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The role of soft skills in mediating the relationship between risk management competency and work readiness

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ABSTRACT

The independent campus learning programme is expected to be able to help students prepare for their future. One of the curricula in universities, especially accounting majors, is related to understanding risk management competencies. This study aims to determine the effect of soft skills in mediating the relationship between risk management competence and work readiness in students in Yogyakarta. This analysis was conducted with students majoring in accounting who had learned about risk management. This study used random sampling for data collection. Warp PLS is used as an analysis model using path analysis. Organisational risk management, process risk management, and standard risk management are the three components used in this study. The results showed that the hypothesis related to process risk management had an effect on students' soft skills. This proves that the process of lecturing can shape students' soft skills. The following hypothesis is related to the ability of students' soft skills to affect work readiness. This finding shows that soft skills are currently very important to shape the work readiness of accounting students. Soft skills in this study also mediate the relationship between process risk management and work readiness, but operations risk management has no direct effect on work readiness.

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Introduction

Over the past three years, universities in Indonesia have developed a curriculum that offers the widest possible opportunity for students to acquire various needed knowledge. According to (Meke et al., 2022), Independent Learning Campus Merdeka (MBKM) is a self-paced and versatile higher education learning programme designed to create a creative, non-restrictive learning community that meets the needs of students.This curriculum is based on one of the Minister of Education and Culture guidelines, known as Merdeka Belajar Kampus Merdeka (MBKM) (Ministry of Education and Culture, 2020; Ministry of Education and Culture, 2020b). According to the statements of national figures, the essence of independent learning is the freedom to gain learning experience and knowledge by seeing humans as their nature (Pangestu, D.A. and Rochmat 2021). Implementing the MBKM Policy in universities begins with curriculum development in line with the MBKM Policy, preparing an internal quality assurance system, and developing cooperation. Changes in the curriculum with MBKM which are expected to have a positive impact are also faced with various uncertainty risks such as gaps between universities, lecturer readiness, infrastructure readiness, so good risk management is needed.The Merdeka Learning Independent Campus (MBKM) policy is one of the policy studies that the

government is promoting for use in higher education. MBKM is a flexible and independent mode of higher education learning that aims to create an open and creative learning community that meets the needs of students(Rochana et al., 2021).

Management must minimize the likelihood or impact of risks to achieve its objectives. Risk management starts with identifying, measuring, and assessing risks to take preventive action(Suriyadi & Azmi, 2022).. Risk management is an important part of the company in an effort to improve competitiveness and core factors in the company's internal control system (Songling et al., 2018). Based on risk analysis, organizations develop action plans to deal with risks that may occur in the future (Yang, J., Li, H., Xu, Z., and Gu 2020). The organization realizes that the scope of risk is increasingly being expanded beyond the existing risks and different types of risks can also impact the organization. So, companies have begun to adopt a holistic risk management process, not only individually, but also understand the interaction between risks (Jonek-Kowalska 2019). This approach is called Enterprise Risk Management, which enables strong, competitive, and economical companies. An understanding of risk and its impact is communicated at all levels of the organization (Paula et al., 2018). ERM can be seen as an old paradigm risk management with the addition of corporate risk governance (Mishra et al. 2019). Such a portfolio approach considers the interconnectedness of significant risks and benefits that can be achieved when both are evaluated and monitored together (Jabbour &; Abdel-kader, 2015). In this way, ERM will enhance senior managers' ability to oversee risk portfolios, giving senior managers a competitive advantage who can demonstrate strong ERM capabilities (Jonek-Kowalska, 2019).

ERM is increasingly being adopted and studied due to the COVID-19 pandemic. In fact, the ERM team has evaluated supply chains, cybersecurity risks, remote work issues, and other challenges as businesses face the impacts and opportunities brought by COVID-19 (Davis, 2020). While it is understood that even the most mature ERM processes cannot prevent such events as the coronavirus outbreaks (Amato, 2020), research on this theme must increase and develop. In addition, especially since context is important for students to develop ERM-related competencies as it is expected that organizations will increasingly need them.

Risk management competency requirements for prospective managers and accountants have implications in education (Asonitou & Hassall, 2019). Given the highly competitive nature of the labor market, it is a concern that graduates are failing to meet some of the demands of industry and the world of work (Borg & Scott-young, 2020). Obstacles include difficulties in preparing students for the work environment stemming from differences in perception between industry, the world of work and universities. Educational institutions should collaborate proactively with industry to improve students' employability and make them more job-ready (Hossain et al. 2020).

Employability is characterized as the extent to which prospective graduates have a set of technical skills and soft skills (Hossain et al. 2020). Soft skills are personal characteristics that enable individuals to get and keep a job (Tavares, 2017). Work readiness indicates graduate potential in terms of long-term performance and career advancement (Caballero &; Walker, 2010). Employability readiness indicates that graduates are prepared to enter the workforce (Spanjaard et al., 2018). Student job readiness is proven to have effective knowledge and competencies that can be utilized in work (Prikshat, Kumar, and Nankervis 2019).

Accounting students are expected to develop a set of competencies that allow them to perform several accounting tasks such as reconciling accounts, preparing tax reports, analyzing financial statements, calculating production costs, preparing and presenting financial statements as well as the ability to manage company risks (Hossain et al., 2020). These competencies must be possessed to develop a career as an accountant, so it is important to develop competencies designed to improve their job readiness skills (Cavanagh et al., 2015).

There is no doubt that risk management plays an important role in improving company performance. The question is whether there is influence in students' efforts to enter the workforce (Yang, J., Li, H., Xu, Z., and Gu 2020). While studies that incorporate student perceptions of job readiness exist, further exploration is needed as it will facilitate comparisons with academic and employer data (Jackson, 2019). Very few studies have investigated employability and job readiness skills from the perspective of prospective graduates, especially prospective economics graduates' perceptions of those skills (Hossain et al. 2020). To assess initiatives undertaken by universities aiming to increase students' opportunities not only to find jobs, but to explore students' perceptions in their future job readiness (Pitan & Muller, 2020). The importance of risk management competencies is because graduates have abilities and feasibility in obtaining jobs and performing better in the workplace (Jackson 2019).

So far, no previous research has assessed the development of competencies related to corporate risk management in undergraduate accounting students. In addition, it is still unknown whether the development

of these competencies impacts students' perceptions of their readiness to enter the world of work. In addition, most research in business and accounting majors has been conducted in developed countries, such as Australia, the United States and the United Kingdom (Byrne et al., 2012; Collison et al., 2011; Pan & Perera, 2012). To fill this research gap, this study aimed to assess the perception of accounting students on the company's risk management ability.

Resource Based View Theory

The resource-based theory (RBV) states that a firm gains a competitive advantage over its market competitors by controlling and utilizing a unique set of resources (Barney and Hesterly, 2006). These resources will then be configured so that the company's customers will perceive the products or services that the company produces as adding value that the company offers. Given that the company's competitors may eventually want to execute a similar strategy. The resources developed by the company should be such that competitors and competitors cannot duplicate them. If unique conditions persist over time, then the company initiating the strategy is said to have achieved a sustainable competitive advantage, and should have earned above-average or returns (Barney and Hesterly, 2006). Barney (1991) defines resources as all assets, capabilities, organizational processes, company attributes, information, knowledge, and others controlled by the company that enable the company to understand and implement strategies that increase effectiveness and efficiency. Furthermore, it has recently formed around the view that even resources that are beyond the immediate boundaries of the company should also be included in the company's resource base. This is known as extended RBV (Mathews, 2003). Expanded resources include internal resources, such as personnel, facilities, and processes, customers, suppliers, and other important outside entities such as government and geographic entities. These resources are not only elements that can help create a competitive advantage for a company but are also a potential source of risk. The main idea of the study is to base risk identification on expanded resources.

As in the research conducted (Jackson, 2019), dynamic capabilities become strategic where companies achieve new resource configurations when markets emerge, collide, split, expand, and die. While basic capabilities allow companies to utilize multiple resources to generate profits (Amit and Schoemaker, 1993). The dynamic capabilities of the company allow modification of basic capabilities and other organizational resources to adapt to organizational changes and rapid market changes (Cepeda and Vera, 2007). Examples of dynamic capabilities include creating new products or services, risk minimization, alliance formation and strategic decision making (Eisenhardt and Martin, 2000). Previous research noted that managing risk can be seen as a dynamic capability shaped by a company's resources and further shaping the organization's resources in the future. Thus, risk identification becomes a potential important resource that impacts company resources. The lack of dynamic capabilities of the company has a major impact on the survival of the company. Examples include Volkswagen's failure to produce diesel engines that pass EPA and European emissions standards (2015), the BP oil spill in the Gulf of Mexico (2010), FEMA's preparedness for hurricane Katrina (2005) and JP Morgan Chase's massive trade losses in London in 2012. From these cases it is clear that there are shortcomings in managing the risks associated with the resources of a particular organization. In particular, Volkswagen failed to ensure that one of their main resources, the production of diesel engines without regard for emission standards. Engine production is a major operational resource for car manufacturers, as engines are typically used in many models over long periods of time, including in the organization of various brand labels (such as VW and Audi). In this study we propose a risk identification framework that will indeed contribute to making ERM a dynamic capability.

Enterprise risk management

Risk can be identified as the effect of uncertainty on objectives. Risk is managed through processes that will increase success in complex and challenging environments (Olechowski et al., 2016). An organization faces different types of risks, such as regulatory compliance, environmental and social issues, workplace health and safety, and business operations (Shad et al., 2019). The risk management process with the old paradigm consists of identifying, measuring, monitoring, and reporting individual risks. However, managing various risks holistically requires a well-organized system (Malik et al., 2020) in the context of Enterprise Risk Management.

The Committee of Sponsoring Organizations of the Treadway Commission (COSO) (2004), an initiative in the private sector sponsored by several organizations, launched an integrated approach to the evaluation of internal control systems (Martin et al., 2014), culminating in the COSO framework (Park et al., 2021), which remains highly relevant to practitioners (Klein & Reilley, 2021). According to COSO (2004), the ERM process is influenced by the organization's board of directors or management personnel. COSO identifies in a strategic way that encompasses all organizations. They are designed to identify potential events that may affect an entity, and consist of managing risk within a company's risk appetite, providing reasonable assurance

regarding the achievement of organizational objectives (Hayne &; Free, 2014). Due to its holistic nature, ERM requires several procedures collectively to understand an organization's level of exposure to uncertainty (Ojeka et al., 2019). Adopting ERM allows organizations to improve resource allocation and resource use (Saeidi et al., 2019). In addition, ERM provides an integrated framework to identify and prevent interdependent sources of risk that can reduce revenue fluctuations and improve information-related organizational risk combinations (Wang et al., 2018).

An interesting topic is the role of managers and accountants regarding ERM (Callahan &; Soileau, 2017; Malik et al., 2020). Previous researchers have argued that risk management has moved from technical issues to management and control problems (Soin, 2013). Although the labor market demands professionals capable of ERM-related activities, experienced professionals who do not have sufficient knowledge to perform risk management work may fail in attempting to appropriately measure risk (Huang et al., 2011). In this context, Webb and Chaffer (2016) state that it is important to understand the extent to which universities provide opportunities for students to develop skills required by industry, including comprehensive ERM capabilities and a global vision of an organization.

This study uses the term competence, considering that competence consists of components including knowledge, skills, and attitudes (Durand, 2015). Knowledge is defined as a structured assimilated collection of information that allows individuals to carry out their activities and operate in a specific context. Skills relate to acting concretely according to a predetermined process or goal. Behavior-related attitudes are important to an individual's ability to achieve goals. Previous studies have used this model (Baumeister et al., 2020; Prikshat, Kumar, and Nankervis 2019).

Previous studies have investigated student competency development and assessment (Barbosa &; Rodrigues, 2020; Coetzee et al., 2016; Plant et al., 2019). In particular, accounting students need to have a different set of competencies which include being able to analyze accounting information; using IT and accounting software; apply industry-specific knowledge, recognize business opportunities and risks, be able to listen and deal with cultural or ethical issues (Pan & Perera, 2012), and have reading comprehension competencies (Coetzee et al., 2016) and soft skills (Plant et al., 2019). In fact, accounting graduates have a tendency to underestimate soft skills, because they view learning accounting as an activity to master a technique. This may indicate that the learning experience of accounting students is largely based on traditional pedagogical methods; students may have acquired such a vision and the turn of such methods greatly influences student perceptions (Flood & Wilson, 2008).

However, the world of work considers nontechnical skills as a necessary requirement for accountants to be able to perform their duties well. In addition, some employers feel that the development of non-technical skills of these workplace requirements should be the responsibility of educational institutions (Asonitou & Hassall, 2019). Nontechnical competencies include reading, listening, writing, and speaking effectively. In fact, accounting practitioners emphasize the need for accounting graduates to have good communication skills because they must be able to explain financial results and concepts clearly and concisely and discuss financial impacts for business decisions (Pan & Perera, 2012). Developing these competencies affects students' perceptions of their ability to find work and be ready to work as professionals. Employers demand professional skills and capacity to deal with stressors in a workplace environment that may result in stress. The industrial world considers field-specific knowledge and technical skills insufficient to consider students ready for work (Borg &; Scott-young, 2020).

Work Readiness

Job readiness is a concept that appears in some literature as a selection criterion to predict graduate potential (Harry & Chinyamurindi, 2022). Work slippage is a condition that shows students are ready and have the opportunity to get a job (RN, 2022). Employment is defined as the degree to which graduates are perceived to have attitudes and attributes that set them up for success in the work environment. Work-ready students are considered to have good job achievement, success, and potential for promotion and future career advancement (Harry & Chinyamurindi, 2022). In addressing the issue of job readiness, it is necessary to pay attention to ecosystems such as the context of education, employability, ready workforce, and ready workplace (Dudley et al. 2020).

Universities are under pressure to produce graduates who can be accepted into the world of work (Pitan and Muller, 2020). Universities must develop strategies that enable their graduates to enter the labor market with the best conditions (Winterton & Turner, 2019). One of the strategies is developing activities at the academic level to improve students' employability through curriculum design. In fact, graduate employability for some universities is an indicator of university performance that measures the institution can develop graduates with employability skills and will ultimately enhance its reputation which in turn helps attract more

students (Hossain et al. 2020). This reinforces the idea that universities are interested in developing competencies in their students that make them more work-ready. Given the high number of graduates in accounting, companies are increasingly reluctant to prospective employees who are not ready for work. Companies expect graduates to be ready to work at their best when accepted (Winterton and Turner 2019).

Every individual needs a set of competencies to forge ahead and succeed in their respective professions (Dhakal et al. 2019). Some of these competencies need to be developed in higher education to prepare students to transition to employment (Winterton & Turner, 2019). When students perceive deficiencies in some competencies, they will naturally feel less confident and perceive as a barrier to employment. Lack of experience and quality will be seen as the most prominent barriers to getting a job (Dudley et al. 2020). Other studies have shown that soft skills, problem-solving skills, functional skills, undergraduate experience, and academic reputation influence students' employment.

It is especially necessary to analyze students' perceptions of their job readiness. Their perception of their readiness to transition to employment and their capacity to succeed in the labor market (Mishra et al. 2019). Students will consider themselves more work-ready if they feel supported in competency development (Jackson 2019). In addition, understanding students' perceptions of developing their readiness for the labor market and opportunities for success is increasingly important because many students decide to enroll in university (Tavares, 2017). Finally, students' perceptions of the work environment and understanding of requirements for career advancement influence their capacity to manage their employability and career success (Jackson 2019).

As mentioned earlier, job-ready students are proven to have effective knowledge and competencies to be utilized in their work (Prikshat, Kumar, and Nankervis 2019). Although job readiness skills are complex to define because stakeholders associate them with different perspectives when referring to graduate abilities and employability skills (Cavanagh et al., 2015), some researchers have devised scales to measure job readiness (Caballero et al., 2011; (Prikshat et al., 2019); Walker et al., 2015). (Prikshat, Kumar, and Nankervis 2019), defines job readiness as consisting of several dimensions. Teamwork and political skills involve monitoring each other's performance, knowledge of independent task responsibilities and team tasks, and work disposition within the team. Effective communication skills are a critical issue on effective organizational behavior, employee relations, and work processes. Thinking skills include the ability to understand in social, organizational, and technological environments. These skills involve interaction in the context of the global economy, researchers have previously highlighted the importance of developing such skills (Jaya et al., 2019). The specific skills of a job encapsulate the practical skills of the business in which the graduate intends to find employment (Prikshat et al., 2019)

ERM competencies can be organized in different dimensions. The first dimension is Risk management organizational governance, which includes competencies related to aligning risk processes with organizational strategies in stakeholders' internal and external environment. The second dimension is the Risk management process, which includes competencies related to typical risk management processes. Risk management is about preventing the occurrence of risks, and if those risks occur how to reduce/optimize the consequences of those events. The risk management process usually consists of four stages: identification, assessment, activities related to risk response and risk control (Jonek-Kowalska, 2019). If students are competent in implementing risk management by aligning these processes with the organization's strategy and environment, they can feel more ready to work.

Current literature has shown that organizations rely on a framework of best risk management practices through technology and experts, influencing risk management work practices (Themsen &; Skærbæk, 2018). Organizations are adopting the standard to manage uncertainty risk among these standards and frameworks through the ISO 31000:2018 standard on risk management and the ERM COSO framework (Themsen &; Skærbæk, 2018). Agreement on a set of standard risk management methods supports professionalization (Olechowski et al., 2016) and is a common ground for educating students about risk management practices. The context of the competency dimension related to risk management is the Risk management standard, which includes competencies related to knowledge and application of risk management principles and frameworks. Students who interpret and apply these standards can feel more work-ready.

Specific field knowledge and technical skills alone are not enough to label graduates job-ready as graduates need to develop certain skills that will enable them to deal with the stressful nature of the work environment (Natoli, 2017). Soft skills help graduates seeking employment deal with uncertainty and enhance their ability to work under pressure, enhance their confidence, and enable them to think and plan strategically (Hossain et al. 2020). Among the most important and underdeveloped skills in accounting students are communication skills, problem-solving and time management, learning and professional values (Asonitou & Hassall, 2019).

Other important soft skills are integrity, responsibility, ability to cohesively work as a team (Spanjaard et al., 2018), analytical/critical thinking skills, problem solving, and attention to detail (Natoli, 2017). To carry out ERM activities, students need to have some soft skills, as they need to communicate risks, negotiate with different stakeholders, handle access to confidential information ethically. For this reason, it is important to analyze the development of soft skills in the ERM environment and its effect on job readiness. So this study aims to determine the effect of soft skills in mediating the relationship between risk management competence and work readiness in students in Yogyakarta.

Method

The research method used is the quantitative method, which, according to (Sugiyono, 2019), emphasises that research using quantitative methods is based on the philosophy of positivism. This approach involves the use of quantitative methods in research that focuses on a particular population or sample. Data collection is carried out through the use of research instruments, and subsequent analysis involves quantitative or statistical techniques.In this study ERM measurement items based on questionnaires developed by (Mishra et al. 2019), job readiness and soft skills were defined based on the scale developed by (Prikshat et al., 2019). An online questionnaire was given to accounting students in Yogyakarta to assess the effect of developing risk management competencies and soft skills on job readiness.

Respondents' perceptions were measured using a 5-point Likert scale (1- strongly disagree; 2-disagree; 3-disagree or agree; 4-agree and 5-strongly agree). After distributing and answering the questionnaire, we validated the hypothetical relationship using Warp PLS. The PLS (Partial Least Square) causal predictive approach emphasizes prediction in estimating statistical models designed to provide causal explanations (Hair et al. 2018).

Therefore, this technique is used to overcome the clear dichotomy between explanation and prediction, forming the basis for developing managerial implications (Hair et al. 2018). PLS becomes an appropriate tool when (1) the sample size is relatively small, given the population and (2) the focus of the study is the prediction of the dependent variable and does not require normal data. Based on the aforementioned considerations, PLS seems to be the most appropriate technique for this study.

Results and Discussions

The questionnaire was sent randomly using googleform sent through whatsup group in each class at a university in Yogyakarta and only 66 responses were received. Questionnaires were received in the same group, which may be due to the forwarded Google form link. The research was conducted in Yogyakarta because Yogyakarta until now is considered as a student city. The respondents of this study were selected for students who have learned lessons related to risk management (Prikshat et al., 2019).

The evaluation of this study begins by using classical assumption tests. On the results of the Kolmogorov-smirnov test obtained a sig value of 0.2. The significance results of 0.2 > 0.05 can be concluded that the data distribution in this study is normally distributed so that this research questionnaire is feasible to use.

Table 1. The results of the Kolmogorov-smirnov test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		66
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	.47640052
Most Extreme Differences	Absolute	.082
	Positive	.063
	Negative	-.082
Test Statistic		.082
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Heteroscedasticity testing using scatterplot graphs. The following is a scatterplot graph view of the regression model in this study. In a good regression model, heteroscedasticity is usually not underdeveloped. Through the scatterplot graph, it can be seen that a regression model has heteroscedasticity or not From the figure below it can be seen that the points spread randomly and are scattered both above and below the number 0 on the Y axis. So it can be concluded that there is no heteroscedasticity in the regression model in this study.

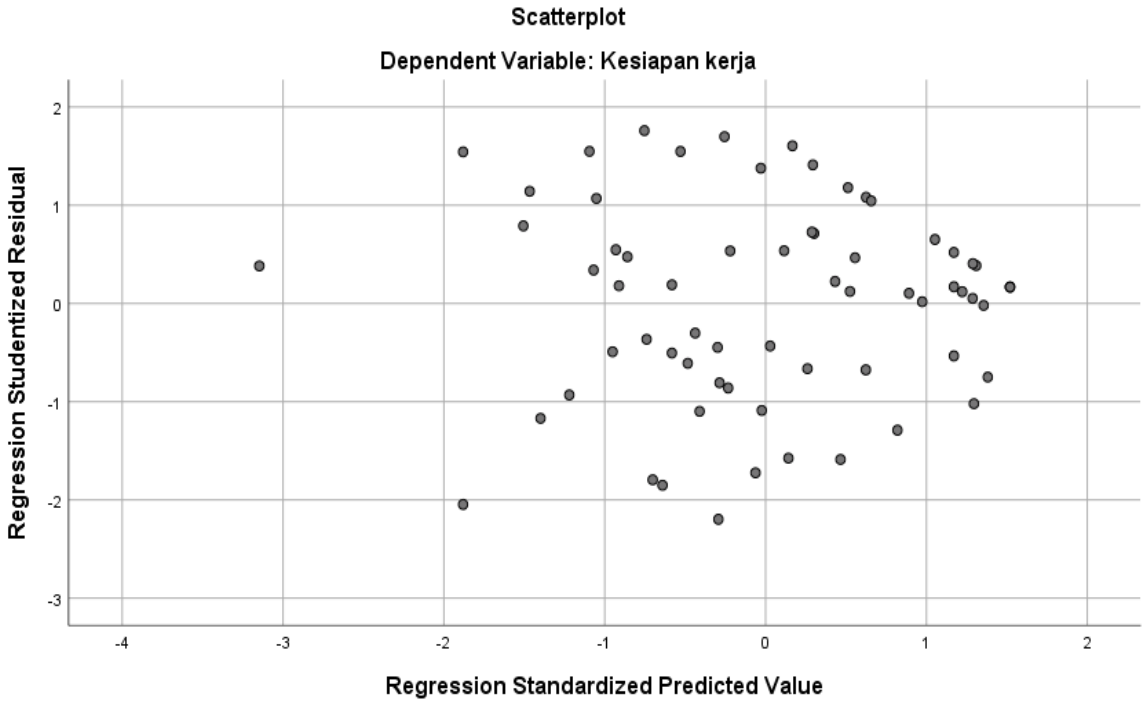


Figure 1. Heteroscedasticity testing

The results of the multicollinearity test based on the tolerance value and Variance Inflation Factor (VIF) based on the results of the SPSS output above, it can be concluded that the tolerance values of all variables show values above 0.2. The calculation results show that all independent variables have a tolerance value of more than 0.10, which means there is no correlation between independent variables, so this regression model is good.

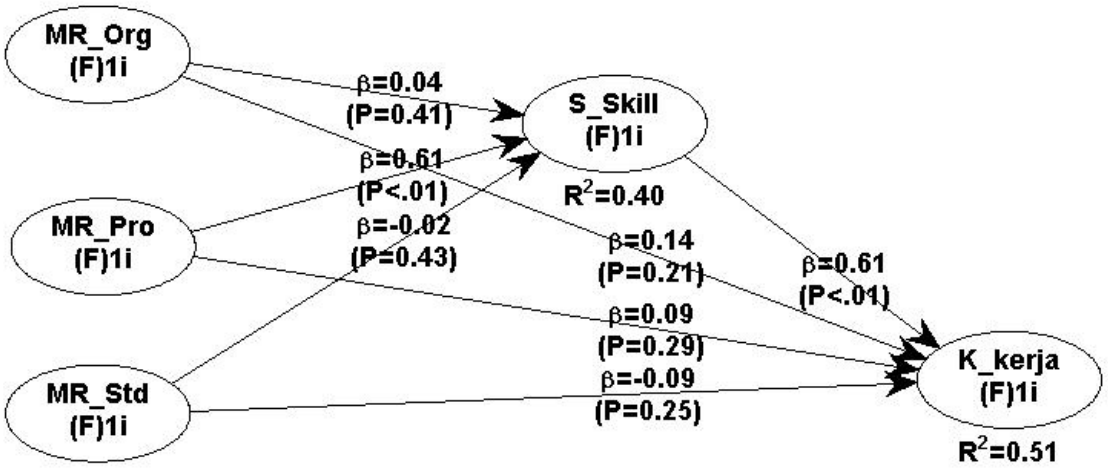
Table 2.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1(Constant)		2.230	.336		6.642	.000		
Manajemen Organisasi	Resiko	.034	.152	.040	.224	.824	.302	3.308
Manajemen resiko	Proses	.492	.138	.615	3.557	.001	.324	3.091
Standar Resiko	manajemen	-.012	.082	-.022	-.152	.879	.484	2.067

a. Dependent Variable: Soft Skill

This research model will be analyzed using the Partial Least Square (PLS) method and assisted by SmartPLS 3.0 software. PLS is one of the alternative methods of Structural Equation Modeling (SEM) that can be done to overcome problems in relationships between variables that are very complex. Still, the sample size of the data is small (30-100 samples) and has non-parametric assumptions, meaning that the data does not refer to one particular distribution (Ghozali and Ratmono 2017).



Non-parametric bootstrapping testing is used to evaluate the accuracy of PLS parameter estimation. The results are shown in the figure which states that the value of organizational risk management affects job readiness and softkill partially also affects student work participation as shown by a P< 0.1 value. The test also shows that process risk management partially affects work system mediated by soft skill variables. In summary, this study identified positive and significant influences of hypotheses 2 and 4. This study also confirms hypothesis 6 which shows soft skills can distinguish between process risk management and work security.

These findings can be interpreted as recognition that students recognize that some soft skills contribute to interpreting, analyzing, communicating, and using risk management standards.this research is in line with research conducted (Songling et al., 2018) found that applying project management standards that focus on soft skills is not enough for effective risk management. The author states that soft skills are key in risk management and positively influence success in preparing for work. Similar conclusions were reached by our study in the context of majamen risk. When the risk management competencies defined in the RM standard are combined with soft skills, a greater effect is seen on students' job readiness, meaning they feel better prepared to undertake these activities in their future professional lives. The demand for intellectual and interpersonal skills has increased significantly due to the recognition that such skills improve the employment prospects of graduates. Previous research has shown that working in a group environment, solving workforce problems and thinking critically is essential for accounting graduates to succeed in their field (Mishra et al. 2019).

Therefore, the role of soft skills in linking risk management ability and work readiness is important and complicated. Soft skills are part of a person's personality, social skills, and dialogue that have nothing to do with technology. Risk management, on the other hand, is the process of discovering, analysing, and dealing with risks that may occur in an organization. Work readiness means that a person has the abilities and skills they need to do their job and fulfil their responsibilities in the workplace.

In the current context of COVID-19, a pandemic in which companies require professionals to adapt themselves and their activities to new work conditions and demands. The COVID-19 pandemic has caused widespread economic problems around the world, since production and economic activity have come to a halt partially or completely in some areas with implications never seen before (González & Dopico, 2017). Researchers recommend managers should have a holistic view of uncertainty to ensure a more integrated approach to dealing with such global disasters in the future (Khan et al., 2019). Therefore, we understand that future professionals need to develop the ability to lead the necessary transformations in their organizations agilely.

Conclusions

This study examines students' perceptions of risk management mediated by soft skills. This research uses accounting students who have gained an understanding of risk management as the object of research. The results showed that hypotheses related to process risk management affect students' soft skills. This proves that the process in the world of lectures can shape students' soft skills. The following hypothesis is related to the ability of student soft skills to affect job readiness. This finding shows that soft skills are essential today to

shape the job readiness of accounting students. The soft skills in this study also mediated the relationship between process risk management and job readiness, but operations risk management did not directly influence job readiness. In the current context of COVID-19, a pandemic in which companies require professionals to adapt themselves and their activities to new work conditions and demands. The COVID-19 pandemic has caused widespread economic problems worldwide since production and economic activity have halted partially or entirely in some areas with implications never seen before. Researchers recommend managers should have a holistic view of uncertainty to ensure a more integrated approach to dealing with such global disasters in the future. Therefore, we understand that future professionals need to develop the ability to lead the necessary transformations in their organizations agilely.

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