

Model of Constructivist Thinking Inventory Model to Manage Organizational Culture, Applied to Social and Solidarity-Based Economy Associations

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Abstract

The purpose of this study is to apply constructive thinking inventory (CTI) and analyze the impact on change management and organizational culture in social and solidarity-based economy associations of Calderón, so as to promote a permanent search to improve working conditions, physical health, emotional adjustment, success in personal relationships and greater satisfaction in personal and business life. The paper presents the results of the field research carried out in the Asociaciones Redes y Huertos Familiares in Calderón, a parish in the north of Quito.

Keywords: Constructivism, motivation, experience, social and solidarity-based economy, organizational culture.

I. INTRODUCTION

Constructive Thinking is rooted in Emotional, Rational and Practical Intelligence, as a result of the constructs between minor intelligences such as experiential and rational, elements that solidify constructive thinking. On the other hand, Seymour Epstein, author of constructive thinking mentions that the great constructive thinker is much more effective than the intellectual thinker. This author mentions that constructive thinking is related to work success, physical health, emotional adjustment, success in personal relationships and great personal life satisfaction.

Constructive thinking is flexible, it is not subject to logical rules but rather intuitive, it is what allows us to evaluate the best alternatives to achieve personal goals, minimizing the difficulties that may arise along the way, enhancing the capabilities that allow us to differentiate ourselves as individuals, given that we are unique and unrepeatable beings. Constructive thinking at that point serves to grow

intellectually and emotionally as a person; the downside of it is to underestimate oneself after being mistaken, neglecting, therefore, optimism.

The constructive thinker has the ability to emotionally overcome adversities and develop resilience to change without overstressing, and does not experience a sense of guilt, allowing a higher level of personal satisfaction. In short, the constructive thinking, is a tool that allows to develop individual capacities, attitudes and aptitudes, which involves not only personal benefits but also to the Company state of being.

How does constructive thinking contribute to the organization?

According to Epstein [05] constructive thought comes from experience, it is related to achieve success in various activities such as work, health, the spiritual and emotional aspect, personal relationships and satisfaction focused on happiness.

Consistent with the experiential cognitive theory formulated by Epstein [04] the concept of

constructive thinking, asserts that: “people adapt to their environment by means of two parallel and interactive processing systems, experiential and rational”.

The Inventory of constructive thinking (CTI) is “a valuable and effective instrument for the evaluation and prediction of many of the adaptive skills and reactions necessary for success in life”; this is because it evaluates the constructive thinking known as experimental intelligence in an area directly related to emotional intelligence through “the evaluation of automatic, constructive or destructive daily thoughts that people have” so that their work, academic and personal effectiveness, leadership capacity, daily problems and stress coping can be predicted in terms of physical and mental welfare Epstein, S., [05]

The analysis of constructive thinking, according to Epstein [05] provides three levels of generality:

- The Global constructive thinking scale,
- Six main scales: Emotional Coping and Behavioral Coping (constructive); Personal Superstitious Thinking, Categorical Thinking, Esoteric Thinking, and Naive Optimism (destructive).
- 15 subscales: Thinking positively, stop clinging to unfortunate events of the past, classifying people or events categorically, affecting an effective performance such by thinking of self-acceptance, absence of negative overgeneralization, nonsensitivity, unpleasant experiences, positive thinking, action orientation, responsibility, polarized thinking, suspicion, intransigence, paranormal beliefs, superstitious thinking, exaggerated optimism, stereotyped thinking, naivety (CTI, 2015). CTI constitutes a valuable and effective instrument for the evaluation and prediction of skills and adaptive reactions necessary for success in life and therefore in professional development aspects such as effectiveness in workplace, academic success, leadership ability, ability to cope with stress, emotional adjustment or general physical and mental well-being Epstein, S., [05].

CTI allows to assess constructive thinking and other aspects of emotional intelligence (EI) like

motivation, practical intelligence, ego strength, appropriate emotional adjustment, social competence and creativity, which can be done either individually or collectively. Therefore, it refers to the ability to effectively come up with solutions to daily life problems, experiencing less stress and a higher level of personal satisfaction, in addition to learning about all the positive and negative aspects of life to enhance professional development. Epstein, S., [05]. Two types of intelligence are distinguished from the cognitive-experiential theory: rational and experiential; from these, the latter deals directly with constructive thinking and includes “emotional, social and practical intelligence, which refer to the capabilities that allow people interact with others effectively and satisfactorily, solve interpersonal problems and face the everyday life problems” Epstein, S., [05]

Thus, Epstein [05] understood constructive thinking as “mental schemes of reality representation that guide perception, emotions and actions in order to solve problems and achieve goals”; which refers to how people perceive the reality of their environment and how they interact with the material and personal resources they have.

Constructive thinking is “an instrument for evaluating constructive or destructive daily thoughts that allow to predict adaptive reactions and a whole set of skills that will influence academic success, job satisfaction, the ability to cope with stress, emotional adjustment or physical and mental well-being” López [09]

Constructive thinking is an information processing system that acts in parallel with the rational system which is rooted in individual early experiences with high loads of emotions through associations. Constructivist thinking allows and help people adapt to situations and, consequently, succeed in their projects. In the same way, those people with little emotional intelligence tend to perceive the world on their own and the future in a negative way, which predisposes them to act in a non-adaptive way (Salovey & Mayer, 1990, pp. 185-211).

Social economy is understood as a form of the Economy that has implemented fully fledged democracy in the company overcoming the unfavorable historical capital-labor division, reversing the terms by suppressing the mercantile condition to which the labor force is subjected under the Economy of Market (Torres P., José, 2003).

Popular economy is a set of economic activities and social practices developed by the popular sectors that aim to guarantee, the satisfaction of basic needs through the use of their own workforce and available resources, both material and intangible (http://web.tau.org.ar/upload/89f0c2b656ca02ff45ef61a4f2e5bf24/economia_popular.pdf)

The concept of social economy emerged during the first half of the nineteenth century, when it began to be used by French authors such as Charles Dunoyer, Frederic Le Play, Charles Gide, Leon Walras, among others. In the nineteenth century, for many of its advocates, the term social economy did not only refer to cooperatives and mutual savings banks, created by workers, but also a questioning of the "economists' economy", an approach that integrates the social problem to the study of the economy. In the universal exhibition of 1900, in Paris, a "Palace of the Social Economy" described by the French economist Charles Gide was presented as a cathedral whose central nave comprised three parts: the public powers, namely, the public interventions that meet the social needs that have not been satisfied by the market, associations (understood as workers' associations), and the social endeavors of employers, namely philanthropy. This includes the institutions that aid to improve the working and living conditions of workers, insuring against social risks, or allowing economic independence. Hence, it is about the "institutions of social progress", which is the title of a work by Gide published in 1912 (Vienney, 1994: 6).
<http://www.saber.ula.ve/bitstream/123456789/18604/1/articulo1-1.pdf>

II.LITERATUREREVIEW

Constructive thinking, nowadays takes as a starting point not only emotional functions but it is also appreciated from the edge of neuroscience, an intriguing puzzle of brain functioning where it takes aspects such as the brain and its functioning that allows one to think, plan, remember, understand other people and likewise, be able to listen and move, above all, develop their skills and abilities hand in hand with emotional intelligence.

Constructive thinking is a brain strategy that allows a good management of its functional parts. How is this? To better explain, we will investigate the neurobiological processes of human thought, this is always generated from the neocortex that contains centers that gather and understand what the senses perceive. It reaches the amygdala, which is like a great emotional warehouse where memories and experiences are housed and the learning that will generate or lead your life; thus. Its importance. Now if we handle this point well, we are setting the individual on powerfully positive changes and reaching higher levels of their emotional and constructive thinking.

The emotional or experiential systems, as they are usually called, are means to obtain knowledge. These systems facilitate that said knowledge, be potentiated or channeled for personal benefit, everything seen from the neural. These sensory signals travel to the brain through the thalamus (neuronal structure that originates in the diencephalon whose bulky structure in this area is found in the center of the brain, above what they call hypothalamus (responsible for the neurotransmitter called phenylethylamine; it has been found in the microbial fermentation of chocolate and certain cheeses). This neurotransmitter has been the precursor of dopamine, which is the substance responsible for the sensations and emotions; hence it is suggested to take chocolate when you are depressed or when you want to understand something in some way... Following the thread of the emotions, once it falls into the hypothalamus it passes through the amygdala, a second signal from the thalamus is directed towards the neocortex and

finally to the thinking brain. In the first milliseconds of our perceptions of something, the cognitive unconscious presents our consciousness not only with the identity of what we see, but with an opinion about it.

III. A DIFFERENT APPROACH

The functioning of constructive thinking is based on emotions and the constructs that it can achieve at the brain level; for example it is very valuable that emotions handle the other processes, and if we know how to guide them well we can become successful in everything we want or we intend to do any activity or project. That more or less is the study that was made with the members of the Solidarity Economy Associations to find their hidden potential.

The emotional mind driven by constructive thinking, is the one that acts quickly and without reflection. It is very useful when it comes to responding to situations in which survival is the most important thing. On many occasions, it happens that the amygdala begins to respond before the neocortex, which is in charge of analyzing the information and shuffling the different possibilities before ordering our body to execute a response.

The actions that arise from the emotional mind bring this feeling of certainty especially strong and also knowing that the rational mind is what allows us to be more analytical, hence the importance of managing emotions. But with constructive thinking a kind of balance is maintained between the rational and emotional without either dominating the other, with such success, that harmony allows for better work and family performance.

Sometimes when the rational mind begins to react is when we ask ourselves "why or why did I do it", without understanding ourselves our own behaviors or acts performed.

IV. RESEARCH OBJECTIVES

a. General Objective

To identify and to analyze the factors of constructive thinking that allow brain development in people to reach the highest levels of emotion management and

control of their activities for goal fulfillment and future vision.

b. Specific Objective

a) To promote the development of personal capacities and improvements in the quality of life. Greater ability to achieve your own goals and dreams, under the baton of constructive thinking and neural development.

b) To encourage the development of abilities and skills that leads the individual towards success, personal and professional excellence with the use of constructive thinking and covering emotional intelligence.

V. RESEARCH DESIGN

The research was applied to sixty (60) people belonging to the Social and Solidarity Economy Associations of the Calderón Parish. The term social economy emerged in the first half of the 19th century, when it began to be used by French authors such as, Charles Dunoyer, Frédéric Le Play, Charles Gide, Leon Walras. In the 19th century, for many of its advocates, the term social economy does not designate only one type of organization, cooperatives and mutuals created by workers, but also a questioning of the "economists' economy", an approach that integrates social issues into the study of economics.

The study was focused on the performance of these people at work, which this turns out to be an entrepreneurship to help themselves in their economy. They were provided with several tools for it, but the one tool that turned out to be powerful was constructive thinking, by the variety of individuals who were working in their ventures. In the Association there was generated several research edges, a general profile that would serve us as a comparison witness, with the generalities of gender and age between 20 and 30 years, those between 31 and 40 years, younger from 19, and finally those who were from 42 to over.

The Calderón Parish is located in the city of Quito, capital of the Republic of Ecuador in South America. Quito has several parishes that are managed by the

Mayor's Office, and one of the most numerous is Calderón. It must be taken into account that this Association is based on a project to reactivate the economy in which, with a low budget, you can generate business and the possibility of also generating work for other people; in other words all those who want to be more than they thought come to this site not only to obtain knowledge of how to do it, but also to become job generators. Constructive thinking in some way helps to individuals can manage in the best way and above all that the rational does not prevail as much as the emotional, but without neglecting that between the two, there is a balance that is manageable and projectable.

VI. SAMPLE DESIGN

The participants of this research are 60 people who belong to the Associations that carry out their Social and Solidarity Economy activities in the area of the Calderón, a parish in the north of Quito. The CTI or Inventory Constructive Thinking was applied, which is a test that allows the evaluation of constructive thinking and other aspects of emotional intelligence (EI), such as motivation, practical intelligence, ego strength, appropriate emotional adjustment, social competence and creativity; this test can be applied individually or collectively. This aims to generate favorable problem-solving thoughts to be applied in daily life. To analyze the profiles of CTI, a survey was applied, it was focused on the emotional, personal and professional aspect of people, to identify the weaknesses, attitudes and aptitudes of each one of them.

This instrumental study developed and validated the test as practical. Once the test was applied, the data was analyzed and processed.

The CTI test is made up of 108 fan-type questions, which means that the respondents must choose the answer they consider convenient among a series of alternatives by means of the following scale:

- 1.Strongly disagree
- 2.Disagree

- 3.Neutral
- 4.Agree
- 5.Strongly agree

Afterward, researchers interpreted and analyzed the data in order to identify problems and flaws that participants have in terms of attitudes, to be able to offset them and improve the level of effectiveness, through the implementation of an organizational culture process.

Given that it is less expensive and that requires less time to process information, Simple Random Sampling method was used.

The concept of global constructive thinking arises from the experiential cognitive theory formulated by Epstein [04] related in some aspects to the concept of emotional intelligence of Mayer and Salovey, (1993). Cognitive-experiential theory states that people adapt to their environment aided by two parallel and interactive processing systems: experiential and rational Epstein, [05] [04]

The experiential system is a means of learning that obtains its schemes from lived experience. It is based on thoughts that have been acquired through experiences throughout life that are automatically fixed in our minds after events. These schemes, or implicit beliefs, shape the foundations for a person to understand the world and to behave in it. They are automatic, with no conscious effort nor attention. Therefore, experiential intelligence works by associations instead of by logic, establishing connections between events that have a strong emotional charge.

Work quickly, easily, preconsciously, concretely, holistically, fundamentally imitatively and intimately associated with emotional or emotional experience.

It is short-term based and its main purpose is to look for good feelings and avoid bad ones. It is usually adaptive in most situations and allows us to make decisions easily, quickly and without thinking, clearly contributing to the cognitive economy of the individual.

The rational system, on the contrary, is inferential and works using the individual's understanding of the culturally transmitted rules of reasoning of

reasoning and evidence. It is slow, laborious, conscious, analytical, insensitive and fundamentally verbal, with little evolutionary history and performs according to the individual's understanding of what is reasonable, taking into account the long-term consequences.

Rational and experiential intelligence can be considered as basically dissimilar skills that contribute, in different ways, to success in life. Sometimes, rational intelligence predicts a particular type of skill; in some other cases experiential intelligence is a significant predictor by itself.

Constructive thinking is about fully understanding the nature of common sense and intuitive wisdom and applying them to effective problem solving. Epstein's vision of the need to learn from experience (which intends to rescue the value of experience) can also be found in the principles of growth by Carl Rogers and Abraham Maslow.

According to them, an initially destructive experience, becomes constructive when the person accepts the challenge of overcoming it.

The comparative chart below shows an update of constructive thinking in terms of names of scales. It is noticeable that, in spite of the name changes, the core sense of constructive thinking remains.

The left side shows the former names and the right the current names. The researcher prefers the first version of the names given that is easier to explain.

Prefer the previous version should be adjusted to the updated version and thus the reagent that was used for this research is built.

VII. RESULTS & DISCUSSIONS

According to research, studies on constructive thinking must involve three stages of analysis: gathering of general information, sex (previous studies conclude that females have much more emotional potential than males, and both may appear as comparable at some extent), and age.

Ecuador lacks of formal research on constructive thinking; some research endeavors on emotional intelligence based on constructive thinking carried out in 2003, showed that age had an impact on

emotional growth considering a high incidence of constructive thinking during the thirties which led to solidity during the forties.

Conversely, young adults (mainly college students) did not show enough emotional experience nor a solid constructive thinking given that they are more focused on achieving academic success and, as a consequence, the scarce development of the cerebellar tonsil (dealing with emotional intelligence and thinking). Thus, the three areas of analysis were examined as follows:

1.1 First aspect: General Data

Participants answered 108 interconnected questions to come up with a graphic profile that allowed the researchers to shape an idea on their current state of constructive thinking and its scales. An answer sheet developed in Excel was used to gather the participants' responses. PS (processed scores) were obtained after analyzing RS (raw scores from the obtained profile) through a 1-5 scale as shown in Table 1.

It is worth mentioning that other studies on this field have already been carried out and their effectiveness and efficiency have been tested in about a thousand cases compared to the original program giving a significant error of 0.98%. This tool in the psychological area is able to predict participants' responses.

Please note that the first paragraph of a section or subsection is not indented. The first paragraphs that follows a table, figure, equation etc. does not have an indent, either.

	A	B	C	D	E	Score
1	1	1	1	1	1	28
2	1	1	1	1	1	29
3	1	1	1	1	1	30
4	1	1	1	1	1	31
5	1	1	1	1	1	32
6	1	1	1	1	1	33
7	1	1	1	1	1	34
8	1	1	1	1	1	35
9	1	1	1	1	1	36
10	1	1	1	1	1	37
11	1	1	1	1	1	38
12	1	1	1	1	1	39
13	1	1	1	1	1	40
14	1	1	1	1	1	41
15	1	1	1	1	1	42
16	1	1	1	1	1	43
17	1	1	1	1	1	44
18	1	1	1	1	1	45
19	1	1	1	1	1	46
20	1	1	1	1	1	47
21	1	1	1	1	1	48
22	1	1	1	1	1	49
23	1	1	1	1	1	50
24	1	1	1	1	1	51
25	1	1	1	1	1	52
26	1	1	1	1	1	53
27	1	1	1	1	1	54

Table 1. CTI answer sheet

Once PS is obtained, the program generates a profile (see table 2) to frame a diagnosis, whose main points will be mentioned later on.

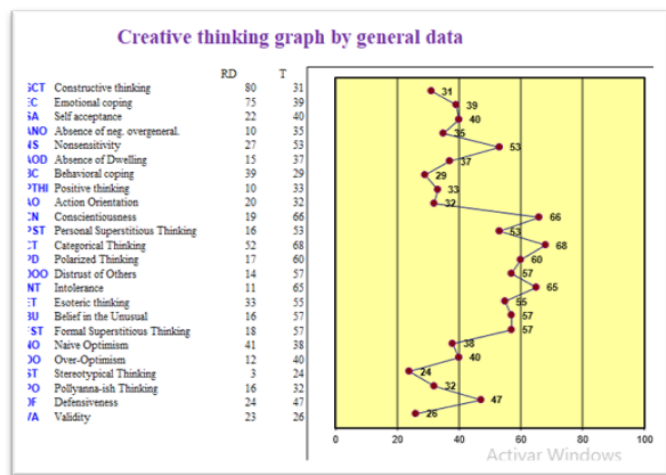


Table 2. Constructive thinking graph with general data

There is no significant difference in terms of general data among participants, regardless of their level of education (most participants did not finish high school, but some others have postgraduate degrees) even if, there are marked differences in other aspects that will be explained later on. The aspects that are related, to some extent, with organizational culture

are constructive thinking (core concept), emotional coping (formerly called emotionality), self-esteem, absence of negative overgeneralization (previously called tolerance), absence of rumination (formerly called ability to overcome), behavioral coping (previously called efficacy), positive thinking, action-orientation (previously called activity), responsibility, suspicion, naive optimism (formerly called Intolerance) and exaggerated optimism (previously called euphoria). On the other hand, and due to space constraints, 7 main specific aspects useful to diagnose a group of people, will be taken into account.

Even if high PD scores have been reported (140-145) in innovative and creative people, a normal rate of creativity (after specialized training) oscillates between 70 and 80, for a sample to be considered stable, scores must be rated between 90 and 120. After the analysis, data show that the studied organization is a little unstable (PD=80, T=31) regarding creative thinking (core concept), which reports that this group is not stable enough to undertake something new.

Another referential point of organizational and individual maturity is self-esteem; the more experience in experiential systems the organization (its employees) has, the more self-esteem will increase. The ideal rate of self-esteem is between 25 and 32, with a maximum score of 35 which allows an organization to overcome adversity with eagerness and determination. Results showed that respondents have very low self-esteem 22 of PD.

Action-orientation goes hand in hand with responsibility. The former states roles while the latter establishes a degree of commitment among the members of the organization.

The highest score regarding responsibility is 72 in T (20-24 PD) which can be obtained due to emotional maturity and a rate of activity of 20-30 PD. This can be achieved through specialized training.

1.1 Second aspect: Gender-based data

The study found significant differences in terms of gender, mainly in three aspects like, constructive

thinking self-esteem and absence of negative over-generalization (coping ability). Regarding responsibility scores, the results were even or not significant (T=72).

Regarding constructive thinking, males scored 79 of PD, meanwhile females displayed higher score of 95. Concerning self-esteem, females (24) appear as more stable than males (13), which leads to conclude that female coping ability doubles male coping ability.

This means that most men do not tend to adaptation or do not have the intention of being entrepreneurs, or simply put, they are not as daring as females. Self-esteem score mentions that males are conformist while females are avid for knowledge. Evidently, this is not a generalization about men, but it is true at some extent; that is why many Frequently, women are genetically more prone than men to deal with administrative and household issues. Regarding self-esteem, men may have overconfidence in contrast with women. Hence, lately, it is true that females have managed to made their way and have success. We claim that if an investigation on the evolutionary data of women were carried out, we would be surprised at the quantum leaps they have had.

Table 3. Constructive thinking graph with data by gender (female)

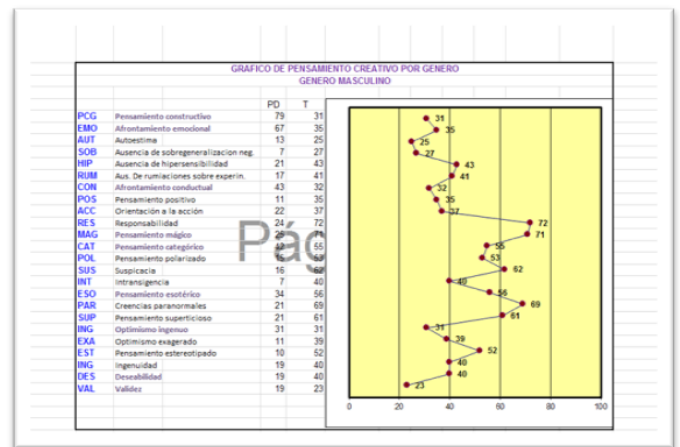


Table 4. Constructive thinking graph with data by gender (male)

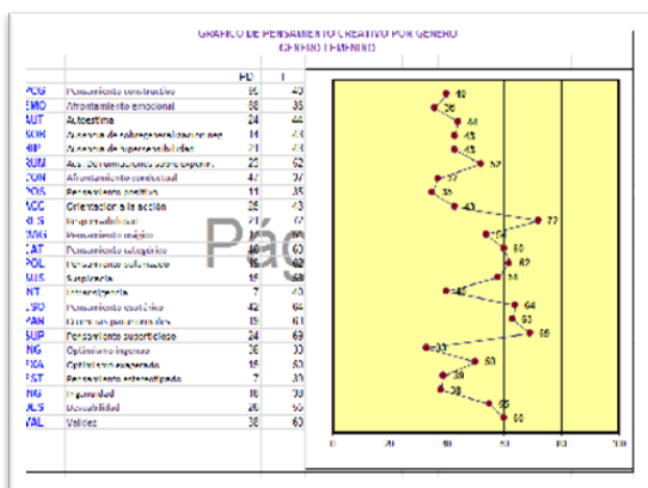
1.2 Third Point: Data by age

Finally, graphics show the difference between measures. In a small sample, measures do not appear very far from each other; oppositely, in a larger sample (>100), the measures are significantly different after analysis.

As a matter of fact, points such as tolerance (absence of overgeneralization), young people between 20 and 30 are more tolerant, namely more patient. Conversely, people over 41 are not that tolerant, possibly because they have already achieved goals and growth options have already come to an end.

The overstated optimism (previously called euphoria) occurs in people who are not emotionally affected by the negativism of people; they are enthusiasts who come up with solutions regardless of potential risks. The study reports that young people have higher T scores than PD scores, followed by people between 30 and 40 years old. People over 41 years old, due to life experience, are aware of how challenging life can become, which makes them less enthusiastic because they know that they must always try harder to achieve goals.

Salient measures were found concerning individual



group development. Young people involved in studies and professional development are prone to set short term goals; meanwhile those that have already achieved those goals do not need to set further life objectives. This is related to categorical and polarized thinking that highlights these tendencies and establishes great differences in the T scores and apparently very few differences in the PD areas. To sum up, environment plays a major role on how individuals face life and how they deal with the hurdles they may face.

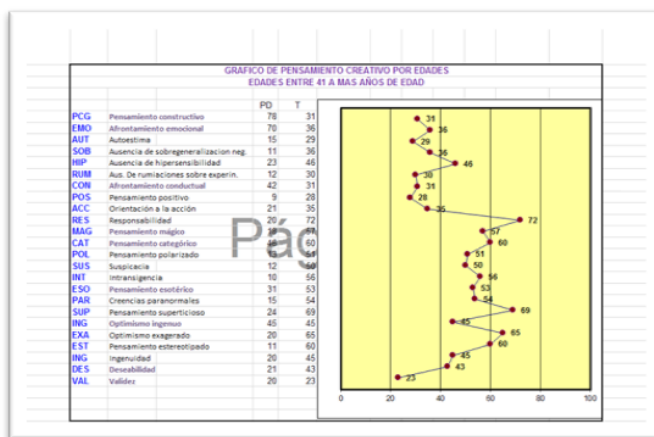


Table 7. Graph of constructive thinking providing data by age of 41 and over

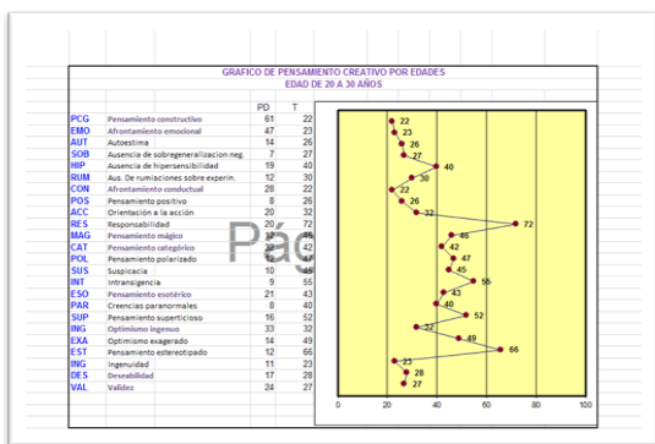


Table 5. Graph of constructive thinking providing data by ages between 20 and 30 years

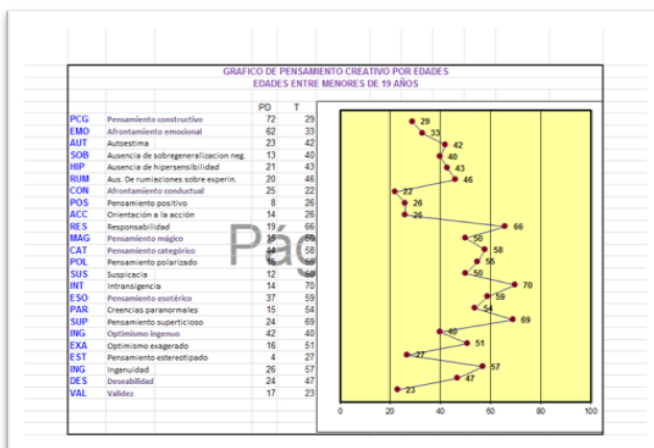


Table 8. Graph of constructive thinking with data for ages between 19 and under

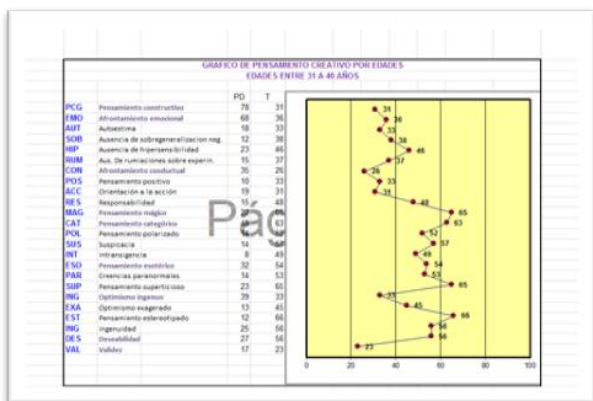


Table 6. Graph of constructive thinking providing data by ages between 31 and 40 years

VIII. FINDINGS

The processes of constructive thinking in the person are not easy or neither there is specific tool. The Epstein ITC that was created for that study, and that is used by the Social Economy and Solidarity Associations, is not the only reactive because the emotions are often disguised as passing moments or short experiences. Also, this tool and the emotions themselves are based on the electrical functionalities and their intensity, generally these are changing and a moment is enough for their metamorphosis, but there are some parameters that are not and that although it is true have to do with emotions such as: responsibility, euphoria, positive thinking, vision of

the future, competitiveness that although they are short-lived, they have a long process compared to others. Therefore, it is necessary to take into account that and each time a reagent is taken to measure constructive thinking, whatever it may be, it is necessary to have scales of place and number of people so that the interpretation is reliable and with fewer errors.

IX. MANAGERIAL IMPLICATIONS

9.1 Interpretation rules

When the CTI user has collected the responses from a subject and obtained the direct scores, the next step is to interpret the results obtained. However, these direct scores are not interpretable in themselves; they express only a relative degree of possession of the underlying variable of each scale or facet. It is necessary to have a sample to have it as a standard with which to compare the results obtained in practical applications.

9.2 Original and Spanish normative samples

The author considered it sufficient to elaborate some scales by means of a theoretical normalization, based solely on the means and standard deviations. The transformed scales used were the typical T scores (mean 50 and D. t. = 10) and the centile scores (Pc). The use of these scales not only helps to interpret the scores of a subject comparing them with those of others, but also helps to compare the scores of that person in one variable with those obtained in the other variables and, in a normal distribution, Approximately 40% of the cases obtain, on a given variable, T-scores between the values 45 and 55. Given the margin of error of the scores, all the scores located in this interval should be considered means. T-scores between 56 and 65 should be considered moderately high. Those greater than 65, which in the normal distribution occur in less than 7% of cases, should be estimated as very high. Also, scores between 35 and 44 should be considered moderately low and those below 35, which are usually obtained by less than 7% of this very low normal distribution. If instead of using T scores, centile scores are used,

they indicate the percentage of people in the normative sample who obtain a lower than empirical score. Thus, for example, if a centile of 70 corresponds to a direct score, it can be affirmed that 70% of the normative sample obtained an equal or lower score, or what is the same, that 30% obtained a higher score. On the scales of Global Constructive Thinking, Emotivity, Efficacy and their respective facets, high scores are desirable. On the Rigidity, Esoteric Thought, Irrational Beliefs and Illusion scales, low scores are desirable. (EPSTEIN, 2001) (Taken from Jacqueline Mogollón's thesis with the theme "Constructive thinking under the vision of emotional intelligence in alcoholic people")

X. CONCLUSION

This research allowed to understand the implications and effectiveness of Constructive Thought. It allowed the researchers to apply a constructive thinking tool to the members from solidarity-based associations by focusing on how their emotions influence the organizational culture. It is possible to conclude that that the most participants include the emotional part to perform any activity or certain processes.

The CTI general results lead the researchers to conclude that members of associations need to develop organizational culture that boosts their sense of belonging and effectiveness; mainly, they need to manage competently their emotional part to improve efficiency rates.

The profile of constructive thinking that was applied, determined positive thinking as the weakest point. At the same time, this is a major concept that should be developed in associations members, given that positive thinking indorses personal well-being; in addition, thinking acts upon "how" people feel which reflects on their behavior. Emotionality must intervene as an expressive component that gives rise to motor behaviors, facial gestures, verbal expressions, where each behavioral state corresponds to a behavioral manifestation. The ability to overcome is focused on the firmness that

people invest on returning to their initial state, this fortitude aids people cope with adverse situations or in daily work pressure. Efficiency (shown as desirability and responsibility in the test) is another weak point of the organization, perhaps because they do not accomplish satisfactorily their functions, or deadlines to hand in proposals are not met responsibly. Stereotyped thinking and mainly desirability are not helping agents given that many servers do their job monotonously and many of them are not prone to change, moreover, they do not have the willingness to improve their way of working, and, in many cases, to improve organizational culture. As an overview, these aspects show how an organization is developing, therefore, considering these outcomes, researchers conclude that constant motivation and training workshops need to be developed and implemented.

According to constructive thinking, efficiency is closely related to levels of motivation, attitude and commitment that people manifest while solving problems.

The application of the CTI test allowed to identify the existing weak aspects in associations for them to work and improve their organizational culture, and thus take advantage of social and solidarity-based economy as an opportunity to continuously improve.

XI. LIMITATIONS OF THE STUDY

The studies of constructive thinking has been demonstrated, or it has also been seen that it does not have limitations, as long as they have the basis of the emotions this does not meet any limitation. Furthermore, Epstein's reagent has been combined with others that try to compare competitiveness, market strategies, etc. As long as the individual remains as a human being and can manage his emotions in a rational way, these studies will continue for a long time, it is even more necessary to continue investigating; for example, how is the brain functioning as mentioned above, which happens with biochemical modifications or prolongations of the hypothalamus, or removal of the amygdala, or possible brain damage that does not allow the

production of dopamine or neurotransmitters. Except for these cases, it could be said that it has a limitation or when there are alterations in emotions such as celotype, schizophrenia, feelings of persecution, internal loneliness, etc., it means processes that have to do directly with emotions, only in that case could it be talk about limitations to more than the economic or lack of study universe.

XII. SCOPE FOR FUTURE RESEARCH

Constructive thinking alone can act in a great way, but many scholars use CTI combining with others for a better perspective on emotions. The base that Epstein has left has served so that from that point more investigations can be carried out. In our case, this study can help others to compare the results of managing people to achieve programmed success and use constructive thinking more effectively. They could do studies throughout Ecuador because it has not been done at the country level, but locally and with a very small universe due to the implication of costs and lack of personnel. Now, if it were the case to see for an organization a study at the national level, this research will allow us to see very significant and possibly imperceptible changes for those who do not handle this tool in depth, but for those who have experience with this tool, it would be like doing research in the moon starting from what Neil Amstrong left very large and with immense perspectives of what can be found since the territory is very wide and very little explored.

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