Título del Artículo Title of Article	Need to develop soft skills in vocational training
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1. RESUMEN / SUMMARY

The current demand for knowledge has forced to focus educational efforts on the development of technical skills often relegating social performance to the background, without reinforcing values, enhancing skills and attitudes, molding character and emotional intelligence for the resolution of problems and conflicts, resulting, in the medium term, a poor job performance in new professionals. Constantly the job profiles express the need for personnel with experience in the specific technical area, however, in most cases, little emphasis is placed on the fact that applicants must have skills such as proactivity, focus on meeting goals, the ability to resolve conflicts, critical thinking, teamwork, leadership, among others. Therefore, this article exposes the main soft skills that must be included to ensure development during professional training.

2. INTRODUCCIÓN / INTRODUCTION

One of the biggest challenges for companies today is to find the right staff for the required jobs; the job profiles represent a guideline for the choice of personnel, however, many times, if their technical-professional preparation is taken as a reference, the selected personnel is not the most suitable, reflecting this many times in the middle managers when they do not have the ability to provide indications and execute control tasks in the performance of their collaborators, resulting in poor performance that affects all the activities of the organization.

The skills that are most valued at that time are called: soft skills, these being the result of a set of social skills, communication, way of being, emotional character, among others. It is commonly thought that values are these skills, however, the issue is much deeper than that, since it refers precisely to the ability to move in the socio-labor environment, where not always the highest performance demands are appropriate for the organization.

Given the context, the development of soft skills has often been omitted because the time to train them is long and requires a lot of discipline, without access to information about what companies really need at this level, and with limited academic curriculum it is difficult to shape the character of students and focus it on efficient performance.

Professional training usually focuses solely on the development of technical knowledge, theoretical foundations and practical skills represent the whole of the curricula, although it is true, subjects or modules called ethics, psychology, philosophy, among others, are included, but these are not enough to form social skills, including critical thinking and self-mastery, since these modules seek to know the etymological origin of the concepts and provide general criteria regarding a moral behavior, not representing at any time a behavior guide or a method to develop these skills.

Social skills have different nuance; however, the most important approach is currently referred to as soft skills, those that are significant in the workplace. From multiple sources you can get concepts related to work behavior, but many times the emotional factor of each employee in an organization is left aside.

The main soft skills are:

1. **Communication:** knowing how to express ideas and receive that of colleagues, this being fundamental for the execution of tasks.

2. **Time management:** Task planning and time organization helps the team meet its goals.

3. **Negotiation:** ability to reach agreements between two or more parties, considering mutual benefits.

4. **Results orientation:** direct efforts to the fulfillment of organizational goals and objectives, allowing decision making in a fluid way.

5. **Conflict management:** seeks the solution to situations that can be stressful and affect the fulfillment of organizational goals, influencing aspects such as cultural, technological, personal and even emotional.

6. **Stress management:** skill that is fundamental for conflict resolution, trying to maintain the physical and mental health of all employees in a team.

7. **Flexibility:** ability to adapt to cultural and technological changes in an organization.

8. **Empathy:** understand the weaknesses and strengths of the members of the work team, personal aspects such as their sources of inspiration, desires, concerns, needs and commitments.

9. **Teamwork:** ability to coordinate tasks in a set, respect opinions and seek the fulfillment of goals and objectives, without violating the needs of employees.

10. **Critical thinking:** ability to perceive and discern about problems related to a way of acting, identify the implications, causes, consequences, and options as routes of action.

11. **Control of emotions:** self-control, self-control and healthy management of stressful situations, and knowing how to expose the needs for the efficient execution of their tasks.

There are many more skills that must be developed, most of them are gradually focused on the emotional factor.

One of the difficulties for the development of soft skills is that it is feared to enter the field of emotions, people avoid admitting a judgment about something that affects them, showing any sign of weakness, pain or sadness, an excessive joy or anxiety about a subject that provokes such reactions, almost completely eliminating the human factor. On the other hand, in academic training, the curricula, as mentioned above, include theoretical preparation in areas of psychology, ethics, philosophy, training in values and more, but the human factor is relegated, behavioral guidelines are provided, forcing to accept something as good or bad, or as appropriate or inappropriate.

Emotions are a fundamental part of decision making, the way to react to a certain situation will be influenced by various factors, family training, cultural aspects, interests and emotions of their own, therefore, you cannot frame a person in a work profile.

To effectively develop soft skills, new educational strategies must be taken, such as the inclusion of methodologies that make students participants in decision-making within the classroom, provide solutions to the problems that are presented to them without fear of making mistakes, guide them to find a leader in the team, learn to delegate activities, and to enable them to express their concerns within the framework of good customs.

In many companies, the professional development of their workers is limited, by not providing the training pathways, or exceeding corporate requirements by minimizing the needs of their employees; without considering the human (emotional) factor, no space is given to the soft skills that are fundamental for the achievement of goals.

For an employee to perform and identify with organizational objectives, he must feel comfortable in making decisions, in the expression of his criteria, in exposing his needs and, therefore, the organization empathizes with them; in this way the fulfillment of goals will be enhanced since the work teams will execute activities oriented to the same purpose, collaboration will be achieved and delegating tasks will allow a healthy leadership of middle managers.

4. CONCLUSIONES / CONCLUSIONS

1. Soft skills are closely linked to the emotional factor, each individual in a society will react differently to the same situation, since it will be influenced by a set of factors.
2. Academic preparation is not enough for the fulfillment of organizational goals, a person with academic excellence may not know how to express themselves properly, thus hindering communication in work teams.
3. Finding the right staff for a job profile is not only linked to their academic level, but also to their experience in the field, where recommendations are requested, it is usual that in these expressions are received such as: "is responsible, is prop, is respectful, keeps calm in situations of stress, etc.", reflecting this that the most relevant performance is social through soft skills.

RECOMMENDATIONS.

1. In each study plan, for each subject, activities should be considered that allow freedom of thought in the academic context to each of the students, and empower them to express and make decisions without fear of making mistakes.
2. Develop academic activities that allow the assignment of roles in profiles such as leaders, communicators, operatives and documenters, for example.
3. Not penalizing an inappropriate emotional response to a certain scenario, without knowing the origin of this, self-knowledge should be deepened to obtain the greatest benefit and guide a good communication of their own concerns before others.
4. Debate and dialogue should be stimulated to build solutions to a problem, through collaborative reflection, addressing and respecting different points of view.
5. Provide conflict resolution techniques and cases of real companies in situations that generate a technical debate on a specific topic, even having an impact on the moral field; preferably this should be included in each material of the academic plan, as formative and non-summative activities.

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