



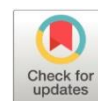


Estrategias de coaching para mejorar habilidades blandas en el sector productivo de la provincia de Cotopaxi

Coaching strategies to improve soft skills in the productive sector of the Cotopaxi province

- ¹ Kelly Nicole Punina Salazar  <https://orcid.org/0009-0009-1228-4438>
Technical University of Cotopaxi, Latacunga, Ecuador.
kelly.punina4414@utc.edu.ec
- ² Evelyn Alexandra Tovar Molina  <https://orcid.org/0000-0002-3577-0131>
Technical University of Cotopaxi, Latacunga, Ecuador.
evelyn.tovar4593@utc.edu.ec
- ³ Angelita Elizabeth Romero Poveda  <https://orcid.org/0000-0003-3748-2093>
Technical University of Cotopaxi, Latacunga, Ecuador.
angelita.romero1119@utc.edu.ec
- ⁴ Bryan Marcelo Barragan Pazmino  <https://orcid.org/0000-0002-1868-7774>
Technical University of Cotopaxi, Latacunga, Ecuador.
bryan.barragan8395@utc.edu.ec



Scientific and Technological Research Article

Sent: 06/10/2023

Revised: 11/18/2023

Accepted: 12/18/2023

Published: 05/01/2024

DOI: <https://doi.org/10.33262/visionariodigital.v8i1.2866>

Please
quote:

Punina Salazar, KN, Tovar Molina, E.A., Romero Poveda, A.E., & Barragán Pazmiño, B.M. (2024). Coaching strategies to improve soft skills in the productive sector of the province of Cotopaxi. Visionario Digital, 8(1), 30-51. <https://doi.org/10.33262/visionariodigital.v8i1.2866>



DIGITAL VISIONARY, and It is a scientific, quarterly journal, which will be published electronically, and its mission is to contribute to the training of competent professionals with a humanistic and critical vision who are capable of presenting their research and scientific results to the same extent that their intervention promotes positive changes in society. <https://visionariodigital.org>
The journal is published by Editorial Ciencia Digital (a prestigious publisher registered with the Ecuadorian Book Chamber with membership number 663). www.celibro.org.ec



This journal is licensed under a Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License. Copy of the license: <https://creativecommons.org/licenses/by-nc-sa/4.0/deed.es>

Palabras clave:

habilidades
blandas, coaching,
estrategias de
coaching

Resumen

Introducción: Las exigencias del entorno laboral actual insta a las organizaciones equipar a sus colaboradores con ciertas habilidades blandas que les permita enfrentarse a nuevos escenarios, en este sentido, las organizaciones se enfrentan al reto de implementar estrategias capaces de potenciar las características propias de cada colaborador o desarrollar aquellas que resultan significativas para el funcionamiento óptimo de las mismas. **Objetivos:** El propósito de la presente investigación se enmarca en identificar la estrategia de coaching adecuada para el desarrollo de las habilidades blandas en el sector productivo de Cotopaxi. **Metodología:** Se empleó un enfoque cuantitativo, de alcance descriptivo, y, la temporalidad es de corte transversal, para lo cual, se aplicó un muestreo por conveniencia. El instrumento utilizado fue un cuestionario compuesto por 16 preguntas validadas por alfa de cronbach con 0,77, midiendo las habilidades blandas de trabajo en equipo, liderazgo, comunicación asertiva, inteligencia emocional y gestión del tiempo. **Resultados:** Los hallazgos de la investigación evidenciaron que dentro de las combinaciones dos a dos entre los indicadores de habilidades blandas, las tendencias encontradas susceptibles de mejora son: comunicación asertiva y gestión del tiempo, comunicación asertiva y liderazgo, comunicación asertiva e inteligencia emocional e inteligencia emocional y gestión del tiempo. **Conclusiones:** Se ha identificado a las estrategias de comportamiento, modelos mentales y dinámicas de grupo como propuestas adecuadas para el desarrollo de las habilidades blandas en los colaboradores del sector productivo de la provincia de Cotopaxi. **Área de estudio general:** Talento Humano. **Área de estudio específica:** Comportamiento humano.

Keywords:

Soft
skills, coaching,
coaching strategies

Abstract

Introduction: The demands of the current work environment urge organizations to equip their collaborators with certain soft skills that allow them to face new scenarios. In this sense, organizations face the challenge of implementing strategies capable of enhancing the characteristics of each collaborator. or develop those that are significant for their optimal functioning. **Objectives:** The purpose of this research is to identify the

appropriate coaching strategy for the development of soft skills in the productive sector of Cotopaxi. Methodology: A quantitative approach was used, with a descriptive scope, and the temporality is cross-sectional, for which convenience sampling was applied. The instrument used was a questionnaire composed of 16 questions validated by Cronbach's alpha with 0.77, measuring the soft skills of teamwork, leadership, assertive communication, emotional intelligence, and time management. Results: The research findings showed that within the two-to-two combinations between the soft skills indicators, the trends found susceptible to improvement are: assertive communication and time management, assertive communication and leadership, assertive communication and emotional intelligence and emotional intelligence and time management. Conclusions: Behavioral strategies, mental models and group dynamics have been identified as appropriate proposals for the development of soft skills in collaborators in the productive sector of the province of Cotopaxi. General study area: Human Talent. Specific area of study: Human behavior.

Introduction

An extremely competitive work environment increasingly requires organizations to effectively develop human talent. To this end, the continuous search for strategies that contribute to the proper management of collaborators has resulted in knowledge no longer being considered as a unique factor susceptible to being enhanced, but rather, emphasis has been placed on characteristics rooted in human beings such as soft skills. According to Ramírez & Manjarrez (2022) “They constitute all those capacities of communication, leadership, empathy, self-control, resilience, decision-making and teamwork that an individual can develop” (p. 35), the same ones that play a fundamental role in the personal lives of employees and impact their work environment.

Organizations demand professionals who are capable of facing the challenges that the dynamism of the current work environment implies. In relation to this, the workforce constitutes an extremely important factor to generate competitiveness at an organizational level where the skills of each collaborator are expected to generate a unique contribution that allows them to raise individual potential, contribute positively to performance at a collective level and of course improve their employability (Parvin & Afroze, 2021).

Each individual behaves under certain behaviors and attitudes that contribute, interfere with or affect coexistence with other collaborators and limit performance within the company. In this sense, organizations must be able to manage each aspect inherent to the human being, enhancing the soft skills of each collaborator and developing those that are relevant in the development of daily work activities.

Within the set of soft skills capable of generating a healthy and productive environment, leadership is a skill used to influence people towards the achievement and fulfillment of goals. For Newstrom (2003), companies that promote leadership will get the commitment, responsibility and motivation of the collaborators. Communication assertive, for On the other hand, it involves the capacity for verbal expression used in different social, family, work, etc. contexts. This expression is aimed at resolving conflicts, because the person with this social skill is capable of transmitting the appropriate message without belittling the feelings, opinions and thoughts of others (Lesmes et al., 2020).

Likewise, emotional intelligence is positioned as another transcendental skill that encompasses the ability to manage one's own emotions, as well as knowing and understanding the emotions of others. For Tanveer et al. (2019), EI allows collaborators to be able to manage conflicts through the understanding of emotions, which allows the individual to act appropriately in the face of positive or negative stimuli perceived within a work environment. (Rexhepi & Berisha, 2017). Also, interaction is part of the daily life of collaborators, in this sense, interpersonal relationships highlight the ability of an individual to establish such relationships with people within any environment, even more so within work where people capable of openly cooperating with their work team are required (Hancoco et al., 2021).

On the other hand, interpersonal relationships involve emotional self-awareness through which an individual is able to face frustrations and exhaustion caused by intense situations that involve work; the development of this skill can generate a broad capacity to adapt to new environments (Torres, 2020). Now, when talking about empathy, the expression “putting yourself in someone else’s shoes” is undoubtedly the best known, however, for Quesada (2023) This skill involves a comprehensive understanding of people's emotions, feelings and thoughts, which fosters a positive environment within an organization.

Likewise, time management is a skill aimed at the effective fulfillment of planned activities through conscious time management, which according to Salazar (2017) must be considered at all levels of the organization, both managerial and operational; by optimizing time in the development of each established activity, productivity could be increased as well as directing the proposed objectives towards optimal results.. On the other hand, for Navarro et al. (2014), motivation is a process of self-regulation that varies in each collaborator, this ability is focused on the confidence that each person has regarding

their own capabilities; said security directly influences the way they act and the way they carry out their daily activities.

A productive organization requires not only individual contributions but also cooperative, collaborative work and collective commitment. In this sense, teamwork is a skill that includes the effective interaction of each member, who, through their knowledge and skills, are able to integrate and adapt in order to achieve organizational goals. (Torrelles et al., 2011).

Under this precedent, organizations face the challenge of identifying this set of skills that are part of each individual and implementing strategies that allow them to develop them. To do so, the objective of this research is to propose coaching strategies that can be used as a guide to improve soft skills in employees in the productive sector from the province of Cotopaxi.

So, coaching according to Peterson (1996, as cited in Baron & Morin, 2010), is a process of equipping knowledge and skills during which the coach is responsible for implementing a series of activities focused on enhancing strengths and improving those relevant deficiencies of the individual. Also Graßmann et al. (2020), defines coaching as a systematic process that allows the personal and professional development of the client through the construction of solutions to achieve the stated objectives.

This technique has had great relevance today due to its usefulness as a tool to generate changes on a personal level, but its benefits are also projected towards the business environment, this is how According to the International Coaching Federation (ICF, 2020), The number of managers or company executives who use coaching skills has increased in Latin America. Likewise, in Ecuador coaching has projected positive results at the business level, according to Orellana et al. (2019) in the study carried out on the staff of a financial institution, found that after having received 120 hours of coaching advice, the human talent showed improvement in terms of communication and decision-making skills.

According to Herrera & Vásquez (2021), coaching makes it possible to facilitate change processes through individualized support. This tool is directly related to the individual learning of employees, which influences their development and job performance (Lyons & Bandura, 2023). Improving the soft skills of employees through coaching is extremely useful in companies in the productive sector, since currently, having people capable of adequately facing the demands and challenges of the work environment is still a challenge. further important to develop technical skills.

Through the implementation of coaching, the productive sector will be able to benefit from collaborators with a high level of performance, since by developing soft skills they

will be able to know themselves since this tool provides an approach based on continuous learning, that is, collaborators can conduct themselves through attitudes and behaviors suitable for facing day to day life, and they will also be able to develop skills that will allow them to optimize their efficiency, effectiveness and of course the level of productivity within the company (García et al., 2021).

In addition, Jarosz (2023) points to coaching as an antecedent to changes in behavior and personality, highlighting the importance of this methodology as an investment in the development and growth of collaborators. In addition, he indicates that this accompaniment process can come from outside the organization or internally through a direct supervisor, the result in any of these cases translates into satisfaction, motivation and commitment of the collaborator to achieve results. According to Theeboom et al. (2014, as cited in Wang et al., 2022), Coaching interventions within organizations have significant impacts on the individual including psychological states, coping mechanisms and work life.

For Barrientos et al. (2020), coaching contributes to individual growth as a human being, but to management level, represents a set of activities aimed at promoting performance from any area, in addition aims to positively impact a collaborator's attributes such as self-confidence and their way of interacting with others. For this reason, according to Graßmann et al. (2020), the use of coaching methodologies has become popular among clients and their organizations, which must align coaching programs taking into consideration the organization's own needs, as well as the development needs of employees (Al et al., 2020).

Now, in order to enhance soft skills, it is intended that the strategies addressed in the coaching processes be divided into cognitive and emotional learning, the development of self-awareness and cognitive flexibility that allows exploring different panoramas (Ely et al., 2010, as cited in Albizu et al., 2019). To this end, Davis & Davis (1998) propose certain strategies that could be focused on solving latent needs in collaborators. In relation to this, the behavioral training strategy is proposed as a technique that allows achieving established goals through the development of new skills. To this end, it is highlighted that this strategy is based on the operant conditioning of psychologist BF Skinner, where it is evident that changes in behavior or conduct depend directly on positive stimuli and reinforcements for them to be lasting.

As for the cognitive training strategy, it describes the way in which people process and store information to acquire new skills and knowledge as it is based on the cognitive learning theory (Davis & Davis, 1998). Also, the research training strategy stands out, as that aimed at developing critical skills, where collaborators are able to generate valid arguments, defend positions based on analyzed foundations, and generate a learning

environment through the exchange of ideas in which they are able to respect the ways of thinking of each individual, fostering empathy.

The author also mentions the mental model training strategy, which encourages conflict resolution through appropriate decision-making. This strategy allows people to be able to formulate effective solutions to situations that may arise at work, thus generating positive impacts. In addition, he details the group dynamics strategy as a technique aimed at improving human relations through teamwork. This technique encourages the participation of employees and contributes to the integration of each member of the organization into their work team.

Finally, it can be inferred that both the skills and attitude changes developed through coaching establish important foundations for generating permanent changes in collaborators (Albizu et al., 2019). Consistent with the above, the following research question is raised: Which is the appropriate coaching strategy for the development of each soft skill?

Methodology

For the development of this research, a quantitative approach of descriptive scope was used, and the temporality is cross-sectional because the information of the population was obtained at a specific time (Bernal, 2010); the organizations of the productive sector of Cotopaxi belong to the population in this study, for which, a convenience sampling was applied, this based on the organizations that decided to be part of the research. The collaborators of these organizations were applied a questionnaire composed of 16 questions validated by Cronbach's alpha with 0.77. However, for this work, the answers corresponding to the soft skills dimension were used through a correspondence analysis to identify the interrelation between the variables of the group.

Results

Initially, the correlations between the soft skills indicators recorded in the sample were calculated; these results allow a first approximation to the trends between the importance given in their company to each of the topics investigated, which were evaluated with a significance of 5% (95% confidence).

Table 1

Spearman correlations between soft skills indicators

		Assertive Communication	Time Management	Leadership	Emotional Intelligence
Assertive Communication	Correlation coefficient	1.00			

Time Management	p-value	-			
	Correlation coefficient	0.00	1.00		
Leadership	p-value	0.85	-		
	Correlation coefficient	-,053*	-0.04	1.00	
Emotional Intelligence	p-value	0.01	0.10	-	
	Correlation coefficient	0.00	,048*	-0.03	1.00
	p-value	0.90	0.02	0.19	-

Note.The data and calculations were collected and carried out by the authors of this research.

From Table 1 it can be determined, first of all, that there are inherent relationships between leadership and assertive communication, also between time management and emotional intelligence (p values < 0.05), where it could be indicated that in Cotopaxi organizations despite this, the calculated Spearman linear correlations would indicate in all cases a weak relationship between the indicators, which gives the idea that each of the soft skills indicators should be treated separately.

Although the correlation analysis developed indicates no significance between the relationships of the soft skills indicators under study, an analysis is carried out using correspondences between pairs of variables, to determine whether there are other types of internal relationships between the study variables.

Table 2

Correspondence analysis by soft skills indicator

Indicators analyzed		Representative dimensions	Accumulated inertia
Assertive Communication	Time Management	2	0.964
Assertive Communication	Leadership	2	0.942
Assertive Communication	Emotional Intelligence	2	0.933
Time Management	Leadership	2	0.860
Time Management	Emotional Intelligence	2	0.941
Leadership	Emotional Intelligence	2	0.864

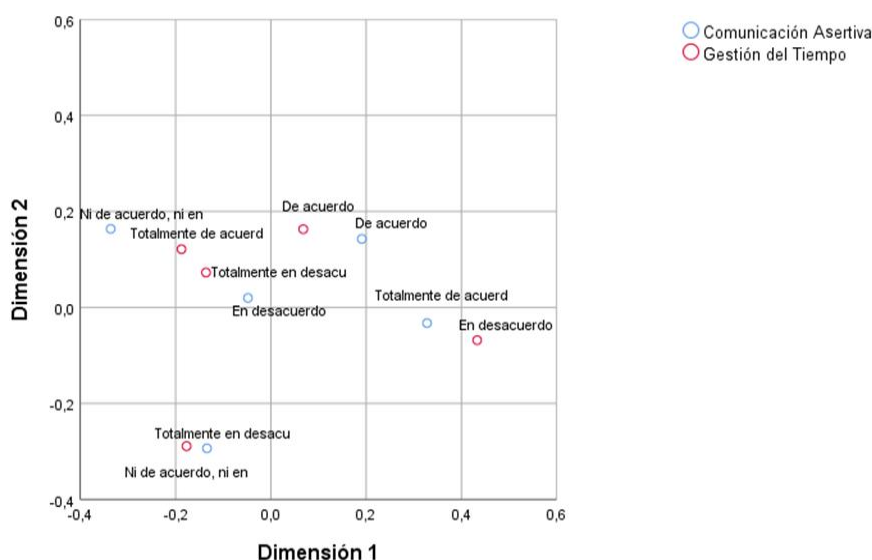
Note.The data and calculations were collected and carried out by the authors of this research.

Table 2 summarizes the correspondence statistics of all possible two-by-two combinations between the soft skills indicators, where in all cases it has been observed that two dimensions of the analysis are significant to explain the internal relationships between the variables under study, having in all cases proportions close to 1 referring to

the accumulated inertia, which indicated adequate percentages of explained variability between pairs of indicators. Therefore, graphic comparisons were carried out to determine trends that indicate problematic situations and, therefore, improvement, between the soft skills variables under study.

Figure 1

Correspondences between assertive communication and time management

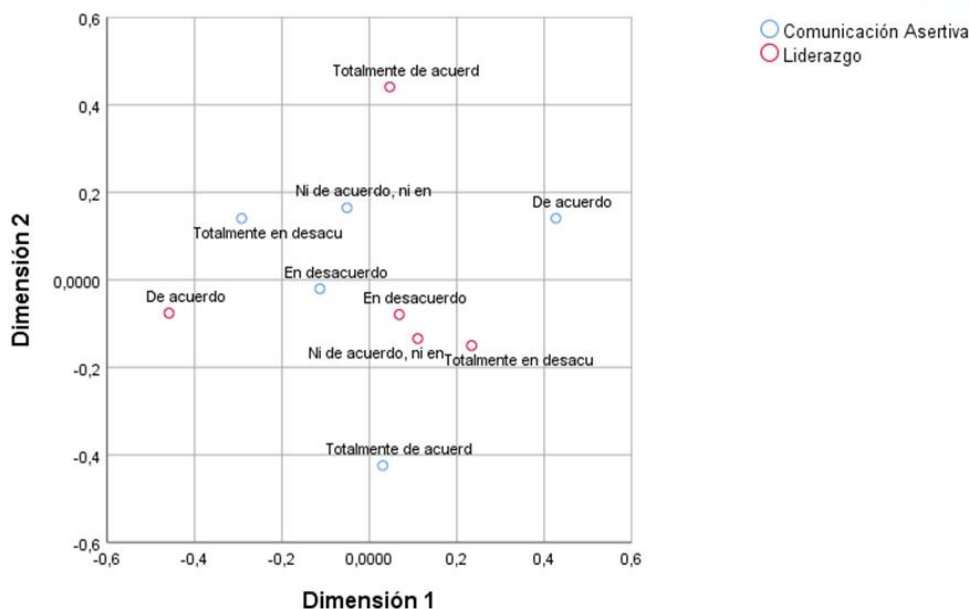


Note:The data and calculations were collected and carried out by the authors of this research.

Analyzing the relationship defined in figure 1, it can be observed that there are trends in which workers have determined to disagree with good time management in their organizations, and also, they show dissatisfaction with the degree of assertive communication within their institutions, observing that those who are totally in disagreement with time management, are indifferent to assertive communication as a soft skill within their workplaces.

Figure 2

Correspondences between assertive communication and leadership

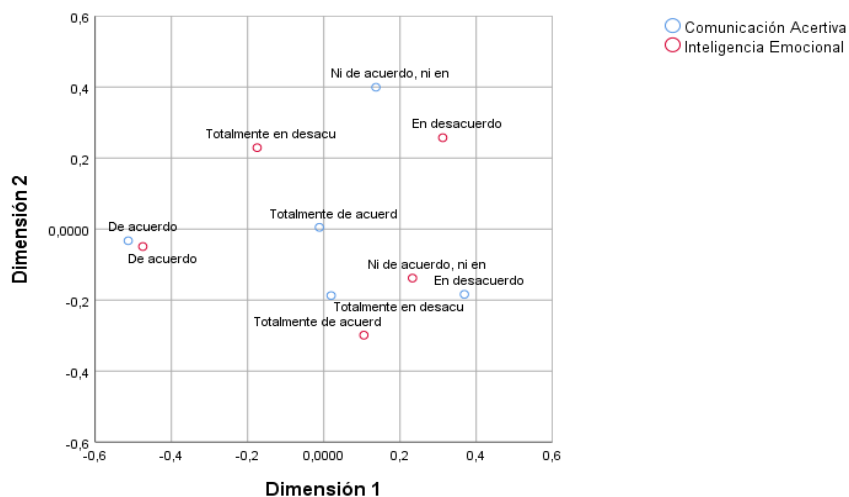


Note:The data and calculations were collected and carried out by the authors of this research.

Regarding Figure 2, which analyzes the relationships between assertive communication and leadership, it can be determined that workers who are indifferent or give a lower assessment to the leadership of organizations, also tend to consider themselves indifferent or rate poorly the management of assertive communication in their institutions.

Figure 3

Correspondences between assertive communication and emotional intelligence

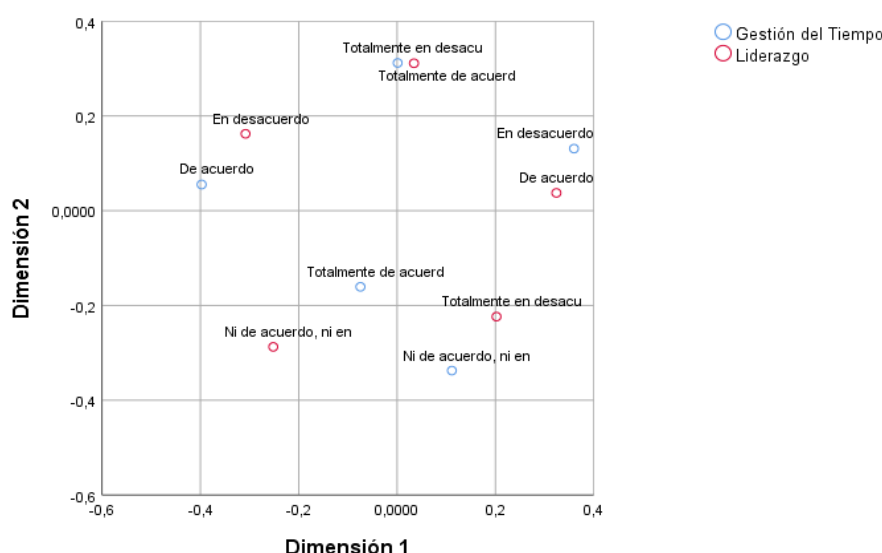


Note:The data and calculations were collected and carried out by the authors of this research.

According to Figure 3, it was determined that workers from organizations in the province of Cotopaxi who consider assertive communication problematic are in complete agreement with the management of emotional intelligence in their workplaces, a relationship that also occurs in the opposite direction. Similarly, it can be determined that those who are indifferent to the management of emotional intelligence are in disagreement with assertive communication.

Figure 4

Correspondence chart between time management and leadership

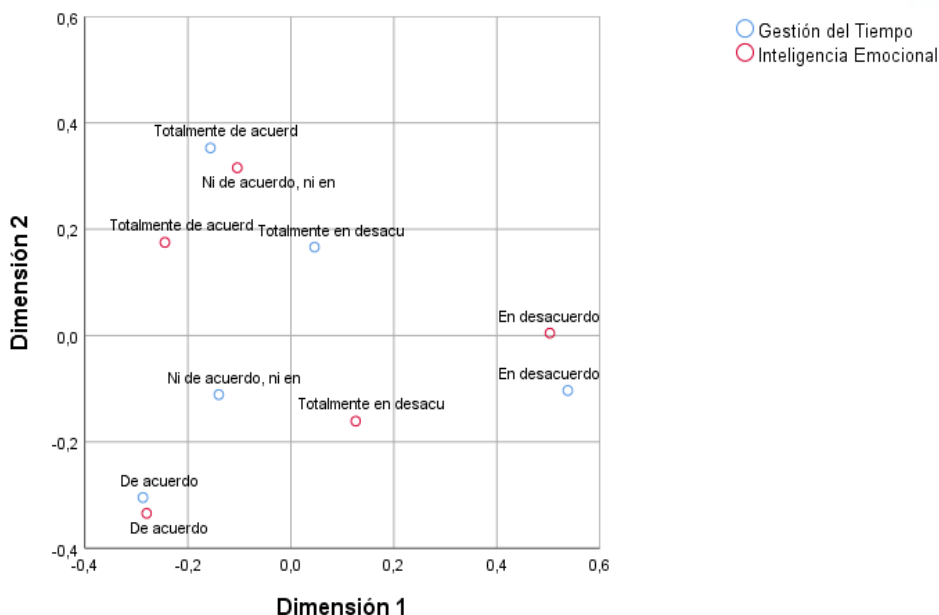


Note:The data and calculations were collected and carried out by the authors of this research.

Regarding the results in Figure 4, clearly defined segments were observed in the sample of workers analyzed: those who fully agree or disagree with the management of leadership in their organizations are dissatisfied with the management of time management in these; those who disagree with the management of leadership are in agreement with the management of time in their companies.

Figure 5

Correspondences between time management and emotional intelligence

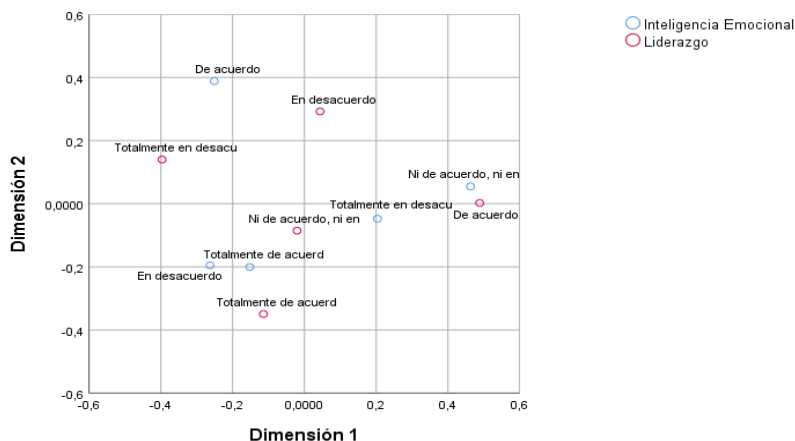


Note:The data and calculations were collected and carried out by the authors of this research.

Referring to Figure 5, between time management and emotional intelligence, it was found that employees tend to disagree in the management of both indicators in their organizations. In addition, it was observed that those who were in total disagreement with the management of emotional intelligence are indifferent to the time management skill.

Figure 6

Correspondences between emotional intelligence and leadership



Note:The data and calculations were collected and carried out by the authors of this research.

Finally, the results regarding the indicators of emotional intelligence and leadership indicate that they are in total disagreement with the management of emotional intelligence in their organizations, and are indifferent to the leadership that directs them. On the contrary, it is observed that those who are indifferent to the management of emotional intelligence are in agreement with the leadership of the company.

Coaching Strategies

Table 3

Coaching strategy: results of figure 1 assertive communication and time management

Soft Skills	Strategy
Assertive communication	Behavioral strategy
Time management	

Note: The data were collected and conducted by the authors of this research.

Poor communication can cause problems within the organization, since the way in which individuals do not always express themselves in the most appropriate way. These communication barriers affect the clear understanding of the objectives that are intended to be achieved, and the fulfillment of these objectives depends precisely on the planning, organization and adequate management of time in the development of each activity; to enhance the skills of assertive communication and time management, the behavioral strategy is proposed, which allows collaborators to employ assertiveness when communicating with members of the environment, this will generate a positive response in the work environment through a clear understanding of what is expected to be achieved; synchrony in the workplace translates into optimization of resources and efficiency allowing to meet the established performance goals (Davis & Davis, 1998).

Table 4

Coaching strategy: results of figure 2 assertive communication and leadership

Soft Skills	Strategy
Assertive communication	Group dynamics strategy
Leadership	

Note: The data were collected by the authors of this research.

A work environment is made up of constant interactions which require clear and concrete information flows where each individual is able to communicate and generate understanding. Now, since leadership is the ability to guide and influence a group, it requires assertive communication to establish positive human relationships and generate

rapprochement with its work group. Under the above, the strategy of group dynamics is proposed to promote teamwork through assertive communication and the application of leadership. This technique is derived from the theory of communications, therefore, it implies the constant interaction between the group, whose ideas are enriched thanks to the activities they carry out together daily (Tessier & Carbonneau-Loiselle, 2023). Effective leadership depends on assertive communication to establish strong links in the organization; the synergy between these two skills generates an impact on the way in which employees commit to collaborating to achieve a common good (Reyes, 2021).

Table 5

Coaching strategy: results of figure 3 assertive communication and emotional intelligence

Soft Skills	Strategy
Assertive communication	Mental Models Strategy
Emotional intelligence	

Note:The data were collected by the authors of this research.

Human beings are completely emotional and each action or reaction depends largely on stimuli coming from outside, a work environment is precisely made up of constant stimuli that test the ability of collaborators to tolerate disagreements, stress and frustrations inherent to work, for this, it is essential that communication between collaborators be the basis for effective dialogue and agreements (Bernal et al., 2022). To develop emotional intelligence and assertive communication, the strategy of mental models is proposed, which according to Davis & Davis (1998) allows to achieve positive changes in scenarios that require solving difficulties, with this strategy the aim is to improve the interaction between individuals through the adequate control of their emotions, directing them towards positive reactions to conflict situations, So Also, that communication is used as an effective mechanism in solving them.

Table 6

Coaching strategy: results of figure 5 time management and emotional intelligence

Soft Skills	Strategy
Time management	Behavioral strategy
Emotional intelligence	

Note:The data were collected by the authors of this research.

Time is a valuable resource that must be taken advantage of when structuring and organizing each process carried out in the organization; the effective execution of each activity depends largely on the management capacity of the collaborator, however, those who have not enhanced this ability. Their level of motivation, mood, and attitude will be affected by showing frustration due to the accumulation of tasks; these aspects will be reflected in delays in the processes vital to the functioning of the organization. To this end, the behavioral strategy is proposed as a tool that can teach collaborators to classify the tasks of their work activity and prioritize those that are key; the efficiency demonstrated in the gradual fulfillment of organizational objectives will generate confidence in their abilities, will develop the motivation necessary to conduct themselves under a positive attitude; the set of these aspects will be perceived as a reward (Davis & Davis, 1998).

Discussion

Based on the analysis of correspondences between pairs of variables, it was possible to show that within the two-by-two combinations between the soft skills indicators, the trends found susceptible to improvement are: assertive communication and time management, assertive communication and leadership, assertive communication and emotional intelligence, and emotional intelligence and time management.

As for assertive communication, it represents a key development factor at the business level. In this sense, Lesmes et al. (2020) conclude in their study that this skill provides a basis for maintaining effective lines of communication within all levels of the organization. While time management is a tool capable of influencing the achievement of organizational objectives, Salazar (2017) establishes in his study that this skill contributes to the growth of organizations through the fulfillment of activities, emphasizing the importance of developing time management at management levels, aiming for these results to be replicated by the other levels of the organization.

However, the results obtained in this research demonstrated that assertive communication and time management are not necessarily isolated skills, but rather are related and can be jointly enhanced through strategies that are aimed at raising the potential of collaborators at all levels of the organization, which impact collective behavior, eliminate communication gaps and with this, collaborators are able to efficiently carry out their activities at work.

According to the studies that involve assertive communication and leadership, Reyes (2021) establishes an approximation to the relationship between these two skills focusing on educational organizations. This study highlights that assertive communication allows groups to be able to work effectively and, through leadership, environments of understanding and respect are fostered where these skills jointly influence in search of

the same goal. The results of the study by Reyes (2021), like those of the present research, agree on the relationship between these skills, which can be developed at an individual level since their impact transcends different environments.

An environment that lacks assertive communication and leadership can face challenges for employees to work together; companies require employees to develop these skills because a work environment is made up of constant interactions that are intended to be effective in achieving comprehensible information flows and generating positive environments through the commitment of the work group.

In this research, a negative perception of the employees of the productive sector of Cotopaxi regarding assertive communication and emotional intelligence was determined; the lack of these skills within organizations negatively impacts the environment since human beings are reactive to conflict situations allowing emotions to take part in their actions, these emotions also influence communication because the expressions used when interacting with other employees are not always adequate. In light of the above, this study determined the relationship between these two skills which can be developed simultaneously, likewise, Ruiz (2018) based on the hypothesis raised in his study determined that assertiveness is related to emotional intelligence.

Both studies demonstrate the relevance of these skills and the importance of developing them due to their influence on improving the work environment. To this end, Ruiz (2018) concludes that since assertive communication and emotional intelligence are related, actions must be established to strengthen these skills so that employees are able to face conflict situations by opening channels for solving them through assertive communication.

Regarding emotional intelligence, Rexhepi & Berisha (2017) detail that the level of emotional intelligence is a determining factor in job success, and also highlights that EI is largely relevant to the level of knowledge or the IQ of each employee. On the other hand, Salazar (2017) details that time management influences the proper distribution of human, material, and technological resources that intervene in the fulfillment of the organization's objectives. However, the results of the present study determined the relationship between these two skills, which can be developed together to raise individual and collective performance.

On the one hand, by developing time management skills, employees will be able to prioritize those activities that influence results, discern the importance of allocating the necessary time to each relevant activity, and the set of this analysis is reflected in good performance for the organization. When the efficiency of an employee is manifested through optimal results, he or she develops the ability to self-motivate, generates

confidence in his or her abilities, as well as a change in attitude towards appropriate behaviors at work (Rexhepi & Berisha, 2017).

Conclusions

- Soft skills are not only characteristics that define each individual, but rather their importance transcends a work environment since it is precisely these characteristics that are capable of interfering in the interaction between work teams and in the proper development of daily activities.
- According to the correspondence analysis by soft skills indicators, significant trends for improvement were identified in the collaborators of the productive sector of the province of Cotopaxi, which are established as follows: communication and time management, assertive communication and leadership, assertive communication and emotional intelligence, and time management and emotional intelligence.
- Regarding the research question, what are the appropriate coaching strategies for the development of each soft skill? It has been determined that coaching is a tool capable of influencing the learning of collaborators, generating lasting impacts. To this end, behavioral strategies, mental models, and group dynamics have been identified as appropriate proposals for the development of soft skills in collaborators in the productive sector of the province of Cotopaxi.

Conflict of interest

The authors declare no conflict of interest.

Bibliographic References

- Al, K., Al, B., Kian, M., & Karim, A. (2020). Coaching and mentoring- concepts and practices in development of competencies: a theoretical perspective. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 10(1), 41-54. <http://dx.doi.org/10.6007/IJARAFMS/v10-i1/6991>
- Albizu, E., Rekalde, I., Landeta, J., & Fernandez, P. (2019). Analysis of executive coaching effectiveness: a study from the coach's perspective. *University of the Basque Country (UPV/EHU)*, 19(2), 33-52. <https://www.ehu.eus/cuadernosdegestion/documentos/170876ea.pdf>
- Baron, L., & Morin, L. (2010). The impact of executive coaching on self-efficacy related to management soft skills. *Leadership & Organization Development Journal*, 31(1), 18-38. <https://www.emeraldgroupublishing.com>

- Barrientos, E., Hurtado, L., Lesmes, A., & Duarte, D. (2020). Coaching in companies? Coaching management in contemporary organizations, *Mundo Fesc*, 10(1), 223-236.<https://dialnet.unirioja.es/descarga/articulo/7490177.pdf>
- Bernal, A., Macias, T., Cañarte, C., & Ponce, M. (2022). Assertive communication and its contribution to the teaching and learning process. *Knowledge Portal*, 7(4), 682-695.<http://polodelknowledge.com/ojs/index.php/es>
- Bernal, C. (2010). *Research Methodology*. Colombia. Pearson education.<https://abacoenred.com/wp-content/uploads/2019/02/El-proyecto-de-investigación-FG-Arias-2012-pdf.pdf>
- Davis, J., & Davis, A. (1998). *Effective training strategies*. Berrett-Koehler, 1-442.<https://n9.cl/e91bk>
- International Coaching Federation [ICF]. (2020). 2020 ICF Global Coaching Study: Executive Summary.https://coachingfederation.org/app/uploads/2020/09/FINAL_ICF_GC_S2020_ExecutiveSummary.pdf
- García, J., Paz, A., & Pinto, E. (2021). Coaching and empowerment: Tools for strengthening human talent in agri-food companies. *Journal of Social Sciences*, 27(3), 218-231.<https://www.redalyc.org/articulo.oa?id=28068740014>
- Graßmann, C., Schölmerich, F., & Schermuly, C. (2020). The relationship between working alliance and client outcomes in coaching: A meta-analysis. *Human Relations*, 73(1), 35–58.<https://journals.sagepub.com/doi/full/10.1177/0018726718819725>
- Hanco, M., Carpio, A., Castillo, Z., & Flores, E. (2021). Interpersonal relationships and job performance in tourist hotels in the department of Puno. *Journal of Research in Communication and Development*. 12(3),186-194.<http://www.scielo.org.pe/pdf/comunica/v12n3/2219-7168-comunica-12-03-186.pdf>
- Herrera, L., & Vázquez, R. (2021). Business mediation and coaching in the peaceful transformation of conflicts in family businesses. *Journal of the Faculty of Law*, (50), 1-19.<http://www.scielo.edu.uy/pdf/rfd/n50/2301-0665-rfd-50-e107.pdf>
- Jarosz, J. (2023). The cube of coaching effectiveness. *International Journal of Evidence Based Coaching and Mentoring*, 21(1), 31-49.https://radar.brookes.ac.uk/radar/file/a2c486bb-9359-44be-93ce-f9669088f812/1/IJECBM%2021_1_04.pdf

- Lesmes, A., Barrientos, E., & Cordero, M. (2020). Assertive communication: a business competitiveness strategy? *Research, Administration and Engineering*, 8(1), 147-153. <https://revistas.udes.edu.co/aibi/article/view/1657>
- Lyons, P., & Bandura, R. (2023). Coaching to build commitment for generating performance improvement. *Journal of Work-Applied Management*, 15(1), 120-134. <https://www.emerald.com/insight/content/doi/10.1108/JWAM-05-2022-0025/full/html>
- Navarro, J., Ceja, L., Curioso, F., & Arrieta, C. (2014). How to motivate and be motivated in times of crisis. *Papers of the Psychologist*. 35(1), 31-39. <https://www.redalyc.org/articulo.oa?id=77830184005>
- Newstrom, J. (2003). *Human behavior at work*. Mexico, McGraw-Hill.
- Orellana, I., Paredes, C., Cevallos, E., & Reyes, M. (2019). Coaching: application to a cooperative model in Ecuador. *University, Science and Technology*, 23(91), 43-54. <https://uctunexpo.autanabooks.com/index.php/uct/article/download/116/112/>
- Parvin, T., & Afroze, R. (2021). Perceived awareness and practiced level of soft skills among personnel in the telecoms industry of Bangladesh. *International Journal of Business Excellence*. 23 (1), 33-70. <https://www.researchgate.net/publication/348131764>
- Quesada, M. (2023). Neurohappiness: keys and strategies for developing empathy to promote happiness in the workplace. *Center for Studies in Design and Communication*, (188). 113-123. <https://dialnet.unirioja.es/descarga/articulo/8964735.pdf>
- Ramírez, A., & Manjarrez, Nelly. (2022). Soft skills and hard skills, key to comprehensive vocational training. *Journal of Social and Economic Sciences*. 6 (2), 27-37. <https://revistas.uteq.edu.ec/index.php/csye/article/view/590/714>
- Reyes, C. (2021). The importance of communication and leadership: tools for effective training methods and educational organization. *Scientific Journal*, 1(2), 27-46. <https://tecnohumanismo.online/index.php/tecnohumanismo/article/view/64>
- Rexhepi, G., & Berisha, B. (2017). The effects of emotional intelligence in employees. *International Journal Business and Globalization*, 18 (4), 467-479. <https://www.inderscienceonline.com/doi/10.1504/IJBG.2017.084351>
- Ruiz, M. (2018). Assertive communication and emotional intelligence to improve the work environment in the Chancay Lambayeque user board company [Master in

administration with a mention in business management].<https://repositorio.unprg.edu.pe/handle/20.500.12893/5985>

Salazar, D. (2017). Time management as a key factor in management skills applied to the tourism sector. *Journal of Tourism Research*, (15), 26-42.<https://dialnet.unirioja.es/servlet/articulo?codigo=6067852>

Tanveer, Y., Tariq, A., Akram, U., & Bilal, M. (2019). Tactics of handling interpersonal conflict through emotional intelligence. *International Journal Information Systems and Change Management*. 11, 211-223.<https://www.inderscienceonline.com/doi/10.1504/IJISCM.2019.107514>

Tessier, V., & Carbonneau-Loiselle, M. (2023), Assessment for learning of design teamwork skills. *International Journal of Art & Design Education*, 42, 420-438.<https://doi.org/10.1111/jade.12461>

Torres, E. (2020). Intrapersonal skills and their relationship with burnout in primary education teachers in León. *Journal of Studies and Experiences in Education*, 19(39), 163– 79.<https://www.scielo.cl/pdf/rexe/v19n39/0718-5162-rexe-19-39-163.pdf>

Torrelles, C., Coiduras, J., Isus, S., Carrera, X., París, G., & Cela, J. (2011). Teamwork competence: definition and categorization of teachers. *Journal of Curriculum and Teacher Training*, 15(3), 329-344.<http://www.redalyc.org/articulo.oa?id=56722230020>

Wang, Q., Lai, Y., Xu, X., & McDowall, A. (2022). The effectiveness of workplace coaching: a meta-analysis of contemporary psychologically informed coaching approaches. *Journal of Work-Applied Management*, 14(1), 77-101.<https://www.emerald.com/insight/2205-2062.htm>

The published article is the sole responsibility of the authors and does not necessarily reflect the thoughts of Visionario Digital Magazine.



The article remains the property of the journal and, therefore, its partial and/or total publication in another medium must be authorized by the director of the Visionario Digital Journal.



Indexaciones

