




## Aplicaciones prácticas de la inteligencia emocional en coaching empresarial

*Practical applications of emotional intelligence in business coaching*

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**Palabras claves:**

Inteligencia emocional, Coaching, Desarrollo de recursos humanos, Liderazgo, Rendimiento laboral.

**Keywords:**

Emotional intelligence, Coaching, human resource development, job performance.

**Resumen**

**Objetivos:** La inteligencia emocional influye directamente en el desempeño laboral. El estudio de este trabajo trata de identificar la estrecha vinculación que existe entre la inteligencia emocional y el coaching empresarial, con el fin de mejorar el desempeño y desarrollo de habilidades de los líderes y equipos en la Cooperativa de Ahorro y Crédito Jardín Azuayo de la oficina Paute. Por lo tanto, se pretende determinar las competencias clave que los líderes y equipos empresariales deben desarrollar para mejorar el desempeño y eficacia. **Metodología:** La investigación se llevó a cabo mediante el método analítico – sintético, se utilizó técnicas cualitativa y cuantitativa para recopilar y analizar los datos. Se utilizó un enfoque no experimental. El estudio tuvo un alcance descriptivo y transversal. **Resultados:** El muestreo fue específicamente a la Cooperativa de Ahorro y Crédito Jardín Azuayo de la oficina Paute, en donde hay 31 colaboradores distribuidos entre: jefe de agencia, asesores cooperativos, cajeros y demás personal que labora en la institución. Los hallazgos evidencian que la mayoría de los colaboradores reconocen y valoran los esfuerzos de la cooperativa en fomentar la empatía, la comprensión emocional, un clima de comunicación abierto y respetuoso, y la implementación de las prácticas del coaching empresarial. **Conclusiones:** La inteligencia emocional involucra habilidades como: la autoconciencia, autorregulación, motivación, empatía y habilidades sociales, son factores claves para el éxito personal y profesional. La aplicación práctica de la inteligencia emocional a través del coaching empresarial que genera beneficios para la cooperativa como es el potencial de desempeño del personal, mejorar las relaciones interpersonales, líderes más cohesionados, mejorar la atención al cliente, aumentar la satisfacción y compromiso de los empleados. **Área de estudio general:** Administración de empresas. **Área de estudio específica:** Talento humano

**Abstract**

**Objectives:** Emotional intelligence directly influences job performance. The study of this work tries to identify the close link that exists between emotional intelligence and business coaching, in order to improve the performance and development of skills of the leaders and teams in the Jardín Azuayo Savings and

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Credit Cooperative of the Paute office. Therefore, the aim is to determine the key competencies that business leaders and teams must develop to improve performance and effectiveness. Methodology: The research was carried out using the analytical – synthetic method, qualitative and quantitative techniques were used to collect and analyze the data. A non-experimental approach was used. The study had a descriptive and transversal scope. Results: The sampling was specifically at the Jardín Azuayo Savings and Credit Cooperative of the Paute office, where there are 31 collaborators distributed among: agency head, cooperative advisors, cashiers and other personnel who work in the cooperative. The findings show that the majority of employees recognize and value the cooperative's efforts to foster empathy emotional understanding, an open and respectful communication climate, and the implementation of business coaching practices. Conclusions: Emotional intelligence involves skills such as: self-awareness, self-regulation, motivation, empathy and social skills, which are key factors for personal and professional success. The practical application of emotional intelligence through business coaching generates benefits for the cooperative such as the potential for staff performance, improving interpersonal relationships, more cohesive leaders, improving customer service and increasing satisfaction and commitment. General study Area: Business Administration. Specific study area: Human talent.

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## Introduction

Emotional Intelligence (EI) is a concept that emerged in the 20th century and has been deepened over the years. Its concept is abstract, intangible, difficult to understand, and this does not help society to understand and internalize this topic in a deep way; according to Berrocal et al., (2022) affirms Research shows that emotionally intelligent people enjoy many benefits in their personal and professional lives, such as: having a quality of life, job satisfaction, having effective leadership and well-being, therefore, directly influences performance, productivity and interpersonal relationships in the business environment.

Solis & Solis (2023) states that emotional intelligence is the ability of a person to recognize their own emotions, perceive the emotions of others and process signals and information. The effect of emotional intelligence is reflected in the performance obtained

and is also perceived in the satisfaction of people in the work area and in the strengthening of commitment to the organization.

Biedma (2021) emphasizes that emotional intelligence has crucial factors in human resource management, decision making, leadership, performance and motivation. In addition Solis & Solis (2023) indicates that emotional intelligence is a skill that can be learned through experience.

Nowadays, we compete not only with products, but also with human capital, since it is a vital component for management to have a work team that has the necessary skills to be able to develop activities within the company (Goleman, 1999). From this perspective, there is an interest in developing the capacities, qualities, skills and attitudes that are vital for the performance of the work team, considering aspects such as creativity, logic, flexibility and understanding.

It is important to consider the management of destructive emotions in order to develop appropriate conduct in personal and professional life; and in turn, to stimulate constructive emotions to generate useful behaviors. Some organizations fail as a result of implicit and poorly managed emotions combined with high pressure in the workplace and distrust between managers and workers.

The methodology used in this work was developed by reviewing the literature on emotional intelligence and its importance in the organization, obtaining information from databases, indexed journals and theses from reliable repositories. The results of the work show that emotional intelligence is an effective tool to improve work productivity.

The main objective of this work is to identify emotional competencies in the field of business coaching that are developed in the Jardín Azuayo Savings and Credit Cooperative of the Paute office in order to improve job performance, improve interpersonal relationships, have more cohesive leaders, improve attention to members, and develop leadership skills. With the background described above, this research is developed to find out if emotional intelligence is a useful tool to increase productivity in the collaborators of the Jardín Azuayo Savings and Credit Cooperative of the Paute office., to propose improvements in the performance and development of skills of the institution's leaders and collaborators. Under the considerations described above, the article aims to answer the following research question: How does the integration of practical applications of emotional intelligence in business coaching at the Jardín Azuayo Savings and Credit Cooperative of the Paute office affect the significant improvement of decision-making, teamwork, conflict resolution and leadership?

### **Theoretical foundation**

#### **Emotional intelligence**

Emotional intelligence emerged in the 20th century and today, it is considered that those who exercise emotional leadership have an adequate level of emotional intelligence, and it is considered to be the combination of technical knowledge, productivity and emotional skills that allow generating balanced, cooperative and rewarding links with those who work in the company (Nachtigall, 2018).

Emotions are part of the human being and determine the behavior towards the environment and towards other people, they are qualified as positive or negative depending on the result. Goleman (1999) states that emotional intelligence is the ability of a person to recognize their own and others' feelings, to motivate themselves to handle feelings appropriately, both in themselves and in others. This emotional intelligence is related to emotional skills, which are thought and feelings, which are directly linked to job performance, where these skills can be: personal or social; in personal skills, the mastery of one's own emotions is determined, while in social skills, the management of relationships with others is determined (Goleman, 1995). This human component of emotional intelligence is very important for companies because it allows them to understand people's performance in the workplace, development of capacities, abilities and skills that people possess (Fernández & Extremera, 2005).

Emotional intelligence allows you to identify your own emotions and know which ones allow you to have better results in what you do, and it also allows you to identify the emotions that have a greater weight within your personality. (Duque et al., 2017). According to Nachtigall (2018), emotional intelligence is defined as self-knowledge that allows establishing a link between emotions and the people around them, in turn, it allows one to properly manage one's own emotions, in order to develop greater inspiration, commitment and well-being in personal life and at work. For a person to play the leadership role, it is important to train and develop certain behaviors and attitudes to obtain greater performance from work teams; therefore, it is false to believe that there are people who are born endowed with the gift of emotional intelligence and others are not.

In 1995, Daniel Goleman published the book on emotional intelligence, which mentions that one should:

- Becoming aware of one's own emotions.
- Understanding other people's feelings.
- Tolerating the pressure and frustration we endure at work.
- Emphasize the ability to work as a team.
- Adopt an empathetic and social attitude that provides greater opportunities for personal development.
- Participate, deliberate and live together with everyone in a harmonious and peaceful environment.

Analyzing the human component of the company is very important to understand the performance of the workers, which is determined by the skills, abilities and capabilities of each of the workers; the best practices must be found to effectively select, maintain and develop the human talent of the company.

According to what the author Myriam Muñoz Polit says in the book Emotions, feelings and needs (2009), she indicates that emotional life is what moves our behavior, to perceive and act in a certain way in life; and mentions that it is based on five basic emotions: fear, affection, sadness, anger and joy.

- **Fear:** It is an emotion that arises in the face of a threat, it is a response that prepares the body to face a potential danger, and seek protection or escape, the objective is protection and care.
- **Keen:** It is a feeling, affection, emotional appreciation towards something or someone, the objective is the connection.
- **Sadness:** It is an emotion experienced in the face of a loss. The goal is withdrawal.
- **Anger:** It is a negative emotion characterized by feelings of irritation, rage or anger. Some of the physical signs are: muscle tension, increased heart rate, accelerated breathing and facial expressions such as frowning, clenched teeth, etc.
- **Happiness:** It is a positive expression that arises when there is a favorable event or an achievement, it is associated with feelings of happiness, delight and well-being.

Work competencies are a set of professional knowledge and qualities that enable people to perform various functions in their workplace (Fernández & Extremera, 2005). Work competencies are: analytical skills, initiative, leadership, dynamism, empowerment, team development, contact methods; levels of commitment, personal discipline and productivity; internal and external customer orientation, collaboration, learning capacity, tolerance to pressure, competence, ability and responsibility.

Emotional intelligence establishes five dimensions to teach practical skills such as: self-awareness, motivation, self-regulation, empathy and relationship management (Canals, 2019).

**Self-awareness:** Analyzing and being aware of actions and attitudes, that is, having your feet on the ground, having a realistic view of yourself and the environment around you at that moment and using what is necessary to make decisions with a realistic assessment of your skills and a reasonable sense of self-confidence. (Nachtigall, 2018).

**Self-regulation:** It consists of managing one's own emotions, it implies having conscientious gratification, to pursue goals, and to recover well from emotional distress.

**Motivation:** Involves the use of available preferences to move and guide people toward desired goals, to help them take initiative and strive.

**Empathy:** Involves listening carefully to the opinions of others and being able to accept them.

**Relationship management:** Using emotions appropriately in relationships and accurately reading situations and social networks, use these skills to persuade and lead, negotiate and resolve disputes for cooperation and teamwork.

Companies encourage the development of emotional intelligence and recognize this ability when a person is able to recognize their own emotions and those of others. Society now understands that the workforce includes employees with the knowledge and technical skills necessary for their jobs, but it is also important to take into account the emotional intelligence of employees so that they can provide better service and achieve higher performance.

To be successful at work, you need a committed team that incorporates emotional intelligence into daily life. This involves being aware of emotions and learning to develop them effectively to achieve higher performance and better personal and professional results. Using emotional intelligence in the workplace increases job satisfaction and professional development. Company leaders need to better understand and manage their own and others' emotions, therefore, if high emotional intelligence is developed, a more positive and pleasant work environment can be created by using communication skills (Jiménez et al., 2023).

Emotional intelligence is a human ability that allows people to understand and manage their own and others' feelings, and also to manage emotions according to the circumstances (Hidalgo & Santillana, 2019). While coaching is the ability to work with others to obtain results that optimize performance, it is defined as a participatory process, through which the coach and the rest of the team investigate the best way to achieve the objectives using the available skills and resources (Barreiro, 2018).

### **Business coaching**

John Whitmore was one of the first to introduce coaching in the business world, which allows people to become aware of their actions, habits, values, beliefs, stories and judgments; in order to guide people so that they can develop their skills and perform better at work (Rodríguez, 2019). The coach is a trained and certified professional who helps other people to achieve goals and develop potential, using specific techniques and tools to accompany the client in the process of change and growth; a coach does not impose solutions but rather facilitates the process of self-reflection. According to Rodríguez (2022) indicates that the coach is a person who helps others in personal and professional

growth, while the coachee is the person who receives the help and coaching is the process of help that involves the coach and the coachee, that is, they are the activities, process of accompaniment and support in which the coach provides the coachee to identify and achieve the objectives. Sometimes the coachee can be a group of people.

According to Feria (2017), business coaching focuses on developing skills, helping team members reach their maximum potential and focus on achieving a common goal. This helps develop skills and abilities on a personal and professional level, broadening new perspectives and ways of carrying out and achieving objectives set by the institution.

Sánchez (2020) states that implementing business coaching has several benefits such as:

- The team has greater clarity in its objectives
- Improve internal communication
- Generate enthusiasm for work
- Build trust among your team
- Increase confidence in developing new skills

Also according to Cruz (2023), he indicates other benefits of carrying out business coaching:

- Generate leadership
- Detect the maximum potential of each of the team members
- Integrate all team members
- Manage work teams better
- Detects internal and external barriers that prevent the development of the work team's potential.

This work is aimed at the collaborators of the Jardín Azuayo Savings and Credit Cooperative of the Paute office to measure the impact that emotional intelligence has on business coaching, to improve leadership skills and communication. Work on the needs of the cooperative by observing the individual and group behavior of each of the collaborators, in order to transform them into learning and self-improvement opportunities (Maceo & Montero, 2018).

### Coaching approaches

Bermúdez (2017) expresses three approaches to coaching:

1. **Shadow coaching:** This approach pays frequent attention to the person, through careful observation, so that the coach can identify strengths and weaknesses, focusing on verbal and non-verbal language.



2. **Ontological coaching:** There is a process of support from the coach to the coachee to strengthen capabilities and it focuses on the human being, on feelings, emotions, and ways of relating, focusing on verbal and non-verbal language.

3. **Transformational coaching:** It uses the techniques mentioned above and aims to achieve a continuous process of change, both individual and professional, in order to enhance the skills of each individual and thus facilitate the discovery of limited beliefs and the self-definition of an action plan for transformation, allowing the objectives to be achieved.

**Methodology**

In the present work, a descriptive methodology was used to define and measure the variables (Hernández & Mendoza, 2018). In addition, the study was defined in a non-experimental research framework, the objective is transversal because observations are made at a specific time and moment (Bernal, 2006).

The research was mixed, therefore, it was carried out using qualitative and quantitative techniques to collect and analyze the data; for the search and processing of information, it was analyzed using the analytical-synthetic method, this allowed collecting crucial information, with a clearer and more precise research approach. In addition, it serves as a reference point for the analysis and evolution between the different study topics addressed.

The analysis unit was the employees of the Jardín Azuayo Savings and Credit Cooperative in the Paute office, made up of 31 workers who perform the functions of branch managers, cooperative advisors, cashiers and other office staff. The simple random sampling technique was carried out with a confidence level of 95% and a margin of error of 5%, therefore, it gave a sample of 29 people, who were part of the study.

<b>n=</b>	$\frac{Npq}{(N - 1) \left(\frac{e}{Z}\right)^2 + pq}$	$\frac{1865,25}{(31)(0,0006507705) + 0.25}$		29
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Where from:

Z= 95% confidence interval with a critical value of Z=1.96

p= 50% probability of success

q= (1-p) 50% probability of failure

N= Finite population

e = acceptable sampling error of 5%

n = 29

Below are the results of a digital questionnaire applied through Google Forms to 29 employees of the Jardín Azuayo Savings and Credit Cooperative of the Paute office.

In accordance with the results obtained, Table 1 shows the correlation of the variables analyzed in this research.

**Table 1**

*Correlation between dependent and independent variables to establish the relationship between empathy and conflict resolution.*

The cooperative has effective mechanisms for resolving conflicts between members.	The cooperative encourages the development of empathy and emotional understanding among team members.				Total
	OK	Disagree	Neither agree nor disagree	Totally agree	
OK	13	0	0	4	17
Disagree	0	1	0	0	1
Neither agree nor disagree	0	1	2	2	5
Totally agree	1	0	0	3	4
Totally disagree	0	2	0	0	2
Total	14	4	2	9	29

**Note.** The table shows the correlation of the dependent and independent variables of the research.

The results show a positive correlation between the promotion of empathy and emotional understanding among the collaborators of the Jardín Azuayo Savings and Credit Cooperative of the Paute office and the effectiveness of the mechanisms for conflict resolution within the institution, obtaining a result of 14 collaborators who “agree” and 9 collaborators who “totally agree” that empathy and emotional understanding are encouraged in the cooperative. Furthermore, the majority agree that the cooperative has effective mechanisms for resolving conflicts between employees, with a total of 17 “agree” and 4 “strongly agree” responses. These findings suggest that the cooperative has an organizational culture that promotes empathy and emotional understanding, as well as

strong mechanisms for addressing and resolving internal conflicts. This combination can contribute to a positive work environment and effective relationships between employees, which could potentially improve the cooperative's overall performance and effectiveness.

Table 2 presents the perceptions of the collaborators of the Jardín Azuayo Savings and Credit Cooperative from the Paute office, regarding the business coaching that they have in the institution.

**Table 2**

*Perception on the incorporation of business coaching in COAC Jardín Azuayo*

Variable	Level	Counts	Total	Proportion	P
Business coaching or skills development is incorporated into the Cooperative's employees in each of the work areas.	OK	19	29	0.655	0.136
	Disagree	2	29	0.069	< .001
	Neither agree nor disagree	4	29	0.138	< .001
	Totally agree	4	29	0.138	< .001

**Note.**Contrasting proportions in relation to value: 0.5.

Table 2 shows that the majority of respondents, that is, 65.5%, agree that business coaching or skills development is incorporated into each of the work areas. This suggests a widespread acceptance of this practice within the organization. However, it is notable that a small percentage 6.90% disagree with this statement, while 13.8% neither agree nor disagree that business coaching practices are incorporated within the Cooperative. These discrepancies could indicate the need to further investigate employees' perceptions and experiences regarding business coaching in different work areas. The associated p-values are all significant (< .001), indicating the statistically significant association between respondents' responses and the categories of the variable considered. This suggests that respondents' opinion on the incorporation of business coaching varies significantly between the different options provided in the survey.

Likewise, Table 3 presents the results to see if within the institution an open and respectful communication climate is encouraged when addressing a conflict.

**Table 3**

*Perception of the communication climate and conflict resolution at the Jardín Azuayo Savings and Credit Cooperative of the Paute office.*

<b>An open and respectful communication climate is encouraged to address conflicts within the cooperative.</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
OK	19	65.52	65.52	65.52
Disagree	2	6.90	6.897	72.414
Neither agree nor disagree	2	6.90	6.897	79.310
Totally agree	5	17.24	17.24	96,552
Totally disagree	1	3.44	3.448	100,000
Absent	0	0.000		
Total	29	100,000		

*Note.* Table 3 reflects respondents' perceptions of the communication climate in relation to conflict management within the cooperative.

Table 3 shows that the majority of respondents, 65.52%, agree that an open and respectful communication climate is fostered to address conflicts at the Jardín Azuayo Savings and Credit Cooperative in the Paute office. This perception is supported by 17.24% who fully agree with this statement. However, it is important to note that a small percentage of 6.90% disagree with this statement, indicating that there are certain members who do not perceive that there is an optimal communication environment to manage conflicts. These findings suggest that, while most employees perceive a favorable environment for communication and conflict resolution in the cooperative, there is still room for improvement in the perception and effectiveness of the communication climate in relation to conflict management.

From the results obtained, 72.41% of the collaborators have the ability to recognize and control their own emotions, which indicates a general positive perception of emotional intelligence. In addition, 20.69% fully agree with this statement. However, a small percentage of 6.90% neither agree nor disagree with having the ability to recognize and control emotions. This suggests that the majority of respondents feel capable of recognizing and managing emotions, which may be a positive indicator of emotional intelligence within the cooperative in which this research was carried out. In conclusion, employees have confidence in their skills for emotional self-regulation, which contributes to a healthier and more productive work environment. The deductions obtained in the perception that the employees of the Jardín Azuayo Savings and Credit Cooperative in the Paute office feel involved in making important decisions, the following result was

obtained: 62.07% of workers agree with this statement, which indicates a certain level of participation within the institution. However, 13.79% disagree, suggesting that some members feel that they are not involved in important decision-making. In addition, 24.14% say they neither agree nor disagree, indicating an ambivalent perception or lack of clarity in this regard. The results show a significant number of employees who do not feel involved in important decision-making, therefore, it is necessary to strengthen participation and communication mechanisms so that all members feel heard, valued and feel an integral part of the decision-making process.

The derivations show a positive trend towards the promotion of collaboration and teamwork within the Jardín Azuayo Savings and Credit Cooperative in the Paute office, 93.10% of employees agree and totally agree with this statement; specifically, 44.83% agree and 48.28% totally agree, reflecting a widespread perception that the cooperative promotes collaboration and teamwork among all workers in the Paute office. However, it is important to note that a small percentage of 6.90% disagree, suggesting that some employees may perceive deficiencies in this aspect. The results suggest that the cooperative has created a culture of collaboration and teamwork, which is valued by most employees.

The results are positive regarding the perception that employees of the Jardín Azuayo Savings and Credit Cooperative have regarding the motivation to work as a team towards common goals, obtaining a result of 79.3% of collaborators who feel motivated to work as a team to achieve common goals. Although a considerable part of the respondents (41.38%) agree and another similar percentage (37.93%) totally agree with this statement, it is also relevant to point out that a significant number (17.24%) neither agree nor disagree with this statement. However, a small percentage (3.45%) expressed disagreement. In general, these results show that the institution has managed to create a work environment where employees feel motivated to collaborate and work together towards achieving common goals.

The findings show a very positive trend in terms of the perception of leadership exercised by the head of the Jardín Azuayo Savings and Credit Cooperative branch of the Paute office. 100% agree and totally agree that the leadership promoted by the head of the office inspires and motivates employees to work effectively and efficiently. Specifically, 65.52% agree and 34.48% totally agree with this statement. The absence of disagreeing responses indicates that there is a strong perception of leadership within the organization. The results indicate that the head of the office exercises effective leadership that inspires, motivates and encourages teamwork in an effective and efficient manner among employees; therefore, there is greater individual and collective performance and generates a positive work environment and high job satisfaction among the team members of the Paute office.

Figure 1 shows an analysis of some of the variables involved in this research, where the results are of great contribution to visualizing the situation regarding the impact of emotional intelligence, communication and how business coaching is perceived in the Jardín Azuayo Savings and Credit Cooperative of the Paute office.

**Figure 1**

*Dashboard: Perception of emotional intelligence, effective communication and business coaching in the Jardín Azuayo Savings and Credit Cooperative of the Paute office.*



*Note.* The figure presents the results obtained from the perception of employees regarding emotional intelligence and business coaching at the Jardín Azuayo Savings and Credit Cooperative of the Paute office.

Analyzing the empathy pie charts, it can be seen that 79% of employees indicate that empathy and emotional understanding are encouraged within the institution. In addition, they state that 83% of employees agree and totally agree that open and respectful communication is encouraged within the institution for conflict resolution, therefore, it is a positive indicator and suggests that there is a healthy communication environment valued by employees. Also analyzing business coaching, it is found that 79% of employees agree and totally agree that business coaching practices are encouraged within the institution.

The results obtained from the survey indicate a general positive perception about the importance of emotional intelligence and business coaching within the Jardín Azuayo Savings and Credit Cooperative of the Paute office. Most employees agree that the

institution encourages empathy and emotional understanding, an open and respectful communication climate for conflict resolution, the incorporation of business coaching, and fosters leadership practices. The percentage of people who disagree is minimal, which indicates that initiatives in these aspects are well received and valued by the majority of employees. This positive perception suggests that current practices are aligned with the needs and expectations of employees, which contributes to a more cohesive and productive environment.

### Discussion

The documents support the incorporation of business coaching in a cooperative environment, focusing on communication, conflict resolution, empathy and emotional understanding between team members. Emotional intelligence establishes five dimensions to instruct practical skills such as: self-awareness, motivation, self-regulation, empathy and relationship management (Canals, 2019).

At the Jardín Azuayo Savings and Credit Cooperative in the Paute office, 93.10% of employees have the ability to recognize and manage emotions, 79.31% of employees are motivated to work as a team and achieve the goals established by the office, 62.07% feel that they are an integral part of the institution's decision-making, and 100% of employees feel that the head of the agency has good leadership that encourages and motivates teamwork; therefore, there is agreement with the dimensions established in emotional intelligence; and the indicators obtained are very good, and there is a good work environment at the Jardín Azuayo Savings and Credit Cooperative. The findings suggest a positive organizational culture that promotes empathy, effective conflict resolution, and a significant association between the variables analyzed.

Emotional intelligence is a skill that can be learned through experience (Solís & Solís, 2023). Therefore, the idea that there are people who are born with emotional intelligence is discarded; according to the documents analyzed, it can be developed through many skills and abilities that are learned over time. Likewise, they emphasize the role of coaching in improving performance, communication, teamwork, and productivity within organizations.

### Conclusion

- The integration of emotional intelligence and business coaching in the cooperative aims to improve job performance, enhance interpersonal relationships, develop cohesive leaders, improve member service, and foster leadership skills. Emotional intelligence enables people to understand and manage emotions effectively, contributing to a positive experience, a good work environment, and professional development. Coaching, as a collaborative process, helps people achieve goals by

utilizing available skills and resources, improving performance and personal growth. Coaching encompasses personal, executive, and business coaching, focusing on individual development and leadership skills, organizational change, and productivity improvement. Most respondents agree that incorporating business coaching in the cooperative improves skill development, indicating widespread acceptance of this practice within the organization.

- Emotional intelligence and business coaching are valuable tools that can help organizations improve job performance, interpersonal relationships, and employee satisfaction. The Jardín Azuayo Savings and Credit Cooperative of the Paute office has taken an important step by implementing practices that promote emotional intelligence and business coaching. However, there is still room to strengthen these initiatives and expand their reach. By implementing the proposed recommendations, the cooperative can create a more positive and productive work environment, where employees feel valued and committed to the organization.
- The research findings suggest that the cooperative has a strong organizational culture that promotes empathy, emotional understanding, and effective conflict resolution mechanisms, which enhances teamwork, performance, and overall effectiveness. Most of the employees surveyed agree that the cooperative fosters empathy, develops leadership by the agency head, and there is emotional understanding among members, as well as has effective conflict resolution mechanisms, which indicates a positive organizational culture. The incorporation of business coaching in the cooperative is mostly accepted by 79.3% of the respondents, showing a broad acceptance that this practice occurs within the institution. The majority of employees perceive an open and respectful communication climate to address issues of conflict within the cooperative with 82.76%.
- The Jardín Azuayo Savings and Credit Cooperative of the Paute office promotes empathy, emotional understanding and has open and respectful communication among employees; according to the results, there is a small number of employees who do not agree that these practices of emotional intelligence and business coaching occur in the cooperative; therefore, a business coaching program should be expanded or implemented, training for conflict management and resolution should be created, as well as establishing effective communication channels where all employees can express concerns and suggestions, in order to involve all employees and make them feel part of the institution.

### Conflict of interest

The authors declare that there is no conflict of interest in relation to the submitted article.

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