soft skills Sharing in Open Innovation Projects. *Project Management Journal*, 49(4), 5–19. doi:10.1177/8756972818781628

[61] Torres, O. J. J., & Liang, D. (2016). Knowledge Sharing and the Teacher Innovation Capability of Chinese Firms: The Role of Guanxi. 2016 *International Conference on Industrial Engineering, Management Science and Application* (ICIMSA). doi:10.1109/icimsa.2016.7504015

[62] Tsai, F. and Hsu, I. (2019), "The effects of social capital on knowledge heterogeneity", *Management Decision*, Vol. 57 No. 5, pp. 1237-1253. https://doi.org/10.1108/MD-12-2016-0909

[63] Tsotsotso, K., Montshiwa, E., Tirivanhu, P., Fish, T., Sibiya, S., Mlangeni, T., Moloi, M. and Mahlangu, N. (2017), "Determinants of skills demand in a state-intervening labour market: The case of South African transport sector", *Higher Education, Skills and Work-Based Learning*, Vol. 7 No. 4, pp. 408-422. https://doi.org/10.1108/HESWBL-08-2017-0050

[64] Viviers, H., Fouché, J. and Reitsma, G. (2016), "Developing soft skills (also known as pervasive skills): Usefulness of an educational game", *Meditari Accountancy Research*, Vol. 24 No. 3, pp. 368-389. https://doi.org/10.1108/MEDAR-07-2015-0045

[65] Wang, C., Chen, M. and Chang, C. (2019), "The double-edged effect of knowledge search on innovation generations", *European Journal of Innovation Management*, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/EJIM-04-2018-0072

[66] Wang, X., Arnett, D. and Hou, L. (2016), "Using external knowledge to improve organizational innovativeness: understanding the knowledge leveraging process", *Journal of Business & Industrial Marketing*, Vol. 31 No. 2, pp. 164-173. https://doi.org/10.1108/JBIM-04-2014-0064

[67] Wetzel R., Tint B. (2019) Using Applied Improvisation for Organizational Learning in the Red Cross Red Crescent Climate Centre. In: Antonacopoulou E., Taylor S. (eds) *Sensuous Learning for Practical Judgment in Professional Practice*. Palgrave Studies in Business, Arts and Humanities. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-99049-1_3

[68] Widmann, A. and Mulder, R. (2018), "Team learning behaviours and innovative work behaviour in work teams", *European Journal of Innovation Management*, Vol. 21 No. 3, pp. 501-520. https://doi.org/10.1108/EJIM-12-2017-0194

[69] Yang, Z., Nguyen, V. and Le, P. (2018), "Knowledge sharing serves as a mediator between collaborative

culture and teacher innovation capability: an empirical research", *Journal of Business & Industrial Marketing*, Vol. 33 No. 7, pp. 958-969. https://doi.org/10.1108/JBIM-10-2017-0245

[70] Zebal, M., Ferdous, A., & Chambers, C. (2019). An integrated model of marketing knowledge – a soft skills perspective. *Journal of Research in Marketing and Entrepreneurship*. doi:10.1108/jrme-03-2018-0018

[71] Zhang, C., Xiao, H., Gursoy, D. and Rao, Y. (2015). Soft skills spillover and sustainability in destination development. *Journal of Sustainable Tourism*, 23(7): 1029-1048. DOI: 10.1080/09669582.2015.1032299

fffff