

MLS - EDUCATIONAL RESEARCH

<http://mlsjournals.com/Educational-Research-Journal>

ISSN: 2603-5820



How to cite this article:

Mundet, L. B. & Peña Muñoz, J. M. (2021). Perception of competences in professionalizing practices and labor insertion of the technicians in text writing. *MLS Educational Research*, 5(2), 59-72. doi: 10.29314/mlser.v5i2.531.

PERCEPTION OF COMPETENCES IN PROFESSIONALIZING PRACTICES AND LABOR INSERTION OF THE TECHNICIANS IN TEXT WRITING

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Abstract. The aim of the research is to analyze the perception of text writers graduated from the Instituto Superior de Letras Eduardo Mallea (ISLEM), in relation to professionalization practice competencies and whether or not they are appropriate for job placement requirements. The work is linked to the dynamics of application of the Line of Research Labor Competence, Education and Employment of the Universidad Internacional Iberoamericana and is based on the contributions of the socioforming and systemic methodology of an organization approach. The hypothesis relates two variables: a) the perception that the text writers have about the mastery reached at the time of the professionalization practices is related to the level of requirements experienced during the work exercise of the writing editor's skills, and b) employers' requirements, in order to weigh their matches and identities. The methodology is focused on a field study, non-experimental and cross-sectional, correlational, quantitative cut where relationships are sought in order to verify the hypothesis. A questionnaire is applied to collect information about both of the variables. The population is constituted by the totality of graduates from the ISLEM, represented by 51 technicians in text writing graduated with experience in the area. There is no sample selection, population census type is performed. In the results, coincidences between the two types of perceptions of graduates are obtained. To conclude, a proposal is made, which raises the layout of a continuing training program about competences subject to changes in the labor market, essential for the labor integration of all professional writers graduated from ISLEM.

Keywords: Communicative competencies, writing, professionalizing practices, labor insertion.

PERCEPCIÓN DE COMPETENCIAS EN LAS PRÁCTICAS PROFESIONALIZANTES E INSERCIÓN LABORAL DEL TÉCNICO EN REDACCIÓN DE TEXTOS

Resumen. La investigación analiza la percepción que poseen los redactores de textos, egresados del Instituto Superior de Letras Eduardo Mallea, ISLEM, Argentina, en relación con las competencias adquiridas en las

prácticas profesionalizantes y los requerimientos del acceso al empleo. El trabajo se inscribe en la Línea de Investigación Competencia Laboral, Educación y Empleo de la Universidad Internacional Iberoamericana, UNINI, México, y se basa en los aportes del enfoque de la socioformación y de la metodología sistémica de una organización. La hipótesis enfrenta las dos variables: a) percepción de los redactores egresados respecto de sus competencias adquiridas en las prácticas profesionalizantes y b) requerimientos de los empleadores, a fin de sopesar sus correspondencias e identidades. La metodología se enfoca en un estudio de campo, no experimental y transversal, correlacional, de corte cuantitativo, donde se buscan relaciones para verificar la hipótesis planteada. Se aplica un cuestionario que recoge la información de las dos variables citadas. La población es constituida por la totalidad de egresados de las promociones de la tecnicatura del ISLEM, representada por 51 (cincuenta y un) técnicos en expresión escrita con experiencia en el área. No hay selección de muestra, se realiza tipo censo poblacional. En los resultados, se obtienen coincidencias entre los dos tipos de percepciones con pocas variantes. Para finalizar se realiza la propuesta, donde se plantea un programa de formación continua de competencias ajustadas a los cambios detectados en el trabajo e indispensables para la inserción laboral del egresado redactor de textos del ISLEM.

Palabras clave: Competencias comunicativas, expresión escrita, alumno en prácticas, acceso al empleo.

Introduction

Tertiary education in Argentina and in Latin America in general, in contrast to university education, which is usually oriented toward research, assumes the commitment to train professional technicians who have the task of entering the labor market, almost immediately, in key places where they require the competencies for which they were prepared. Hence the need for constant revision of processes, professional functions, and training programs in order to incorporate changes produced internally and externally in their contexts.

One of the most plausible ways of generating study plans for a career, according to González (2016), is to carry out a Situational Analysis of Work (AST); this means forming a multidisciplinary workshop with academics, businessmen, supervisors, and experts, whose objective is to gather reliable information about the competencies that the graduate must possess in order to perform successfully in the labor field. And although for the educational center the users are the priority of the actions of its members in order to guarantee an effective service, it needs to offer the best careers and, therefore, the best study programs; hence, every four years the pertinence of the educational programs is evaluated in order to better adapt them to the accelerated technological rhythm of these times.

The organizations involved in the training of professional technicians for labor market insertion (education center-State-enterprises) are beginning to understand the importance of applying some cooperation strategies: knowledge networks, work teams, establishment of agreed-upon guidelines for the sector, among others. Thus, governmental entities are willing to integrate joint projects based on established guidelines, which are the result of roundtables with those involved, state support in methodologies, project financing, and mutual agreements. The research cited in this article emphasizes that the link between the members of this triad helps to face permanent changes.

While it is true that significant progress has been made, technical education institutes currently have several limitations in terms of training of management and teaching staff, infrastructure, application of the traditional educational model and operational problems concerning professionalizing practices (PPs hereinafter) linked to the labor sector. According to the National Institute of Technological Education (2019), there is a lack of practical skills of students/graduates when it comes to entering the labor market, which includes both practical activities within educational centers and work experiences in productive establishments. With

regard to the pertinence of the contents, there are also gaps in training in specific knowledge and a need for updating in view of the requirements of industry.

In order to maintain the validity of the training contents, it is essential that vocational training institutions are in permanent contact with the social and productive reality, its innovations and its expirations. Florez, Luraschi, and Butti (2017) consider it key for students to carry out a practice where they experience situations as similar as possible to the real world, in order to integrate learning with a view to becoming familiar with the work processes of the profession. Under these requirements, the functions of managers, teachers, and students will have to focus on PPs, transversal curricular spaces that dominate the development of technical competencies adapted to the demands of the world of work.

These PPs, considered as the most valued educational innovations of technical institutes, allow the future professional to build knowledge, since a graduate will have to face the problems and demands that arise at every moment in the context where he/she works. From this it follows that higher education institutions must be committed to providing strategies for students, so that they internalize knowledge and skills, and at the same time experiment in real or simulated environments, reflect on practice, and achieve a meaningful understanding, as well as provide the means and equipment for access to the most relevant information.

The research by Di Meglio, Barge-Gil, Camiña, and Moreno (2019) points out that, for an effective performance of the skills, students should assume an active role in relation to their learning, from reflection spaces where the importance of the group and the view of others is emphasized. Applying conflict resolution strategies in the tasks of the labor market makes it possible for students to detect obstacles, analyze them, and understand their causes and effects. This critical-reflexive attitude helps to confront disciplinary knowledge with reality and at the same time to go deeper into the why and wherefore of actions and strategies. Thus, recognizing questionable and debatable knowledge allows students to rethink it instead of reproducing it. Therefore, knowledge must integrate theory-practice through analysis and reflection in problem solving, learning by doing, and reflecting on what they do.

On this same subject, Fascendini, Guaita, Peralta, and De Gennaro (2019) express the need to articulate the workshops of the PPs to the curricular structure of the training, which they classify as valid opportunities of professional training for promoting shared learning among peers and open to the reality of the labor market. However, Silva *et al.* (2019) found that the exclusive development of specific competencies and the neglect of the strengthening of generic competencies tends to cause adaptation difficulties for graduates in the initial stage of their professional development.

These requirements imply the need to review the competences of the students of the Higher Degree in Text Writing of the Instituto Superior de Letras Eduardo Mallea (ISLEM). In this sense, this article aims to present the analysis of the empirical context and the results obtained from the instrument applied to the research that confronts two variables: a) the perception that ISLEM graduates have of the skills acquired during their training as writers - specifically, in the PPs- and b) the perception of the skills required in the labor market.

Literature review

The constant evolution of the economy and the global market, coupled with the high degree of national and international competitiveness, has required public and private organizations to implement innovative strategies and adjusted to reality to survive; consequently, the demands force employers to seek human talent with qualified profiles in order to adapt to changes, that is, individuals with mastery of increasingly specialized skills that add

value to the production process. Therefore, organizations must be prepared for what Pedreño (2017) calls "the disruptive impact," essential in the management of the various commercial and industrial sectors of any society. It is already a palpable evidence industry 3.0 or 4.0, big data, *machine learning*, among others, which produce great impact on the various production systems.

At the same time, most national and international actions recognize the need to strengthen the pertinence of the professional profile with viable alternatives for insertion that allow the consolidation of the labor market with the training received in institutions of the educational system. Undoubtedly, it is not an easy task to calibrate the work of companies to the demands of the context, but this effort cannot be made alone because it requires, as mentioned above, an alliance between the entities that make life in the productive system, such as State agencies, professional training centers, and business associations.

Hence, Tomassiello, and Zani (2016) warn that educational institutions should not be held solely responsible for the fact that curricular structures are not adapted to professional management or to global market problems. The hope of adapting to the new lies in the interdisciplinary practices of groups that can contribute to stimulate the emergence of different visions of the problem that result in the updating of knowledge with positive results for graduates and the institution.

It is based on the idea that the demands of the labor insertion of the technician in copywriting become increasingly complex, given the greater challenge of organizations and human talent. The graduate is faced with technological progress, the gap between large and small companies, competitiveness, research, innovation, lifelong learning, among others. Knowing the complexity described and carrying out the periodic evaluation of competencies by the actors involved in the insertion of new professionals in the sector, allows structuring a process of building strategies in each organization and among those involved to highlight the difficulties and possible individual and collective actions when undertaking and verifying the success or failure of a program.

The importance of the evaluation of the necessary competencies of professionals in writing contributes to improve the enunciation and implementation of the training program; therefore, this should be considered as a continuous process of data collection and processing through the review and monitoring of the functions of professionals, technological advances, and the demands of the sector. This monitoring will make it possible to discover variations in the text production process and to establish criteria for its progress and technical reorientation. As for the companies, Castaño, López, and Prieto (2011) explain how they draw up a profile of requirements for each position or professional:

This description must be written; following an objective format to collect requirements, content, and scope of the position: what it does, how it is done, why, where, and when it is done: mission/objective, functions and activities, requirements (knowledge, skills, experiences), responsibilities, hierarchical and functional relationships, working conditions. It must be up to date and current. It is recommended to review it at least every two years (p. 21).

According to Gagliardi (2008), training programs should design broad professional competencies that go beyond the basic or specific ones of the career which will foster the updating of skills with the employer sector within a reasonable period of time. In this way, a representative percentage of those skills will be available in accordance with the feasibility of inserting the student in a first job, with which he/she will overcome the transition from the career to the labor market; that is to say, the great achievement will be centered on orienting and diminishing the labor and personal difficulties that may be presented to the graduate.

With regard to research related to institutional management and its link with the context, Foncubierta, Perea, and González (2016) consider that, in order to evaluate the acquisition, level of achievement, and performance of employability, it is essential, on the one hand, for each educational institution to offer specific training aimed at the labor market, and to promote and guide each graduate in this area (training, entrepreneurship and finding a first job, etc.). On the other hand, they consider it necessary to promote employability studies and reports that help in decision-making to strengthen the strengths of each educational center, as well as to solve the weaknesses and, in particular, to be attentive to the demands of society in a continuous spiral of evolution, according to studies such as the Barometer of Employability and Employment of Professionals.

Therefore, having a program of attention to the graduate's first job, on the part of the business and educational agent, can reduce the tension produced by looking for a job, which will be accompanied by relevant information in order to arrive at a real opportunity for independent and safe incorporation into the labor market. This is the moment to give value to the learning of the generic competences that drive the graduate not only to get a job but to keep it by having consolidated communication skills, presentation of their personal brand, to face an interview, or the development of their own business project as a possible alternative.

Regarding the process of recruitment and selection of professional writers, it can take place under a joint program between companies interested in human talent and tertiary institutions that train them. In this shared endeavor, the most updated technological tools will be used in order to feed back information that improves the quality of management of text production and promotes the formation of new skills.

An essential instance in the formation of the competencies of writing professionals are the PPs, defined by ISLEM (2016), as a process of construction of theoretical-practical and technical knowledge which students develop as a result of the training acquired in the spaces of the curriculum of the degree and the composition of real situations, relations with their peers and with the future work environment. Among the research related to PPs and work requirements is that of Visiers (2016), who emphasizes that in an integrated teaching system there should be the greatest possible concordance between training objectives, teaching-learning methods, and evaluation procedures. At the same time, tertiary studies, in line with this coherence, should privilege training based on competences and the student's protagonism as the driving force of their learning. From this angle, the PPs become the privileged scenario for their development and evaluation because they are based on a dynamic, dialoguing action in continuous learning, where curricular spaces are intertwined with the significant experiences of the students and the reality of the professional field.

In terms of the mastery of competencies, within the professional technical field, the text writer will need to develop effective and appropriate skills in situations that are difficult to resolve. For Tobón, Pimienta, and García Fraile (2010), a competence is understood as such when there is an integral performance to interpret, argue, and solve problems of context with creative sense and suitability, and at the same time it attends, in an articulated way, to the development of knowing how to be, to live together, to know, and to do to converge in the couples suitability-improvement, continuous-ethics. Therefore, competencies behave as an integral action before the situations of the context where not only the aforementioned knowledge is put into play but also those actions that give identity to socio-training. In the same line is the conceptualization of Tejeda, Sánchez, and Mariño (2012), for whom competence is a human quality shaped in an integral way, which merges the different knowledge (knowing, being, and doing), built through the effective performance of the personological resources of

professionals in terms of developing their career in a changing, dynamic, and complex work environment.

Villegas, Borjas, and Icaza (2015) reinforce the importance of implementing competency-based learning, both for the student by allowing him/her to put acquired knowledge into practice and integrate knowledge with the know-how, and for the teacher, whose role is enhanced in his/her mission to guide and train competent professionals in accordance with the demands of the labor market. The work of González Lorente and Rebollo-Quintela (2018) coincides with these results for whom the initial training of teachers is essential in their mission as facilitators of the mastery of competencies, job placement, improvement, and continuous updating of students.

On the basis of the effective results of the competency-based training model, ISLEM's Higher Degree in Text Writing has been developing a process of change in order to achieve its implementation. In fact, it has worked on its curriculum plan from the awareness of the existing organizational culture with the idea of intervening in the weaknesses and strengths of both its management and the rest of the members of the educational community whose objective is focused on being able to address with greater certainty the training program. Undoubtedly, information, guidance, and best practices centered on the student are required in addition to the time, resources, and capacities of teachers, functional agents, and of principals, vigilant leaders committed to generating real transformations and monitored with the needs of the social and labor context. In this regard, Garbanzo-Vargas (2016) emphasizes:

[...] the workers of an organization act in different ways individually and collectively according to their nature. These do not function randomly and the success that is achieved is the product of a set of synergies that, driven in a certain direction, achieve it. Success does not come randomly, organizations are social cells that respond to stimuli from both the internal and external environment and, according to these, are their products, their behaviors (p. 69).

The development of the curricular program or career under the competency-based learning model, to which ISLEM adheres, expressed in Resolution No. 3770/MEGC (2017), requires the understanding and mastery of the teaching staff, who will adapt the teaching-learning circuit oriented towards this perspective. From this angle, the educational practice, exercised by all members of the institution, opens the gap in order to understand and master a new way of producing knowledge to inaugurate spaces of participation that generate responses to the needs of the labor market and, at the same time, contribute to the educational quality of the institute.

The professional profile proposed by the technical course organized by ISLEM for the training of technical writers is rooted in the communicative need to produce written messages of social circulation; for this purpose, not only will master extensive knowledge of the language in its various levels but also the techniques and strategies of different types of writing and textual styles in addition to new technologies aimed at the production and editing of texts.

The training program offered in the technician's degree seeks to reconcile the binomial formal education-work, therefore it establishes as an objective to logically order a set of curricular units related to the field of training in the area of the PPs of the copywriter (PP I, II, III, and Integrated PP). According to the aforementioned resolution, the goal is "to integrate the student in a context of learning situated in real environments related to the professional practice of the copywriter" (p. 17), for which different methodologies are applied, such as field work, case studies, and problem solving in real contexts.

Method

This study aims to analyze the perception of two variables: a) the perception of ISLEM graduates in relation to the relevance of the competencies achieved in the PPs, and b) the perception they experienced in the face of the demands of job placement.

Design

To address the correlation of the variables, quantitative research was used and the field study was instrumented in order to measure the variables; the non-experimental and transversal mechanism, and at the same time correlational, allowed us to analyze to what extent the observed variables were correlated which contributed to verify the hypothesis.

Hypothesis

In this sense, the research hypothesis led to confirm that the perception of copywriters about the mastery of competences achieved at the time of PPs is related to the level of employers' requirements.

Population

The population of this research was represented by 51 (fifty-one) senior specialists, graduates of the Higher Degree in Text Writing, studied at ISLEM from the first cohort of alumni in 2008 until July 2019. In this study we took all individuals who graduated from the program, who represent the universe on which we worked.

Instrument

The questionnaire was structured in 26 (twenty-six) questions on a five-option attitude scale (option 1 represents the lowest scale and option 5 the highest); the graduates indicated for each of the competencies the level of development they reached when they completed the PPs and the level of these competencies as a requirement to be inserted in the jobs as copywriters.

The validation process of the instrument aimed at confirming the validity of the content and structure was carried out through the Expert Judgment technique. For this purpose, the review of research professors from the Universidad Internacional Iberoamericana (UAI), in Argentina, belonging to the Department of Language, Education, and Communication Sciences of the Doctorate in Education, was requested. In this way, the experts evaluated, based on their perspectives, the selected dimensions and indicators as pertinent, as well as the way in which they are measured. In order to carry out this validation, they were sent through the e-mail account, not only the constructed questionnaire but also a summary of the problem, the general and specific objectives so that they could contextualize the elaborated instrument. Once returned, the scope of the evaluation was analyzed with the objective of incorporating the issued recommendations; among them: reformulation of items to clarify their content; suppression of some items because of their similarity with others or because of their uselessness with respect to data collection. The researcher took the observations into account in order to improve the questionnaire.

In a second instance, we proceeded to determine its internal consistency through the application of an initial questionnaire to the pilot group, the calculation of the reliability coefficient of Cronbach's alpha with the corresponding formula. For this purpose, the Excel spreadsheet was used to compute reliability estimates of instruments approved and accepted by the Neag School of Education, which yielded a result of 0.82. To answer the research question, descriptive statistics of frequency, percent, and means were used, and for the hypotheses, the bivariate correlational statistics on the basis of Statistical Program for Social Sciences (SPSS), version 19.0.

Investigation procedure

In the first phase, in correspondence with the design of the research idea, a prior informal diagnosis was carried out, which consisted of delimiting the object of study, achieved through informal interviews with different actors in the educational community of ISLEM, with preference given to students and graduates to find out their concerns regarding the competencies acquired during the PPs and throughout the career. In addition, a survey, classification, organization, and analysis of various institutional documents, reports of previous scientific work in specialized journals in the area of social sciences, education, and management was carried out. According to the literature review, it was decided to configure the variables: competencies and work demands, each with their respective dimensions and indicators already described in the explanation of the steps for the construction of the instrument.

In the second phase, a technique and instrument were designed to measure the graduates' perception of the relationship between the acquisition of competencies during the degree course and those required in the workplace. To this end, it was necessary to construct the instrument starting with the design of the variable map, the elaboration of the questionnaire, the validation by means of the expert judgment technique, and the reliability of the instrument.

During the third phase, the population was determined, which was identified as finite and small; therefore, the application of any sampling technique was not required, although it was necessary to locate as far as possible all the graduates of the text writing career.

In the fourth phase, the application of the instrument was carried out, which was administered in the face-to-face modalities, 38 (thirty-eight) members, and remotely, 13 (thirteen), through e-mail; in this way, the questionnaires were filled out.

In the fifth phase, the results of the instruments were analyzed through the statistical treatment by means of the SPSS program, version 19.0, where the relationships between the variables were observed, which allowed the verification of the established research hypothesis.

In the sixth phase, the proposal was formulated, whose general objective advised the design of a continuous training program by competences related to networking, entrepreneurship, personal branding, and mastery of technologies adjusted to the changes that occur in the labor market and indispensable for the labor insertion of the graduate of the technical course under study.

Results

The results were obtained in terms of the scores for each of the competencies that the text writer indicated based on the perception of both variables: a) mastery in the PPs and b) job demands. In general, the results, in all the competencies measured, were higher in the perception of job demands than those achieved in the PPs as can be seen in Table 1.

Table 1
Absolute and relative frequencies of both perceptions

Competences	Variable	Value 1	Value 2	Value 3	Value 4	Value 5
Grammatical	PPs	0 %	0 %	3,9 %	14,2 %	81,5 %
	Job placement	0 %	0 %	0 %	10,4 %	89,6 %
Textuals	PPs	0 %	0 %	5,8 %	36,4 %	57,8 %
	Job placement	0 %	0 %	0,1 %	29,6 %	70,3 %
Encyclopedic and information	PPs	0 %	2,7 %	28,2 %	32,8 %	36,8 %
	Job placement	0 %	0 %	0,8 %	18,4 %	80,8 %
General	PPs	0 %	1 %	19,1 %	44,6 %	35,3 %
	Job placement	0 %	0 %	2,9 %	33,4 %	63,7 %

Note: Prepared by the authors, based on the statistical treatment of data. The graduate rated each perception from 1 to 5; Value 1: low mastery of competence in the PP or work requirement; Value 5: high mastery of competence in both variables.

Calculations were then made to find out if there were differences between the perceptions of the mastery of competencies in both assessments. When the sum of the ratings for each of the text writer's competences was calculated, it was found that both had normal behavior; however, there were no significant statistical differences between the scores of the two perceptions in each of the competences measured as shown in Table 2.

Table 2
Average sums of both perceptions

Competences	Professional internships	Job placement
Grammatical	4,77	4,89
Textuals	4,47	4,90
Encyclopedic and information	4,30	4,80
General	3,90	4,50
Total Perception	4,20	4,70

Note: Prepared by the authors, based on the data obtained from the statistical treatment.

As can be seen in the results of table 2, the mean scores achieved in the measurement of perceptions of mastery of competencies for labor market insertion exceed the values achieved in the measurement of perceptions of mastery of competencies upon completion of the PPs.

However, it is evident that the general competencies are those that present the greatest differences in the means obtained in the instrument applied to the graduates on both perceptions. If these are analyzed, their affinity is noted as they do not present significant differences. Table 3 shows the results of the application of Student's "t" statistic.

Table 3

Relationship between the perceived mastery of copywriting skills achieved in the PPs and those required for job placement

Competences	Correlation coefficient	Bilateral significance
Grammatical	0,673	0,010
Textuals	0,713	0,001
Encyclopedic and information	0,404	0,119
General	0,233	0,171

Note: Prepared by the authors, based on the data obtained from the statistical treatment.

In summary, the values obtained show that the relationships between the specific competencies of the text editor (grammatical, textual, encyclopedic, and general information), acquired in the educational center are slightly greater than those required of the same tenor in the workplace. At the same time, all of them are significant at the level of 0.05 or lower of a positive nature. Therefore, the analysis indicates that there is a relationship between both perceptions.

Discussion and conclusions

The research hypothesis was aimed at finding out whether the perception of text editors regarding the mastery of competences acquired during their training is related to the perception of mastery of the knowledge and skills required in the labor market. From the data obtained in each of the competences consulted, it was possible to demonstrate that there is a relationship between both perceptions; in this sense, all the competences acquired during the training received during the PPs' process are required in the labor market for the exercise of writing but with higher values of demands.

Consequently, the results show the coherence between the study plan of the Higher Degree in Text Writing of the Instituto Superior de Letras Eduardo Mallea and the labor sector where the graduates of the institution work, among which are mostly companies in the communication sector of the Capital City and the Province of Buenos Aires, Argentina.

When dealing individually with each of the competencies consulted in the instrument and looking for the relationships between both perceptions, it was verified that the group of competencies with the greatest differences in terms of the values of the demands of the labor sector are the general competencies related to integration into professional teams, collaborative work, creativity, and proactivity.

At the same time, the competences with the smallest differences in the values of the demands of the labor sector and those achieved during the professional training are

grammatical, textual, encyclopedic, and information competences, which are part of the central axis of the technical course and are directly linked to the professional functions.

These differences may be associated with the lack of experience, i.e., the PPs do not guarantee sufficient mastery for employers to decide in favor of hiring a recently graduated professional. Marrero (2004) states that the lack of previous experience in careers is one of the aspects that makes it more difficult for young people to enter the labor market and questions the impossibility of being able to comply with this requirement since it is always demanded. In spite of the time that has passed - the author states it in 2004 - the experience continues being a limiting factor for the new professional that, although he has an official title, it is not enough at the time of filling a vacancy in a job for which he was qualified.

Regarding the implication of the data obtained in the present research, it is important to emphasize that for ISLEM it can be of great utility to apply the results for a revision of the study plan of the text writer career, where the necessary adjustments to the activities and strategies used by the teachers during the PPs will prevail in order to improve the mastery of each one of the competences that are directly related to the profession.

It will undoubtedly be of great interest for the institute to consider the feasibility of resizing the general competencies in the profile of the text editor in order to offer greater openness in his or her professional activities. At the same time, it will consider harmonizing with the offer of a continuous training program according to the current labor demands where it will be possible not only to have a formal professional training linked to grammatical, textual, encyclopedic, and information skills but also with a permanent training that will help them to consolidate their personal brand, good reputation, and high qualification for insertion in key places that request their participation. All this without losing sight of the fact that the labor challenges of the current times are extremely demanding in order to access qualified jobs.

Based on the approaches of the previous paragraph, a proposal was designed which has as its general objective the design of a continuous training program of skills related to networking, entrepreneurship, personal branding, and mastery of technology adjusted to the changes that occur in the workplace and essential for the employability of the graduate.

According to the results found in the research, it is positive to have identified the competencies that present deficiencies in the training program of the professional of textual writing from the current demands in the work environment; however, the biggest limitation for the improvement of the study plan is the bureaucracy in the administrative processes before the governmental entities that approve the curricular designs.

Nevertheless, and in spite of having focused on the problem, new questions arise: are vocational technical education organizations able to foster changes in administrative and academic management that will permit the competency-based approach? It is also necessary to review certain variables related to the continuous training of teachers, the structure of work in teams for the elaboration of projects, the reaction of teachers to new methodologies, the permanent revision of competencies, and the work in alliance with the entities involved in the updating of the professional profile.

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Receipt date: 09/02/2020

Revision date: 04/20/2021

Acceptance date: 07/13/2021

