



# **THE SOFT SKILLS OF HUMAN RESOURCES AND THEIR ROLE IN ENHANCING THE FOUNDATIONS OF KNOWLEDGE SHARING ((AN ANALYTICAL STUDY OF THE OPINIONS OF A SAMPLE OF INDIVIDUALS WORKING IN THE SALAH AL-DIN MUNICIPALITIES DIRECTORATE))**

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| <b>Received:</b> May 6 <sup>th</sup> 2023<br><b>Accepted:</b> June 6 <sup>th</sup> 2023<br><b>Published:</b> July 3 <sup>rd</sup> 2023 | The current research seeks to demonstrate the impact of the soft skills of human resources in enhancing the foundations of knowledge sharing in the Directorate of Salah al-Din Municipalities through a case study of the opinions of a sample of its employees amounting to 60 individuals, to determine the extent of interest of their company management regarding the two research variables by adopting a questionnaire prepared for this purpose and distributed to Those interviewed, and in the light of the data collected from them, the relationships and influences between the soft skills of human resources and the foundations of knowledge sharing were tested using some statistical methods, and a set of conclusions were reached, the most prominent of which was the achievement of a correlation and a significant impact between the soft skills of human resources and the foundations of knowledge sharing in the organization Respondent and depending on the conclusions reached by the research, a set of proposals consistent with it was presented, the most prominent of which is the need for the researched organization to pay attention to the contents of management thought in the areas of human resources and knowledge sharing and deepen them among its managers and employees in a way that enhances its distinction and at the same time gives it a degree of precedence in its service fields. |

**Keywords:** Soft Skills for Human Resources, Knowledge Sharing.

## **INTRODUCTION:**

Organizations face many challenges as they operate in environments characterized by the dynamics of continuous change, which requires them to maintain their survival, growth, and continuity. The efficiency and effectiveness of the organization in the short and long term, and because it is very important to look for leadership patterns with skills and capabilities that are able to bring about the required change in a manner consistent with and compatible with the privacy of service organizations (knowledge

sharing), because it is responsible for all those problems that affect the performance of working individuals and the quality of services provided to others.

## **RESEARCH METHODOLOGY**

### **SEARCH PROBLEM:**

Iraqi service organizations are facing challenges due to rapid technological development, and have developed their human resources to respond effectively. However, they suffer from poor support



and limited capabilities in providing services, as revealed by research. Accordingly, a clear-cut vision was crystallized by the researchers to study this subject, based on raising a number of questions that express the nature of the problem in the field of research, which was defined by the following question:

(Can soft skills in the researched organization enhance the foundations of knowledge sharing?)

Several questions stem from this question:

- 1- Do those in charge of the management of the researched organization realize what the dimensions of soft skills are and what provides them with effective paths in the field of knowledge sharing?
- 2- To what extent does the management of the researched organization depend on the dimensions of soft skills, and how can they be arranged according to importance and readiness to enhance the pillars of knowledge sharing?
- 3- What is the nature of the correlation and impact relationships between soft skills in terms of their dimensions and the pillars of knowledge sharing in terms of their dimensions at the level of the researched organization?

#### **THE IMPORTANCE OF RESEARCH:**

The importance of the research is embodied in the following:

1. Helping direct the attention of the administrative leadership in the researched organization about the possibility of employing the soft skills of human resources in favor of supporting knowledge sharing,

#### **RESEARCH HYPOTHESES:**

Figure No. (1) shows the design of a hypothetical model

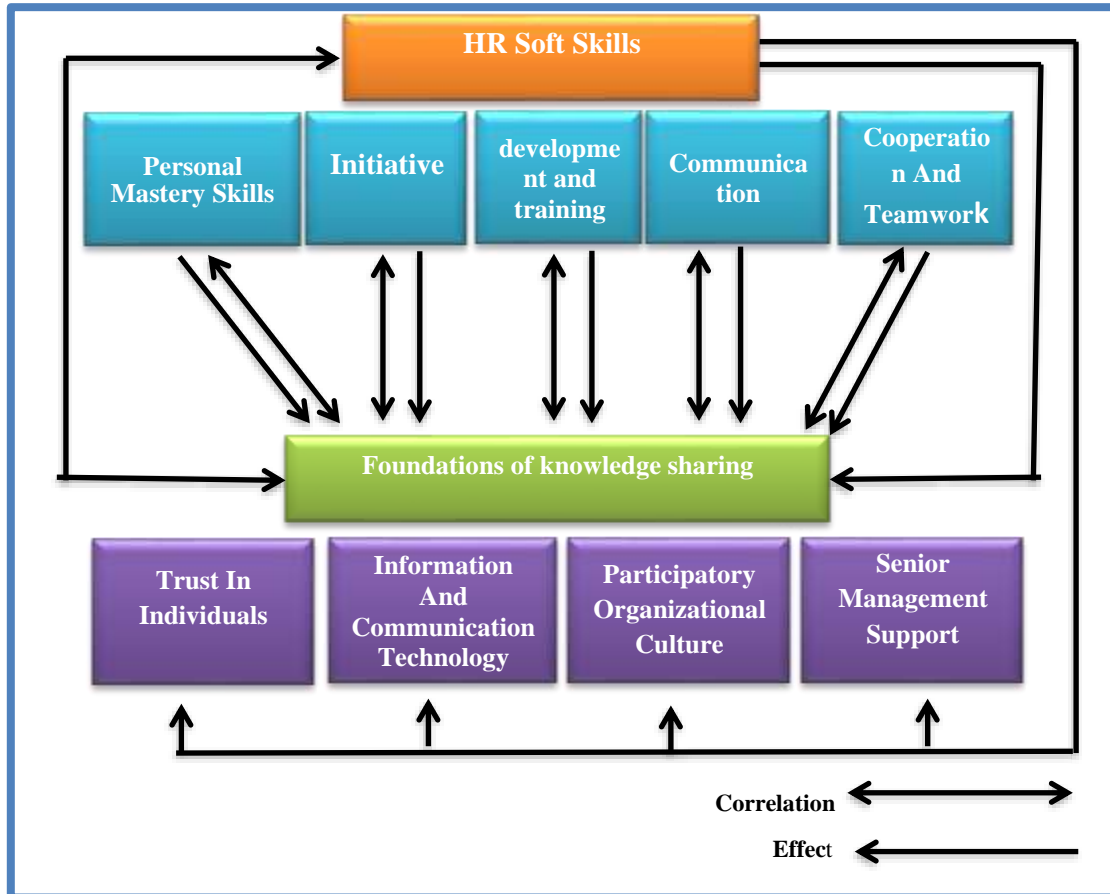
which means that this research derives its importance from the nature of the variables it deals with and what makes these variables a basis for subsequent future research.

2. Emphasis on the role that soft skills can contribute to the management of the researched organization in terms of its dimensions towards strengthening the foundations of knowledge sharing in terms of its dimensions.

#### **RESEARCH OBJECTIVES:**

The current research seeks to achieve a number of objectives, including:

1. an attempt to provide a cognitive framework for the two research variables (soft skills of human resources and knowledge sharing).
2. Explicitly exposing the availability of dimensions expressing soft skills in the researched organization
3. determining the extent to which the researched organization possesses the pillars of knowledge sharing adopted by the research.
4. Testing the correlation and influence relationships between the two research variables (soft skills in terms of their dimensions and knowledge sharing in terms of their dimensions) in the researched organization.
5. presenting a number of recommendations and proposals that benefit the study sample organization and other organizations based on the conclusions reached by the study.



**Source: Prepared by The Researchers**

Figure (1) Hypothetical Research Form

In light of what was stated in the hypothetical research scheme, the following hypotheses were adopted:

- 1- There is no significant correlation between the soft skills of human resources in terms of its dimensions (as a whole) and (individually) and the foundations of knowledge sharing in terms of its dimensions (as a whole) in the organization in the field of research.
- 2- There is no significant influence relationship for the soft skills of human resources in terms of its dimensions (total) in knowledge sharing in terms of its dimensions (total) in the organization, the field of study.
- 3- The level of impact of (soft skills of human resources) varies in terms of its dimensions (individually) in knowledge sharing in terms of its dimensions (individually) in the organization in the field of research.

## LITERATURE REVIEW

### FIRST: SOFT SKILLS FOR HUMAN RESOURCES

#### 1- Concept of Soft Skills for Human Resources:

The concept of soft skills prompts many organizations to pay attention to modern leadership concepts, including the concept of soft leadership, after those organizations realize the true role played by soft leadership in enhancing and developing the skills and capabilities of individuals, especially as it focuses on the method of efficiency in work and focuses on individuals and not only on tasks. Through cooperation between workers in order to achieve the goals (Al-Hadrawi & Muhammad,2020:210), adopting the concept of "soft skills" is generally important to employ and exploit these skills as best as possible for the benefit of the organization, as well as to maintain the advantage in the marketplace, and soft skills are widely considered "hard" skills. Wide range of professional attributes that are difficult to master and measure. The capacity to communicate, solve issues, work under pressure, and display cooperation, leadership, and time management abilities with strong



ethics is one of its most significant components. The personal and social behaviors of individuals play a major role in the required workplace, as they contribute to strengthening harmonious relations between workers and customers. Which in turn will lead to greater productivity and career progression (Nusrat & Sultana,2019:2). Soft skills were defined as a set of skills that the manager possesses, represented in finding creative solutions as well as the ability to make decisions and manage time (Al-Jaraydah & Al-Alawi,2018:260).

Through the aforementioned, the researchers classified it as the intangible personal skills that distinguish the individual from other individuals in terms of traits, characteristics, attitudes, behaviors, and experiences.

### **2- The Importance of Soft Skills:**

The importance of soft skills for human resources is explained as follows: (Seger & Hill,2016:2-3), (Sriruecha & Buajan,2017:1342) (Hassan,2020:45)

- a. The ability to influence others by analyzing their attitudes and behavior at work, as well as their ability to integrate soft and hard ideas.
- B. The ability to make the right decisions without hesitation and do the right things from the start.
- T. It works to strengthen human relations between all individuals working in the organization and to avoid negative organizational conflicts among them.
- w. Managing time and achieving balance in the completion of organizational work in order to reach objective results.
- c. Contribute to enhancing cases of organizational loyalty by individuals to their organizations, which helps to reduce work turnover and absenteeism.
- x. Ability to smoothly lead internal and external change processes, as well as manage environmental ambiguity and complexity.

### **3- Dimensions of soft skills for human resources.**

a. Cooperation and Teamwork: The skill of cooperation and teamwork is one of the most basic and necessary skills for individuals and should be enjoyed by everyone because of its multiple advantages for the success of organizations and the achievement of their desired goals. And persistence will lead to the achievement of the common objectives of the team members (Elayan,2014:210). He defined it as teamwork accomplished by team members working mutually towards a common goal (Varela & Meadr,2018:2).

b. Communication Skills: The communication process represents an important axis in the field of work of organizations in general and health

organizations in particular, and it also has a significant impact on our daily lives as well, as through the communication process, information circulates and transfers between administrative leaders to achieve the goals of the organization (Al-Shammari,2017:85), and the skill of soft communication is a systematic guide in the process of motivation towards success and prosperity (Molina,2018:117). Effective communication is defined as a set of information and ideas that the leader obtains from subordinates in the organization that reflect the extent of their response to the manager's various administrative and organizational practices (Zughair & Mutlaq,2016:736).

c. Initiative: The skill of initiative is one of the characteristics of entrepreneurial organizations, which indicates the desire and support of senior management to make the organization the first to respond to customer needs and meet their expectations better than competitors, as entrepreneurial organizations operate more quickly than competing organizations (Alderman, 2011).

The initiative expresses the organization's tendency to anticipate future needs and environmental developments according to modern technological methods (Jantunen et al.,2005:226). As for (Osunmuyiwa & Ahlborg,2019:150), he defined it as "the desire or impulse to discover market opportunities by tracking, anticipating, and monitoring environmental variables, the tastes and desires of customers, and modern technologies." The initiative also contributes to achieving the effective participation of work teams and their accountability because each member of the team should contribute to the work of the team and take initiative when discussing problems and proposing creative and cognitive solutions.

d. Development And Training: The development skill has become a priority in the priorities of many leading organizations, and this is then considered one of the important pillars for establishing an effective organizational structure that contributes to eliminating the weaknesses in the organization in order to get rid of the costs incurred by it because of the negative situations in it (Saeed,2019:14), the focus on environmental developments and their effective impact on the work of organizations, which prompts them to increase the level of productivity through its human resource, and by adapting and harmonizing the training needs of human resources with events in the internal and external environment (Asgari et al.,2013:60) As for training, it is the pre-planned and organized effort by the organization in order to develop skills and capabilities at all administrative levels, to familiarize workers with the nature of the



work entrusted to them, and it is a continuous learning process that ensures that workers acquire new skills and behaviors to develop and improve their performance (Kazem,2019:292).

e. **Personal Mastery Skill:** Personal mastery and self-improvement entail taking and using notes, creating personal development objectives, and engaging in personal development activities. Individuals assume accountability for their own learning and the strategies they employ to attain it, preferably via the discipline of character mastery. Leaders have a greater feeling of responsibility for their job and high degrees of personal mastery that are more acceptable. They acquire knowledge and produce deeper learning in this way (Beni & Hasinudin, 2020:2). Personal mastery is the belief in oneself and the capacity to carry out a certain activity; in other words, it is the capacity to control and define one's conduct as it influences one's feelings, thoughts, motives, and actions, meaning that one's inner faith influences their behavior.

## **SECOND: KNOWLEDGE SHARING**

**1. Concept of Knowledge Sharing:** Knowledge sharing has accompanied man since the beginning of his existence on this earth, and what is new in this era is the size of the impact on social, economic, and scientific life and the bringing about of major and radical changes in contemporary lifestyles and in the systems of organizations as development has. The great and accelerating technology played a role in this, as knowledge sharing became an important strategic commodity and an important source of intellectual value (Zinal,2023,175). (Dong et al.,2017:3) showed that the process of knowledge sharing contributes to enhancing and improving the intellectual creativity of working individuals and improving their individual skills. (Muhammad & Zaim,2020:2460) defined it as the process in which individuals share their personal knowledge, such as experiences, skills, non-explicit as well as explicit understandings, insights, and intuitions, and he also added (Heo et al.,2022:2) that it is an open flow of information between individuals or groups for organizational growth in terms of joint knowledge establishment and shared goal attainment.

### **2. The Importance of Knowledge Sharing:**

There are points that illustrate the importance of knowledge sharing for universities, including (Al-Zahrani,2020:476), (Al-Mahdi,2019:941), as follows:

- a. The concept of knowledge sharing gives universities an important and advantage in the marketplace.
- b. Assists the university in excelling and excelling.

- c. An effective tool for the exploitation of intellectual capital in the service of universities
- d. Assistance in professional development and continuous improvement
- e. Increasing scientific and cognitive productivity
- f. Activating cooperation between faculty members helps improve the performance of universities.

### **3. Foundations of Knowledge Sharing**

**a. Support for Senior Management:** Effective and efficient leadership in organizations falls within the auxiliary pillars to address all challenges. This leadership must be ready for change and able to adapt to it. It means that it is conscious leadership and has the ability and capabilities to think and organize, as well as the ability to manage flowing knowledge. In its rapid and changing form, and empowering all working individuals from it, and this will only happen through a leadership style capable of dealing with and adapting to all these variables, not individually but through teamwork and mutual trust between leaders and workers in institutions (Al-Shobaki,2019:265).

**b. Participatory Organizational Culture:** Organizational culture helps develop compatibility between values and individuals, leading to organizational performance. (Ismail,2020:52). Organizational factors such as culture, structure, and management create an appropriate environment for knowledge exchange. (Fayyaz et al.,2020:2), and it was explained (Chatterjee et al.,2018:23). Organizational culture means loyalty, mutual trust, and organized commitment, as well as commitment to innovation and development and a focus on achievement and goal achievement.

**C. Information and Communication Technology:** Organizations have several challenges, including inadequate information and communication technology infrastructure and insufficient user technological understanding. Knowledge sharing activities improve, and modern technologies play a critical role in achieving the goals of knowledge management in organizations, as the acquisition, storage, and presentation of knowledge by working individuals contribute to meeting challenges in all organizations, and advanced technology seeks to transform tacit knowledge into explicit knowledge by accelerating the production, transfer, and storage of knowledge (Jameel,2020:141).

**d. Trust Between Individuals:** Trust at work is an ephemeral and intangible asset that benefits organizations and leads to satisfactory results. (Ismail,2020:62), as between (Villena & Eugenio,2021:1455), (Kmieciak 2021:1855) that trust



means maintaining mutual faith with each other in terms of intention and behavior, and therefore trust between employees relates to the belief that other members are qualified and will act in a fair, reliable and ethical manner that reduces fear and risk, which increases the willingness of employees to share it. Their knowledge and high levels of trust positively affect the flow of knowledge between individuals and from individuals to the organization's database.

**PRACTICAL RESULT**

This Topic Presents the Results of Testing, Analyzing, And Discussing Research Hypotheses as Follows:

**First: The Results of The Correlation Test to Verify the First Main Hypothesis and The Sub-Hypotheses Emanating from It Are:**

1. The results of testing, analyzing, and discussing the first main hypothesis:

This hypothesis states that there is no significant correlation between the soft skills of human resources in terms of their total dimensions and knowledge sharing in terms of their total dimensions in the researched organization, and Table (1) shows the results of testing this hypothesis:

**Table 1: Results of testing the correlation between the soft skills of human resources in terms of their dimensions (as a whole) and knowledge sharing in terms of its dimensions (as a whole) in the researched organization**

| Independent Variable                                 | The soft skills of human resources in terms of their dimensions (All in all) |                     |
|--|--|---------------------|
| Dependent Variable                                   |  |                     |
| Knowledge sharing in terms of its dimensions (total) | * 0.864  | Pearson Correlation |
|  | *0.000   | P – Value           |
|  | 60   | N                   |

**P < 0.05 N = 60**

**Source: Researchers based on the results of the statistical program (SPSS V26).**

It is noted from Table (1) that the value of the Pearson correlation coefficient was (0.864) at the level of significance (0.000), which is smaller than the approved level of significance (0.05), and this indicates that there is a significant correlation between the soft skills of human resources in terms of its dimensions (total) and knowledge sharing in terms of its dimensions (total), and this result reflects that the management of the organization has a strong focus on knowledge sharing. The respondents are clearly aware of the importance of soft skills for human resources in supporting knowledge sharing, in the sense that the more the management of that organization increases its interest in adopting soft skills for human resources in terms of its total dimensions, this leads to enhancing knowledge sharing in terms of its total

dimensions, and depending on that, the null hypothesis will be rejected (the first chair) and accepting the alternative hypothesis that there is a significant correlation between the soft skills of human resources in terms of its total dimensions and knowledge sharing in terms of its total dimensions.

2- The results of testing, analyzing, and discussing the sub-hypotheses emanating from the first main hypothesis:

These hypotheses state that there is no significant correlation between the soft skills of human resources in terms of their dimensions (individually) and knowledge sharing in terms of their dimensions (as a whole). The test results for these hypotheses have been shown as stated in Table 2.

**Table 2: The results of the correlation coefficient test for the sub-hypotheses emanating from the first main hypothesis at the level of the researched organization**

| Knowledge sharing in terms of its dimensions (total) | The soft skills of human resources in terms of their dimensions(total) | Pearson Correlation Test | P – Value |
|--|--|--------------------------|-----------|
|  | Cooperation and teamwork   |                          | *0.825    |
| Communication  |  | *0.795                   | 0.000     |
| initiative   |  | *0.826                   | 0.000     |



|  |                          |        |       |
|--|--------------------------|--------|-------|
|  | Development And Training | *0.731 | 0.000 |
|  | Personal mastery skills  | *0.795 | 0.000 |

**N = 60 P < 0.05 (SPSS)**

**Source: Prepared by The Researchers Based on The Results of The Statistical Program (SPSS).**

a. The correlation coefficient between cooperation and teamwork (individually) and knowledge sharing (as a whole) is 0.825\* and the probability value (P-value) is 0.000. The null hypothesis is that there is a significant correlation between cooperation and teamwork (individually) and knowledge sharing (total) in the researched organization.

b. The correlation coefficient between communication (individually) and knowledge sharing (total) in the researched organization is 0.795\*, and the probability value (P-value) is 0.000. The alternative hypothesis states that there is a significant correlation between communication and knowledge sharing in terms of its dimensions (total) in the researched organization.

c. The correlation coefficient (0.826\*) and probability value (0.000) of the initiative dimension (individually) and knowledge sharing dimensions (total) in terms of their total dimensions are significant. This indicates that respondents believe that the initiative dimension (individually) has a clear correlation with knowledge sharing in terms of its total dimensions. Therefore, the null hypothesis is rejected and the alternative sub-hypothesis is accepted, which states that there is a significant correlation between the initiative dimension (individually) and knowledge sharing in terms of its total dimensions.

d. The correlation coefficient between development and training (individually) and knowledge sharing (total) was found to be 0.731\*, and the probability value (P-value) was 0.000. This indicates that respondents believe that the dimension

(development and training) (individually) has a clear correlation with knowledge sharing in terms of its dimensions (total). The nullity of the first sub-hypothesis and acceptance of the alternative sub-hypothesis suggest that there is a significant correlation between the dimension of individual development and training and knowledge sharing in terms of its dimensions (as a whole) in the researched organization.

e. The correlation coefficient between personal proficiency skills (individually) and knowledge sharing (total) was found to be 0.795\*, and the probability value was 0.000. This indicates that respondents believe that the (personal proficiency skills) dimension (individually) has a clear correlation with knowledge sharing in terms of its dimensions (total). The alternative hypothesis states that there is a significant correlation between personal mastery skills (individually) and knowledge sharing in terms of its dimensions (total).

**SECOND: THE RESULTS OF TESTING THE (INFLUENCE) RELATIONSHIPS TO VERIFY THE (SECOND) MAIN HYPOTHESIS AND THE SUB-HYPOTHESES EMANATING FROM IT, ANALYZING AND DISCUSSING THEM, AS FOLLOWS:**

This hypothesis states that there is no significant effect of the soft skills of human resources in terms of their total dimensions on knowledge sharing in the researched organization, and table (3) shows the results of this test.

**Table 3: The results of testing the impact of soft skills for human resources in terms of their dimensions (total) on knowledge sharing in terms of their dimensions (total) at the level of the organization, the field of research**

| Independent Variable<br>Dependent Variable                  | Soft Skills of Human Resources in Terms of Its Dimensions |                | R <sup>2</sup> | F      |       |
|---|---|----------------|----------------|--------|-------|
|   | B <sub>0</sub>  | B <sub>1</sub> |                | Test   | Value |
| <b>Knowledge sharing in terms of its dimensions (total)</b> | 0.774   | 0.864 (12.27)  | 0.747          | 150.77 | 4.001 |

**p<0.5 N=60**

**d.f =(1.58)**



**Source: Prepared by The Researchers Based on The Results of The Statistical Program (SPSS).**

Table (3) shows that human resource soft skills have a considerable influence on knowledge sharing, with the computed F value of (150.77) being larger than the tabular value of (4.001). The coefficient of determination (R2) was 0.747, indicating that human resource soft skills contributed to and explained (74.7%) of the explained differences. The estimated value of (T) for them was (150.77), which is a moral value since it is more than its tabular value of

(1.671), at a significant level of (0.05), and with a degree of freedom of (1.51).

**1- Results of testing:**

With regard to the first sub-hypothesis emanating from the second main hypothesis.

This paragraph addresses the validity of the first sub-hypothesis derived from the second major hypothesis, as stated in Table 4 and as follows:

Table 4 shows the results of testing the effect of soft skills for human resources in terms of their dimensions (individually) in knowledge sharing in terms of their dimensions (total) at the level of the organization and the field of research.

| Variable  | Independent              | Knowledge sharing in terms of its dimensions |               | R2    | F      |       |
|---|--------------------------|--|---------------|-------|--------|-------|
|   |                          | Bo   | B1            |       | Test   | Value |
| Soft Skills of Human Resources in Terms of Its Dimensions | Cooperation and teamwork | 0.706  | 0.825 (10.24) | 0.681 | 108.65 | 2.368 |
|   | <b>Communication</b>     | 0.696  | 0.795 (9.362) | 0.632 | 87.644 |       |
|   | initiative               | 0.674  | 0.826 (10.46) | 0.682 | 109.43 |       |
|   | development and training | 0.556  | 0.731 (7.645) | 0.604 | 58.440 |       |
|   | Personal mastery skills  | 0.641  | 0.793 (9.292) | 0.629 | 86.330 |       |

**p<0.5 N=60**

**d.f (1.55)**

**Source: Prepared by The Researchers Based on The Results of The Statistical Program (SPSS).**

a. The results of the effect of the dimension (cooperation and teamwork) (individually) on knowledge sharing in terms of its dimensions (total).

Table (4) demonstrates that the cooperation and teamwork dimension has a substantial influence on knowledge sharing, with a computed F value of 108.65, which is higher than the tabular value of 2.368 and at the significant level (0.05) and degree of freedom (5.55). This suggests that the component of collaboration and teamwork contributed to and explained 68.1% of the existing knowledge sharing, with the remainder (31.9%) attributed to random factors beyond the scope of the study. The estimated value of (T) is 10.24, which is a significant value since it is larger than the tabular value of (1.671), at the level of significance (0.05), and with a degree of freedom (5.55). These findings demonstrate that the more cooperative the examined organization is, the better.

b. The results of the effect of the contact and communication dimensions (individually) on knowledge sharing in terms of their total dimensions.

Table (4) shows that communication has a significant effect on knowledge sharing, with a calculated F value of 87.644, which is greater than its tabular value of 2.368, and at a level of significance (0.05) and a degree of freedom (5.55), rejecting the first sub-hypothesis arising from the second main hypothesis and accepting its alternative hypothesis. The R2 value was 0.632, suggesting that the communication component contributed to and explained 63.2 percent of the existing variance. T was calculated to be 9.362, which is significant since it is more than the tabular value of 1.671 at the level of significance (0.05) and degree of freedom (5.55).

c. Results of the impact of the initiative dimension (individually) on knowledge sharing in terms of its dimensions (total).





The initiative dimension has a substantial influence on knowledge sharing in terms of its dimensions (total), with a computed (F) value of 109.43, which is higher than its tabular value (2.368), at the level of significance (0.05), and at the degree of freedom (5.55). The R2 value was 0.682, and the initiative dimension contributed and explained 68.2% of the existing variation. The determined value of the determination coefficient (T) for them was 10.46, which is a significant value since it is more than the tabular value (1.671), at a significant level (0.05), and at a degree of freedom (5.55). These findings imply that knowledge sharing in the investigated company is dependent on management's capacity to have clear views that promote knowledge.

d. Results of the impact of the (development and training) dimension (individually) on knowledge sharing in terms of its dimensions (total).

Individually, the development and training dimension has a significant effect on knowledge sharing in terms of its dimensions (total), with a calculated F value of 58.440, which is greater than its tabular value of 2.368, and at the level of significance (0.05) and degree of freedom (5.55), respectively. The determination coefficient (R2) was 0.604, meaning that the characteristics of development and training is as follows:

contributed to and explained 60.4 percent of the difference between knowledge sharing and the rest (46.6%). Following up on the (B) coefficient values and testing (T), it was determined that the calculated value of (T) for them is (7.645), which is important because it is more than the tabular value (1.671).

e. The results of the effect of the dimension of personal mastery skills (individually) in knowledge sharing in terms of its dimensions (total).

In terms of its dimensions (total), the dimension (personal proficiency abilities) has a considerable influence on knowledge sharing, as measured by its computed F value of 86.330. The determination coefficient (R2) was 0.641, indicating that the personal mastery skills component contributed and explained (64.1%) of existing knowledge sharing, while random factors accounted for the remaining (34.9%). The estimated value of (T) is (9.292), which is significant since it is larger than the tabular value of (1.671), at the level of significance (0.05), and at the degree of freedom (5.55).

**2- Results of testing:**

This paragraph addresses the validity of the second sub-hypothesis derived from the second major hypothesis, which

**Table 5: The results of testing the effect of soft skills on human resources in terms of their dimensions in knowledge sharing in terms of their dimensions at the level of the organization, the research field**

| Independent Variable                         |  | Soft Skills of Human Resources in Terms of Its Dimensions |                  | R2    | F      |       |
|--|--|---|------------------|-------|--------|-------|
|  |  | Bo  | B1               |       | Test   | Value |
| Knowledge sharing in terms of its dimensions | Senior Management Support                | 0.882   | 0.829<br>10,601  | 0.688 | 112.38 | 4.001 |
|  | Participatory Organizational Culture     | 0.973   | 0.860<br>(12.04) | 0.740 | 145.11 |       |
|  | Information And Communication Technology | 0.758   | 0.735<br>(7.744) | 0.540 | 59.970 |       |
|  | Trust In Individuals                     | 0.483   | 0.504<br>(4.167) | 0.254 | 17.364 |       |

**p<0.5 N=60**

**df= (1.56)**

**Source: Prepared by The Researchers Based on The Results of The Statistical Program (SPSS).**

a. The results of the impact of soft skills in human resources in terms of their dimensions (support of senior management).

Table (5) demonstrates that the dimension (support of senior management) has a considerable influence of human resource soft skills, as measured by its computed F value of (112.38). This is bigger



than the tabular number (4.001), significant (0.05), and has a degree of freedom (1.56). The coefficient of determination (R2) was 0.688, indicating that senior management's assistance contributed to and explained (68.8%) of the variation in soft skills. Following up on the values of the (B) coefficients and testing (T) for them, it was discovered that the calculated value of (T) for them is 10,601, which is more than its value. Tabular (1.671) or statistically significant (0.05) with a degree of freedom (1.56).

b. The results of the impact of soft skills in human resources in terms of their dimensions in participatory organizational culture.

Table (5) demonstrates that human resources' soft skills have a considerable influence on participative organizational culture, with a computed F value of (145.11) more than its tabular value (4.001), at a significant level (0.05), and a degree of freedom (1.56). The determination coefficient (R2) was 0.740, indicating that the participative organizational culture contributed and interpreted (74.2%) of the disparity in human resource soft skills. Following up on the values of the (B) coefficients and the test (T), the estimated value of (T) for them is (12.04), which is a significant value since it is more than its tabular value (1.671), at a significant level (0.05), and with a degree of freedom (1.56). This indicates the importance of culture for the researched organization, as by adopting the soft skills of human resources, it would enhance its culture and the culture of its members.

c. Results of the impact of soft skills in human resources in terms of their dimensions (total) in information and communication technology (individually).

The results presented in Table (5) indicate that there is a significant effect of the soft skills of human resources in terms of its dimensions (total) in (information and communication technology) (individually) in terms of the calculated (F) value of (59.970), which is greater than its tabular value

(4.001) and at the level of Significance (0.05) and a degree of freedom (1.51), which means (rejecting the second sub-hypothesis) emanating from (the second main hypothesis) and accepting its alternative hypothesis with regard to this dimension, and (R2) the coefficient of renewal reached (0.540), and this means that the information and communication technology dimension shares and is explained (54.0%) of the variation in the soft skills of human resources (total) and the rest (46.0%) is due to random variables that cannot be controlled or are factors outside the scope of the study. Following up on the values of the (B) coefficients and the test (T) for them, it was discovered that the calculated value of (T) amounted to (4.167), which is a significant value because it is greater than its tabular value (1.671) and at a significant level (0.05) and a degree of freedom (1.51), indicating the need for the organization's management to focus on adopting information and communication technology in order to keep abreast of developments in the world.

d. The results of the test (variation of the effect of independent variables on the dependent variables) by research, analysis, and discussion are as follows:

This paragraph addresses the validity of the third hypothesis, which states that the effect of human resource soft skills varies in terms of importance and influence on knowledge sharing in terms of its dimensions (as a whole) in the research organization, as evidenced by the results of the stepwise regression analysis. Table 6 shows how the independent factors (cooperation and collaboration, communication and communication, initiative, development and training, and personal mastery abilities) affect knowledge sharing throughout its dimensions (total).

**Third: The results of the test (variation of the effect of independent variables on the dependent variables) by research, analysis and discussion:**

Table 6: Results of the test (variation of effect) of the soft skills of human resources in terms of their dimensions (individually) in knowledge sharing in terms of their worst (total) at the level of the researched organization by adopting stepwise regression analysis

| Coefficient Of Determination R2 | Independent Variables                | Stage  |
|---------------------------------|--------------------------------------|--------|
| 0.682                           | Initiative                           | First  |
| 0.749                           | Initiative, Cooperation and Teamwork | Second |

Source: Prepared by The Researchers Based on The Results of The Statistical Program (SPSS).



Table (6) shows that the stepwise regression test took out the dimensions of communication, development and training, and personal proficiency skills from the soft skills dimensions of human resources due to their lack of importance. It is noted that initiative alone explains (68.2%) of the changes in knowledge sharing and (31.8%) is due to random variables included and not included in the research model. In addition to the initiative dimension, the explanatory power of the model will increase from 68.2% to 74.9 percent. This analysis did not include the dimensions of soft skills for human resources due to their lack of significant influence and low impact on knowledge sharing. Based on the foregoing, the third main hypothesis is accepted, and its alternative hypothesis is rejected at the level of the researched organization.

## **CONCLUSIONS AND RECOMMENDATIONS**

### **CONCLUSIONS:**

From the theoretical review of the research and its analytical side, a number of conclusions were reached, as follows:

1. The existence of a significant correlation between the soft skills of human resources in terms of their dimensions (total) and knowledge sharing in terms of their dimensions (total) in the researched organization, and this explains that the management of this organization was able to employ its ability in relation to the dimensions of soft skills for human resources; in other words, the existence of a significant correlation between the soft skills of human resources in terms of their dimensions (individually) and knowledge sharing in terms of their dimensions (total).
2. There is a significant effect of the soft skills of human resources in terms of their dimensions (total and individually) and knowledge sharing in terms of its dimensions (total and individually). This reflects the increased interest of the management of the researched organization in the soft skills of human resources and its role in supporting knowledge sharing in general and at the level of each dimension of knowledge sharing.
3. The results of the stepwise regression analysis showed that there is a discrepancy in the effect of the soft skills of human resources in terms of their dimensions (individually) on knowledge sharing in terms of their dimensions (total), with differences between them, and the results of this test also revealed that there are differences in the effect of the variables. This is due to the specificity of the nature of the work of this organization, and it was the highest

value of the effect of the dimension (cooperation and teamwork). By relying on communication, we greatly improve our performance.

### **RECOMMENDATIONS:**

A set of recommendations were reached, which are as follows:

1. The need to increase the interest of the management of the researched organization in the dimensions of the soft skills of human resources and the pillars of knowledge sharing adopted by the research and deepen their importance and enhance the soft skills of human resources available to their management in a way that indicates their excellence and at the same time gives them a degree of precedence in providing services to achieve better results in supporting knowledge sharing.
2. Directing the attention of the management of the researched organization towards the dimensions of the soft skills of human resources represented by cooperation and teamwork, communication, initiative, development and training, and personal mastery skills due to their importance in the various fields of work of the organization.
3. The management of the researched organization should pay more attention to the pillars of knowledge sharing (support of senior management, participatory organizational culture, information and communication technology, trust in individuals) in a way that achieves improvement and development in all services provided.
4. The management of the researched organization should enhance its interest in the dimensions of soft skills for human resources as well as the foundations of knowledge sharing and work to apply them properly through holding conferences and seminars and holding training courses for managers and workers at various administrative levels in the researched organization in order to improve its performance in the two areas of data for each of the soft skills of human resources and knowledge sharing.

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