



THE MODE ACQUISITION AND FUNCTION OF COGNIZABLE SOFT SKILLS IN THE EMPLOYABILITY OF ENGINEERING MANAGEMENT STUDENTS

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ABSTRACT

This article explores and elaborates the mode acquisition and function of cognizable soft skills in the employability of engineering students. The function of cognizable soft skills is inevitable for the student both for better learning of their hard skills at academia and at the utility of their learning at their professional performance. It quantifies and provides a blue print of how cognizable soft skills are complementary to hard skills, which are the technical and academic requirements of any profession. The syllabi and institute frames invests the hard skills in the students. This article invites and facilitates educators to take particular responsibility of nourishing cognizable soft skills in students in the university precinct, because educators hold and charge indispensable way on the strutting and evolution of personality of their students. Collimating the exposure of cognizable soft skills into hard skills courses is a very effective and efficient method of achieving both an attractive way of teaching a particular content and an enhancement of cognizable soft skills. Cognizable soft skills play a vital role for every engineering student to acquire adequate skills along with academic or technical knowledge. The National Knowledge Commission has emphasised the importance of an inclusive society as the foundation for a knowledge society. NKC has also recognised the significance of language, not only as a medium of instruction or a means of communication but also as a determinant of access. An understanding and command over the English language is a most important determinant of access to higher education, employment possibilities and social opportunities. School-leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education.

KEYWORDS cognizable soft skills, NKC, knowledge society.

INTRODUCTION

Major employers in developing country like India find a lacuna in cognizable soft skills among graduates specially from technical institutions because these graduates are trained and taught towards a specific object and they are expected ready for the use without any formal training. Engineering education is expected to cover wider and varied scope of knowledge and so are the students. In modern technology oriented world the field of engineering is no more dealing with machine and engine only. Now engineers are expected to play the role of managers and team leaders discharging assigned task exploiting the technical tools and human resources in hand. Engineers are to deal more with human and less with machine. So need human skills and they lead the technology oriented projects so they need managerial skills along with their technical skills. This problem does not deter not only developing country like India but also developed country like USA. The British Association of Graduate Recruiters (AGR), reported that "Employers say many graduates lack 'soft skills', such as team working" and "They go on to explain that candidates are normally academically proficient but lacking in soft skills such as communication as well as verbal and numerical reasoning." (AGR, 2007) Already more than 40 years ago the German Engineering Association (VDI) recommended that 20% of courses of the engineering curricula should be cognizable soft skills. Engineering graduates should know

at least two foreign languages, cultural awareness, team management and, and public speaking. And indeed, the situation seems to be particularly bad in science and engineering programs. Communication skills play a vital role in even less communication oriented field like medicines. Doctors prefer to talk to patient's body than the patient. Prof. Samuel YS Wong and Prof. Albert Lee of Department of Community and Family Medicine, The Chinese University of Hong Kong opine "Having good communication skills is essential for doctors to establish good doctor patient relationship. Not surprisingly, many undergraduate and postgraduate medical education and training programmes have made the attainment of good communication skills a core requirement. With the increase in demand from patients who value doctors who are patient centred (who spend time and listen to them), together with the rise of consumerism in medicine, health service research on doctor patient relationship has become an important area of interest for both medical researchers and administrators alike." Among other technical and profession students the German professor in English studies Dietrich Schwantiz rated in his book "All One Need To Know" mechanical engineers at the level of caveman.

COGNIZABLE SOFT SKILLS

"What is soft skills?" and "what is cognizable soft skills?" The answers are very simple and clear that what ever skills which make the hard skills, means the core

knowledge of person, in better and wider application with finer and easier results are called soft skills. Because the perception of soft skill differs from context to context. A field is a soft skill in one area, and is a hard skill in another. On top of it the understanding of what should be recognized as a soft skill varies widely. Knowledge in time management for case in point is hard skill for plant manager but is soft skill for a computer engineer. Training in cultural awareness soft skill for a business manager, but it is an unconditionally necessary for a district magistrate. The online encyclopedia "Wikipedia" gives a very broad definition of soft skills, which leaves much room for discussion: "soft skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job." (Wikipedia, 2007). There are innumerable skills which compliment a hard skills but if they can be quantified in regard of their role and application they are called Cognizable soft skills. Some soft skills which can be easily termed as cognizable soft skills at term their shape as subject or possibility of shaping into a subject.

COMMUNICATION SKILLS

Effective spoken communication requires being able to express your ideas and views clearly, confidently and concisely in speech, tailoring your content and style to the audience and promoting free-flowing communication. Communication Skills mainly consist of Speaking and Listening skills.

Speaking skills Be clarity and conciseness. Varyity in your tone, pace and volume enhances the communication and encourages questions. Persuading, negotiating and arriving at an agreement that is agreeable to both sides:. Back up your points with logic. Show tact to those you disagree with. Making a speech in front of an audience: presenting your message in an interesting way, structuring your presentation, using audio-visual aids effectively and building a rapport with your audience. Communicating effectively in a team .Ask for help when you need it. Research suggests that asking for help with something (within reason) makes you more liked by the person you ask!

Listening

Make effective use of body language and speech. Be sensitive to the other person's body language as well as what they say: eye contact, gestures, appropriate humor and analogies. Use appropriate body language yourself: face the person with an open, attentive posture and maintain good eye contact (look at the speaker a lot, but don't stare all the time), smiling and nod your head from time to time. Listen attentively. Express interest in what people are saying and don't interrupt them. Be aware of any prejudices or misconceptions you or the speaker may have. Good listening builds a rapport and understanding with the speaker and allows them to freely express their views. It motivates them to say more. Poor listening makes assumptions, creates resistance and hostility, de-motivates the speaker, inhibits their development and creates dependence on the listener.

USE ACTIVE LISTENING.

These reflect back what the speaker is saying in other words to clarify understanding: you paraphrase and repeat back key points. They may summarise and bring new interpretations to the speaker's words. They show you're listening carefully and checks you understand correctly what they are saying allowing the speaker to confirm or correct your feedback. They encourage the speaker to elaborate and to define their problems. It is often the most useful way of giving positive feedback to someone: "I hear what you're saying and take it seriously". You can't keep saying "uh-huh" or "yes" for too long without it sounding false.

Empathy

Empathy means being open to the ideas of others and sensitive to their values and feelings: trying to see things from the other person's perspective. It is about demonstrating that you understand, that you can listen from other person's point of view and reflect their meaning. Each individual has a unique perspective which should be valued. We each occupy our own private world and never completely know what's going on inside other people's minds. Be prepared to disclose your own feelings and beliefs to encourage others to do the same: be open with other people. People with a musical quality to their speech (a big variation in pitch and rhythm called prosody) tend to be more empathic. Lisa Aziz-Zadeh of the University of S. California found that people whose speech is most intonated, lilted or "sing-song" have more ability to empathise with others and to convey emotion.

Critical and structured thinking

There are a number of definitions of critical thinking, ranging from ones which envisage critical thinking as a broad construct (Davidson & Dunham, 1997) which centers primarily on reasonable and reflective thinking which is focused on what to believe or do, while others view it more narrowly, specific to a certain content area (McPeck, 1981).

All students need to be able to generate novel ideas and approaches, make decisions which impact them as students and citizens of their respective countries, and interpret information that is in different visual formats. Perhaps most importantly, the standard makes it clear that critical thinking is something which needs to be cultivated over time and throughout one's life.

Structured Controversial Dialogues for Enhancing Critical Thinking

Among the many techniques that educators can use to foster critical thinking in their students is the structured controversial dialogue. The structured controversial dialogue is an adaptation of the constructive controversy. It utilizes a cooperative learning strategy where students work in small groups, argue one side of an issue and then another side of the same issue in hope of moving students from their advocacy position to a position that synthesizes all perspectives. It promotes intellectual inquiry that includes building coherent intellectual arguments, giving persuasive presentations, critically analyzing and challenging other's positions, rebutting other's challenges,

seeing issues from a variety of perspectives, and seeking reasoned judgments (Johnson, Johnson, & Smith, 2000). Instead of constructing a short position presentation or argument using more formal academic language features, structured controversial dialogues allow students to frame complex thoughts in a simplified language that resembles social conversational language. Because of an English language learner's greater familiarity with spoken language features, the dialogue provides a natural scaffolding for students to understand and interpret complex content and reasoning.

For structured academic controversies to work successfully, students must be reminded of certain key elements (Johnson & Johnson, 1995):

- open-mindedness and willingness to listen to the opposing positions;
- disagreement with another person's position does not reflect a personal attack on the person;
- effort to try and understand different positions or perspectives to the controversy;
- willingness to change your mind when there is evidence to support this; and
- getting the best solution to the problem after all the evidence has been analyzed.

Advantages of Using Structured Controversial Dialogues

Structured controversy can enhance the development of many skills that are central to academic learning. These skills include:

- searching for information and new experiences to resolve a dilemma or an uncertainty;
- organizing information;
- preparing an advocacy position and rationalizing the position;
- seeing issues from a different perspective and learning to debate the merits of each position; and
- Synthesizing issues and conceptualizing a new position or reaching consensus based on careful analysis and evaluation of all positions of the issue.

By using structured controversy, students' curiosity for searching for solutions to the problem will be sparked, engaging them in active learning that will help develop their understanding and appreciation of diverse points of views. It also requires students to use complex reasoning and critical thinking skills. As a result, students are exposed to a greater range of ideas that will help them to generate creative solutions and new conclusions to their controversial problem.

Teamwork capability

There are a number of different roles that people adopt in meetings some of which are listed below. These roles are not always constant - one person might adopt several of these roles during one meeting or change roles depending on what is being discussed.

Autocrat tries to dominate or constantly interrupt other members of the team. **Show Off** talks all the time and thinks they know all the answers. **Butterfly** keeps changing the topic before others are ready. **Aggressor** doesn't show respect to others, comments negatively about

them. **Avoider** refuses to focus on the task or group relationship problems. **Critic** always sees the negative side to any argument, but never suggests alternatives. Puts down the ideas of others. **Help seeker** looks for sympathy from other victims. **Self-confessor** uses the group as a forum for inappropriate talk about self. **Clown** shows no involvement in group and engages in distracting communication.

Your approach about each category should give you some idea of which of these roles you play in teams. A good leader energizes groups when motivation is low through humor or being enthusiastic. They are positive individuals who support and praise other group members. Don't like sitting around. They like to move things along by suggesting ideas, clarifying motives and framing objects. They try to maintain harmony among the team members. They are sociable, interested in others and will introduce people, draw them out and make them feel comfortable. They may be willing to change their own views to get a group decision. They work well with different people and can be depended on to promote a positive atmosphere, helping the team to gel. They pull people and tasks together developing rapport. They are tolerant individuals and good listeners who will listen carefully to the views of other group members. They are good judges of people, diplomatic and sensitive to the feelings of others and not seen as a threat. Able to recognize and resolve differences of opinion and the development of conflict, they enable "difficult" team-members to contribute positively.

LEADERSHIP

Good leaders direct the sequence of steps the group .. They are good at controlling people and events and coordinating resources. They have the energy, determination and initiative to overcome obstacles and bring competitive drive to the team. . They recognize the skills of the individuals and how they can be used. They are outgoing individuals who have to be careful not to be domineering. They can sometimes steamroller the team but get results quickly. They may become impatient with complacency and lack of progress and may sometimes overreact.

IDEAS PERSON

The ideas person suggests new ideas to solve group problems or new ways for the group to organize the task. They dislike orthodoxy and not too concerned with practicalities. They provide suggestions and proposals that are often original and radical. They are more concerned with the big picture than with details.

EVALUATOR

Evaluators help the group avoid coming to agreement too quickly. They tend to be slow in coming to a decision because of need to think things over. They are the logical, analytical, objective people in the team and offer measured dispassionate critical analysis. They contribute at times of crucial decision making because they are capable of evaluating competing proposals.

RECORDER

The recorder keeps the group focused and organized. They make sure that everyone is helping with the project. They are usually the first person to offer to take notes to keep a

record of ideas and decisions. They also like to act as time-keeper, to allocate times to specific tasks and remind the team to keep to them, or a spokesperson, to deliver the ideas and findings of the group.

TIME MANAGEMENT

Keeping a to-do List

You should have a reminder system to tell you of when you need to do what: don't try to remember everything in your head as this is a recipe for disaster. At the simplest level your reminder system could simply be to use your diary to write down the things you need to do, including appointments and deadlines.

A daily list of tasks that need to be done is an essential part of action planning. Refer to and update this regularly. Prioritise items on the list into important/not important and urgent/non-urgent. Such a list can take a variety of formats but an example is given to the right. Update your list daily, crossing off completed tasks and adding new tasks that need to be done. Urgent or important tasks can be highlighted with an asterisk.

Advantages of using a to do list

Focuses your mind on important objectives .You are less likely to forget to do tasks.Writing a list helps order your thoughts.It helps show the bigger picture You don't need to hold everything in your head. It saves time. It helps you decide on priorities: the most important and the most urgent You are less likely to become sidetracked You get the reward of ticking off your achievements You feel more in control You have a record of what you've done You always have something to work on

Setting Goals

Set yourself specific and clearly defined goals, and make sure that these are realistic and achievable. To do this, you first need to examine your present situation and assess what goals are important to you and what action you need to take to achieve your target.

Prioritizing

To be effective, you need to decide what tasks are urgent and important and to focus on these. This is called prioritizing. It's important to list the tasks you have and to sort these in order of priority, and then to devote most time to the most important tasks. This avoids the natural tendency to concentrate on the simple, easy tasks and to allow too many interruptions to your work.

Avoiding Procrastination

Procrastination is the scourge of action planning. It's important that you manage 'Your fear of doing things' you don't want to do and realize that the fear is often far worse than any possible negative results. Try to take decisions immediately when possible and when you don't need to gather more information pertinent to the decision. The best time to do something is usually NOW.

Persevering

Inevitably, things will not always run smoothly as you progress towards your goals. When things are not working out, you need to persevere and learn how to take a positive attitude towards frustration and failure. Mistakes are a crucial part of any creative process and each is a lesson leading you towards the right solution. Fear of making or admitting mistakes is a major handicap to taking effective action. Work at effective strategies to deal with pressure -

these can vary from taking exercise, to relaxation techniques such as Yoga, to simply sharing problems with friends. Being assertive can also help here, for example, politely saying no to the demands of others when you are pushed for time. Sharing tasks and problems with others will spread the burden and will bring a fresh perspective to them.

Organising your time

Identify areas of your life where you are wasting time and try to reduce these. A good way to do this is to log everything you do for a week in meticulous detail and then examine your record to see how you use (or misuse!) your time.

Develop a regular work routine. Keep your work space tidy so that you can work efficiently - it's hard to do this if things you need to find are buried under a pile of paper! Work to schedule so that you meet deadlines in good time- don't leave everything until the last minute. If you have a difficult essay to write, start by drafting out the structure first- this will break the ice. When applying for jobs keep copies of all the applications you have made and keep a log of the date you applied, result, and a record of all your interviews, plus you were questions asked. This will help you to keep track of your progress and spot areas where you could improve.

USING A TIME LOG

One useful way to eliminate wasted time is to use a time log. First you need to make up a chart for the next seven days divided into half hour intervals starting at the time you get up and finishing at the time you go to bed. Write down what you did in each half hour of the day for the next seven days. Choose a typical week. An example for one day is given to the right.

Negotiating skills

Persuading involves being able to convince others to take appropriate action. Negotiating involves being able to discuss and reach a mutually satisfactory agreement. INFLUENCING encompasses both of these. Jennifer Chatman (University of California, Berkeley) developed experiments in which she tried to find a point at which flattery became ineffective. She found out that there wasn't one! Of course, flattery based on round the positive attributes and deeds of other people is much more likely to be helpful and effective, and you will feel better about it too!

Steps to influence

Developing a line of reasoned argument .Tactfully challenging the views expressed by others you disagree with .Breaking up points with logic .Using positive language .Listening to the need of other party .Emphasizing the positive aspects of your argument.Getting your point in a calm but assertive manner . handling objections to your argument and identifying common ground .getting an agreement acceptable to both sides: win-win and thus establishing trust. Knowing when to compromise: making concession for agreement. Using open, encouraging body language.

Persuading

One scenario where persuading skills can be important is the job interview, but the following tips are valuable in many other settings.Focus on the needs of the other party.

Take time to listen to them carefully and find out about their interests and expectations. This shows that you are really interested in them and they are then more likely to trust and respect you. It will also make it easier for you to outline the benefits of your proposal in terms they understand. Argue your case with logic. Do careful research on your ideas and those of your competitors (if there are any) and make sure that any claims you make can be verified. The more hesitant language you use such as "isn't it", "you know", "um mm" and "I mean" the less people are likely to believe your argument. (Journal of Applied Psychology). Use positive rather than negative language: instead of saying "You're wrong about this", say "That's true, however ...", "That's an excellent idea, but if we look more deeply" or "I agree with what you say but have you considered". Subtly compliment the other party. For example: "I see that you've done some really excellent research into this". Even though they may realise this is being done, evidence shows that they will warm to you and be more open to your proposals. Mirroring the other person's mannerisms (e.g. hand and body movements). A study at INSEAD Business School found that 67% of sellers who used mirroring achieved a sale compared to 12% who did not. People you mirror subconsciously feel more empathy with you. However, it can be very embarrassing if the other person detects conscious mirroring so it must be very subtle. You need to leave a delay of between two and four seconds before the mirroring action. Try to remember the names of everyone you meet. It shows that you are treating them as an individual.

THE SIX LAWS OF INFLUENCE

In his seminal book *Influence: The Psychology of Persuasion* Professor Robert Cialdini gives six laws or rules which govern how we influence and are influenced by others.

The law of scarcity

Items are more valuable to us when their availability is limited. Scarcity determines the value of an item. For example if a customer is told that an item is in short supply which will soon run out they are more likely to buy it. Time also works here. A time limit is placed on the customer's opportunity to buy something. Customers are told by the seller that unless they buy immediately, the price will increase next week. Auctions such as eBay create a buyer frenzy often resulting in higher prices than the object's value. If something is expensive, we tend to assume that it must be of high quality because it is in demand: one jewellery shop doubled the price of its items and were surprised to find that sales increased!

For example, if you let an interviewer know that you have other interviews coming up, they will be more interested in you as you are perceived as a sought after candidate.

The Law of reciprocity

If you give something to people, they feel compelled to return the favour. People feel obliged to return a favour when somebody does something for them first. They feel bad if they don't reciprocate. "You scratch my back and I'll scratch yours".

After someone has turned down a large request, they are very likely to agree to a smaller request. This is why shop staff are trained to show the most expensive item first. A salesman who suggested a 3 year warranty costing £100 found that most customers refused but were then happy to buy 1 year warranty costing £30.

The law of authority

We are more likely to comply with someone who is (or resembles) an authority. In other words, people prefer to take advice from "experts". There is a deep seated duty to authority within us learned from parents, school, religious authorities etc.

The law of liking

We are more inclined to follow the lead of someone who is similar to us rather than someone who is dissimilar. We learn better from people who are similar to us. We are more likely to help people who dress like us, are the same age as us, or have similar backgrounds and interests. We even prefer people whose names are similar to ours. For this reason, sales trainers teach trainees to mirror and match the customer's body posture, mood and verbal style. Research at the University of Sussex found that people more easily remember faces of their own race, age group or gender than those of others.

It's also very important to remember and use people's names. Others are much more likely to like you and respond to you if you say "Hello Sarah" rather than just "Hello".

The law of social proof

We view a behaviour as more likely to be correct, the more we see others performing it. We assume that if a lot of people are doing the same thing, they must know something that we don't. Especially when we are uncertain, we are more likely to trust in the collective knowledge of the crowd. This explains herd or lemming behaviour. For example when there is panic in the stock market everyone follows everyone else and sells, however great investors such as Warren Buffett, know that this is the time when the best bargains are to be had, and instead, buy.

The law of commitment and consistency

Consistency is seen as desirable as it is associated with strength, honesty, stability and logic. Inconsistent people may be seen as two-faced, indecisive and "butterflies": never committing themselves for long enough to complete tasks. People will do more to stay consistent with their commitments and beliefs if they have already taken a small initial step.

If you can get someone to do you a small favour, they are more likely to grant you a larger favour later on. If someone does you a favour, let them know afterwards what happened: they will appreciate your feedback and may be able to help you further in future.

We evaluate a university more positively when we have got into it or a car we have bought when we own it. We look for the good points in the choice we have made or items we have bought as this justifies to ourselves our consistency of choice. Apart from the above said other cognizable soft skills are required to be identified, developed, groomed and practiced. The most desired cognizable soft skills are:

- Problem solving skills
- Creativity
- Self-management
- Conflict management

Cultural awareness • Common knowledge • Responsibility • Etiquette and good manners • Courtesy • Self-esteem • Sociability • Integrity / Honesty • Work ethic • Project management • Business management

This list is not complete. For example personal traits characteristics like imagination, curiosity, determination, passion, or persistence could be added

Wikipedia definition the term “soft skills” primarily refers to the first two categories of personal qualities and interpersonal skills including language skills. “The Human Resources Glossary” even limits the definition of cognizable soft skills to interpersonal skills (Tracey, 2004). Therefore, I will restrict the scope of this article to the two categories of personal traits and interpersonal skills.

The most important cognizable soft skills

The communication skills is the first and most important cognizable soft skills. It mostly lacking among engineering and management students. The students are required to have sufficient proficiency in spoken and written language, a certain amount of self-esteem that will be reflected in conversation skills and body language, adequate discussion skills, and of major importance, good presentation skills in order to be able to market oneself and one’s ideas. However, communication skills are not only necessary for a person’s professional career, but are even more contributing to one’s so-called social competence, a fact which applies to many other cognizable soft skills, too. Good social skills are also reflected at the working place and hence recursively further the career. However, if we continue drilling down deeper into Communication skills the issue will become even more complex. In the English speaking world “Language proficiency is the ability to speak, read, and write Standard English in a businesslike way. One may have the ‘hard’ skill of knowing what usage is correct and what is incorrect, but lack the ‘soft’ skills of knowing when to use only standard forms and in what tone to use them.” (Waggoner, 2002). In this definition our basic soft skill “Communication Skills” itself is divided into a “soft” and a “hard” part. Furthermore, adequate communication skills are a prerequisite for a range of other cognizable soft skills like moderating discussions or conflict management.

Importunateness of cognizable soft skills

There are abundant grounds for having a decisive look at a person’s cognizable soft skills. One clear-cut reason is today’s job-market, which in many fields is becoming ever increasingly competitive. For succeeding in this race of killing instinct a graduate needs to have the spirit that differentiates them from other candidates with similar qualifications and comparable evaluation results. And where do they find this competitive advantage? In bringing along additional knowledge and skills, added up by convincing personal traits and habits. Understandably, employers prefer to take in job candidates who will be conscientious from a very early stage on. A graduate first has to be educated on putting more than three sentences together, how to do a proper presentation, or how to chat in a pleasant and winning manner with colleagues and customers. This graduate will qualify as a

quick starter. Also basic knowledge in business management, project management and general economy will improve the chances of a job candidate considerably. During the job interview itself good communication skills are invaluable. They can even serve to successfully cover up weaknesses on the hard skills side. People who are fine conversationalists, win with the advantages of displaying positive traits like courtesy, honesty, flexibility, common sense, flawless appearance, etc.

However, instead employers usually give no reason or even vague misleading reasons for rejections, which are of no help at all for the unlucky candidates. Once employed, the success story of people who know how to master cognizable soft skills continues because of much better career opportunities. Simple fact, which can be verified in daily business life, is that employers prefer to promote staff members with superior cognizable soft skills. Good hard skills alone are not necessarily enough anymore to be a first choice when it comes to promotion. Cognizable soft skills are shaping human beings’ personality. During the last decades in many societies the opinion on cognizable soft skills has changed considerably. Whereas in the past the mastering of hard skills was rated first and cognizable soft skills were additional qualification or asset but now the perception has been turned upside down. As mentioned before, good communication skills can easily be used to cover up a lack in hard skills. Nowadays in general, people who are extroverted, who are good in marketing themselves, and who are socializing easily are rated superior to others who lack those attributes.

However, for a future mechanical engineer it is not good enough to do acclaimed presentations on how to manufacture a 100% fuel efficient car, but he must be able to manufacture a 100% fuel efficient car. Cognizable soft skills are playing an important role in shaping a person’s personality, they enable social competence, and they complement the hard skills, which are the technical requirements of a job. All soft skills are useless in the presence of good hard skills.

CONCLUSION

In recent in the professional world specially in service industry importance of cognizable soft skills has enlarged extensively, it is of high importance for everyone to acquire adequate skills beyond academic or technical knowledge. This is not difficult. Recognizing a certain area of cognizable soft skills and rectifying such a deficiency can help graduate. Educators have a special responsibility regarding cognizable soft skills.

Notes

1 Edward De Bono, Ph.D., D.Phil., developed a range of thinking methodologies, commonly known under the name “lateral thinking”. He has written 62 books with translations into 37 languages.

2 Neuro-linguistic programming (NLP) is an interpersonal communication model and an alternative approach to psychotherapy based on the subjective study of language, communication and personal change. NLP aims to increase behavioural flexibility (i.e. choice) by the manipulation of subjective experience.

3 Rob Krueger, Ph.D., Assist. Professor of Geography, Worcester Engineering institutes Institute, USA

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