

Preserved in Zenodo DOI: <https://doi.org/10.5281/zenodo.18308384> The Authors are responsible for the information in this article**Reflection on soft skills and interpersonal management in Chinese students for prosperity**Neal Mayer Zagaceta Gomez^{1*} Edinson Garcia Mondragon¹ Ricardo Augusto Carranza Vargas² Ennia de la Cruz Medina³ ¹ Higher Public Technological Institute Alto Mayo – IESTPAM, Peru.² Cesar Vallejo University, Graduate School, Peru.³ University of Cienfuegos Carlos Rafael Rodríguez, Cuba.*Corresponding author: nzagaceta@iestpam.edu.pe

Received: 12/05/2025

Accepted: 12/26/2025

Published: 12/31/2025

Abstract. The management of soft skills in Asian migrant students affects social and academic adjustment and conditions their labor market integration. Isolation, academic pressure, and culture shock cause anxiety and depression, diminishing professional networks and opportunities. **Objective:** To determine the impact of managing social skills and interpersonal relationships on the employment success of these students. **Methodology:** Comparative analysis of policies, educational programs, and employability indicators, focusing on communication, empathy, and teamwork. **Reflective Development:** Integrated programs that strengthen networks, support adjustment and emotional well-being improve employability; innovative approaches such as gamification reduce socio-emotional gaps and promote intercultural integration. **Conclusion/Contributions:** Investing in relational support and continuous training is essential to achieving sustainable and human-centered employment success and promoting professional support networks and employment opportunities.

Keywords: Management, skills, interrelationships, Chinese, work.

Reflexión sobre las habilidades blandas y gestión de interrelaciones humanas en estudiantes chinos para la prosperidad

Resumen. La gestión de habilidades blandas en estudiantes asiáticos migrantes afecta adaptación social y académica y condiciona su inserción laboral. El aislamiento, la presión académica y el choque cultural provocan ansiedad y depresión, mermando redes profesionales y oportunidades. **Objetivo:** Determinar el impacto de la gestión de competencias sociales y las relaciones interpersonales en la prosperidad laboral de estos estudiantes. **Metodología:** Análisis comparativo de políticas, programas educativos e indicadores de empleabilidad, con foco en comunicación, empatía y trabajo en equipo. **Desarrollo Reflexivo:** Programas integrados que fortalecen redes, apoyan adaptación y salud emocional mejoran la empleabilidad; enfoques innovadores como gamificación reducen brechas socioemocionales y favorecen integración intercultural. **Conclusión/Aportes:** Invertir en apoyo relacional y formación continua para lograr prosperidad laboral sostenible y humana y promover redes de apoyo profesional y empleo.

Palabras clave: Gestión, habilidades, interrelaciones, chinos, laboral.

Reflexão sobre habilidades interpessoais e gestão de competências transversais em estudantes chineses para a prosperidade

Resumo. A gestão de habilidades socioemocionais em estudantes asiáticos migrantes afeta a adaptação social e acadêmica e condiciona sua inserção laboral. O isolamento, a pressão acadêmica e o choque cultural geram ansiedade e depressão, enfraquecendo redes profissionais e oportunidades. **Objetivo:** Determinar o impacto da gestão de competências sociais e das relações interpessoais na prosperidade laboral desses estudantes. **Metodologia:** Análise comparativa de políticas, programas educacionais e indicadores de empregabilidade, com foco em comunicação, empatia e trabalho em equipe. **Desenvolvimento Reflexivo:** Programas integrados que fortalecem redes e apoiam adaptação e saúde emocional melhoram a empregabilidade; abordagens inovadoras como gamificação reduzem lacunas socioemocionais e favorecem a integração intercultural. **Conclusão/Contribuições:** Investir em apoio relacional e formação contínua para alcançar prosperidade laboral sustentável e humana e promover redes profissionais e emprego.

Palavras-chave: Gestão, habilidades, inter-relações, chinês, trabalho.

Réflexions sur les compétences transversales et la gestion interpersonnelle chez les étudiants chinois pour la prospérité

Résumé. La gestion des compétences relationnelles chez les étudiants asiatiques migrants influence l'adaptation sociale et académique et conditionne leur insertion professionnelle. L'isolement, la pression académique et le choc culturel génèrent anxiété et dépression, affaiblissant les réseaux et les opportunités. **Objectif:** Déterminer l'impact de la gestion des compétences sociales et des relations interpersonnelles sur la prospérité professionnelle de ces étudiants. **Méthodologie:** Analyse comparative des politiques, des programmes éducatifs et des indicateurs d'employabilité, axée sur la communication, l'empathie et le travail d'équipe. **Développement Réflexif:** Des programmes intégrés qui renforcent les réseaux et soutiennent l'adaptation et la santé émotionnelle améliorent l'employabilité; des approches innovantes comme la ludification réduisent les écarts socio-émotionnels et favorisent l'intégration interculturelle. **Conclusion/Aports:** Investir dans le soutien relationnel et la formation continue afin d'atteindre une prospérité professionnelle durable et humaine et de promouvoir des réseaux professionnels et l'emploi.

Mots-clés: Gestion, compétences, relations interpersonnelles, chinois, travail.





1. Introduction

The globalization of higher education has intensified interest in understanding how soft skills management and interpersonal relationships influence cultural adaptation, mental health, and well-being among international university students. This phenomenon is particularly relevant for Chinese students who migrate for higher education, as they often face high academic demands, language barriers, culture shock, and family pressures related to performance and professional success (Espinoza Ortíz et al., 2018; Cobiellas Carballo et al., 2020).

In this context, non-technical skills—such as interpersonal communication, teamwork, emotional self-regulation, and resilience to stress—have become key determinants of success in increasingly complex, flexible, and competitive labor markets (Tino & Fedeli, 2024; Mwita et al., 2024). Recent literature underscores that these skills not only facilitate initial access to employment but also influence job stability, professional performance, and the ability to adapt to changing career paths—critical aspects for international students aspiring to integrate into globalized work environments and achieve sustainable prosperity (Yan & Nasri, 2025; López-Serrano et al., 2025).

However, despite the increase in educational programs focused on strengthening soft skills, significant gaps persist between formal university learning and the real demands of the workplace. These gaps are particularly pronounced among students who have experienced high levels of academic stress, social isolation, or difficulties adapting to culture, which calls into question the effectiveness of traditional pedagogical approaches centered exclusively on the transmission of technical knowledge. In response to these limitations, contemporary research has begun to explore innovative approaches—such as gamification, experiential learning, and active methodologies—that seek to promote the comprehensive development of soft skills, as well as more effective management of interpersonal relationships and emotions during the transition from university to work, fostering overall well-being (López-Serrano et al., 2025).

Soft skills are defined as a set of socio-emotional, communicative, and cognitive competencies that facilitate adaptation, effective interaction, and problem-solving in diverse social and work contexts, directly contributing to success (Villegas, 2024). In the university setting, these skills are especially relevant as they are linked to students' ability to manage academic stress, establish social support networks, and build sustainable paths to success after graduation. Several studies agree that organizations increasingly value these competencies due to their positive impact on productivity, leadership, innovation, and work environment, thus fostering collective prosperity (Tino & Fedeli, 2024).

Stress among international university students emerges as a complex psychosocial response, influenced by multiple factors, including cultural adaptation, family expectations, pressure for academic performance, and uncertainty regarding the future job market (Cobiellas Carballo et al., 2020). In the case of Chinese students, these tensions are often intensified by highly competitive educational models and sociocultural norms that associate academic success with social mobility and economic stability. In this sense, the interplay between soft skills and interpersonal skills is fundamental to understanding how students transition from university to diverse and demanding work environments, and how they manage to thrive during this process.

1.1. Emerging approaches to soft skills development

Recent empirical evidence indicates that innovative pedagogical strategies, such as gamification, have a positive impact on the acquisition of soft skills in higher education. In particular, the use of serious games and simulated environments has proven effective in strengthening competencies such as creative problem-solving, interpersonal communication, collaborative work, and the management of human relations in university students, geared towards success (López-Serrano





et al., 2025). These methodologies promote active and contextualized learning, allowing students to experience situations similar to the real-world challenges of the workplace, which is especially valuable for international students undergoing cultural adaptation and striving for success.

1.2. Contextualized development in higher education

In addition, the research underscores the importance of educational programs that integrate practical activities, institutional support networks, and collaborative experiences that explicitly connect classroom learning with the demands of the labor market. Students perceive that these types of experiences strengthen not only their professional skills but also their sense of belonging, academic motivation, and preparedness to cope with the stress and uncertainty inherent in the transition to the world of work, contributing to their overall well-being (BMC Medical Education, 2025). In the case of Chinese students, these approaches can significantly contribute to reducing social isolation and enhancing the development of social capital in international contexts, fostering professional and personal prosperity.

1.3. Perspectives of international students

Chinese students in international educational contexts face a set of specific pressures, including language barriers, differences in teaching and learning styles, and emotional challenges associated with family and cultural distance. These experiences can negatively impact their psychological well-being and their perception of professional self-efficacy. In this scenario, emotional resilience and interpersonal networks emerge as fundamental resources for overcoming adaptation difficulties and facilitating sustainable employment, both in the host country and upon returning to their country of origin, thus achieving comprehensive prosperity (Espinoza Ortíz et al., 2018).

2. Methodology

The study focused on soft skills management, interpersonal skills, and their impact on the success of Chinese students in national and international contexts. Qualitative analysis was used, examining documents, educational policies, employment statistics, and audiovisual resources that exemplify experiences of adaptation, collaboration, and intercultural mentoring. The methodology emphasized reflective development, fostering discussions on how socio-emotional competencies such as empathy, communication, teamwork, and adaptability influence career success and ethical integration in multicultural environments. The findings highlight that soft skills are essential for developing responsible and socially conscious citizens capable of creating inclusive, peaceful, and collaborative work environments, thus strengthening the link between education, career success, and sustainable human development.

3. Reflective Development

The study focused on soft skills management, interpersonal skills, and their impact on the success of Chinese students in national and international contexts. Qualitative analysis was used, examining documents, educational policies, employment statistics, and audiovisual resources that exemplify experiences of adaptation, collaboration, and intercultural mentoring. The methodology emphasized reflective development, fostering discussions on how socio-emotional competencies such as empathy, communication, teamwork, and adaptability influence career success and ethical integration in multicultural environments. The findings highlight that soft skills are essential for developing responsible and socially conscious citizens capable of creating inclusive, peaceful, and collaborative work environments, thus strengthening the link between education, career success, and sustainable human development.





3.1. Reflections on educational policies and institutional practices

While numerous higher education institutions have increased their efforts to incorporate soft skills development into their curricula, the results suggest a need for more comprehensive and coherent strategies. In particular, soft skills training needs to be integrated with emotional support systems, intercultural mentoring, and continuous assessment mechanisms that allow for the realization of students' progress. Prosperity-oriented education policies should consider not only the teaching of these competencies but also their contextualized assessment and alignment with labor market demands in order to maximize their impact on the professional success of international students (Villegas, 2024; Yan & Nasri, 2025).

3.2. Reflections on teaching performance and human sensitivity

From the experience of university professors with extensive experience in intercultural contexts, it has been observed that the classroom is not merely a space for knowledge transmission, but a social microcosm where students learn—both explicitly and implicitly—to coexist, manage conflicts, and recognize the dignity of others. In this sense, the development of soft skills becomes a fundamental tool not only for prosperity, but also for the training of professionals capable of contributing to more just, inclusive, and peaceful societies.

A common experience, often recreated as a learning scenario, is observed when a Chinese student newly enrolled in an international program avoids participating in group work for fear of making linguistic errors. From a purely academic perspective, this behavior could be interpreted as a lack of initiative; however, from a teacher's perspective with human sensitivity, it is recognized as a manifestation of cultural anxiety and adaptive stress. Proactive pedagogical intervention—based on empathetic listening, progressive role assignment, and positive reinforcement—allows the student to develop confidence, improve interpersonal communication, and actively integrate into the group. This type of experience demonstrates that resilience does not arise from pressure, but from respectful support and recognition of individual effort.

Likewise, experienced teachers in vocational training have pointed out that many conflicts in multicultural work environments stem not from a lack of technical knowledge, but from deficiencies in emotional management, assertive communication, and the peaceful resolution of disagreements. In this regard, simulating real-life work situations in the classroom—such as decision-making under pressure, collaborative work with tight deadlines, or intercultural negotiation—allows students to practice resilient, ethical, and community-oriented responses. These simulations, when accompanied by guided reflection sessions, foster emotional self-awareness and respect for diverse perspectives.

3.3. Proactive and resilient work activities

From an educational perspective focused on peace and human sensitivity, the following recommendations are proposed, applicable to both the university and work environments:

3.3.1. Conscious communication practices in work environments

It is recommended to foster regular spaces for reflective dialogue within work teams, where members can express concerns, emotions, and proposals without fear of being dismissed. This practice, inspired by teaching experiences in academic mentoring, strengthens mutual trust and prevents conflicts arising from cultural or communication misunderstandings.

3.3.2. Intercultural mentoring as a support strategy





Assigning mentors with proven professional experience and a strong ethical foundation allows students and young professionals to develop soft skills in real-world contexts. Drawing on the university experience, mentoring based on example—rather than imposition—promotes values such as responsibility, empathy, and cooperation, which are essential for sustainable and humane prosperity.

3.3.3. Work activities oriented towards service and cooperation

It is recommended to integrate work or academic projects with social impact, where students can apply their technical and soft skills to benefit vulnerable communities. These experiences strengthen human sensitivity, reinforce a sense of professional purpose, and contribute to building a culture of peace based on solidarity and respect.

3.3.4. Development of resilience as an ethical competence

Resilience should not be understood solely as the ability to withstand pressure, but as the capacity to learn from adversity without losing one's humanity. Activities such as reflective error analysis, collaborative learning, and constructive feedback—common in conscious teaching practice—allow teachers to transform failure into an opportunity for personal and professional growth.

4. Discussions

Soft skills training, when approached from an ethical and humanistic perspective, directly contributes to building a culture of peace in the workplace. Socially conscious educators agree that professionals who can listen, engage in dialogue, and respect diversity are key agents in conflict prevention and the promotion of healthy interpersonal relationships. For Chinese students, strengthening these skills is fundamental to their full integration into international contexts, preventing exclusion or self-isolation.

Simulating work scenarios that prioritize cooperation over competition, collective well-being over individual success, and respect over imposition allows for the development of professionals committed to peace and social justice. These practices, inspired by university teaching experience, demonstrate that prosperity should not be separated from ethical responsibility or human sensitivity.

Below I present an improved, expanded and conceptually aligned version that reformulates soft skills as pathways to socialization, solidarity and peacebuilding, organized with clear and academic subheadings, maintaining coherence with a reflective article and with human sensitivity, teaching ethics and social projection.

4.1. Soft skills for solidarity and peace

Within the context of the globalization of higher education, soft skills transcend their instrumental conception associated solely with prosperity, becoming genuine pathways for human socialization. In intercultural university environments, these competencies facilitate the building of relationships, the recognition of others, and active participation in diverse academic communities. For Chinese students who migrate to other countries for educational purposes, socialization is not a spontaneous process, but rather an experience mediated by linguistic barriers, cultural differences, and academic pressures that require strong socio-emotional skills to be managed in a healthy way (Espinoza Ortíz et al., 2018; Cobiellas Carballo et al., 2020).





From the experience of university professors with extensive academic backgrounds and a strong sense of empathy, it is observed that empathetic communication, active listening, and a willingness to engage in intercultural dialogue act as bridges to social integration, enabling migrant students to move from initial isolation toward collaborative participation. In this sense, soft skills function as mechanisms of inclusion that strengthen a sense of belonging and reduce social fragmentation within university campuses.

Emotional self-regulation and resilience in the face of academic stress are central dimensions of soft skills, understood as practices of solidarity. For international students, stress is linked not only to academic workload but also to distance from home, sociocultural expectations, and uncertainty about their future employment. In the case of Chinese students, these tensions are often intensified due to highly competitive educational models and social narratives that associate academic success with family responsibilities and social advancement.

From a reflective perspective, resilience should not be seen as an individual burden, but rather as a skill that is built collectively. Teachers with ethical commitment and a humanistic vocation play a key role in promoting classroom environments based on respect, cooperation, and the recognition of emotional diversity. These practices foster academic solidarity in which individual well-being is understood as part of collective well-being, contributing to more humane and sustainable educational pathways.

4.2. Strengthening soft skills

Strengthening soft skills in international university students, particularly Chinese students, implies assuming an educational responsibility that transcends the technical and economic. Universities and faculty are called upon to train resilient, proactive, and deeply humane professionals capable of contributing to peaceful and socially responsible work environments. Experience demonstrates that when education integrates empathy, reflection, and ethical guidance, prosperity becomes not only a professional goal but also a means to building a more just and peaceful world.

5. Conclusions

The development of soft skills and interpersonal relationships is a central component for fostering prosperity, cultural adaptation, and stress management in international university students, particularly Chinese students. The evidence analyzed suggests that educational investments alone do not guarantee sustainable outcomes in terms of prosperity. It is essential to integrate innovative pedagogical strategies, institutional support, and psychosocial approaches that strengthen resilience, intercultural communication, and the building of social networks. In this regard, methodologies such as gamification, experiential learning, and multimodal assessment emerge as promising alternatives for enhancing the comprehensive development of soft skills and contributing to more stable and fulfilling paths to prosperity.

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Contributions from the co-authors: All co-authors have contributed to this article by mutual agreement and are responsible for all information contained therein.

Neal Mayer Zagaceta Gomez (25%): Conceptualization, Data Curation, Formal Analysis
Edinson Garcia Mondragon (25%): Writing – original draft, Writing – revision and editing
Ricardo Augusto Carranza Vargas (25%): Resources, Methodology, Software.
Ennia de la Cruz Medina (25%): Supervision, Validation and Visualization.

Research funding: With own resources.

We declare no conflict of interest: The authors declare that we have no conflict of interest that may have influenced the results obtained or the interpretations proposals.

Informed consent statement: The study was conducted in accordance with the Code of Ethics and Good Publication Practices.

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