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Colegio de Ciencias Sociales y Humanidades

**Development of emotional intelligence and its impact on
work life balance for sales representatives**

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Psicología y Recursos Humanos

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RESUMEN

Esta propuesta de investigación tiene como objetivo medir el impacto del desarrollo de la inteligencia emocional sobre la capacidad de los representantes de ventas para lograr un equilibrio entre la vida laboral y personal, ya que la investigación ha demostrado que las personas con altos niveles de inteligencia emocional pueden hacer frente a situaciones estresantes, superando problemas y dificultades, teniendo como resultado un trabajo y una vida más equilibrados. Del mismo modo, los estudios realizados demostraron que la comprensión de las emociones tiene un efecto significativo en el rendimiento del individuo, por lo tanto, el desarrollo de la inteligencia emocional se ha tomado como un elemento predictivo relevante de la calidad del trabajo y la vida, así como del éxito del individuo en general. Esta propuesta de investigación se llevará a cabo con representantes de ventas que están experimentando un desequilibrio en su vida laboral y personal, esperando tener un impacto positivo en ambas áreas.

Key words: emotional intelligence development, work-life balance.

ABSTRACT

This research proposal aims to measure the impact of emotional intelligence development has on the ability of sales representatives to strike a work life balance, since research has proved that people with high levels of emotional intelligence are able to cope with stressful situations, overcoming problems and difficulties, having as a result a more balanced work and life. In like manner, studies conducted proved that the understanding of emotions have a significant effect on the individual's performance, thus, the development of emotional intelligence has been taken as a relevant predicting element of the quality of work and life and the individual's success in general. This research proposal will be carried out with sales representatives that are experiencing work life imbalance, expecting to have a positive impact in this area.

Palabras clave: Desarrollo de la inteligencia emocional, balance vida trabajo.

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RESEARCH PROPOSAL

Development of emotional intelligence and its impact on work life balance for sales representatives

Introduction

The practice of work life balance is something that has been rehearsed for a long time, this begins with the transition of conventional labor to industrialization, when society started using machines in order to manufacture products. Industrial Revolution tore families apart since machineries needed to be away from the cities. Henceforth, companies and most directly, employees began feeling an imbalance in both, work and life (Naithani, 2010). The imbalance caused by these circumstances lead workers to deliver poorly at work but, some researchers say that giving an equal distribution or amount of weight to both sides may seem very difficult since both aspects of life come with a very heavy load of responsibility hard to balance (Guest, 2002).

The scholar researcher Sue Campbell cites work-life balance as the proper functioning of both aspects with the minimum conflict (Rantanen, 2011). On the other hand, professionals in the Human Resources area explain that work life balance is when the demands of both parts are equal, which generates a state of equilibrium (Tariq, 2012). In the same way, some definitions even give this term the same relevance or physical-psychological significance of the stability that should exist between the mind and body (Guest, 2002). Although this practice has been applied for years, it was not until the early 1980s that this term was coined. It should be noted that interventions of this type, regarding work life

balance were originally focused to support women with children. However, today, this practice benefits all employees, regardless of sex (Lockwood, 2003).

Achieving the appropriate balance in both life and work is quite complicated for employees, some studies have analyzed this issue from different angles and have determined that the fact of paying more attention to only one role generates stress and dissatisfaction in the person (Aslam et al., 2011) Additionally, it has been proven that people immersed in this conflict could suffer from cognitive concern, which reduces the levels of physical and psychological energy, leading to depression, affecting mental health and resulting in absenteeism, non-compliance, delay, poor performance and even desires to leave the job (Frone, 2003). Moreover, some researchers have attached delayed parenthood as the result of work life imbalance, as well as declining fertility, increased longevity, decreased labor supply, among other societal issues. (Brough, 2008)

Even though many studies have been based on the conflict caused by not giving the same attention to both roles, other research has focused on the personality of the employees, their social skills and how it plays an important role when balancing work and life. These studies have determined that working on the different personality traits such as openness, conscientiousness, extraversion, agreeableness, and neuroticism could favor the individual deal with this conflict in a more effective way (Frone, 2003). Correspondingly, after years of research, behavioral scientists confirmed the importance of social skills in the workplace, as they play a main role, even more vital than education level, when analyzing the success of the stages of life, such as school, work and onwards. These investigations pointed to these personality traits as effective tools for work life balance (Kyllömen, 2013).

One of the most important interventions ever documented was in the 1930s when the directors of the world-wide known Kellogg Company decided to reduce the working hours of their employees from eight to six, mediation that had a favorable impact on the development and morale of its employees (Rojek-Nowosielska, 2015). Likewise, many companies have put forward different solutions such as temporary child-care centers, flexible and alternative work schedules. (Lockwood, 2003). In the same way, alternative agreements which included paid or unpaid leave arrangements and dependent care services like providing or funding child and elder care services. Programs in order to assist their employees by giving them important information through employee assistance, health facilities, stress management and time management programs (Brough, 2007).

Antecedents

History of work life balance

Balancing life and work are something that has been associated with the quality of personal life and the quality of the performance at work. As mentioned above, this practice starts to be part of organizations right after the industrial revolution began in Europe and it was a concept related only to women and children, since their working hours were restricted by law, expecting women to limit the amount of time they spent at work, so that they could also run the household (Siva Raja, 2014). In order to insert women into the workforce and after women's liberation, the practice of this concept was more and more common amongst organizations, pliability became an option to mediate the situation along with maternity leave and flexible working schedules, practices that became popular in the 1980s. In this way,

women were able to manage their schedule, balancing their personal and professional life, increasing satisfaction and their work quality (Milner, 2009).

The dynamic of family life and work changed a lot since the communal years where families used to work together in order to make a living, all in one place. Then, the trading of products and crafts business spread strongly, and this is when families started to feel the separation of the workplace and family life. But it was not until the 1800s when the use of machines was necessary in order to achieve the standards of mass production, leading companies to set up the factories away from home (Voydanoff, 2007).

Work life balance took a turn in the 20th century due to the advancements of technology which reduced the dependence on physical strength, allowing women to participate in the workforce. The contribution of women in the labor force increased significantly and work-life programs were offered in order to support them. Thereupon, these programs started being less gender specific and benefit women and men (Lockwood N., 2003).

In the late 80s, organizations lost large amounts of money due to the stress employees were undergoing, the industries are investing three times more in costs related to health as a result of burnout, stress and low morale (Arora, 2014). Furthermore, the lack of support they were receiving increased the rates of absenteeism and forced organizations to come up with work-life balance initiatives in order to prevent money loss and increased the employee's quality of work (Naithani, 2015).

General objective

Analyze the impact that emotional intelligence development has on the way sales representatives balance the domains of work and life.

Specific objective

Understand the advantages of the development of emotional intelligence among sales representatives.

Analyze the impact of work life balance in the employee's work experience.

Research question

What is the impact of emotional intelligence training on Work Life Balance in a group of sales representatives?

Significance of the study

The understanding of self-emotions and the emotions of others leads to self-management, allowing the individuals having self-control, avoiding impulsive behaviors and adapting effectively to new situations, in the same way, the recognition of one's emotions boosts self-confidence, sharpening weaknesses and strengths skills (Singh, 2014). Moreover, this training will help employees increase their social awareness through empathy and toughen their relationships by the effective use of communications, assertiveness, group work and the proper manage conflict, facilitating work life balance.

Theoretical framework

The concept of work life balance has been defined by many researchers, psychologists and scholars, one of them refers to it as the compatibility between both aspects of the individual's life with no interference of one another. On the other hand, it also mentions that any conflict between them can cause stress affecting directly people's daily performance, reducing their productivity significantly, altering their behavior and causing dissatisfaction (Karabaya, 2016).

Work life balance is also defined as the proper fulfillment and commitment people give to the role they are playing, which could be the role of a boss, spouse, employee, etc. (Duxbury & Higgins, 2001). Additionally, other definitions refer to it as the stability between the body and the mind, the appropriate alignment among the individual's physical and psychological side (Guest, 2002). But, is the definition of work life balance as complex as it seems? Some say that the complexity parts from the meaning of the word "balance" due to the variety of meanings this word has, nevertheless, some state that once there is a minimum role conflict between work and life, followed by good functioning and as a result there is satisfaction, that is when work life balance is happening (Clark, 2000). On the other hand, the senior lecturer in Organizational behavior Donald Hislop explains that work life balance is a term that involves two important variables, mediation and negotiation. The mediation and proper negotiation of the existing boundaries between professional and non-professional life (Hislop, 2008).

Traditional perspectives and work-life balance models

There are five main models that strive to describe the relationship between work and non-work life: (Osaro, 2012)

- Segmentation model
- Spillover model
- Compensation model
- Instrumental model
- Conflict model

Segmentation model

This model states that work and family are not related, thus they are two different domains that have no influence on each other. Today, it is said that this model is more mental due to the time, effort and energy the individual puts into both roles. (Abboud, 2015)

Spillover model

On the other hand, a spillover model says that both roles have a strong influence on each other. If the response or reaction caused by it is negative, the spillover will be negative. But, if feelings of satisfaction and happiness are the result of this interaction then, the spillover will be positive. (Rothbard, 2005)

Compensation

The compensation model, as its name implies, refers to the influence both roles have on each other. This means they support each other, working together and avoiding lack of satisfaction and demands if necessary. This model has two categories (Panchanatham, 2014):

- Reactive compensation. (In this category, the excessive amount of work is compensated by a behavior)
- Supplemental compensation. (On the other hand, in this category, long hours of work are compensated by a major role outside of it).

Instrumental model

This model explains that one domain enables the other one, meaning that if the individual succeeds in one of the roles, this will allow him or her to succeed in the other one as well (Pradhan, 2016)

Conflict model

Interestingly, this model explains that if both domains demand too much from the individual, he or she could experience overload and conflict. Some examples of conflict are time-based conflict, strain-based conflict or behavior-based conflict (Panchanatham, 2014)

Outcomes of work life-balance

Whenever work-life balance is achieved, the individual experiences stability and sense of harmony. On the contrary, if there is no balance, this can produce negative consequences that affect the psychological ill-being of the individual such as, dissatisfaction, fatigue, stress and exhaustion (Wilkinson, 2013). It is said that in order to accomplish the perfect balance between both components, the individual must play each role with the same care and joy, consequently, this will give him or her ability to manage them efficiently (Greenhaus, 2002)

Even though having the perfect balance between both roles might seem easy to achieve, there are many aspects that need to be considered and all the components must be aligned, putting the same energy and effort in order to accomplish equilibrium. One of these components are the organizations which everyday find it more difficult to retain their employees (Tariq A. S., 2012)

Work-life balance programs

In order to increase the morale of employees and keep an efficient human capital eager to compete in the business world, employers start offering family-friendly programs. These initiatives include flexible work schedules, reduced work hours, several work shifts, maternal and paternal leave, work at home, dependent-care assistance and general services programs which intend to help employees avoid the conflict between work and non-work life (Frydenberg, 2004)

Why are work-life balance initiatives important?

It is said that the absence of conflict between work and life produces satisfaction in the employee, allowing him or her to be willing to commit to the organization and give the best of him/herself (Dhas, 2015). Furthermore, these practices create a positive and supportive environment which increases the employees' morale and well-being, making them feel secure and giving them the opportunity to perform both roles effectively (Branch, 2008).

Work-life imbalance

Some studies have shown that not having both components balanced can affect several aspects of the employee's life such as; the marital well-being, mental stability, causing stress, anxiety and depression, as well as, family life quality in general (Shodhanga, 2014). There are some individual traits that have been associated with the way the person balances work and life components such as:

Emotional instability has been linked to the inability to cope properly with the demands of life by not letting to the individual stay calm whenever work or family stress needs to be managed (Allen, 2003).

In 1995 the psychologists Bolger and Zuckerman showed that *Locus of control* was strongly associated with the way individuals react to a certain situation, whether it is positive or negative (Thompson, 2007). For instance, internal locus of control was related to an effective coping, whilst, people with an external locus of control tend to see pressure or any

kind of intense situation as a threat, making it difficult for them to manage stress (Bryant, 2009).

Spiritual inclinations have also been correlated to work-life balance. Supposedly, individuals with a spiritual mindset are more likely to deal with both domains due to the sense of hope spirituality brings to them, allowing individuals to remain calm in moments of stress (Reave, 2005).

For those who are extremely devoted to work and are considered workaholics, work life balance is difficult to achieve. Research has shown that people with characteristics of *workaholism* are poorly satisfied in life and manifest high work life imbalance rather than those are not workaholics (Matuska, 2010)

The Big Five Personality Traits have also been related to work life balance, as it was shown that people with low rates of conscientiousness were more likely to mismanage their professional and non-professional life. On the contrary, high conscientious people tend to deal better with work life conflict (Wayne, 2002). Similarly, *neuroticism* is negatively linked to effective coping of work life balance, as neurotic individuals find it hard to evoke support from people or take the initiative in order to deal with work and family roles effectively (Alwis, 2016)

According to Goleman, *emotional intelligence* competencies are far more important than conventional skills such as; cognitive ability, education, technical skills and even personality traits. A high rate of EI gives the individual 80% chance to succeed in life (Peter, 2014). Similarly, A research done by Carmeli suggested that people with high levels of EI handle work and life domains in a better way, therefore, EI is important in order to achieve a balance between both components (Carmeli, 2003).

Literature review

Interestingly, emotional intelligence has been expressed in many ways and without being a term fully studied yet, people were making use of it. One of the first persons to notice it was Van Ghent while reading a Jane Austin play and analyzing the characters' behavior, he realized that some of them demonstrated emotional intelligence. Likewise, in 1966 Leuner commented on the role of women in the house and as mothers, he believed that women having low levels of emotional intelligence led them to neglect these two roles (Mayer, 2011)

Later, Ph.D. Wayne Leon Payne stated that worries of the developed world have lead individuals to restrain their emotions and consequently, not allowing the proper development of this area (Payne, 1985). In like manner, the famous psychoanalyst Carl Jung reacted on people's understanding of the world, saying that those who think with their hearts are using a function regarding feelings (Sharp, 1987)

In 1984 the French psychotherapist Claude Steiner reevaluated this term through *emotional literacy* and mentioned that those with a high emotional awareness have a better well-being (Steiner, 2003). But it was not until 1990 that the term was coined by Peter Salovey and John Mayer, they defined EI as the capacity that individuals have to notice their emotions and the emotions of others', as well as to use them in order to think and respond through actions (Stys, 2004)

Years later, the science journalist Daniel Goleman reevaluated this term and argued about successful people, pointing out that it was not cognitive intelligence the reason of their success, he explained that those with a high understanding of their emotions and the emotions of others were also good at managing and dealing with them, allowing success be a strong

presence in their lives. This statement made researchers redefine the meaning of intelligence (Golis, 2013)

Daniel Goleman's book of Emotional Intelligence became a best-seller, leading Mayer and Salovey to rework/update their definition of emotional intelligence, describing it as a skill which allows people to recognize, consolidate, comprehend and control emotions in order to achieve personal growth. (Brackett, 2011).

Models of Emotional Intelligence

After years of research, those who had been studying about emotional intelligence came up with three models to measure it, the ability model by John Mayer and Peter Salovey, Bar-On's mixed model and Goleman's competency model. These Models intend to measure the individuals' unique aspects of work-related competencies, their cognitive and noncognitive skills and abilities in order to understand the emotions driving human behavior (Faltas, 2017).

Reuven Bar-On a Mixed model of Emotional Social Intelligence

This model was proposed by the clinical psychologist Reuven Bar-On who combined personality aspects and cognitive skills, composed of five scales and fifteen subscales. The five key scales are intrapersonal skills, interpersonal skills, stress management, adaptability and mood in general. Reuven believed that both emotional and cognitive intelligence should be considered when measuring the individual's general intelligence and as a result, this will indicate the level of success in the person's life (Afroz, 2017).

Table 1. Scales and Subscales of Bar-on model of EI.

Components					
	Intrapersonal	Interpersonal	Stress- Management	Adaptability	General Mood
S u b c o m p o n e n t s	Self-Regard	Empathy	Stress- Tolerance	Reality Testing	Optimism
	Emotional Self- Awareness	Social Responsibility	Impulse Control	Flexibility	Happiness
	Assertiveness	Interpersonal relationship		Problem Solving	
	Independence				
	Self-actualization				

Source: (Afroz, 2017).

Elaborated by: Sofia Canelos.

Goleman's Competency Model

After his success with the book *“Emotional Intelligence”* science journalist Daniel Goleman suggested a model describing the four constructs of *EI*. Self-management, Social-

awareness, Self-awareness and relationship management. Goleman strongly believed that emotional competencies are skills that can be developed by the individual in order to accomplish an excellent performance (Dhani, 2016).

Table 2. Goleman's Emotional Intelligence Competencies.

	Self Personal Competence	Other Social Competence
Recognition	Self-Awareness Emotional Self-Awareness Accurate Self-Awareness Self-Confidence	Social Awareness Empathy Service Orientation Organizational Awareness
Regulation	Self-Management Self-Control Trustworthiness Conscientiousness Adaptability Achievement Drive Initiative	Relationship Management Developing others influence Communication Conflict Management Leadership Change Catalyst Building bonds Teamwork and Collaboration

Source: (Dhani, 2016).

Elaborated by: Sofía Canelos

Mayer-Salovey and Caruso Ability model

This model is centered in the perception, understanding and management of emotions, which gives us the proper information in order to facilitate the thinking process and decision making. This model enhances four models of human abilities such as facilitating thought, perception, understanding and management of emotions. This information intends to develop new types of intelligences and therefore, build new ways of building strong relationships (Muyia, 2009).

Table 3. Mayer-Salovey and Caruso Ability model.

The Four Branches of Emotional Intelligence			
Perceiving	Using	Understanding	Managing
Express emotions Perceive and understand the emotions of others' Identify and comprehend the body language of others' and their verbal expressions.	Understand emotions in order to facilitate cognitive process and clear thinking.	Acknowledge complex emotional information and how these emotions are linked.	Handle emotions to promote personal, intellectual and emotional growth in order to react and give a proper response.

Source: (Muyia, 2009).

Elaborated by: Sofía Canelos

Emotional Intelligence in the workplace

Decades ago, a group of psychologists noticed that those who were successful at work were also good at identifying the emotions of others' and were socially competent (Morrison, 2006). It is said that those with high levels of emotional intelligence regard other people's points of view, enjoy teamwork, avoid negative thoughts and behaviors, feel willing to work and encourage others to do the same, value integrity and success and find reward in work relationships, this allows their self-potential to be continually developed (Kapur, 2014).

The relation between Emotional Intelligence and work life balance

Research has proven that emotional competence is highly linked to having a successful work and social life. Thus, competences such as communication, sensitivity, initiative and interpersonal skills are considered strong assets when balancing work and family roles (Marylin, 2019). Accordingly, to Grandey (2000) employees have a problem managing their emotions and the emotions of others, their work development is affected. This research also commented on emotional effort and how damaging it is for employees, causing stress, burnout and lack of energy (Grandey, 2000).

People with high emotional intelligence will manage the domains of life and work more efficiently, being able to cope with the outcomes of stressful day and overcoming them effortlessly. This ability helps them to keep their professional and non-professional lives in

balance, increasing the individual's satisfaction and improving his/her well-being (Shylaja, 2017).

Investigations have defined emotions as the element controlling behavior, moods and feelings, these emotions could be either positive or negative, therefore, it is important that the individuals have the capacity to address these events efficiently in order to keep a successful and productive work performance (Brief, 2002). Furthermore, a later study done by the professor Abraham Carmeli stated that individuals with a high emotional intelligence experience a higher level of self-satisfaction, self-esteem and self-acceptance rather than individuals with low EI (Carmeli, 2003).

Later research focused on the influence of high levels of EI and the positive impact it has on well-being as well as the importance of it when balancing work and life domains (Koubova, 2013). In the same way, Extremera and Fernández-Berrocal, professors from the University of Málaga determined that those with high EI, were more able to cope with stress and manage negative emotions of life (Fernández-Berrocal, 2006). Moreover, a study on emotional intelligence and the relation to behavior demonstrated that individuals with low levels of EI tend to have poor quality relationships, along with problems establishing social interactions as well as maintaining them. In addition, the study also mentioned that these individuals were inclined to have detrimental behavior such as drug abuse and excessive use of alcohol (Brackett M. W., 2004).

Brackett and Susan E. Rivers extended the research using the MSCEIT measure of EI and associated low levels of EI to passive and destructive responses, explaining that these individuals deal poorly with emotional situations or confrontations. The conclusion of the

research asserted that highly intelligent people will hold better social relationships in the roles of work and family and will also keep a better mental balance (Brackett R. , 2006).

Aaron Buchko concluded in an empirical research that when individuals could play both roles efficiently and manage emotions properly, they will experience higher levels of satisfaction and consequently, a better job performance. In addition, this paper explains that those with the opportunity to develop themselves and are trained in work and life management have a better well-being by being able to enhance positive attitudes, avoiding negativity, establishing fruitful relationships and always remaining calm in moments of stress (Buchko, 2013).

Methodology and research design

For this research proposal which is based on the question: What is the impact of emotional skills training on Work Life Balance in a group of sales representatives? A quasi-experimental design has been selected to collect the data for this research.

Research Tools

For this research proposal the Emotional and Social Competence Inventory (ESCI) test will be used in order to measure the levels of emotional intelligence in the sales representatives of the company. This survey design assesses 4 areas of ability: self-awareness, self-management, Social awareness and relationship management. As well as, 12 competencies, measuring the

employee's behavior, though their perception. ESCI data is scored against a frequency range on a 5-point scale; *never, rarely, sometimes, often and consistently* (Direct, 2011).

Validity and reliability

Richard Boyatzis alongside with Daniel Goleman have developed this tool in order to assess emotional intelligence, research has proven the incremental validity of the ESCI test, which is also able to provide unique predictive value to real-world results beyond those provided by intelligence and personality (Ferry, 2017). To estimate the reliability for ESCI competencies, Cronbach's alpha was used, all the values are .85 or greater, which indicates a good consistency for the ESCI scale (Ferry, 2017). Richard Boyatzis along with the Hay Group have research and develop different research regarding EI tests, which have led them to the ESCI, research base which enables the validity of this test (Direct, 2011).

Work Life Balance

Work life balance was measured using the Hayman's Scale, composed by 15 items which measure three different dimensions such as; work interference with personal life (WIPL), personal life interference with work (PLIW) and work/personal life enhancement (WPLE). To ensure the reliability of this research instrument, the Cronbach's alpha formula was used, the coefficients for the scale were .88 for the total scale and subscales, .93 (WILP), .85, and .69 (WPLE). (Shodhganga, 2017). In order to examine the construct validity of this scale, Hayman conducted an exploratory factor analysis, using components procedure for extraction (Suzanne Smeltzer, 2016).

Population

The data for this research proposal will gathered via questionnaire.

Inclusion criteria: Employees who have been reported by HHRR experiencing work-life imbalance

Exclusion criteria: Employees who are part of the company for more than four years.

Data Collection Procedure

The data collection for this research proposal will be done in two parts, through pre-tests at the beginning and posttests at the end. The participants for this quasi experimental research proposal will be selected along with the Human Resources Department, all of them must have been reported by HHRR experiencing work life balance conflict. Participants will be sent two different questionnaires via email before and after the treatment in order to see the effects of the treatment on the participants, one to assess emotional intelligent and another one to evaluate work life balance. Participants will be asked to click on the link and indicate their responses to each question from both questionnaires, having a total of 15 minutes to finish each questionnaire.

Data Analysis

After the data have been collected, the information will be processed and tabulated using Microsoft Excel Software. An ANOVA analysis will be used for the data collected on IE and work life balance before and after the intervention. SPSS statistical software will be used, and the results therefore obtained will be analyzed and interpreted.

Ethical Issues

To make sure participants know the purpose of the research proposal, the expected duration and general procedures an informed consent will be delivered prior to this research. The participants will also be informed about their rights: the right to decline to participate, the right to abandon the research at any point and the consequences for doing so. The identity of the participants and any personal information will remain anonymous. The information collected through this research proposal will be confidential and will only be used for this study. The participants will also be told whom to contact in case they have any concerns regarding the research or their rights. The participants will be provided the opportunity to ask questions and receive answers. Finally, it is worth mentioning that without the approval of The Comité de Ética from the Universidad San Francisco de Quito the research will not be carried out.

CONCLUSIONS

As it has been mentioned before, the development of emotional intelligence has a direct impact on the employee's performance, resulting in a positive advancement for the company and its personnel. In like manner, this research proposal can be carried out in any kind of organization due to the advantages it brings out regarding the human capital of a company. For this research proposal there are no restrictions regarding age or number of participants making it easy to apply and conduct.

In order to fully develop emotional intelligence time is needed, this might be one of the limitations of this research, since some organizations may not have the time or the resources to carry out such intervention. In the same way, the individual's personality traits may be another limitation, his or her openness to experience, extraversion and agreeableness were significant predictors of emotional intelligence, consequently, if these traits show low rates, emotional intelligence could not be developed at its fullest (Alghamdi, 2017). The sales representatives of this company usually spend their office time attending long distance calls and traveling to other countries to meet clients, thus, carrying out a workshop might be challenging for the researchers, meeting the needs of each employee could be hard to accomplish due to the flexible working schedule they have.

For further research, this research proposal can be carried out in different hierarchical levels of an organization. Additionally, another suggestion for future research could be to analyze other social skills such as assertiveness or communication and its impact on work life balance.

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ANEXO A: PARTICIPANT INVITATION LETTER

Dear Human Resources Department:

I am a psychology student from The University San Francisco de Quito who is in the last year of her career.

The purpose of this letter is to inform you that I am conducting an academic research that aims to analyze the impact that emotional intelligence development has on the way sales representatives balance the domains of work and life.

I would like to invite the sales representatives from your company to be part of this study, participation in this study is entirely voluntary.

The results obtained from this study will be used to help employees balance their professional and non-professional lives in a more efficient way through the understanding of emotions.

Any information collected during this study will be kept on a confidential basis and access will be restricted to people conducting the study.

If you are interested in taking part of this research, it will be carried out in different parts, the first part is the pretest and it will take 30 minutes, the second part will be an intervention regarding emotional intelligence development and finally, a posttest in order to analyze the impact of the treatment, which will also take 30 minutes.

For further information you can contact me through this email:
scanelos@estud.usfq.edu.ec

Thank you in advance for the attention to this letter,

Yours sincerely,

Sofía Canelos

Student from Universidad San Francisco de Quito

ANEXO B: INFORMED CONSENT FORM



Ethics Committee for Research in Human Beings
San Francisco University of Quito
 USFQ's Institutional Review Committee
 The Institutional Review Board of the USFQ

Informed Consent Form

Research title: *The impact that emotional intelligence development has on the way sales representatives balance the domains of work and life.*

Research Organization *Universidad San Francisco de Quito*

Name of principal investigator *Silvia Sofia Canelos Naranjo*

Location data from the principal investigator *+31 6 48 26 64 89/ scanelos@estud.usfq.edu.ec*

Co-researchers *Don't apply*

DESCRIPTION OF THE STUDY
Introduction
<p>This form includes a summary of the purpose of this study. You may ask any questions regarding the survey in order to fully understand its objective and contribution.</p> <p>You may take the necessary time to discuss with others about your participation.</p> <p>You have been invited to participate in the study on the impact that emotional intelligence development has on the way sales representatives balance the domains of work and life.</p>
Purpose of the study
<p>This academic research intends to understand the impact that emotional intelligence development has on the way employees balance work and life, the importance of understanding emotions and its advantages.</p>
Description of the procedures
<p>This research will be carried out in three parts. First, an online questionnaire will be sent to you in order to measure levels of emotional intelligence and work-life balance. Second, following the results of the first part of the research, the pretest, an intervention about emotional intelligence will be hold and finally, a posttest will be carried out in order to determine the effect the intervention had on you.</p>

Risks and benefits
<p>This study considers no risk.</p> <p>The benefits of this research are to understand emotions and the advantages they bring when striking a balance between work and life domains.</p>
Data confidentiality
<p>Keeping your privacy is very important, for this, the mandatory measures will be applied in order to maintain your identity and personal data confidential.</p>
Participant rights and option
<p>Participation in this study is entirely voluntary and you are free to refuse to take part or to withdraw from the study at any time without having to give a reason and without this decision affecting you in any form. You will not receive any payment or pay at all for your participation in this study.</p>

Contact information

For further information about this research, please call the following phone +31 6 48 26 64 89 which belongs to Sofía Canelos, or send an email to scanelos@estud.usfq.edu.ec

If you have questions about this form, you can contact Dr. Ivan Sisa, Chairman of the USFQ Human Beings Research Ethics Committee, at the following email: comitebioetica@usfq.edu.ec

Informed Consent

I understand my involvement in this study. They have explained to me the risks and benefits of participating in clear and simple language. All my questions were answered. They allowed me enough time to make the decision to participate and i was given a copy of this informed consent form. I voluntarily agree to participate in this research.

Participant's signature	Date
Witness signature <i>(if applicable)</i>	Date
Name of the researcher who obtains informed consent	
Researcher's signature	Date

ANEXO C: EMOTIONAL AND SOCIAL COMPETENCE INVENTORY (ESCI)

Self-Awareness

Emotional Self-Awareness

Recognizing how our emotions affect our performance. People who demonstrate this competency know the signals that tell them what they're feeling, and use them as an ongoing guide to how they are doing.



Self-Management

Achievement Orientation

Striving to meet or exceed a standard of excellence. People who demonstrate this competency look for ways to do things better, set challenging goals, and take calculated risks.



Adaptability

Flexibility in handling change. People who demonstrate this competency willingly change their own ideas or approaches based on new information or changing needs. They are able to juggle multiple demands.



Emotional Self-Control

Keeping disruptive emotions and impulses in check. People who demonstrate this competency are able to maintain their effectiveness under stressful or hostile conditions.



Self-Management

Positive Outlook

Persistence in pursuing goals despite obstacles and setbacks. People who demonstrate this competency see the positive in people, situations, and events more often than the negative.



Social Awareness

Empathy

Sensing others' feelings and perspectives, and taking an active interest in their concerns. People who demonstrate this competency are able to pick up cues, understanding what is being felt and thought.



Organizational Awareness

Reading a group's emotional currents and power relationships. People who demonstrate this competency think about power relationships. They can accurately identify influencers, networks and dynamics.



Relationship Management

Conflict Management

Negotiating and resolving conflict. People who demonstrate this competency bring disagreements into the open, effectively communicate the different positions and find solutions all can endorse.



Coach and Mentor

Taking an active interest in others' development needs and bolstering their abilities. People who demonstrate this competency spend time helping people via feedback, support and assignments.



Influence

Having a positive impact on others. People who demonstrate this competency persuade or convince others to gain support for an agenda.



Relationship Management

Inspirational Leadership

Inspiring and guiding individuals and groups. People who demonstrate this competency work to bring people together to get the job done. They bring out the best in people.



Teamwork

Working with others towards a shared goal. Creating group synergy in pursuing collective goals. Teamwork is an orientation to work with others interdependently, not separately or competitively.



ANEXO D: WORK-LIFE BALANCE QUESTIONNAIRE

QUESTIONNAIRE FOR WORK – LIFE BALANCE

Instructions: Kindly read the items carefully and Tick in the appropriate box, regarding your view about Work-Life Balance. **Please do not omit any item.**

1. How many hours do you work in a week?

40 – 50 51 – 55 56 – 60 61 – 65 66 and above

Part 1 - Tick the answer that best describes how much you agree with each statement below

Kindly tick in the appropriate Box		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
1	My personal life suffers because of work.					
2	My job makes personal life difficult					
3	I neglect personal needs because of work					
4	I put personal life on hold for work					
5	I miss personal activities because of work					
6	I struggle to juggle work and non-work.					
7	I am happy with the amount of time for non-work activities					

Part 2 - Tick the answer that best describes how much you agree with each statement below

Kindly tick in the appropriate Box		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
		1	2	3	4	5
1	I feel exhausted at the end of days work					
2	My family supports me in my professional life					
3	My boss or company recognise the importance of my personal life					
4	Lack of work-life balance has had an adverse impact on my career					
5	My colleagues have resigned or taken a career break because of work-life balance issues in the last one year					

Part 3 - Tick the answer that best describes how often you do the following activities

Kindly tick in the appropriate Box		Never	Rarely	Sometimes	Frequently	Always
		1	2	3	4	5
1	Work on your days off (e.g., weekends)					
2	Bring things home to work on					
3	Take work-related phone calls at home					
4	Carry a cell phone or pager for work so you can be reached after normal business hours					
5	Check your e-mail or voice mail from home after returning from work					
6	Stay at work after normal business hours or work over time					
7	Work late into the night at home					
8	Attend work-related functions on personal time					
9	Travel whenever the company asks you to, even though technically you don't have to					
10	Work during vacations					
11	Go into the office before normal business hours					
12	Volunteer for special projects in addition to your normal job duties					
13	Rearrange, alter or cancel personal plans because of work					
14	Check back with the office even when you are on vacation					
15	Participate in community activities for the benefit of the company or organization					

		3) How likely are you to use these programs at some point in your career? If you have already used or are using this type of program choose "Very likely – Already have"					
		Very Unlikely	Unlikely	Neither Likely nor Unlikely	Likely	Very Likely – Already have	Not Applicable
		1	2	3	4	5	6
1	Flexible work schedules						
2	Leave of absence for education						
3	Part-time work						
4	Job sharing						
5	Brief (1 – 2 months) paid sabbatical						
6	Work from home occasionally						
7	Work from home all the time						
8	Compressed work week						
9	Paid maternity leave						
10	Paid paternity leave						
11	Use of all earned vacation time						
12	Paid leave for sick family member (parent, child, spouse)						
13	Career breaks						