



Role of Soft Skills To Enhance Students' Interpersonal Skills in Class room

Dr. K.V.S.Maheswara Rao
Lecturer in English A.M.A.L. College
Anakapalli Visakhapatnam Dist.

Abstract

'Soft skills' is a term which often associated with a person's Interpersonal development, communication, language, managing people, leadership etc., that characterize relationships with other people. Soft skills play a vital role in a successful career as well as during social interactions in the society. The main purpose of this study was to investigate students' perceptions of the importance of soft skills for their education. It was found that a majority of the respondents felt that soft skills were useful for social interaction as well as for career. However, they did not think that these skills contribute considerably to their academic performance. The important soft skills identified to the students were: teamwork and collaboration, decision-making, problem-solving, time management and critical thinking skills. Along with these skill Enthusiasm, Ambition, Goals, Talents, Attendance, Preparation, Interpersonal and Positive Thinking Skills.. This paper suggests certain measures for improving soft skills of students which help to improve their education in the class room.

Key words: Enthusiasm, Ambition , Attendance, Planning, Interpersonal and Positive Thinking Skills

" Soft Skills get little respect but will make or break your career." (Peggy Klaus)

Soft skills have a close correlation with the terms like Life skills, Interpersonal skills and Social skills. Basically, Soft skills refer to personalities, attributes, qualities and personal behaviour of individuals. Soft skills include certain abilities such as communication, problem-solving, self-motivation, decision-making, and time management skills. It was reported that eight out of top ten skills were soft skills which included the ability and willingness to learn, teamwork and cooperation, interpersonal communication, energy and passion, and problem-solving skills.

Soft Skills are motivated to learn, which they communicate with their positive attitude and hard work in their classes. They have the determination and self-discipline necessary for success, and they show initiative by often going beyond the requirements of their classes by doing things they have not been specifically instructed to do. Unsuccessful Students are not visibly committed to their classes and their behavior reflects a weak work ethic. They seldom participate in class and their body language communicates obvious boredom and disinterest (e.g., they sit in the back of the classroom, slouch in their seats, talk to their classmates during lecture, and occasionally sleep during class). For them, education appears to be a spectator



sport in which they have decided to play a passive, detached and indifferent role.

Soft Skills are interested in the subject matter of their classes and appear to understand that what they are learning now will be of value to them in the future (i.e., the workplace or graduate school). They make their enthusiasm for their education obvious by asking questions, making thoughtful comments and pursuing information outside the classroom that helps them to better understand what their instructors are teaching them. Unsuccessful Students enroll in their classes because they are required to do so, not because they are interested in acquiring the knowledge, skills and characteristics (KSCs) their classes are designed to provide. The obvious boredom they exhibit while they are in class clearly communicates to their teachers and fellow students that they would rather be somewhere else doing something different.

Soft Skills have aligned ambitions. They are motivated to obtain professional careers, they are aware of the KSCs required for these careers, and they have realistic ideas about how to use their educations to acquire these KSCs. They understand that the most important outcome of their education is not the diploma they will receive when they graduate, but the positive ways in which they can use their education to change themselves in ways that will help them to succeed in the future. Students with aligned ambitions make careful decisions about which classes to take, which organizations to join, and how to spend their time. They also utilize their school's support services (e.g., academic advising, mentoring and the career center) to

increase the wisdom of these decisions. Unsuccessful Students are often as ambitious as Soft Skills (i.e., they also want to become doctors, lawyers, and business managers), but they possess misaligned ambitions. They find it difficult to fulfill their dreams because they are unaware of the steps that will help them achieve their ambitions, which are often not realistically connected to specific educational and/or career paths. Regardless of how hard they try, they find themselves running in place, unsure of why they are in their current location and even more unsure of how to reach their professional destinations. They are drifting dreamers who have limited knowledge about their proposed occupations, the requirements of their schools, and the educational opportunities that can prepare them for their occupations. The most unfortunate Unsuccessful Students are those who are either unable or unwilling to articulate their career goals and appear to be using their college education as a way to postpone their transition into adulthood for as long as possible.

The primary goal of Soft Skills is to earn an "education" by acquiring and strengthening the KSCs that are the designated student learning outcomes of their classes. They perceive their tuition to be a wise investment in their future personal and professional lives, and they do their best to get the most for their investment. The primary goal of Unsuccessful Students is to buy a crededucation as quickly as possible by passing their classes to get them out of the way—and have them recorded on their transcripts—rather than using them to develop the KSCs they will need to succeed in the future. They perceive



their tuition as the cost they must pay to buy the number of credit hours they need to purchase the credential that will verify they have graduated (i.e., their diploma).

Soft Skills have something special. It may be exceptional creativity, leadership, organizational skills, commitment or motivation. These gifts are evident to their teachers and to their fellow students as well. The most important aspect of these talents is that Soft Skills actually put them to use in a productive way in their classes. Unsuccessful Students vary enormously in talent. Some have high intellectual ability, but display poor self-management, low motivation or a negative attitude. Others are handicapped by below-average academic skills (e.g., poor or under-developed reading, writing, speaking, listening, note-taking, time-management and study skills).

Soft Skills have perfect to almost perfect attendance. Their faithful attendance gives the distinct impression that their primary purpose for enrolling in classes is to learn and that they are interested in the material they are learning. Unsuccessful Students often miss or are late for class and put other priorities (e.g., sleep) above their classes. In other cases, their health, fatigue, low motivation, social life and/or lack of time management skills prevent them from attending their classes regularly.

Soft Skills are planned in a organizing manner. Their assignments are complete, accurate and carefully written. They complete their assigned readings, and their attention to detail in the work they submit is a clear indicator of the value they place on their educational activities.

The work of Unsuccessful Students is often carelessly- prepared, incomplete, inaccurate, inconsistent, late or not submitted at all. Their obvious lack of planning and preparation clearly communicates that their education is a low priority for them. Soft Skills add to the positive atmosphere of the classroom by acting in a friendly, optimistic, cooperative, tactful and outgoing manner. They appear to enjoy working with others on group projects and often volunteer for positions of leadership. These qualities are noticed and appreciated by both their teachers and their peers. Unsuccessful Students diminish the quality of the "community" of the classroom by appearing to be either unwilling or unable to operate effectively within a social environment. Their behavior can be interpreted as reserved, aloof, or detached at best and uncooperative, hostile, or combative at worse. They avoid "group work" whenever possible and, when they cannot avoid it, their behavior can sometimes be detrimental to the morale and goals of the group.

Soft Skills are able to connect their past learning experiences with the present, and then use these experiences to help them understand new material that will help them to solve challenging problems. They are willing to learn how to think critically (i.e., to comprehend, apply, analyze, synthesize, and evaluate information), and they value these skills because they understand how they will be able to use them to succeed in their future educational and occupational environments. When Unsuccessful Students study, they concentrate more on facts and definitions than comprehending concepts and theories. Their idea of studying is to memorize information and



then hope their teachers will ask them to simply regurgitate it on tests. When they are asked to comprehend, apply, analyze, synthesize or evaluate information, they are often unable or unwilling to do so. Life consists of choices. You are in control of the development of your soft skills because they result from your conscious decisions to behave or not to behave in certain ways. Please make wise behavioral choices **now** that will help you to succeed in the **future**.

References:

Abbot, S. (Ed.). (2014). 21st century skills. *The Glossary of Education Reform*. Retrieved from <http://edglossary.org/21st-century-skills/>

Doyle, A. (2017). *List of Soft Skills*. Retrieved from <https://www.thebalance.com/list-of-soft-skills-2063770>

Klaus, Peggy. "The Hard Truth about Soft Skills" (2007), 1st edn., Harper Collins publications, New York.

Rudolph, B. (2017). *The Importance of Soft Skills in the Hiring Process*. Retrieved from <https://www.skywatersearch.com/post/importance-soft-skills-hiring-process>