

## Ανάπτυξη των Προσωπικών και Διαπροσωπικών-Κοινωνικών Δεξιοτήτων στα Κράτη Μέλη της Ευρωπαϊκής Ένωσης: Η Περίπτωση του Επαγγελματικού Κλάδου των Νοσηλευτών

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### ΠΕΡΙΛΗΨΗ

**Εισαγωγή:** Τις τελευταίες δεκαετίες, η περιρρέουσα κοινωνική πραγματικότητα καθώς και η οικονομία έχουν υποστεί δραματικές αλλαγές λόγω της τεχνολογίας, της πολυπλοκότητας των επιχειρηματικών δομών και της παγκοσμιοποίησης. Οι σχετικές εξελίξεις που πλαισιώνουν τη "μεταμοντέρνα" κοινωνία και οικονομία απαιτούν και προϋποθέτουν ότι τα εκπαιδευτικά συστήματα εφοδιάζουν τους εργαζόμενους με νέες μορφές προσωπικών και διαπροσωπικών/κοινωνικών δεξιοτήτων. Αυτού του είδους οι δεξιότητες θα τους επιτρέψουν να επωφεληθούν από τις αναδυόμενες νέες μορφές κοινωνικοποίησης και να συμβάλουν ενεργά στην ανάπτυξη στο πλαίσιο ενός οικονομικού συστήματος όπου το κύριο πλεονέκτημα είναι η επικοινωνία και η γνώση ως ευκαιρίες για επαγγελματική ανέλιξη. Οι ίδιες απαιτήσεις ισχύουν και για το νοσηλευτικό επάγγελμα.

**Σκοπός:** Σκοπός της παρούσας μελέτης είναι να διαπιστωθεί ο βαθμός ανάπτυξης των προσωπικών και διαπροσωπικών-κοινωνικών δεξιοτήτων μεταξύ των κρατών μελών της Ευρωπαϊκής Ένωσης και ειδικότερα στο νοσηλευτικό επάγγελμα. Μεθοδολογία: Η μέθοδος που χρησιμοποιήθηκε ήταν η ανασκόπηση της διεθνούς βιβλιογραφίας και η ανάλυση περιεχομένου των σχετικών μελετών.

**Αποτελέσματα:** Επιστημονικές μελέτες δείχνουν έναν πληθωρισμό των προτύπων ανάπτυξης των ήπιων δεξιοτήτων και μια ποικιλία προγραμμάτων εκπαίδευσης και κατάρτισης σε αυτές τις δεξιότητες δημιουργούνται και χρηματοδοτούνται στο πλαίσιο των πολιτικών των χωρών της Ευρωπαϊκής Ένωσης. Στην πολιτική ατζέντα της πλειονότητας των διαφόρων χωρών εντοπίζεται ένας υψηλός βαθμός ιεράρχησής τους. Τα ερευνητικά στοιχεία δείχνουν ότι οι προσωπικές και διαπροσωπικές-κοινωνικές (ήπιες) δεξιότητες είναι απαραίτητες για την επιτυχία στο νοσηλευτικό επάγγελμα.

**Συμπεράσματα:** Οι ήπιες δεξιότητες της επικοινωνίας, της ενσυναίσθησης, της κριτικής σκέψης, της ομαδικής εργασίας, της ηγεσίας και του επαγγελματισμού θεωρούνται οι πιο σημαντικές στο εργασιακό περιβάλλον των νοσηλευτών.

**Λέξεις Κλειδιά:** Προσωπικές και διαπροσωπικές-κοινωνικές δεξιότητες, Ευρωπαϊκή Ένωση, νοσηλευτικό επάγγελμα.

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## Development of Personal and Interpersonal-Social Skills in the Member States of the European Union: The Case of the Nursing Profession

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## ABSTRACT

**Introduction:** The related developments that frame the 'post-modern' society and economy require and presuppose that education systems equip workers with new forms of personal and interpersonal/social skills. This kind of skills will enable them to avail themselves of emerging new forms of socialization and actively contribute to growth in the context of an economic system where the main asset is communication and knowledge as opportunities for career advancement. The same requirements apply to the nursing profession.

**Aim:** The purpose of this study is to assess the degree of development of personal and interpersonal-social skills among the Member States of the European Union and in particular in the nursing profession.

**Methodology:** The research method used was a review of international literature and content analysis of relevant studies. The method of content analysis of the relevant research studies was based on the coding and recording of thematic patterns within them regarding the causal relationship between the concepts: personal and interpersonal social skills, global labor market, Member-States of the European Union and the nursing profession.

**Results:** Scientific studies indicate an inflation in their development patterns, and a variety of education and training programs in these skills are being set up and funded as part of the policies of the European Union countries. A high degree of prioritization can be found in the political agendas of the majority of the various countries. Research evidence shows that soft skills are essential for success in the nursing profession.

**Conclusions:** The soft skills of communication, empathy, critical thinking, teamwork, leadership and professionalism are considered most important in the working environment of nurses.

**Keywords:** Personal and interpersonal-social skills, European Union, nursing profession.

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## ΕΙΣΑΓΩΓΗ

The soft skills needed in the modern labor market are intra-personal and inter-personal social skills for personal development, happiness, individual progress, social participation and work success.<sup>1</sup>

The new *Skills Agenda of Europe* is the most important factor in the list of major initiatives of the European Commission's work programs, launched already in 2016.<sup>2</sup> It supports a shared commitment of Member States towards a common vision on the strategic importance of soft (personal and interpersonal-social) skills for sustaining employment, growth and competitiveness. This Skills Agenda reinforces and, in some

cases, streamlines existing initiatives to assist better European countries in their national reforms and to induce a change of mindset in both individuals and organizations about the importance of personal and interpersonal/social skills in the labor market. In relation to the nursing profession, it is found from relevant studies that with the advent of globalization and technological upheavals in the healthcare sector, the future nurse needs basic training in many areas. The development of personal and interpersonal-social skills in nursing is necessary because globally, patient issues that arise regarding the quality of care they receive, particularly from

nurses, in the healthcare setting have been increasing significantly in recent years.<sup>3</sup>

The Institute of Medicine<sup>4</sup> reinforces this view by arguing that professional nurses who acquire a high degree of personal and interpersonal/social skills are better able to highlight patients' needs, contribute to reducing mortality and at the same time empower and mentor nursing staff effectively. In healthcare, this is particularly important and necessary, as the effective treatment and diagnosis process also relies on communication between the patient and the nurse. Professional competence of the nurse is defined as a specific set of knowledge, competencies and skills related to the principles of ethics, as well as a complex of personal qualities, which is manifested in the process of communication with colleagues and patients<sup>5</sup>

Consequently, it is important to highlight the main personal and interpersonal skills necessary in the nursing profession so that they can be the subject of scientific study, integrated into relevant educational programs and incorporated into nursing practices within healthcare organizations.

### **Purpose and Methods**

The main research method of the present study is a review of the literature regarding the development of personal and interpersonal/social skills in the Member

States of the European Union and in particular in the nursing profession and a content analysis of relevant studies. The method of content analysis of the relevant research studies was based on the coding and recording of thematic patterns within them regarding the causal relationship between the concepts: personal and interpersonal social skills, global labor market, Member-States of the European Union and the nursing profession.<sup>6</sup>

The present study attempted to highlight the common parameters related to the training and development of personal and interpersonal/social skills as part of the broader workplace objectives among European countries. Furthermore, this study explores, communicates and presents the personal and interpersonal-social skills that are crucial to the nursing profession. These are the soft skills of critical and creative thinking, teamwork, leadership and professionalism.

### **RESULTS**

#### **A. Development of personal and interpersonal-social skills in the Member States of the European Union**

The International Labor Organization (ILO) confirms the degree of usefulness and impact of soft (personal and interpersonal-social) skills in finding and keeping a job.<sup>1</sup> According to relevant scientific studies, soft (personal



and interpersonal-social) skills are as important as cognitive skills.<sup>7</sup> Therefore, training soft skills in prospective workers can make a difference in their recruitment for a job, while the lack of soft skills can hinder the advancement of a promising career or a worker who has technical competence and professional expertise but lacks personal and interpersonal/social skills.

## **1. Personal and interpersonal/social skills required for the labor market in the EU Member States**

In 2009, EuCA (European University College Association) launched the ModEs<sup>8</sup> (Modernizing Higher Education Through Soft Skills Accreditation) project, funded by the EU's Lifelong Learning Erasmus program, involving fifteen (15) partners from ten (10) countries for three (3) years. The project aimed to integrate a common European program on soft (personal and interpersonal-social) skills into academic curricula. The main product of the ModEs project is represented by a handbook<sup>8</sup> containing a set of guidelines for teaching soft (personal and interpersonal-social) skills at the undergraduate level.

Moreover, in the same project, thirty-five (35) experts from different European countries, with an academic or consultancy background, defined the relative importance of the skills required and their grouping according to the

relevance of the actions that can be undertaken in order to contribute to their development.

The result was a list of skills divided into three (3) main groups:<sup>8</sup>

1. Personal skills: learning skills, stress tolerance, work ethic, self-awareness, commitment, life balance, and creativity/innovation.
2. Interpersonal-Social skills: communication, teamwork, negotiation, conflict management, leadership, adaptability.
3. Content reliability/methodological skills: continuous improvement, adaptability to change, results orientation, analytical skills, decision-making, administrative skills, research and information management.

## **2. Development of personal and interpersonal-social skills among the Member States of the European Union**

In national dimension, the level of development of personal and interpersonal-social skills varies between the EU countries, according to the scientific evidence from the relevant surveys. The following are examples of some EU countries.

In Belgium, a very interesting initiative is the U2ES (University to Enterprise and Society) "Boost your skills" (University of Namur).<sup>9</sup> It presents additional courses related to soft skills and enriches the university curriculum of students (bachelor/master/PhD). The

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courses focus mainly on soft skills of organization, communication, personal development. Another initiative is HoGent - Centre for Entrepreneurship (Ghent University).<sup>10</sup>

In Finland, the emphasis is on life skills, in which soft (personal and interpersonal-social) skills are embedded. The importance of both work skills and life skills (soft skills) has been recognized and identified by various stakeholders (employers, students and universities). Finnish universities have actively developed skills studies in recent years.<sup>11</sup>

In France, the Career Centre is an initiative aimed at developing soft skills. The Career Centre's website provides job-search assistance and suggests several transversal-intangible skills to be developed: leadership, teamwork, problem solving, organization, communication, self-awareness, motivation, decision-making and flexibility. Another initiative in the field of soft (personal and interpersonal-social) skills development is the TalentCampus project.<sup>12</sup> TalentCampus is an innovative training programme designed to develop soft skills for social competences. TalentCampus aims to develop skills complementary to academic ones, namely: leadership, sociability, emotional intelligence and stress management.

In Italy, the development of soft (personal and interpersonal-social) skills is generating

interest among different educational institutions. Among them, universities play an important role and sometimes offer targeted training, such as MOOCs (Massive Open Online Courses) at the Polytechnic University of Milan.<sup>13</sup>

In Poland, the issue of skills needed for the labor market is also important and for this reason, in recent years, there have been many discussions and scientific researches on this topic.<sup>13</sup> However, not many initiatives or policies have been developed at national level in this country, as most of them are linked to European policies and funds. In Polish universities, soft skills are yet to be further developed, although companies emphasize the importance of these skills for the labor market.

In Spain, soft (personal and interpersonal-social) skills and digital skills are also very important in the labor market, as can be seen from recent academic debates and the volume of research on this issue.<sup>14</sup> There are many studies from Spanish universities that have addressed the issue of introducing soft skills into academic curricula. Initiatives are not only taking place in the academic context, but also in businesses, where training on soft skills is being provided.

In the United Kingdom, the development of soft skills to enhance the employability of university graduates is a major concern. This concern is shared by the UK government,



employers and higher education institutions such as the Higher Education Academy, which has an entire department dedicated to employability.<sup>15</sup>

Finally, in Greece a new framework for target setting and evaluation in the public administration has recently been developed and introduced with the publication of law no. 4940/2022 (A 112) "*System of target setting, evaluation and reward for enhancing the effectiveness of the public administration, arrangements for human resources in the public sector and other provisions*".<sup>16</sup>

More specifically, the Single Skills Framework consists of the following nine (9) soft skills:<sup>16</sup>

a) citizen orientation, b) teamwork, c) adaptability, d) result orientation, e) organization and planning, f) problem solving and creativity, g) professionalism and integrity, h) knowledge management and i) leadership.

### **3. Establishment of European program for the development of soft skills (personal & interpersonal-social)**

In recent years, several programs funded by the European Union have focused on the development of soft (personal and interpersonal-social) skills.

The MASS (Measuring and Assessing Soft Skills Project)<sup>17</sup> highlights the importance of using different approaches to assessing soft skills for different groups of people. Varieties

of approaches have been compiled. This can be used as a basis for a tailored system, which prepares low-achieving students for a smooth future employment.

The E-QUA (Erasmus Quality Hosting Framework)<sup>18</sup> project maps the different mobility models in Europe and gives an accurate picture of the situation regarding soft skills training in European public universities. It was found that only eight (8) out of twenty-eight (28) universities offer a social skills development program.

The DAISS (Job Matching Diagnostics for Assessing Soft Skills and Work Role Preferences)<sup>19</sup> project also supported many unemployed adults in six (6) European Union countries to become more self-aware of their soft (personal and interpersonal-social) skills. It also supported the recognition of the need to develop these skills and competences to meet the demands of an increasingly competitive labor market.

The HISS (Help to Improve Soft Skills)<sup>20</sup> project aimed to develop scientific tools to test soft skills, workplace learning methodologies and guidance methodologies across a wider range of target groups including students, younger jobseekers, employers and unemployed adults in different sectors of activity and in different countries at European level.

The GRASS (Grading Soft skills)<sup>21</sup> project has focused on recording soft skills (personal and

interpersonal-social) among students of different ages and at different levels of education in a quantitative, measurable way, so that these skills can be formally validated and recognized within the European Union. Finally, the YES ME (Young Employment System for Mobility in Europe) programme<sup>22</sup> is concerned with the development of horizontal (soft) skills for young people's participation in the active European labor market and the creation of training policies for unemployed young people lacking technical and transversal (soft) skills. This aims at the enhancement of the employment and mobility of young people in different working environments.

### **B. Development of personal and interpersonal-social skills in the nursing profession**

The European Observatory on Health Systems<sup>23</sup> in its report describes health work as one of the most stressful in the public sector.<sup>24</sup> The Institute of Medicine<sup>4</sup> stressed the importance of the role of nurses and their personal, interpersonal/social skills. At the same time, the European Federation of Public Service Unions (EPSU) and the European Federation of Nurses' Unions (EFN)<sup>25</sup> highlighted both the negative impact of austerity measures on the professional environment of health care workers and the increase in the number of patients in public

hospitals. They also stressed the rising cost of medicines and the ageing population, which are major challenges for the health care workforce.<sup>25</sup> As Buchan J.<sup>26</sup> points out "*the key to improving the utilization of nurses is to ensure that their skills are continually updated and improved to meet the changing demands of healthcare*".

The international researches highlight the need for the development and establishment of soft skills in daily nursing practice and delineates six (6) skills that should characterize the modern nurse, as follows:

#### (a) Communication skills

Extensive researches emphasize the necessity of effective and coordinated communication as a key element that determines the satisfaction of healthcare staff, who are affected and influenced by their relationships with patients and colleagues.<sup>27 28</sup> Pullon's study<sup>29</sup> highlights that understanding, awareness and professional respect for identity on the part of healthcare professionals in different professional roles (supervisors and nurses) are key elements in enhancing inter-professional cooperation and effective communication.

The evaluation of nurses by the patients themselves leads to the conclusion that open communication is prominent in the definition of quality care. Patients prefer nurses with good interpersonal communication skills, such as listening carefully and attentively and

explaining complex technical information clearly. Patients want kindness and emotional support. Healthcare staff is also expected to demonstrate sensitivity and courtesy, including expressions of compassion and concern.<sup>30</sup>

## b) Critical thinking

Applying the framework of emotional intelligence in a practice setting can identify factors that could lead to improved nurse retention and improved patient outcomes.<sup>31</sup> Professional nurses who apply critical thinking to their practice are able to provide better quality services and solve clinical problems with a positive impact on both patients and colleagues.<sup>32</sup>

## c) Teamwork

Following Taylor's classification of soft skills, Glen<sup>33</sup> and Stordeur et al.,<sup>34</sup> when referring to "teamwork", emphasize that the optimal functioning of an organization providing health services depends, to a large extent, on the ability to work in teams and to develop functional relationships. All these are governed by mutual trust and high esteem, between the different disciplines of health professionals working in a hospital.

## (d) Empathy

Emotional resilience and empathy are critical skills for both nurses and their supervisors.<sup>35</sup> According to Rauschenbach et al.,<sup>36</sup> the emotional state of patients during their illness requires special handling by nurses. Thus,

nurses should be able to demonstrate characteristics of both empathy and emotional resilience in order to be able to understand the patient in depth, as well as to respond to and successfully cope with stressful situations.

## (e) Professionalism

The review of relevant scientific studies identifies five (5) top social skills,<sup>37</sup> professionalism included. Professionalism maintains the integrity of the nursing profession and professional conscientiousness. It also promotes a climate of mutual trust between patients and nurses.

## (f) Leadership

According to Taylor et al.,<sup>38</sup> the four (4) most common types of skills required for nursing leadership are: a. communication, b. problem solving, c. management and d. self-evaluation. The Institute of Medicine<sup>4</sup> reinforces this view by arguing that professional nurses who acquire a high degree of leadership skills are more able to understand patient needs, contribute to reducing mortality, and at the same time empower and mentor nursing staff effectively.

International studies have proved that the role of the nurse leader can improve the quality of nursing care provided.<sup>38</sup> Nurses who possess leadership skills can also guide and empower their subordinates, thus improving their level of satisfaction.



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## **Training nurses in personal and interpersonal-social skills**

As derives from the above, nurses need training in the development of the personal and interpersonal-social skills necessary for the therapeutic nurse-patient relationship.<sup>39 40</sup>

<sup>4</sup> As argued by Carper<sup>41</sup> and Peplau,<sup>42</sup> the quality of the nursing profession appears to be critically dependent on the corresponding rate of quality of nursing care to patients.

Consequently, the development of soft (personal and interpersonal-social) skills seems necessary to enable nurses to respond successfully to patients' needs. It is also important that nurses seek to participate in continuing relevant education programs. Furthermore, the management of hospitals as well as senior nursing managers need to take initiatives in this direction.

Teaching soft skills in either undergraduate or postgraduate nursing programs has been suggested by many researchers across the globe.<sup>43,44,45,46</sup> Most of them have recommended the integration of soft skills in both undergraduate and postgraduate curricula. The primary focus of the nursing curriculum in all countries of the world has been on the scientific aspects of skills and the corresponding educational processes. Educational programs can include practical exercises, role-playing and simulated clinical environments that reinforce soft skills.

In addition, further development of nurses through seminars, training programs and continuing education is recommended. This will encourage upgrading of skills and development of nurses' professional competence.

Finally, participating in case analysis groups and promoting the exchange of knowledge and experiences between nurses can contribute to the development of soft skills. The analysis of real nursing cases offers opportunities for sharing good practice, highlighting problematic cases and finding common solutions.

## **DISCUSSION**

In the context of this study, a comparative analysis of the international literature on the development of personal and interpersonal-social (soft) skills in the Member States of the EU was carried out. Correlating the findings of the relevant studies, the conclusion is drawn that personal and interpersonal-social skills are particularly important in all professional fields, nursing one included.

A key aim of this study was to identify the soft skills most needed by the labor market within the EU countries. The list consists of three (3) main groups of skills:<sup>8</sup> a) personal, b) interpersonal-social and c) content reliability/methodological ones. However, the development of personal and interpersonal-social skills among the countries of the EU is



differentiated, according to the following scientific data.

In *Belgium*, through the UZES (University to Enterprise and Society) program, the Universities of Namur<sup>9</sup> and Ghent<sup>10</sup> are enriching their curricula for students with soft skills-oriented courses. In *Finland*, universities have actively developed relevant studies,<sup>11</sup> with an emphasis on “life skills”, which include personal and interpersonal-social skills. In *France*, initiatives are undertaken by the Career Centre and the TalentCampus programme.<sup>12</sup> In the *United Kingdom*, a key objective is to develop social skills in order to enhance the employability of university graduates. The UK Higher Education Academy has an entire department dedicated to employability.<sup>15</sup> In *Italy*, the Polytechnic University of Milan<sup>13</sup> offers targeted soft skills training through MOOCs (Massive Open Online Courses). In *Poland* and *Spain*, soft together with digital skills are very important in the labor market.<sup>13 14</sup> Many studies from Spanish universities have required the introduction soft skills into academic curricula.

Furthermore, various programs funded by the European Union have been set up and focused on this purpose in the Member States of the European Union, (MASS, E-QUA, DAISS, HISS, GRASS, YES ME).<sup>17 18 17 19 20 21 22</sup>

In *Greece* a new framework for goal setting and evaluation in the public administration

has recently been introduced with the publication of law no. 4940/2022 (A 112) “*System of target setting, evaluation and reward for enhancing the effectiveness of the public administration, arrangements for human resources in the public sector and other provisions*”.<sup>16</sup> The law provides for a Skills Framework necessary in the recruitment, promotion, evaluation and training of civil servants. The Framework consists of the following nine (9) soft skills: a) citizen orientation, b) teamwork, c) adaptability, d) result orientation, e) organization and planning, f) problem solving and creativity, g) professionalism and integrity, h) knowledge management and i) leadership.

With regard to health professions, European and global organizations such as the European Observatory on Health Systems,<sup>23</sup> the Institute of Medicine,<sup>5</sup> the European Federation of Public Service Unions (EPSU) and the European Federation of Nurses' Unions (EFN),<sup>25</sup> describe nursing profession as profoundly influential for society and as one of the most arduous in the public sector.

Furthermore, international researches highlight soft skills as vital to nursing practice with priority to their inclusion in nursing education programs. The benefits of the development and establishment of soft skills in daily nursing practice delineate six (6) essential skills that should characterize the modern nurse a) communication skills,<sup>27 28 29</sup>

<sup>30</sup> b) critical thinking,<sup>31 32</sup> c) teamwork,<sup>33 34</sup> d) empathy,<sup>35 36</sup> e) professionalism<sup>37</sup> and f) leadership.<sup>38 4</sup> Incorporating these skills into undergraduate and postgraduate nursing curricula is paramount in shaping present and future nurse and improve standards of care.

## CONCLUSIONS

Based on the preceding analysis, the main proposal is to integrate soft skills more in the curricula of nursing schools as a basic and prerequisite subject for the nursing degree. More specifically, within the curricula of nursing schools in Greece, soft skills education could be integrated through the following experiential techniques: a) 'experiential workshops', b) 'role-play' and c) 'simulation'.<sup>47</sup>

In 'experiential workshops', under the guidance and encouragement of experienced educators in a supervisory context, nursing students are asked to evaluate possible patient care scenarios within a healthcare setting (e.g. hospital, health center) and to formulate which soft skills are used, how and with what frequency.<sup>47</sup>

In 'role-play', which is the next level of experiential education in soft skills, nurses are invited, no longer through a scenario, but through a role that they will support in the future, to better understand both their own potential in using soft skills and the needs and feelings of their patients. In this way they

develop a 'reflective' thinking that helps to improve their self-awareness, self-image, self-perception and, ultimately, self-esteem, regarding their potential in the work environment in which they were to be integrated.<sup>47</sup>

Finally, 'simulation' is the broader field of 'role-playing' since it involves the virtual reproduction of real situations of everyday life within a healthcare structure, in which nursing students participate, holistically utilizing all aspects of their personality.<sup>47</sup>

Another suggestion is to carry out feedback on the soft skills practices of already working nurses from their supervisors. For example, nurse leaders can be role models and mentors in soft skills by, for example, applying good communication techniques. Also, nurse leadership can provide educational programs/speeches within health units that contribute to the development of soft skills.

Furthermore, nurse leaders can be role models, also effectively using soft skills themselves in daily nursing practice in front of nursing staff. Nurse leaders can maintain open lines of communication with staff, be enthusiastic, have a positive attitude, and engage employees in teamwork, problem solving, and the application of critical thinking skills. For example, when an issue arises in a nursing unit, the lead nurse may work with them as part of the team, acting as a role model.



It is also important for chief nurse leaders to recognize and project the importance of soft skills to their subordinates, analyze how they impact the healthcare organization, and research specific soft skills that each nurse as an individual can improve.

Nurses perform clinical diagnostic procedures, implement care plans, provide counseling support not only to patients but also to families. In addition, they play an important role in educating patients about self-care and prevention. Faced with complex health challenges, nurses are confronted with pressing times and the need for continuous professional and personal development. In addition, globalization, limited resources, demographic changes, diverse environmental and social problems create new pressures in the management of daily life.

In the current global social environment, nursing has been defined as a combination of art, science and ethics, with core mission to foster a culture of caring and empathy for human values.<sup>30</sup> Therefore, the personal and interpersonal skills of a nurse are the ideal background for the performance of his/her role. The nursing profession is of great importance for the ultimate good of life and cornerstone of all social systems. The role of nurses and their contribution to improving the quality of life is irreplaceable. The nurse's caress and empathetic care to humans cannot substitute any technological achievement and

new development. That is mainly why health professionals are and will remain in central position in human-centered professions in the global labor market.

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