

Literacy model in stress management and emotional-social competencies in organizations

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Abstract:

Background: This research is based on problems that develop in organizations and in the origins that gave life to stress and the identification of emotional-social competences, which is the fundamental element to literate them in the management of them and consolidate the processes of growth within organizations. Therefore, in this work it is intended to problematize how the incidence of illiteracy in the management and control of stress of the employee in their work practice influences their behavior in the organization.

Materials and Methods: The approach that was selected is qualitative and is delimited in a precept of interpretative research, the method is explanatory, the theoretical framework in which it is sustained defines work stress and emotional-social competences from a position of the models of Goleman-Boyatzy, Salovey (2010).

Results: With this, it seeks to make a proposal of a model to organizations to literacy in stress management and emotional-social competencies that allows them to better face their organizational life and an analysis is made referring to the elements of stress and the inventory of emotional-social competence that has to be carried out hand in hand with the area of interpersonal relationships, based on the fact that at all times the worker in the organizations has to make use of it, which allows them an adequate performance.

Conclusions: With this, we seek to propose a strategic model to organizations and human resources departments, which has a positive impact on their labor relations, and encourages the performance of their work using both their resources in the development of emotional-social competencies and the proper management of stress, which ultimately guarantee the quality of their work as an employee.

Keywords: Literacy, stress, work stress, competence, emotions, social, organization and worker.

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I. Introduction

UNESCO (2017) since 1946 has made global efforts to literacy in the acquisition of literacy and mathematics skills it is observed that the results have been positive and the percentages continue to rise, however the same cannot be said in good practices in literacy of emotional-social competences and in the management of work stress have not been effective, the company Regus (2016) conducted a study where it points out that 75% of people in Mexico suffer stress being their origin the labor and economic, Martínez, M.C., López, E., Cruz, R., Llanillo, M. (2016) pointed out that in 2015 the World Health Organization (WHO), published that a year 75 thousand heart attacks registered in Mexico are caused by work stress, and in 2017 Forbes magazine commented that Mexico is the most stressed country in the world, (UAM 2013, ILO 2016, WHO 2015 and 2016, UNAM 2016, Martínez 2016,) previously China had the first place with 73% also called the disease of the XXI century. The problem that occurs in Mexico is serious and what causes work stress in the social and labor, about 40% of Mexicans approximately 21.6 million suffer from this disease according to data from the Secretary of Labor and Social Security (STPS, 2016) and according to a study prepared by the ILO (International Labor Organization) 2016, worldwide it presupposes losses ranging from 0.5% and 3.5% of GDP, however there are no precise data from Mexico, if with estimates of which apparently are between 5,000 and 40,000 million dollars (USD), on average about 0.43 trillion Mexican pesos per year. In 2015 the newspaper Proceso reported that stress disorders affect at least 30% of the population in Mexico, these worrying data have risen in recent years so it has kept us at number one also in the last four years approximately as a world stressed country. Therefore, the reason for this work is to problematize the importance of literacy among employees in the management of stress in their work life and in situations that arise in the organization in addition to knowing the events that employees live, the process of organizational training and other factors that influence the management of work stress.

The Economist publishes (2017) that the OECD reported that Mexico is the country in which workers work more hours per year (2,426, 789 hours more than in Denmark, where 1,475 hours are worked annually), and the one that pays the lowest minimum wage than in the country of Denmark, where it reaches the lowest (1,911.7 dollars per year, 11 times more than Luxembourg, where it reaches more than 23,307.9 dollars per year). Given these figures, the STPS in May 2016 entered into force NOM 35 where it establishes that organizations must identify and prevent the psychosocial risks to which workers in organizations are exposed in addition to implementing programs, training and safe environments DOF (2016), and at the same time the STPS disseminates the National Program for Emotional Well-being and Human Development at Work (PRONABET), which refers to promoting favorable organizational environments and promoting the care of emotions in the workplace and with these programs seek to support the factors of production to companies and workers that avoid economic and labor stress lack of physical activity and that have an impact on employees in their family environment and on the productivity and competitiveness of companies through the "SOLVE" methodology that seeks to develop physical activities, cultural rest properly since they consider that the greatest cause of work stress are basically related to excessive and inadequate loads and days. However, they are incipient initiatives that so far it is premature to see the results. On the other hand, in organizations there is no balance between the level of stress in employees in organizations and the support they provide to employees. Velázquez y Díaz (2019) according to a 2010 survey by the American Psychological Association, reports that 49% of women say that their stress levels have increased in the last five years while in men they have been 39%. It is remarkable that in Mexican organizations the problems exist, so what is happening with the diagnoses of organizational climates are possibly not being so positive, coupled with this the personal and cultural history of employees and when they come into contact in their interpersonal relationships and within an organization they can react in a conflictive way being inadequate the management of their emotional-social competencies and this affect, perhaps what organizations have been doing in the face of these events is to dispense with employees, easy and comfortable for them to solve it that way and a bad practice considering that the employee entered another company and the problem is latent, however really that instead of favoring has been increasing the problem must be generated literacy programs that are really preventive against this condition.

Therefore, in most countries of the Organization for Economic Cooperation and Development (OECD), evaluations of Socio-Emotional Skills (HSE) have been carried out, all of them have been carried out from observations of teachers or by trainers of daily behavior (García, 2018). It is relevant to comment on the importance of this proposal and the relevance of investigating all those behaviors, behaviors, perceptions that from different perspectives are sometimes considered superficial and in other profound events, all of them if they are not well developed hinder the work of the employee in the organization.

II. Material And Methods

For the development of the proposal, a qualitative methodological design was carried out that implies a reflection from a theoretical-conceptual referential framework of a social reality and experience of the researcher with a phenomenological and hermeneutic approach based on observation and written texts (García, 2017) the proposal is an exploratory type of research, as it is one of the approaches to the study of the subject analyzed in a national context; it involves preliminary conclusions and the intention to investigate further on the subject. (Schmelkes, 2005). It also helps to find an explanation to the problem addressed based on a proposal. Hernández (2010) The systematic process of the proposal will consist of the identification of the appropriate sources for the study, the type of information to be collected, the data sources, the review of models and the proposal of the model of strategies for the management of stress and development of emotional-social competences. Likewise, the variables that are directly related to stress were identified and to be able to conclude on the proposal "emotional-social competences" and the procedure to reach its implementation by understanding the organizations and being able to document what happens in that reality. Exploratory research allows to examine the object of study in a more detailed way, managing to increase the degree of knowledge about stress and emotional-social competencies in Mexican organizations. This approach provided new ideas and knowledge as progress was made in the research, which at the same time, allowed to refine criteria and give priority to the collection of primary and secondary sources in the same way, it was worked, seeking to establish results of other research and to be able to build the strategic model of emotional-social competencies for stress management, main objective of this work.

III. Result

Proposal of a stress literacy model for the development of emotional-social competences First, within the model, an instrument called "Inventory of emotional and social competences" (ices) described above is proposed, which is a self-evaluation that collects scores about oneself, on 12 areas of emotional competences. The inventory that is proposed to be used (see Fig. 1) as a reference is by Goleman and Boyatzi (cited in Goleman, 2005) and there are adaptations, translations and modifications to it; it has 70 reagents that are

grouped into five questions for each self-evaluated area distributed on a likert scale in the instrument. Each subscale of emotional competencies is in turn made up of a scale of 1 to 5 points. The ices contains twelve subscales marked from the letter "A" to the "N" as set out in Figure 2.

Figure. 1 Test of Emotional and Social Competences of (Goleman and Boyatzji) 2005. Adaptation and own translation.

| Inventario de competencia emocional y social | |
|--|--|
| 1=Nunca 2=Rara vez 3=Algunas veces 4= A menudo 5= Constantemente | |
| Pregunta | |
| NO. | |
| 1 | Intento resolver conflictos encontrando solución que trate los intereses de cada uno |
| 2 | Describo las razones ocultas de mis propias sensaciones |
| 3 | Sirvo de apoyo en los trabajos en equipo |
| 4 | Me conduzco creando orgullo en el equipo |
| 5 | Adapto estrategias, metas o proyectos totales para hacer frente a acontecimientos inesperados |
| 6 | Convenzo a otros desarrollando apoyo detrás de escena |
| 7 | Veó una situación como integraciones múltiples de causa y efecto |
| 8 | Intento resolver los conflictos hablando abiertamente de los desacuerdos con los involucrados |
| 9 | Explico cómo ciertas cosas afectan otras dando por resultado un situación particular |
| 10 | Trabajo bien en equipo siendo respetuoso con los demás |
| Pregunta | |
| NO. | |
| 21 | Conozco redes sociales |
| 22 | Intento mejorar fijando metas mensuales y de retos |
| 23 | veo más a menudo el lado positivo que el negativo de la gente, situaciones y acontecimientos |
| 24 | Entiendo las reglas puestas por el equipo o las organizaciones |
| 25 | Demuestro el conocimiento de mis propias sensaciones |
| 26 | Reconozco mis propias fortalezas y debilidades |
| 27 | Me esfuerzo por mejorar mi propio trabajo |
| 28 | entiendo a otros escuchando la ayuda de la gente sobresaliente |
| 29 | Convenzo a otros consiguiendo la ayuda de gente sobresaliente |
| 30 | Resuelvo conflictos poniendolo al descubierto |
| Pregunta | |
| NO. | |
| 41 | Entiendo los procesos informales con los cuales se realiza el trabajo en equipo o en la organización |
| 42 | Me preocupo por los demás y su desarrollo |
| 43 | Me conduzco articulando una visión autoritaria |

Figure 2. Areas of the self-perception inventory of emotional intelligence and social-competences

| ÁREAS DE EE | COMPETENCIAS |
|--|---|
| Agrupamiento de competencias 1: Conciencia de uno mismo | A) Autoconciencia emocional: Como nos relacionamos con nosotros mismos, conocer los propios estados internos, preferencias recursos e intenciones. |
| Agrupamiento de competencias 2: Autogestión: Regular los propio estados, impulsos y recursos internos | B) Minuciosidad: Demostrar responsabilidad de nuestra actuación personal. C) Adaptabilidad: Flexibilidad para afrontar los cambios D) Autocontrol: Mantener bajo control las emociones e impulsos conflictivos para afrontar los cambios E) Fiabilidad: Demostrar honradez e integridad. |
| Agrupamiento de competencias 3: Conciencia social: Como nos relacionamos con los demás | F) Empatía: Comprender a los demás e interesarnos activamente por las cosas que les preocupan. G) Conciencia organizativa: Identificarse en el nivel organizativo H) Resolución de conflictos: Resolver desacuerdos |
| Agrupamiento de competencias 4: Gestión de las relaciones: la habilidad de impactar a otros de manera positiva | I) Colaboración y cooperación: Trabajar con los demás en la consecución de una meta común. J) Influencia: utilizar tácticas de persuasión eficaces K) Liderazgo: Inspirar, dirigir a grupos y personas |
| Agrupamiento de competencias 5: Competencias cognitivas: Predicción efectividad y liderazgo | L) Trabajo en equipo y colaboración: Crear una visión compartida y sinergia en el equipo de trabajo, trabajar con los demás en la consecución de metas comunes. M) Pensamiento sistémico N) Reconocimiento de las partes. |

Source: Own elaboration with information

Once the elements that will intervene in the inventory of emotional-social competences have been identified and the stress test, the application of the same would be carried out, interviews would be carried out with key characters such as co-workers, supervisors, department heads to know opinions about the workers evaluated in addition to having information that allows identifying the score of the inventory of emotional-social competences that represent the basis of the Goleman's emotional competencies (cited in Mayer and Salovey, 1990), and will be vital in the performance of the work as advisors, in addition to knowing their own internal states and how these relate to themselves; they are also the basis of the conflict resolution competence defined as the ability to negotiate and resolve disagreements in this last area of them in the organization and to be able to incorporate them into the initial training program See Table 1. In the organization and that they can serve as multipliers in the first phase in these programs.

Table 1. Socio-Emotional Competence Program in organizations from Goleman and Salovey (2005).

| | |
|--------------------------|---|
| Tamaño del grupo | 12 Lieders |
| Characteristics de group | Por Área, departamento, jefatura |
| Estructura | 2 días al mes durante 6 meses |
| | Definición de la Inteligencia Emocional Las competencias emocionales en relación con el manejo existente de las mismas Construyendo relaciones eficientes. Corrigiendo formas equivocadas de hacer su gestión Monitoreo del ser en acción Influencia |
| Medios y métodos | Aprendizaje de las inteligencias múltiples y exitosa Liderazgo emocional Trabajo en equipo Roles de juego Videos Metáforas Entrenamiento |
| Apoyo | Psicólogos, Administradores, Lic. En Educación con formación en Recursos Humanos entrenamiento de IE. |
| Evaluación | Cuestionario previo Apreciaciones de desempeño Evaluación: un año después del programa inicial. |

Source: Own elaboration

This appreciation is a solution, since if companies, organizations show interest in implementing the emotion literacy program, they will be able to benefit from the opportunities that come with the implementation of it. That is why it is important to manage progress, make efforts to impact the region, state and country. According to the United Nations General Assembly on the Literacy Decade (2003-2012) proposes that literacy is essential for success and is not reserved for a certain age or academic level and the benefits are for everyone. Therefore, making an adequate selection of the strategy and an appropriate management of language and a comprehensive vision with a competing approach to the different spheres of socio-emotional knowledge, the integration of these elements will constitute the framework of a literacy proposal, with the certainty of training workers and leaders who manage their stress in a positive way and develop emotional-social competences, within a framework of respect for the ideas of others, an essential aspect in job training programs that include the functional of the old and the new of learning strategies plus the development of socio-emotional competences. Hence the need, as Carrizalez Retamosa (1992:16) says, to know the worker in his expectations, emotions, knowledge, assessments, daily and non-daily relationships, working conditions, the link with his cultural, economic and political community, as well as his insertion in culture, politics, among other key issues for the design of workers' literacy programs since he carries out an activity in which he is not isolated but in constant interaction with other workers and the context around them. Therefore, the objective of this work was to make a proposal for a literacy model of stress management and development of socio-emotional skills, which aims to guide efforts in terms of training workers regardless of the position or position they hold for the development, management and control of their emotions.

Therefore it is recommended that organizations: first stage application of the instruments and carry out the evaluation of the HSE, in the second stage sensitize the managerial, administrative staff, heads of departments, areas, supervisors, coordinators and workers about the proposed project for the organization. In the third stage carry out the selection of a group of leaders and workers from the different areas departments and geographical areas that will be part of the group that will be initially trained, the training must be integrated of a team of leaders and workers previously selected to train them and be multipliers in the development of emotional-social competencies. In the fourth stage is the implementation of the proposal to the multipliers based on the model by competencies and evaluation of learning. Fifth stage design and implementation of the standardized induction program for the entire organization where literacy will be imparted to all workers. Sixth stage review of the materials, update and know the impact that the program has on workers and leaders as a

literacy strategy in the organization. Once the literacy program has been completed and put into practice in their working life, and according to the aforementioned methodology, the workers will be responsible for its application in the learning process in the various areas of the organization, which develop their work. Likewise on the part of the human resources area, each of the workers will have the support, through the follow-up program.

IV. Discussion

Elements are recognized in common in management models Boyatzy, Goleman, perfected the list of initial variables, to finally and based on the analysis of problems, proposes a strategic model of literacy in the management and control of stress based on the development of emotional-social competencies (EC) for organizations. The design of a strategic program to educate Mexican employees in public and private organizations in the management and control of stress through emotional-social competencies and promote its development and application in organizations and the facilitating tools of organizations. These aspects require the deployment and acquisition of cognitive, emotional and professional skills, but also of a personal and social nature that allow, according to Ibarrola (2002), the coping with the constant changes imposed by society in general, such as the preparation for effective performance of employees and future leaders of organizations, having an impact on their work environment, family and social. In this sense, the proposal analyzes the problems generated by the inadequate management of stress and the lack of development of emotional-social competencies of workers and their characteristics, considering that employees who have emotional-social competencies that are key factors to achieve the proper functioning of the organization. In accordance with the model of emotional-social competencies suggested by Goleman (2001), an exprofeso methodology was designed that allows to demonstrate, record, justify and propose strategies for the interpersonal relationships that derive from the position itself. Pereira (2001), denotes that the imperative need for survival in an increasingly complex, global and competitive environment, requires rethinking beliefs, management models and human resources and Emeterio (2018), mentions that the interest in doing studies on emotional intelligence and making proposals for programs that are developed in different areas in this context is growing, again the development of emotional intelligence becomes important, because people are hungry for skills that allow them to adapt quickly to the accelerated changes they are faced, in addition employees do not all recognize that being leaders of their own life implies an internal and external development. It is considered that when an organization does not contemplate in its planning and training of human resources the good management of stress and development of emotional-social competencies within its training or induction program, as well as not having personnel who possess the skills, attitudes and an adequate level of tolerance to frustration to successfully face the changes that develop in them, it can lead them to the imminent risk of failure. Otherwise, it becomes evident through the success achieved in organizations where these factors have been considered. González (2005), argues that the above is the result of numerous international and national researches that document how the application of emotional-social competencies in the business and academic field leads to less stress, enjoy better health, greater productivity, effective leadership that have been carried out with great precision; Likewise, this leads to these traits characterizing "star" workers and also highlight the human qualities that contribute most to excellence in the world of work, especially in the field of business management. That is why it is of vital importance to consider the variable emotional-social competencies within the workplace, since it permeates all the organization and each of the departments through the management body, until it reaches the workers. Organizations need to modify their daily ways to cope with the diverse and dizzying changes that have recently occurred; Adapting to the current demands of the globalized world has involved the establishment of new strategies and organizational models that guarantee a successful response to modern challenges. The concern of this research is given from seeing the alarming facts and figures regarding stress in Mexico, there are several investigations that have been carried out around it, the importance of these actions lies in the results of research already mentioned, which can serve as a basis, both for the elaboration of organizational and worker profiles, as to determine the strategies of the emotional-social competencies that contribute to improve the levels of emotional-social competencies of the employees of the entire Mexican population. The selection of the organizational sector is due to its social and economic importance and the high competition to which it is subject, which makes it valuable to incorporate a model of emotional-social competencies used by organizations.

Running a public or private organization is not an easy task, if you add to this in some cases the employees (a) face situations as different as the beliefs, opinions and perspectives of the staff in their charge. In an article La Palma (2004), he argues that business schools have innumerable training programs where the most varied theories about leadership competencies are taught, but lack courses where future employees or employers are taught to navigate difficult conversations, where just one misplaced word is enough to completely ruin a relationship, work, project, agreement and/or agreement. Organizations are made up of diverse groups with different interests and backgrounds, however, due to the same diversity that occurs in work groups, this has

sometimes become a time bomb for some organizations due to the inevitable labor frictions of their employees, which at all times must be handled with the greatest possible caution by human resources departments.

Therefore, employees who enter organizations by obtaining their position independent of the position that this is by it receive training to it, however they do not receive a course, which offers them a manual of strategies to manage their stress and know how to conduct themselves properly in the complex task of being an employee. Thus, upon assuming the position, it is considered that some of them may not be prepared to face the challenges of interpersonal relationships, communication, impulse control, delay gratification, regulate humor and prevent emotional disorders from diminishing the ability to think as well as show empathy.

Therefore, the tools in the working life of an employee are important and at the same time, they mark most of the decisions; for this reason there are some cases of workers in which there is a mastery of their emotional-social competence and stress management which has had a positive impact on their daily work whose activities are in promotions of positions, are recognized by co-workers, also generates good relations with other departments, absenteeism is almost zero, their productivity increases and the economic rewards and high degree of political consciousness, link builder; (Quick and Hurrell, 1997), however, there are also opposite cases, in which they have been dismissed from their jobs, or present absenteeism, delay in attending, low productivity, waste in their work, accidents and lack of work culture, poor relationships inside and outside the organization, lack of commitment, nepotism, poor conflict management, poor communication, lack of leadership skills, empathy and teamwork. White (1999). Based on these characteristics, organizations must permanently work on educating employees, supervisors and managers, developing emotional-social competencies so that they integrate them into their work teams, facilitating and favoring their organizational style and promoting with their example the development of emotional-social competence in all areas of human resources.

In recent years the issue of stress for Mexico has represented human, economic and social impact losses which has led to be number one worldwide, as already mentioned above Study conducted by González (2014), in his thesis talks about the consequences of work stress in an educational institution to the staff, whose objective was to measure the stress that can present the employees of this place and found that the influence of stress within the workplace significantly affects performance in the company and this situation is related to disorders such as anxiety. On the other hand González (2014), mentions in his thesis that in an article published by Guic (2002) in the medical journal of Chile, that work stress not only brings with it serious problems at the level of mental and physical health of people, instead it still has consequences in the economic aspect of the institutions where you work. Unfortunately, most of the scientific literature that exists about stress is specifically located in consequences; very few books propose how to effectively manage stress and fewer prevention programs. Otálora (2007) Rossi (2017) and coincidentally to this day has been a phenomenon little studied in our country. González (2014) Today many of those who apply emotional competencies, in the areas of human resources do so because it is the fashion of the areas of human resources, not because they are really convinced of the benefits obtained by applying the model; some company managers choose to think that this issue is light or that it should not necessarily be reviewed as a skill that deserves to be learned and mastered, because they are unaware of the implications and the golden keys that the management of optimistic thought patterns opens up to a person; however, all those who have applied it recognize its benefits and advantages within organizations (Mills 2007). In the same sense, Goleman (2000), affirms that the rules of work have changed, and it is no longer enough to accumulate experience and knowledge; now it is also judged how individuals develop with themselves and with others. Intellectual capacity and technical preparation are no longer an advantage to be selected in a job but are accompanied by certain personal qualities, such as initiative and empathy, adaptability and persuasion. Human skills make up most of the ingredients that lead to job excellence.

In that sense, an emotionally and socially competent organization must reconcile the possible disparities that may arise between the values it proclaims and those that constitute daily practice. Because transparency about the values, spirit and objectives of an institution contribute to creating a climate of trust in decision-making. In addition, getting to know what those shared values are requires the business equivalent of emotional self-knowledge. Competencies that are defined as a set of observable behaviors that lead to effectively and efficiently perform a given job in a specific organization (Pereda, Berrocal and López, 2002). Therefore, it is necessary in organizations to develop programs that develop emotional-social competencies for stress management and life skills: personal, family, values and activities applied to the community (Aguilar, 2002).

V. Conclusion

Therefore, this research will serve as support for future research or programs aimed at improving the learning of emotional-social skills and in the development of employees and implementation of training programs and prevention of conceptual, procedural and attitudinal aspects, which require the work, economic and social life of the country. Through proposing the Literacy model in the locality, starting with the organizations, carry out the structuring of the course-workshop ad-hoc to each organization and that it is

recognized that learning must consider all the aspects indicated above in an integral way and in the future it is expected to continue the studies of validity of the test of emotional-social competences proposed in larger populations, in addition to considering generating a database of learning experiences that serve as a reference and that can be used in other organizations with a positive and beneficial sense that contributes to all staff and at all levels of it and that is contemplated in the individual work with the employee to develop the social emotional competencies in which they have left low according to the results of the exam. It seeks to systematize these efforts in organizations across the country and has the modest purpose of helping to feed back the test results and start writing stories so as not to allow it to stop at some point.

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