SOFT SKILLS DEVELOPMENT TRAINING PROGRAM TO ENHANCE CAMBODIAN UNIVERSITY STUDENTS' ENTREPRENEURIAL CAPABILITIES

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ABSTRACT

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This study aimed to explore the impacts of three soft skills, namely leadership, critical thinking and problem-solving, and communication skills to enhance entrepreneurial capabilities. A preliminary study has been conducted to develop a soft skills development training program. Therefore, this paper focuses on the relevancy assessment, implementation, and evaluation of the soft skills development training program as the subsequent study. The researchers employed a two-phase research process encompassing to check the relevancy of the soft skills development training program, then implemented a three-day training using the constructivist approach, and finally evaluated its effectiveness. A total of five experts, two assessors, and 15 undergraduate university students were the participants of the respective phases of this study. A qualitative method was employed. The relevancy results from the first phase showed that the soft skills development training program was found relevant as it has been improved and modified in three steps. Firstly, the drafted soft skills training program was piloted and improved based on the comments in 'Plus, Minus and Delta' three score format chart. Secondly, the five experts' evaluations showed that the overall mean score was 4.04 (SD = 0.19) and rated at "agree" level. At the last step, the researchers improved the training program based on the interview results from the five experts. The observation results of the final phase revealed that the two assessors were satisfied with the trainer's performance in conducting the three-day training by following the soft skills development training program and utilized the constructivist approach. Finally, group interview results indicated that the 15 participants admitted that they possess the three soft skills and these are useful for them to excel in the competitive business environment.

Keywords: Communication skills; critical thinking and problem-solving skills; entrepreneurial capabilities; leadership skills; training program

1. INTRODUCTION

According to Chandler (2000), Cambodia is one of the Southeast Asian countries that endures to scuffle with the consequence of slaughter imposed by the Khmer Rouge. Based on the report from the Ministry of Education, Youth and Sport (2014), government has intensified its attention on progress and has selected education as a significant constituent to attain the objective of renovating the nation into an upper-middle-income nation by 2030 and an established country by 2050. Besides, Ogisu and Williams (2016) stated that Cambodia must scuffle with poverty and transforming the emerging education system devastated throughout the Khmer Rouge. Springer (2011) indicated that a decrease education budget and widespread bribery have delayed the substantial progress of the university system. Moreover, entrepreneurship is a global phenomenon with financial evolution across the world completely obstructed by the appearance of novel and advanced commercial start-ups (Ghina, 2014).

Since the last two decades, a seven percent improvement in Cambodia's economic growth has successfully created a better request in the industries such as food and beverage and hospitality ultimately uplifting the middle-class income of domestic and international tourism industry as well, according to the report of Asia Forward (Ehst et al., 2018). Hence, this transformation brought profound social and political changes in entrepreneurship development (Pratt and Yongyanit, 2018). Therefore, higher education, in particular, has essential responsibilities not only to develop students' personal skills to encounter the requirements of the persons and clusters existing in the society concerned but also enabling their soft skills progress of lifespan and effort, and serving persons and clusters to be acceptable into the society (Maclean and Ordonez, 2007).

Higher education training to work conversion is a vital feature of ultimate knowledge that has improved significantly due to the knowledge-based economy takes off in third world countries such as Cambodia. This is because of speedy operational financial fluctuations and the position of modernization require higher education training to regulate to the requirements of financial side and people's employability (Pavlova, 2017). According to Jain (2019), soft skills, namely communication, leadership, and critical thinking and problem-solving skills, are highly required in the current global job market, particularly in entrepreneurship which is in a rapidly moving era of technology. Besides, Tem et al. (2020) found that entrepreneurship is considered as a fragment of the current strategy to boost the economy because entrepreneurship can undertake those challenging tasks, within the organization either internally or externally by the creation of new businesses that are sustainable not only in a specific market but also in a complex economic environment (Josẽ Sousa and Do Rosãrio Almeida, 2014).

Past researchers (Finch et al., 2013; Smith et al., 2014; Sumanasiri et al., 2015) displayed indication that there was a lively overtone between graduate employability and their involvement in reliable education activities. This is because the structure between university training and the economy is an enduring global issue (Tang, 2019a). Harvey (2000) further emphasized the key character of university training is to renovate students by cultivating their consociate, skills, tactics, and capabilities and instantaneously allowing them to be critical, thoughtful, and life-long persons. Prior study results have informed the significant association between soft skills acquisition and occupation accomplishment (Duncan and Dunifon, 2012; Mitchell et al., 2010).

Tem et al. (2020) concluded their results from five successful entrepreneurs in Cambodia who were emphasizing the importance of the three key soft skills that are needed by entrepreneurs, namely leadership, critical thinking and problem-solving, and communication skills more than other soft skills. Tem et al.'s (2020) results further reinforced the past researchers' results such as Tan and Tang (2015), Tang (2019a), Tang (2019b), and Tang (2020). Tan and Tang (2015) who found that soft skills have to be embedded in business, management, and accounting programs and have developed an essential accomplishment feature for higher education institutions. Moreover, there is major emphasis on program construction and appealing of experiential learning which concludes that learning is a process instead of a consequence. Active learning as one of the experiential learning methods can be implemented by tangible involvement, thoughtful reflection, intellectual conceptualization, and vigorous investigation are recommended by past researchers as effective training approaches (Pang and Hung, 2012; Wats and Wats, 2009).

Leadership skill in this study means a successful entrepreneur must embrace doing right by his or her subordinates, in the understanding that the overall success of his or her organization has a lot to do with pleased and motivated subordinates. For example, entrepreneur supports their subordinates to decide, correctly utilizes and initials acknowledgment and encouragements to recompense, creates an individual illustration, displays constantly and upholds great values of honesty and principled behavior throughout together decent and hard times, acquires from involvement, gets intuitions from errors, and examines together accomplishments and letdowns for future enhancement (Tem et al., 2020). Good leadership skills of

entrepreneurs mean they can allocate tasks appropriately to subordinates, by understanding both their strengths and weaknesses. Moreover. They can sometimes compromise for some behaviors and habits that do not predict well with their personal preferences, for the sake of achieving the general organization's goals (Tan and Tang, 2015).

Critical thinking and problem-solving skills are defined as the capability to practice information, evidence, and facts to efficiently resolve difficulties. Critical thinking of an entrepreneur refers to his or her ability to understand, assess, and assume information before he or she draws conclusions while problem-solving skill requires an entrepreneur to accumulate consistent evidence, evaluate the data for a variability of determinations, and choose the best solution according to the standards and situations. The capability to grow a healthy thought out of resolution within a rational period setting is greatly valued (Osman et al., 2019). It can be concluded that an entrepreneur who possesses critical thinking and problem-solving skills can evaluate business situations and solve most of the problems in his or her job tasks. Nevertheless, the entrepreneur possesses logical thinking and can make a coherent decision, plan, and organize his or her subordinates effectively, and most probably can get the job tasks done successfully and on time (Tang, 2019b).

Communication skills are keenly sought after by entrepreneurs because communication skills help to drive their organizations to compete successfully in the era of globalization and competitiveness in the business market (Hamid et al., 2014). Realizing this fact, future entrepreneurs must be well equipped with communication skills and language proficiency so that they are able to perform better. Communication skills in this study refers to job communication that includes being self-reliant about communication to individuals either over the phone or face-to-face, clarity of emails, and memos writing to make readers understand (Holmes, 2014). In short, an entrepreneur who possesses good communication skill is able to communicate with a wide variety of people both orally and in writing, display a wide-ranging vocabulary, maintain eye contact, write clearly and concisely, and adapt his or her language to his or her customers. For example, writing proposals and reports, blogging, or using social media, and making the verbal presentations. This means that an entrepreneur can acquire their message across with less unintentional errors if the entrepreneur is having sufficient communication skills (Tang, 2019b). It is obvious that communication skill is a key factor in getting employed and plays a part in boosting a company's market share and performance (Krishnan et al., 2019).

The constructivist model set out by Bruner (1966), Piaget (2006), and Vygotsky (1978) was utilized in this study as this model has reached implications for contemporary training practice (Williams, 2018). The constructivist theory of education was developed by Lev Vygotsky in 1962 which was focused on social constructivism principles. Later, Jerome Bruner (1966) combined Vygotsky's theories with those of Jean Piaget (2006), a cognitivist who considered students as learners in their right to learn through their experiences. The constructivist model consists of these four aspects, a namely constructivist model of working together, active learning in constructivist theory, scaffolding learning in constructivism, and the spiral curriculum.

The constructivist model asserts learners have their own way of thinking and they should be treated as individuals who should have the opportunity to work with others and learn through observation, talking, and group work. In other words, learners have ideas and skills that have not been completely developed but have the potential to be developed, especially through this form of interaction with other peers. Besides, the constructivist model also acknowledges the importance of social and cultural influences on intellectual development. This, in turn, has an impact on how learners learn from each other. Each learner brings with his or her knowledge, opinions, and experiences from his or her individual background that will influence what he or she brings to the group as a whole.

Constructivists believe that learners should be engaged in active learning while teachers' role is to assist their learners in what they are learning. Therefore, learners should be provided ample opportunities to explore a problem, try out solutions, build on this new knowledge to adjust, and develop new solutions. This type of learning application in constructivist theory refers to all learners have input, and they are actively discussing and developing ideas. Learners must be encouraged to discuss, write, and conclude what they are learning. So, learners are expected to talk to their peers and work actively in their groups so-called active learning.

Besides, constructivist theory promotes educational "scaffolding" as learners should be given lots of support in the process of learning new things. The use of constructivism in educational training can be conducted using word banks, writing frames, concrete materials, and questioning techniques. Teachers have to provide stimuli and prompts to vary presentation if they are using this scaffolding learning style. The scaffolding is gradually removed once the learners develop their learning. The method by which new ideas are introduced and presented to learners will directly influence the way in which learners are mastered. Therefore, instruction in scaffolding learning must be structured to be comprehended easily while it is presented in a way that involves learners' experiences and contexts. Subsequently, using this scaffolding learning method helps to build learners' knowledge and willingness to learn.

Furthermore, learners' prior knowledge needs to be developed and built on according to the constructivist approach. The spiral curriculum is recommended so that ideas of leaners should be reintroduced at different stages and levels. This helps to enable the continuous development of learners' knowledge and skills. Moreover, reintroducing concepts in the spiral curriculum assists learners to reach a deeper level of understanding. In other words, teachers help learners develop and maintain what learners have already known and use that prior knowledge and skills to solve the current learning problems, explore, and question. This approach also affirms that teachers must be facilitators of their learners' learning by encouraging and stimulating ideas instead of just transmitting knowledge and skills.

To have insights into the interrelation and interaction between pertinent soft skills, namely leadership, critical thinking and problem-solving, and communication skills, and entrepreneurial capabilities in entrepreneurship practice is thought to be helpful to lubricate and accelerate the process of understanding, applying, and transferring these soft skills into higher education training of entrepreneurship education. In the preliminary study, the researchers proposed a soft skill development training consisting of leadership, critical thinking and problem-solving, and communication skills to generate entrepreneurial capabilities according to interview results from five successful young entrepreneurs. In this line of reasoning, this study aims to continue the development of a written soft skills development training based on the drafted version from the preliminary study by piloting it to 10 lecturers using 'Plus, Minus and Delta' three score format chart. Then the improved version was evaluated by five experts. This is followed by implementing this modified soft skills training program by utilizing the constructivist approach. A one-shot case study was conducted to confirm the effects of a three-days training program (three sessions) by the qualitative data collected via a classroom observation form by two assessors and a group interview at the end of each session to evaluating the effectiveness of the soft skills development training program in terms of entrepreneurial capabilities.

2. MATERIAL AND METHODS

Researchers employed a two-phase research process that systematically captures most characteristics inherent in a logical and structured approach to implement and evaluate the effectiveness of a soft skills development training program. This soft skills development training program was developed by the researchers after interviewing five young and successful entrepreneurs in the preliminary study. It is designed to outline the objectives, requirements, strategy, and methodology to be used when providing soft skills development training. The purpose of this training is to train future entrepreneurs in the three soft skills, namely leadership, critical thinking and problem-solving, and communication skills, to enhance their entrepreneurial capabilities. Moreover, a mixed-mode method consists of logical principles which lead to the two distinct modes of data collection, namely quantitative and qualitative approach. The study design was basically constructed in the following phases. The researchers began the study by analyzing the relevancy of the drafted soft skills development training program from the preliminary study by the five experts. The results of the first phase were used to improve and modify the training program before it was conducted using the constructivist approach in the second phase of this study. Finally, the researchers evaluated the effectiveness of the soft skills development training program to enhance future entrepreneurs with entrepreneurial capabilities.

2.1 Phase 1: The relevancy of the soft skills development training program

The drafted soft skills development training program from the preliminary study describes various aspects of the training to be included such as organizational needs, constructivist training approach, learning objectives, and types of soft skills required to meet the training objectives. This section is important in establishing the foundation of the overall training plan. Therefore, it was validated by three assessment tools such as the 'Plus, Minus, Delta' three-score format chart, experts' evaluation reporting form and in-depth interview protocol.

The 'Plus, Minus, Delta' three score format chart was used to check the coherence and consistency between the intended outcomes, namely the three soft skills development as specified in the Cambodian higher education curriculum and constructivist approach, the relevancy between learning activities in the training and the assessment tasks, and the curriculum alignment between the soft skills development and entrepreneurial capabilities. The drafted soft skills development training program was piloted in one of the public universities located in Phnom Penh, Cambodia which is not a research university. A total of 10 lecturers from Entrepreneurship Program participated in the pilot study. They were required to complete this assessment tool after their teaching using the lesson plans suggested in drafted soft skills training program. In the plus column, they wrote the specific soft skills that went well over the course of the lesson. In the minus

column, they wrote about soft skills that did not go so well, and in the delta column, they wrote their ideas for how they might change the training process in the future.

The experts' evaluation reporting form includes the relevance of the contents, the relevance of overall learning objectives, the appropriateness of program and course contents, the appropriateness of the suggested methodology, and the relevancy of the suggested assessment of the training after the drafted soft skills development training program had been piloted with 'Plus, Minus, Delta' three-score format chart. Furthermore, an interview protocol was employed to investigate the relevant information of the soft skills development training program for improvement that experts talked about their experiences while taking into account the social contexts and relationships (Labuschagne, 2003). The collected data from these three methods would provide a description of what the business organization's needs are, how the training was developed, and the soft skills and learning objectives required to meet these needs. The results of this phase were mainly to improve and modify the soft skills development training program.

The five experts involved in this phase have relevant specializations as they are accredited in curriculum development, specialized in the fields of entrepreneurship, soft skills training, action research, and educational measurement and evaluation. They participated to rate the indicators of the contents of the training program using evaluation reporting form. To measure the five experts' responses toward contents of the soft skills development training program, a five-point Likert scale was used from "Strongly agree", "Agree", "Neutral", "Disagree", to "Strongly disagree". This is then followed by in-depth interviews to provide their suggestions for improvement in the soft skills development program.

Qualitative data of the in-depth interviews with the five experts were analyzed using content analysis. Quantitative data of the evaluation reporting form would represent the overview of the soft skills development training program in terms of its relevancy and appropriateness while qualitative data from the in-depth interviews could be positioned on a range of revolution of data from an explanation to clarification (Sandelowski and Barroso, 2003). Content analysis was steered consuming a consistent coding and categorizing method to determine the big measurements of recognized indication unremarkably to fix leanings and designs of words used, their occurrence, their relations, and the structures and critiques of communication as the method to analyze the experts' suggestions on the soft skills development training program (Grbich, 2007; Pope et al., 2006; Powers and Knapp, 2006).

2.2 Phase 2: Implementing and evaluating the effectiveness of the soft skills development training program using constructivist approach

After the necessary improvements had been made in the first phase, the training program was ready to be implemented with the target group. The soft skills development training program was conducted to 15 Cambodian University students using the constructivist approach for a period of 18 hours in consecutive three-days training. One of the researchers was the trainer of the three-days training while the other two researchers were the assessors to ensure the trainer was following the training program requirements closely as well as he was appropriately using the constructivist approach throughout the soft skills developmental process. A classroom observation form was used as an instrument in the second phase. The classroom observation data were analyzed using content analysis.

One shot case study as a pre-experimental research design was employed in this final phase to measure the effectiveness of the soft skills development training program. This research design is found appropriate for addressing the impacts of soft skills development training or innovation (Perecman and Curran, 2006). The target participants for this training were the 15 Cambodian students who were pursuing at Year Four of an undergraduate entrepreneurial program at a public university, Phnom Penh, Cambodia. The purposive sampling technique was appropriate because they participated in the three-days training. A group interview was employed as a method of data collection involving the 15 participants who were interviewed on the effectiveness of the soft skills development training. The group interview data were analyzed using content analysis.

3. RESULTS

The results of this study are presented in accordance with the study aims as indicated above. The initial results were obtained from the five experts' assessments on the subject of the validity and reliability components required to constitute the soft skills development training program. Based on the assessment results coupled with their suggestions, researchers improved the drafted soft skills development training program for Cambodian university entrepreneurial program students. The modified soft skills development training program was conducted for 15 final year entrepreneurial program university students for a period of 18 hours. This is followed by two assessors to observe the overall training process for a consecutive three-days

training to identify the strengths and weaknesses of using the soft skills development training program. Finally, an evaluation was conducted to measure the effectiveness of the soft skills development training program.

3.1 Results of relevancy of the soft skills development training program

Researchers began the first phase by requiring the 10 lecturers from the pilot university to evaluate the relevancy of contents in the soft skills developmental process proposed in the training program using a 'Plus, Minus, Delta' three score format chart. Moreover, five experts evaluated the relevancy of soft skills development training program using evaluation reporting form and in-depth interview protocol. Table 1 shows the results of relevancy of the soft skills development training program shown in the 'Plus, Minus, Delta' three score format chart.

Table 1: Results of 'Plus, Minus, Delta' Three-Score Format Chart

Contents	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	Total score
Plus – Need assessment is conducted before training.	√	√	√	√	√	√	√	√	√	√	10
Plus – Group exercise is relevant in developing soft skills.	√	√	√	√	0	√	√	√	√	√	9
Plus – Problem statements are very clear and can be easily understood.	√	√	√	√	√	√	√	√	√	√	10
Minus – Not enough learning activities about the development of students' mindset.		√			√		√		√		4
Minus – Lecturer's roles in motivating students to try new and innovative ideas.	√			√					√		3
Delta – Should include more case study to assess soft skills	√	√	√	√	√	√	√	√	√	√	10
Delta – Should include more communicative skills related how to encourage students to share ideas with others.	√		√	√		√	√	√		√	7
Delta – Should include more activities to train students to be able to find alternative ways to solve problems for their business operation.		√			√		√		√	√	6

This was followed by the results of the evaluation assessment reported by the five experts. The descriptive results showed that they agreed about the suitability of soft skills development training program contents as the mean score of each aspect was ranged from 3.80 to 4.40. Moreover, the overall mean score was ($\bar{x}$ = 4.04, SD = 0.19) and rated at the "agree" level as elucidated in Table 2.

Table 2: Results of the Evaluation Assessment Reported by the Five Experts

Evaluation aspects	Mean score	Standard deviation	Agreement level
Relevancy of the contents	4.40	0.54	Agree
Overall learning objectives are relevant	4.00	0.00	Agree
Program and course contents are appropriate to training objectives.	4.00	0.00	Agree
The methodology suggested in the training is appropriate.	3.80	0.44	Agree
Suggested assessment and evaluation of the training are relevant.	4.00	0.00	Agree
Overall	4.04	0.19	Agree

The main aim of the in-depth interviews with the five experts was to obtain suggestions to improve the drafted soft skills development training program. The five experts were labeled as E1 to E5. Firstly, the five experts have given their suggestions on how to improve the content of the soft skills development training module. The verbatim responses are explicitly demonstrated on how to improve the content as below:

"The mindfulness content is useful for this kind of training program. Objectives setting should be carefully designed so that they are match with the measurement and assessment. Learning activities associated with social awareness and social responsibility for soft skills in the workplace should be added to the training program. Learning outcomes should be able to identify through students' behavioral indicator." (E1)

"Refer to the Cambodian education framework for higher education while designing learning activities. Refer to Bloom Taxonomy while developing the learning objectives. Allocation of time for each soft skill has to relook because soft skills like critical thinking and problem-solving skills need a longer time to practice. Moreover, emphasis on learning activities and group discussion is more than lecturing on the theory which I found that it is less effective. Training methodology should be revised to make it more interesting and easily understood. Pretest and posttest evaluation is necessary." (E2)

"Classroom observation is necessary to justify the soft skills development." (E3)

"More learning activities, variety of training methodology, field trip activities will be effective methods to develop students' soft skills." (E4)

Besides, the five experts also gave their valuable suggestions about how to improve the overall implementation of the training program. The following verbatim responses from the five experts revealed the parts that the researchers need to modify and make improvements as follows:

"Provide a variety of activities that are related to our daily lives so that students will have the opportunities to develop their soft skills." (E1)

"The course content should be made simple, clear, and easy to understand. Besides, the training methodology should provide more experiential learning. This is one of the important aspects of the constructivist approach." (E2)

"The training program should take into consideration about how to measure the soft skills development and also whether the soft skills that developed are relevant to enhance their entrepreneurial capabilities or not." (E3)

"I find that only 18 hours of training are not sufficient to develop students' soft skills. I would say that the 18 hours of training can be 70% of the soft skills developmental process. This needs to be followed-up by monitoring components as 20%, for example learning through peer sharing and group discussion. Finally, supervising components as 10% is considered important to sustain the soft skills that they have learned. We should provide them more learning experiences by emphasizing actual training, monitoring the progress, and supervising to sustain the soft skills." (E4)

"Assessment and evaluation must relate to the objectives of the training program. More on hand-on assessments would be meaningful." (E5).

3.2 Results of classroom observation on the implementation of the soft skills development training program

Results of the classroom observation checklist by the two assessors indicated some main features of training program implementation have to consider while using this training program. The leadership skill development training program consists of four modules, namely teamwork, negotiation, time management, and motivation. The summary of the two assessors' observation results is indicated as below:

"Students were divided into a group of 5. Each group discussed and shared knowledge and skill perceived from the training, then they presented to other groups. This activity encouraged students to participate more in group activities." (A1)

"The trainer walked around the classroom to observe and check student's performance while conducting activities as well as student group discussions." (A2)

"The trainer gave assistance when students needed or doubted on the objectives in the module." (A2)

"The trainer encouraged each group to present their work on the board and gives compliments to reinforce them in time management case as well as gives a suggestion." (A1)

On the other hand, the critical thinking and problem-solving skills development training program comprised three modules, namely importance of critical thinking, apply critical thinking at the workplace, and the importance of problem-solving. The summary of the two assessors' observation results is provided below:

"The trainer used the list of student names to be cooperating questions. Students can answer and show their opinions related to critical thinking abilities." (A1)

"The trainer considered the presentation performance about how each group proceeds to normal on building good critical thinking skills at the workplace." (A2)

"The trainer used the question to encourage the students to express opinions and knowledge-understanding to problem-solving at the workplace and business society." (A2)

Finally, the communication skill development training program is comprised of four modules, namely oral presentation, conflict management, business writing, and multiculturalism communication. The summary of the two assessors' observation results is shown below:

"The trainer should add a method of presentation to students' work by allowing students to write the personal summary reflection so it will be clearly visible when presenting in the classroom." (A2)

"Students cooperated to share an opinion in conflict management issues and specify the reason for solving the problem." (A1)

"The student must write short business writing show understanding and try to transmit for others to understand." (A2)

The observation results revealed that the trainer followed the soft skills development training program closely and used the constructivist approach throughout the three-day training sessions. The results revealed that the trainer encouraged students to involve actively in group discussion, students are given relevant assignments to promote the three soft skills development.

3.3 Results of the effectiveness of soft skills development training program

The major intention of the focus group interview with the 15 participants was to gather important information related to the effectiveness of the soft skills development training. The 15 participants were labeled as S1 to S15. The focus group interviews were conducted for three cycles at the end of each training session.

3.3.1 Impacts of leadership skill to entrepreneurial capabilities

According to the feedback from the 15 participants showed that the leadership skill training has successfully assisted them to get new experience and knowledge related to teamwork, motivation, the negotiation that could help them to manage an enterprise in the competitive business environment. The results can be identified based on the following verbatim responses:

"I think that leadership skills can help these staff to gain more knowledge such as building teamwork, motivation each other, and team problem-solving that can promote the enterprise." (S1)

"I know it can enhance the mindset of employees to the understandings of work, lead the team to accelerate, and build the growth ideas of leadership and helping interact with each other in the group at the workplace." (S2)

" It can make innovate and create a new business idea successfully." (S5)

3.3.2 Impacts of critical thinking and problem-solving skills to entrepreneurial capabilities

The 15 participants also supported the effectiveness of critical thinking and problem-solving skills. These are important for them to enhance enterprise awareness so that entrepreneurs can provide either speedy services or good quality products to their customers and thus improve the business performance. The following responses were recorded verbatim from the interview about their opinions:

"Critical thinking and problem-solving skills can enhance my entrepreneurial mindset and I will be able to solve small and big problems at business organizations." (S4)

" I know that high critical thinking can help me to undertake risk for business success." (S8)

"I know that the strengths of critical thinking and problem-solving skills can be an added value for entrepreneurs to provide faster services with good quality in the company." (S15)

3.3.3 Impacts of communication skill to entrepreneurial capabilities

The majority of the participants reflected that communication skill training is the most important soft skills in their daily work. They explained that communication skill is an essential factor to determine the success of an enterprise such as building a good relationship, understanding colleagues, subordinates, and customers' attitudes, and can adapt multicultural communication in their work environment. The following verbatim responses were made by S3, S10, and S11.

"When we possess more about multicultural communication that can help us to deal with business partners better to grow our business achievement." (S3)

"I acknowledge that communication skills enable the business owner and their subordinates to have a good relationship. By the way, good communication skills help us to build our business reputation nationwide." (S10)

"I notice that communication skills can help the entrepreneurial solution for conflicts management." (S11)

4. DISCUSSION AND CONCLUSION

The purpose of providing soft skills development training is to ensure that future entrepreneurs are capable of performing better in their entrepreneurial capabilities. In this paper, the researchers attempted to assess the relevancy, implement, and evaluate the impacts of the soft skills development training program to enhance entrepreneurial capabilities. The results of this study have successfully contributed to our recognition of the importance of soft skills development at higher educational practices. Higher education training can be a source of achieving competitive advantage where the possession of soft skills of the higher education graduates can reap benefits for their future working organization. This implies that there are significant means dedicated to the determinations to cultivate graduate employability in Cambodia. Thus, the results are found in parallel with Finch et al. (2013), Smith et al. (2014), Sumanasiri et al. (2015). They highlighted the importance of graduate employability and their participation in reliable soft skills development training in higher education institutions.

The ultimate product as soft skills development training program is clearly shown. It has positive impacts on the development and reinforcement of three key soft skills, namely leadership, critical and problem-solving, and communication skills. The results implies that entrepreneurs need to train their staff with these three soft skills to enhance their entrepreneurial capabilities such as establishment and maintenance of networks and their capabilities in dealing with meeting, discussing, and solving mutual challenges in their business. This is further supported by Ghina (2014) as a global phenomenon of entrepreneurship. Therefore, the research outcomes are critical for the professional development of the entrepreneurs because they work to achieve their core competencies and possess the soft skills to meet the challenges of change and growth facing the business (Terrion and Lagace, 2008).

Soft skills development training is very much, important particularly for a fast-growing developing country such as Cambodia, where there are direct linkages economic development and high quality of higher education training. Training evaluation is carried out to anticipate the extent of improvement in the trainee's entrepreneurial capabilities, to authenticate training as a trading instrument, to modify course curriculum and training methods. It is found from the literature review that a comprehensive framework (Tan and Tang, 2015; Tang, 2019a; Tang, 2019b) to measure training effectiveness should be developed because soft skills possession cannot be achieved without proper evaluation.

In this line of reasoning, future researchers should consider the views of the stakeholders to design an effective soft skills development training program. It is recommended that reaction, learning behavior, and the result should be evaluated to achieve the goal of training. Updated assessment tools and methods should be applied to implement as well as evaluate the soft skills development training. Finally, the authors suggested that innovations in training methods have to be more intensive use of technology.

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