Positive And Negative Emotions Within The Organizational Context

By Alina Maria Andrieş

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I. Introduction

In recent decades have made important progress towards understanding the role of emotions in organizational environment. Although the interest of researchers for the study of emotion and affective influences on organizational behavior has increased in recent years, there are still some differences and disagreements among experts regarding the precise way in which emotion can be defined. These conceptual difficulties to circumscribe the boundaries of uniform definitions emotions is explained by the complexity of the variable "emotion", the richness, diversity and uniqueness of individual emotional experience.

Research in organizational psychology have shown that positive emotions are associated with increased creativity, cognitive flexibility, labor productivity and professional satisfactions, the availability of communication and negotiation skills, etc. Positive emotions, by organizing and constructive effects, optimize the quality of work. Ilies & Judge (2005) found that employees in situations experiencing pleasant emotions, tend to set higher goals and to engage in constructive activity and generative ways.

Theory "broaden-and-build'" (expansion and construction), developed by Fredrickson (2001), argues that positive emotions experienced by employees extend the relationship between thought and action (currently tend to broaden the repertoire of thinking), gives plasticity and cognitive flexibility schemes, allow flexible operation with the data and lead to a creative exploration of ideas.

Positive emotions are associated with increased creativity, spontaneity and responsiveness to stimuli, influences how easy involvement in professional and constructive approach and creative tasks by exploring new ways to meet the requirements of professional activity.

However, prolonged hedonic tone, although some tasks easier, especially those involving creativity, can inhibit performance in rigorous activities that require concentration, planning and effort. Exaggerated optimism, unrealistic, can not make the effort to be made to resolve problematic situations difficult or challenging goals. Cheerful and optimistic people can over-or underestimate the dangers of risky situations, on the other hand, people with a balanced level of positive emotions dealing with situations with lucidity and realism.

With regard to negative emotions, most experimental studies show harmful effects, such as restricting the repertoire of thinking, the tendency to process negative information and maintaining the dysfunctional cognitive schemes, work dissatisfaction, low emotional engagement tend to leave the organization (employees wish to change their work), etc.

However, although there are negative emotions tend to be regarded as dysfunctional and socially undesirable, several studies have shown that in the workplace, negative emotions can become functional in that it promotes more efficient cognitive processing of information and perceptions more realistic. Of course, when lived with maximum intensity, negative emotions can interfere with mental functioning and may acquire the potential to enable inappropriate behavior.

II. Explanatory-Interpretative Theoretical Models of Emotions

Theorists, according to the scientific paradigm to joining offer various explanations and interpretations of the genesis, nature and procesualiţii emotional phenomena. In order tracing conceptual framework

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relevant to the issues addressed, we present the most popular interpretive-explanatory theoretical models of emotions, in general, and some theories on emotions in organizations: 1. evolutionary theory; 2. neurophysiological theories; 3. theory of discrete emotions; 4. theory of affective primacy; 5. cognitive theories; 6. theoretical model of emotions developed by N. Frijda, 7. affective events theory (AET), 8. affective infusion model (AIM).

1. *Evolutionary theory.* Evolutionary perspective, emotions are interpreted as adaptive subsystems derived from survival needs or expressions of inherited programs, hereditary (genetic programming that predispose to certain types of emotional reactions).

One of the first representatives of the theory of evolution and the scientific approach to emotion is Charles Darwin (1967) that the basic discrete emotions are caused by genetic heritage, they are universal and adaptive function (manifested in all cultures). He identifies eight basic discrete emotions: 1. suffering; 2. sadness or depression; 3. joy; 4. Malaise; 5. hatred and anger; 6. contempt and disgust; 7. surprise, fear, and fear; 8. shame.

Of basic emotions, fear, emotion is considered fundamental, essential for survival, including the basal mechanism of conservation of the species. Fear, originally engrams in dangerous situations for survival, is activated unconsciously in dealing with threatening stimuli or which would be a potential danger. Evolutionary approach, diversity and complexity of emotional experience is due to their development, both in ontogenetic and phylogenetic line from simpler forms to more complex forms, developed and adaptive self organized according to the goals of each species and body part.

2. *Neurophysiological theories* define emotion in terms of neurophysiology, focusing on organic manifestations, biological accompanying feelings: changing respiratory rate, heart rate, increased levels of adrenaline, dopamine and other chemical mediators, etc.

Physiological theories of emotion first (focused on highlighting the role of factors in determining the occurrence neurofizologici emotions) were *peripheral theory of emotion* (William James, 1890) and *central physiological theory* (Walter Cannon, 1927). Peripheral theory argues that emotions origin is peripheral autonomic changes: "we are afraid because we run", "we are happy because we laugh". According to the theory of physiological, expression of emotion has an emotional self-regulation (feedback effect of expression).

Further research on the neurophysiological substrate of emotions have valued the role of the limbic system in triggering emotional responses. Main components of the limbic system include: cingulate cortex previously, tonsillar nucleus and hypothalamus; in general, studies have turned to higher nervous activity

(ANS - in terms of brain activation level) and the transformation activity of chemical mediators.

Neurophysiological perspective, emotions are defined in terms of endogenous and exogenous inputs to the nervous system. Receiving specialized cells senses changes in nerve stimulus energy. Receiving information from the structures of the analyzers (information on or impulse) moving inland for the thalamus, neocortex and amygdala.

Recent advances in the neurophysiology of the biological basis of emotions have shown that the limbic system is not the only mechanism involved in triggering emotions. Although the significance of emotional stimuli, internal or external, is deciphered in the limbic system, the current studies demonstrate the existence of multiple neural pathways and specialized areas in processing emotional information.

Neurophysiological homeostatic mechanisms work, tend to balance, in order to reduce energy and mental limits to maintain constant (homeostasis). Tension is a normal state of living systems, a coordinated intrinsic human psyche, a product of the interaction or conflict between contrary forces inherent in the relationship life. Maintaining an optimal level of internal tension, the balance between the energy available and the person they consume, is the key to mental balance and emotional stability: an intensity too high or too low feelings of disturbing effects, dezorganizatoare on personality.

3. *The theory of discrete emotions* (Discrete Emotions Theory, Differential Emotions Theory called - DET - Izard, 1991, 1993) conceptualize emotions as systems with heterogeneous, highly individualized. According to Izard (1991), emotions function as a system as a whole different emotional elements, which interact, which influence each other, but retain their relative autonomy within the mutual conditioning.

Thus, a mixture of emotions such as fear, anger, fear, experienced simultaneously, leading to a complex emotional experience that brings together different elements specific emotions, but which has a dominant emotional tone, given the emotion with the highest intensity. In the reciprocal action, some emotions are amplified, others diminish, and emotional behavior reflect these dynamic changes.

Izard (1991) defines emotion as a complex system, characterized by the interaction between neurohormonal components, expressive behavior and empirical (experiential). Emotions are associated with each other and form contingent emotional patterns, through repetition, is stable over time. Emotional systems are formed as the person's emotional responses to specific situations are repeated over time, whereas the repetition, at the neurophysiological specific neural pathways are formed and strengthened links between elements of emotional experience.

Discrete emotion systems are interconnected and have flexibility, both within the system and relations

with other systems: motivational, cognitive, etc. Beyond the plasticity and flexibility of emotional patterns, but formed a coherent structure, unitary, which also guarantees the continuity of life and emotional equilibrium.

Internal organization of the nervous system plays a key role in adaptation to environmental requirements and mental stability. Destruction emotional systems, found in pathological development of personality, reduces self-adjustment and adaptive capacities of the subject. In conflict situations, that is over and adaptation response of the individual (such as frustration and, in general, conditions involving the presence of obstacles to achieve goals), is activated not only specific discrete emotion, but a set of emotions for example, anger, and disappointment, despair, helplessness, etc.

After Izard (1991), the emotions of the same sign (positive or negative) based on similarity, form couples, which are activated simultaneously. For example, a positive emotion (joy), activates other emotions of the same type (satisfaction, well being, optimism) and at nearby motivational triggers tend purpose.

A negative emotion such as anger, emotions activate the same sign, disgust, contempt and tend to avoid the destruction of its purpose. If the models of discrete emotions - in the course of emotional experience - plus a reasonable interpretation, then the response sequences are enhanced by cognitive assessment, either positively or negatively.

4. *The theory of affective primacy* - (LeDoux, 1996, Zajonc, 1980) - argues that emotions can trigger before the stimulus and rational assessments independently of them. Affective primacy theory is supported by two main categories of arguments: 1) neurophysiological evidence demonstrating the existence of specialized neural circuits directly trigger emotional responses in the amygdala, without the need for information processing in the cortex superior and 2) the results experimental research that subliminal stimuli were used.

Zajonc (1980) conducted a series of experiments in which subjects were exposed to subliminal stimuli and demonstrated the influence of unconscious processes of information processing. Although not able to identify subliminal stimuli they were exposed to the experiment, participants reacted emotionally to sensory stimulation. Experimental data have shown the effects of subliminal stimulation on triggering emotional responses. Emotional responses to stimuli have both a conscious determination (ego rational filtering mechanisms of information) and an unconscious: unconscious nature is mostly emotional and unconscious reactions to stimuli are highly charged emotionally.

5. *Cognitive theories* on emotions stresses the role of cognitive factors and rational assessment of

stimuli in the onset of emotions. Cognitive theorists emphasizes that cognitions are able to influence the dynamics of emotional experiencing, shaping it or changing it, depending on the person's adaptive goals.

The cognitive interpretation of emotions is called the concept of "cognitive representation", referring to the set of images and ideas that precede and accompany triggers emotional processes. In terms of neurophysiology, "emotional experience" and the appropriate emotional response are the result of higher information processing in the cortex. Cognitive perspective, not the object (stimulus) in itself is important, but rather how the person plays, rational meaning that it assigns.

6. *The theory of emotions developed by N. Frijda (1987)* emphasizes the role of situational antecedents of emotion and overall assessment of the significance of the stimulus, when experiencing a particular emotion, for the purposes of processing information at multiple levels: conscious - unconscious, sensory - cognitive - affective, etc.).

Overall emotional experience in relation to a stimulus is interpreted by Frijda (1987) as a succession of emotional episodes, running with great speed, in which affective and cognitive evaluations take place simultaneously, the following: a) situational antecedents of living (information on previous experience in relation to the stimulus, memory of past experiences, b) stimulus attributes, c) the context in which the stimulus occurs, d) concerns or timing purposes subject to emotional stimuli. Evaluation is done especially in terms of "fit-mismatch" or degree of compatibility between living situation "here and now" (goals of the moment) and the general goals of the subject (in terms of relevance to the many concerns of the body). The purpose of evaluation mechanisms consists in choosing a behavioral way of many possible variants actional.

7. *Affective events theory - AET* (Weiss & Cropanzano, 1996) argues that emotions in organizations are caused by the intervention of workplace events. No events determines the intensity of emotions, attitudes and behaviors at work, and especially the frequency of events. For example, although people are able to face a negative situation at work, their resistance decreases due to the emergence of a series of negative events.

8. *Affective Infusion Model (AIM).* After Forgas (1995), in the organizational environment, the employee quickly evaluate stimuli and situations that must adapt: emotional evaluation may be congruent with rational evaluation or, conversely, can contradict. Based on overall affective evaluation and extraction of the essential elements of subjective experiences (infusion), "infiltrating" the whole structure of the psyche (unconscious, conscious, unconscious), emotions have the ability to activate retrieval systems (past experience stored in memory updates), influence attentional mechanisms, volition and decision (judgments, decisions and behavior of employees).

Currently, it is accepted the idea of interaction between hereditary factors, neurophysiological, emotional and cognitive experiences trigger emotional. All the above theories have contributed to building a relevant conceptual framework to analyze emotions on several dimensions. In the present study and investigation of emotions focuses on several major coordinated according to the four basic components of emotional processes:

1. *Cognitive or rational evaluation component.* Interpretation of the significance of stimuli is done at several levels: a) orientation and focus attention to significant stimuli for the subject (for example, people are prone to anxiety stimuli anxiogeni); b) information processing in the memory (the same example of anxiety, and memory refresh events pleasant or unpleasant, anxiogen construction scenarios etc.).

2. *Behavioral component* includes two dimensions: external behavioral manifestations (expressive component) and direction of behavioral orientation in terms of stimuli and involvement in the activity.

Emotions are accompanied by behavioral manifestations and external reactions, observable, measurable. External manifestations of emotion is subject to interpretation by both the individual and by observers from the environment. In the context of communication and social interaction, people are guided by indicators of emotional states (intonation, tone of voice changes, body movements, gestures, facial expressions, posture, etc.) and adjusts its behavior according to these emotional expressions.

Expressive components of emotion are influenced by self-adjustment and emotional self-control capabilities of the subject, which can display emotions experienced as genuine or false emotions, at odds with his real feelings.

Attitude refers to the orientation behavior to stimuli (objects, people, tasks, situations), their approach in a defensive or constructive (for example, if people change their attitude towards anxiety activity within the meaning tendency to avoid threatening stimuli evaluated as)

3. *Neurophysiological component* refers to all organic changes, neurovegetative accompanying emotional processes: changes in respiratory rate, heart rate, endocrine secretion, etc.. Understanding emotions requires recognizing the role of neurophysiological processes that trigger emotional reactions (eg, positive emotions lead to an increase in dopamine neurotransmitter).

4. *Subjective component - "subjective living"* as a product of both cognitive assessment and evaluation of emotional information processing related to the unconscious mechanisms or cognitive structures, rational (emotional awareness).

Although internal congruence of emotional experience means unity between these emotional elements of the process, the components described above not always manifest themselves simultaneously; they can operate dissociated (eg, dissociation living expressive conduct).

III. Positive and Negative Emotions

Emotions are affective states short, intense, with calm or tumultuous conduct, with a well-defined orientation (for objects, people, specific situations etc.). Emotions originate in processing information that occur at both conscious and unconscious level.

Awareness of discrete emotions differ from one individual to another but generally, people who have a good level of emotional integration and in contact with their own emotional experience, have also the ability to "call" their feelings and assign them to objects or specific causes (Brehm, 1999).Emotions arise in relation to "something", with internal or external stimulus. Emotional responses to events and situations of the subject facing features are dependent stimuli, the meaning given to them (cognitive and affective assessment) and, last but not least, depending on availability emotional person: sensitive and specific variables organisms - example, physiological reactivity. (Neveanu, 1976; Zlate, 2000, Golu, 2005).

Characteristics or properties of discrete emotions (current situational emotions), we shall refer briefly below, the following aspects: *intensity, hedonic tone, duration, direction, expressiveness, the motivational and cognitive value (awareness).*

1. *Emotion intensity or level of activation* refers to the power or force with which a state is experienced. Living depends on the particular stimulus intensity (intensity and relevance to the topic), but also the ability to vibrate emotional subject. From this point of view, there are strong interindividual differences: some people have a strong emotional sensitivity, have intense emotions, have high energy, others have fewer opportunities to vibrate emotional, emotions have a poor record and a smaller response emotional.

Intensity is not always adequate living manifestation of behavioral intensity (emotional expression), as people have emotional self-control ability and can display, depending on context or real emotions, sincere or false emotions.

2. *Hedonic tone* refers to the capacities of both pleasant and unpleasant emotional states, described in everyday language in terms of positive emotions, negative emotions and pleasant, unpleasant. Hedonic tone (pleasure-displeasure) is associated with the satisfaction of needs and trends or tendencies to reject nearby (avoid) the stimulus. Depending on the hedonic tone (the amount of pleasure experienced), all discrete emotions can be characterized as pleasant (positive) or unpleasant (negative).

According to hedonistic model, the natural tendency of men to seek pleasure and avoid pain. After

Panksepp (1998) "search system" of pleasure is what determines and supports curiosity (from exploratory curiosity to the intellectual). The search for pleasure is characterized by intense interest for different aspects of reality and induce a state of excitement as we approach what we want (no pleasure in itself, but waiting / anticipating the pleasure).

3. Duration is the extent of emotion in time, maintaining a state (and / or appropriate emotional response) on a longer or shorter. Emotional episodes are usually short-term responses to specific stimuli: emotion can last from several seconds to several hours, feelings can last for years.

4. Direction refers to the orientation of emotion in relation to a stimulus, internal or external. Emotion is triggered in relation to "something", with a stimulus, whose influence can be more or less aware of the subject; in general, people are able to assign their experiences of objects, people, situations defined.

5. Emotional expressiveness processes can occur by: expressive changes involving moving parts of the face; pantomimic (all reactions involving the whole body: dress, walking, etc..); organic changes (gain or decreased heart rate, the respiratory rate, decrease or increase muscle tone, expressed by pallor, redness, lump in throat, empty stomach, voice changes, sweating, tremors, etc.

Expression of emotion as revealed W.James (1994), has an emotional self-regulation (feedback effect of expression). Although W. James describes patterns of specific psychosomatic manifestations for different categories of emotions (eg. fear, anger, sadness), he stresses that these are indicative and descriptive panels do not allow strict classification and labeling of emotions in terms of certain somatic indicators. Emotions are not specific and unique expression patterns, but complex psychological variables, and therefore difficult types included in the strict.

6. Motivational value. Satisfaction of needs generates pleasant feelings (joy, pleasure, excitement) and their frustration is associated with unpleasant feelings appearance (sadness, annoyance, depression).

7. The value of cognitive (awareness). Cognitive value of emotions refers to all the thoughts and ideas that accompany emotions. Cognitive perspective, not the object (stimulus) in itself is important, but rather how the person plays, rational meaning that it assigns. Positive thinking (cognition function) is associated with positive emotions, negative thinking (dysfunctional cognitions) is associated with negative emotions. Regarding awareness, discrete emotions vary from individual to individual and also varies at one and the same individual, depending on the ability to be in contact with their own emotional experience, depending on when they occur, depending on the intensity and stimulus characteristics. Awareness of emotions is related to the concept of emotional intelligence, a concept that designate the person's ability to be in touch

with their emotions, awareness and management of their emotions on the one hand, and the ability to "read" emotions of others and communicate "emotionally" with others.

Causes of emotions. For this study we consider another useful descriptive picture of the emotions, focused on generating sources of positive and negative emotions. It is understood that in terms of causes of emotions they are as different as different and unique are the inner experiences of individuals. However, the main general causes associated with the appearance of emotions as they arise through systematic information in the literature consulted for this study can be listed and described as follows:

1. *needs* (particularly emotions generated by basal (deficit) needs - security, love, recognition and social belonging, power and control);
2. *closer to achieving desired goals and objectives;*
3. *knowledge and personal development* (emotions related with the knowledge and self-knowledge, the person's ability to give meaning to life - the need for self-realization or self-actualization);
4. *orientation of attention* - depending on the value of stimuli and their significance for the subject;
5. *emotional management* (emotional control person's ability, the ability to manage emotions).

1. *Needs* - especially emotions generated by basal needs (deficit): security, love, recognition and social belonging, power and control. Positive emotions (joy, happiness, contentment, enthusiasm, etc..) are associated with the manifestation of love in the couple relationship (time spent with a loved one), in relation to children, relationships with friends and significant people, etc. Negative emotions (sadness, fear, anger, jealousy, envy, etc..) are associated with unmet need for love, self-achievement, power, etc.

Negative emotions, in general, have profound causes: emotional injury, fear of losing ("loss" of any kind: loss of love, loss of respect), damage self-esteem, threats (real or imaginary). According to motivational theories, each emotion is related to specific needs: for example, anger is not associated with any type of reason, but in particular with the need for power.

2. *Achieve the desired goals.* Positive emotions are associated not only with the final moment of success, but provides the energy required to finish the activity. People feel joy, happiness or well-being when goals are achieved or when exercising personal power or victory in the competition. Depending on the professional field, the sources of emotions are different: from winning a match in the team (for sports) to discover a new and innovative solutions in an area (for a researcher).

Similarly, people live negative emotions (sadness, anger, disappointment, etc.) when fail to achieve personal goals. Frustration is the result of the existence of disturbing stimuli, the real or imaginary obstacles that interferes with the way the person wants (progress toward a goal is blocked).

3. *Knowledge and personal development* (emotions related with self-awareness, the ability to give meaning to life, the need for self-realization). Positive emotions are associated with the enrichment of knowledge, life experience, intellectual curiosity, openness to new experiences, peak experiences (peak experiences), the interest and involvement in enjoyable activities (professional or different).

According to positive psychology (Seligman, 2007), positive emotions and well-being are associated with optimal operating condition of being human. People who live predominantly positive emotions are in contact with their deep needs and tend to invest relationships and activities they carry out with sense and feel that their life has meaning (search and awareness of the meaning of life).

4. *Orientation of attention.* People who live predominantly positive emotions orient their attention to attractive stimuli, remain positive and pleasant in processing information, "see the glass half full", set deep human connections, real and authentic with others, keeping up with others, treat others with respect, kindness, compassion and dignity.

A first selection of relevant information is made subject to the attention:orientation of attention to a loved one, making the emotion of fear danger, recognition of an offense in anger so. Emotionally relevant stimuli guide attention: if the stimuli are pleasant (attractive) conduct orientation is triggered source of pleasure, proximity search and maintenance of stimulus (stimulus orientation desirable). If stimuli are perceived unpleasant behavior manifests itself by avoiding or blocking stimulus.

5. *Management of emotional (emotional control person's ability and ability to manage emotions).* People who tend to live predominantly positive emotions have a higher level of emotional intelligence, are in touch with their feelings (either positive or negative) and have the ability to better manage negative emotions (through awareness, acceptance, recognition, assuming). On the other hand, negative emotions are associated with lower skills of the person emotional control and emotional management.

Coping capacities of people in negative emotions generally fall into the following types of reactions: awareness, acceptance or defensive reactions (of ego defense: avoidance, denial, displacement, etc.). Perceived inability to control the course of events topic (feeling that can do nothing, things beyond its control) generates negative emotions: jealousy, envy, fear, anger, etc. Negative emotions associated with feeling of threat to the ego (in its basic needs: security, love, power and control, etc..).

Positive emotions are pleasant states (hedonic tone), short-lived (persistent), with variable intensity (passive or active after activation level), with a calm or tumultuous conduct reactions (sudden, involuntary reactions accompanied by physical manifestations or

diffuse) with a relatively high degree of awareness and a well-defined orientation (for objects, people, specific situations etc.).

Positive emotions are associated with: needs, effective emotional management (person's ability to be in contact with their own needs - self-knowledge), positive cognitions, goals, obtain benefits, orientation and attention to attractive stimuli maintaining pleasant information processing. In the category of positive emotions come happiness, gratitude, joy, enthusiasm, pride, optimism, wellness, gratitude, emotional release, power, etc.

The purpose of this study we chose, the positive emotions, four emotions: *joy, happiness, gratitude and well.* Happiness, joy, gratitude and well-being are difficult concepts operationalized. The literature rarely made clear distinction between these emotional states.

For example, Brehm (1999, p.11) states that "happiness is closely linked to the general feeling of well being or life satisfaction." The uniqueness of individual emotional experience, nature ephemeral, short-lived, their variety and different emotional responses to a single stimulus not only two different persons, but one and the same person in different situations, all of which are conceptual and methodological difficulties.

The *concept of subject well-being*, as defined by Diener (1984), designates the emotional component of subjective quality of life in turn determined by two aspects: *component hedonic* (pleasant living) and *evaluative component* (big picture person and thoughts on life as a whole - a concept that forms the person and the quality of life.)

Well-being (emotional life "good") refers to the tendency of a person to experience predominantly positive state. The positive states exceed those negative, the growth we can talk about wellbeing. Research in psychology shows that people living emotion emotional states are positive oriented self-help behaviors are more empathetic, tolerant and willing to help those around (Lelord & André, 2003, p.102).

After Ryff (1989) one of the basal dimensions of well-being is the "personal development". A person in a continuous process of knowledge and self-knowledge, tend to experience positive emotions predominantly generated by the authenticity and novelty of experience. Emotions of joy and happiness are associated with moments in which to achieve the full potential of an individual: an individual has the skills and talents and capitalize fully manifest in everything and is known for his way of being.

Model based on hedonistic (pleasure and avoid displeasure search), a number of studies have demonstrated susceptibility to the processing of pleasant information and natural inclination of people to maintain well-being. Robinson, Solberg, Vargas & Tamir (2003) showed that persons in a state well have an enhanced ability to detect and differentiate faster than

words with positive connotations of the neutral, compared to people who experience feelings of dissatisfaction.

When a person lives a good feeling, it will seek to maintain that state through the stimulus orientation pleasing, attractive (associated with maintaining attention and tend to continue to process information like). Moreover, the emergence of negative valence stimuli will be ignored: "When a person has reason to be happy rationality, reception information will be unfortunate insignificant (Brehm, 1999, p.9)." However, the dynamics of well-being and positive emotions is influenced by the intensity and importance of negative events that occur or intensity of stimuli that appear in the subject field of attention. Thus, if unfortunate news is more important topic than the concern to maintain wellness, positive emotion will diminish considerably and will be replaced by a negative emotion (Brehm, 1999).

We believe that wellness system is construct basal for positive emotions; happiness, joy and satisfaction are more intense emotions, whose causes are common with those of the emergence and / or maintaining well-being. After Lelord & André (2003, p.101 -104), well-being is associated with: a) propensity to self-help behaviors (people are in a good state more naturally helps others); b) higher levels of creativity (in brainstorming sessions, good people willing emit a greater number of ideas, their responses are unique and original, are faster and more ingenious solutions to problems); c) ability to make correct decisions quickly and effectively; d) openness to new experiences and courage in taking moderate risks.

Gratitude is the emotion associated with the valuation of what a person already has in his life (Lelord & André, 2003, p. 113): loved ones, family, friends, profession, health, etc. Gratitude is one of the important ingredients of happiness (Lelord & André, 2003, Seligman, 2007).

Although each of us are thankful to god for loved ones or what we consider to be important in our lives, we often "forget" to express our gratitude to these "gifts". In the book "Authentic Happiness" Seligman (2007), proposed as part of personal development and optimization of the well, an exercise in activating emotion of gratitude by becoming aware of those aspects of our lives that we consider as positive and beneficial for us, that bring us joy, happiness and wellbeing. Exercise involves listing of those elements that are recognized and, if gratitude goes to people in our lives, and open communication of gratitude towards them.

Joy. After Lelord & André (2003, p.94-95), the joy is part of the family of good mood and happiness, is an experience so intense mental and physical, is a reaction to an event, has a limited duration, even if it can be lived again. Defining the intensity of joy is manifested living, regardless of event or stimulus that generates: an

important exam success, the joy of becoming a parent, contemplating a magnificent landscape, etc.

Happiness. As noted Brehm (1999, p.9), because no clear behavioral effects, the emotion of happiness presents a challenge in the theoretical study. The meaning of happiness is different from person to person, association with a person's ability to enjoy the small things, with achievements in a particular area (a success, professional success), with the need to exercise personal power and so on. After Brown & Marshall (2001, p.576), happiness is an emotion with a variable duration and intensity that can be generated by the simplest things: a person can feel happy sitting in a warm ray of sunshine or on a child at play.

Seligman (2007, p.78 -81) distinguishes between happiness and joy long time: the degree of happiness of the moment can be easily increased by all sorts of incentives, such as chocolate, a comedy, a massage, a compliment, a bouquet of flowers or a shirt new; the real challenge is to increase lasting happiness. In his opinion, simply increasing the number of times when we experience positive emotions does not guarantee lasting happiness. Lasting happiness is influenced by Seligman, the dowry hereditary: inherited a sort of "guide" that guides us to a certain level of happiness or sadness, each of us has a predetermined interval of the level of positive emotions (and negative) and this interval can be inherited aspect of general happiness.

Negative emotions are unpleasant states (hedonic tone), short-lived (persistent), with variable intensity (passive or active after activation level), with a calm or tumultuous conduct reactions (sudden, involuntary reactions accompanied by physical manifestations or diffuse) with a relatively low level of awareness.

Negative emotions associated with: unmet needs, barriers to achieving the objectives (frustration), inefficient emotional management (low capacity of the person to be in contact with their own needs and emotions, insufficient knowledge of self), dysfunctional cognitions (negative thinking) and / or prone to keeping the information processing unpleasant situations perceived as threatening (real or imagined danger), losses, traumatic events, penalties and constraints.

In the category of negative emotions enter sadness, discouragement, disappointment, anger, unhappiness, depression, regret, frustration, feelings of hopelessness, desolation, grief, loneliness, despair, self-closing, feelings of guilt, pain, suffering, anger, unhappiness, shame , disgust, bitterness, envy. Included in the core emotions of anxiety is also a series of negative emotions: fear, anxiety, worry, concern, agitation, alarm, tension, fear, tension, terror, panic, horror.

Llu, Karasawa & Weiner (1992) points out that colloquially higher frequency words designating negative feelings than positive words used to name

feelings: there are several linguistic labels for negative emotions than positive emotions. There is also a much larger number of studies on negative emotions than positive studies and research on emotions. As the Lelord & André (2003, p. 91), a recent study by Diener & Lucas (2000) reveals surprising results: were made seventeen times more psychological investigation of sadness, fear, anger, jealousy and other negative emotions than positive emotions and joy. Also, from accessing a database specialist, Pressman & Cohen (2005, p.925) states that there are 20 times more studies about the relationship between depression and health than about the relationship between happiness and health.

Negative emotions are generally difficult to manage: the person lives feel that their conduct does not control (feelings are triggered and / or maintained by the subject perceived inability to control the course of events).

Sources generating negative emotions can have profound: emotional wounds, unmet needs, fear of losing (in any field motivational losses - loss of material or emotional security, love, loss, loss of self-esteem, loss of social status, etc.. Is associated with negative emotional states sense of threat to the ego (in its basal needs, deficit - security, love, control, power - or self-realization needs).

Whether the threat is real or imaginary, negative emotions may be associated with feelings of powerlessness, helplessness and activates ego defense mechanisms: avoidance, self-withdrawal, denial, displacement, aggressive confrontation, etc. For example, active anger is associated with inappropriate types of reactions: raising voice, verbal aggression and / or physical, sadness is associated with withdrawal itself, avoiding others, denial, etc.

If we were to relate the emotions with feelings deeper, we might say that a central component in the system is experiencing negative emotions, *feelings of threat and / or danger* as for positive emotions, construction is well-basal (living *sense of security*).

The purpose of this study we have chosen, the discrete negative emotions, four emotions: *envy, jealousy, fear and anger.*

Envy. After Smith & Kim (2007, p.46), envy is an emotion unpleasant, often painful, associated with feelings of inferiority and hostility and resentment caused by the realization that another person lives a joy on the subject himself- would like to live, or that have an object that the subject himself would like to have.

Realization that an object or "thing" desired subject matter belongs to someone else and not himself may generate, in addition to envy, more negative feelings associated with different intensity and duration: anger, sadness, hostility, etc.According to the theory of discrete emotions, emotion of the same sign attract similar emotions as valence: if envy, it may occur in other system close: jealousy, hate, anger, hostility, etc..

Envy is associated with feelings of inferiority, with diminishing confidence and is based on a comparison between the subject and "other", which the subject perceives as her superior in one or more respects. Lelord and André (2003, p. 71) describe three types of envy: envy depressed, hostile envy and jealousy admiration.

Envy depressed is associated with defensive behaviors, withdrawal and avoidance, when comparing to "other" (perceived as superior in some respects) and the devaluation of the person is orients itself with the hostility, blaming it for failing to obtain same advantages as the person envied.

Envy hostile destructive behaviors associated with the address of the person envied: devaluation, denigration, gossip, etc. Wishing to "equalize" the situation they perceive as threatening to self-esteem, person is moving towards envied person with hostility, resentment and the desire to "destroy" the object and advantage of the "other".

Admiring envy, although involving a dose of suffering, must recognize the superiority of the other in a given area and the desire to live up to it and / or even exceed, is associated with orientation to self and seeking resources to optimize the situation.

Jealousy is an emotion unpleasant, intense, focused mainly on the *risk of losing* (in general, in love) *a good that we have already* (Lelord and André, 2003, p.68). Jealousy is associated with hostility, resentment and / or aggression against another person about the individual concerned believes that it enjoys an advantage of a good condition or a third party.

Jealousy is based on fear of losing (love, most often) and living a danger or threat (real or imagined) against his own welfare, is an emotion generated by the subject perceived inability to control the course of events.

The jealousy and envy interpretation, theorists use triad consists of: 1. person (living the emotion) 2. rival - a competing "other" for something: person, object, social status etc. 3. object of desire: the person or object ("good") which is the subject of admiration or desire. (Lelord and André, 2003; Vecchio, 2000)

Between envy and jealousy line is not easily defined. Although described separately addressed in the literature, there is no clear consensus among experts on the differences between the two emotions. Jealousy, like envy, implies the existence of a rival, rivalry and competition between two people for "something": a relationship of love and social success (successes, social status), how to be and individual skills (higher skill, beauty, intelligence, etc.), they have other assets (house, boat, etc..).

Despite different approaches and theoretical explanations, more grounded concept seems to be that the third element of the triad (ie, person, object or property subject of admiration or desire) is the criterion of differentiation between the two emotions: namely, *the*

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proximity of the "good" to the person - if envy, that is, *possession of the object desired and the desire to preserve* - for jealousy.

Thus, if the desired object is a shared and / or already in possession, which could trigger a rivalry real or imagined (eg, "parental attention" love) when we talk jealousy (or envy and jealousy on the mixture). The prospect of losing the property that you already have, fear of losing, fear of being replaced by another emotion of jealousy triggers associated with possessiveness, suspicion, hostility, tend to control,etc.

If the object is a shared desire (not in our possession is not a good ours, but belongs to someone else) talk about jealousy, for example: a house, property, etc. talent. Envy implies a desire to have what someone else already has: material goods, social status, traits or skills (such as intelligence, beauty, etc.). *Envy is manifested in relation to property belonging to someone else, jealousy in relation to an asset that belongs to us already and we are afraid to lose him.*

Some research has shown that 59% of cases there is jealousy and envy. Instead, jealousy occurs only in 11% of cases of envy "(Parrot & Smith (1993) cited Lelord & André (2003, p.68). Jealousy can influence the development of envy, while mutual envy is not valid. Envy not necessarily cause feelings of jealousy (possessiveness in a social relationship) in the absence of envy and jealousy can exist while jealousy is often accompanied by feelings of envy (Vecchio, 2000, p.174).

By professional, dynamic and ongoing competition (for social status, income, gains additional pecuniary), and potential threats associated social, can generate strong negative emotions among fellow workers, in a competitive job workers tend to experiment more negative emotions. As stressed by Vecchio (2000), competitive individuals with a need to control their own performance in a professional environment, will experience stronger negative emotions, particularly jealousy, when identifying threats in terms of performance. Under prolonged exposure to social threat, increase the frequency and intensity of negative emotions.

On the other hand, employees who have professional independence and autonomy in their work, tend to experience fewer negative emotions. An explanation of this phenomenon is that people operating individually and depend more than their colleagues in their tasks, are less exposed to competition (they have less contact with the competitive environment): reducing exposure to competition contribute to social reducing negative emotions experimentation.

Fear is a negative emotion, unpleasant, with a variable intensity and duration (depending on the presence of stimulus anxiogen) indicating a situation of danger (real or fictional) and triggers defense responses to stimuli: escape, confrontation, blockage or or failure to act. Anxiogeni stimuli can be real or imaginary (objects, people, situations, insects, noise, etc.).

According to evolutionary theory, fear plays a key role in adapting to the environment acting as a warning inside quickly mobilizing individual resources to cope with danger.

Fear triggered by external stimuli is associated with rapid detection of possible threats, the orientation of attention to the stimulus perceived as dangerous, concentration and quickly search for solutions to eliminate the danger (in crisis situations, most times the speed of reaction to stimuli increases). So, fear is an emotion activated by the presence of external or internal stimuli, perceived as a threat to physical safety or welfare of the person. Fear leads to behaviors avoided removal and protection to the stimulus perceived as dangerous, threatening, destructive, etc..

Anger is an emotion negative, unpleasant, which occurs when blocked plans or when between individual desire and feasibility of the desire to interpose obstacles. Anger is caused by a conflict between personal goals or a threat to the course of action. In the literature anger is associated with: reduced emotional self-control capacity, irritability to stimuli of low intensity, low resistance to frustration, aggression manifest (it consumed in the action plan or verbally) or latent aggression (passive), reducing capacity discernment, trends and destructive behaviors, personal dissatisfaction, emotional weaknesses, fear of loss, damage, etc.

IV. Management of Emotions

Emotional experience, understood as a set of successive rebalancing, restructuring and reactivation of emotional resources, shape and influence a range of behavioral manifestations of the subject: decision behavior, communication and networking abilities, work style, efficiency and effectiveness of, and changes mental restructuring (ensuring coherence, unity and diversity while cognitive structures unlimited plasticity of problematic situations).

The organizational activity, solve problematic situations faced by the employee working both strategies and cognitive resources, operators and emotional. All the qualities of a human action (rationality, ethics, utility, efficiency, innovation, etc..) Schemes are influenced by both cognitive and willingness to work flexible data and emotional experience of the subject and its ability to manage emotions.

At the organizational level, an understanding of the practical implications of positive emotions and negative effects on organizational work is to optimize the orientation leaders experience emotional interest, to reduce conflict situations that generate negative emotions in interpersonal relations and work. Today, concern for quality is the emotional life of organizational development strategies: total quality management (with emphasis on human resources), conflict negotiation techniques, communication efficiency in work teams, valuing and recognition of professional merit, etc..

Lately, realizing the importance of emotional experience of employees, organizational leaders are investing in training and emotional development optimization, designed to streamline relations between employees or between them and their customers. It is already known that customer confidence in an organization depends not only on the quality of goods and services but also the quality of human relationships (how customers are treated by employees), it is one of the reasons why, in some organizations, There is a set of rules explicitly emotional, that employees must comply.

In the organizational context, management of emotions is made more important at two levels: the personal (individual) and the organizational (social).

Emotional management at the individual level refers to the skills of emotional self-control person, resource management and coping to emotional negative emotions (through awareness, acceptance / recognition and assuming). People who are in touch with their feelings, which have a good level of emotional intelligence have more ability to manage high emotions and better coping capacity of the negative emotions. On the other hand, the tendency to experience negative emotions the person is associated with lower emotional control skills and emotional management.

Management at the organizational level there is a set of rules aimed at emotional desirable that employees must comply, regulate emotional exchanges (between employees and customers, between leaders and employees), and strategies of leaders and specialists in human resources to optimize and increase emotional quality of life of employees.

The organizational environment, employees invest a substantial part of their emotional energy, both in their operations actiităţile and social relations, formal and informal. Emotion management requires knowledge about the nature of emotions, recovery factors acting positively on emotional life and improving employees' ability to manage their emotional resources so as to adapt to business requirements and work to increase organizational effectiveness.

We believe that the express requirement to the employees to comply with rules can be harmful emotionally to the person just by the imperative of emotional responses to shape after some fixed external rules. The only area where the person feels deeply in touch with the universe itself is emotional. Invading the personal space by requiring the employee to undergo training to optimize the emotions or emotional language assimilate a customer relationship can deepen its internal conflicts and may give the feeling that the organization has a global control was not only financial resources, requirements or professional activity, but also tend to control how to feel and live.

What I want to emphasize is, first, that participation in trainings optimization or emotional skills development should always be optional and not required for the employee and, on the other hand, that the interest of leaders for the welfare of the employee should be a real one, not determined by the needs of increasing profit organization or organizational efficiency.

Such an attitude, respect for genuine emotional experience and concerns of members of the organization to ensure optimal emotional climate (conflict management, fostering communication, the propagation of positive emotions lead to employees) are more powerful than the imperatives of organizational change and emotional rules explicitly formulated.

At the organizational level, management of emotions, although desirable, is a challenge for any leader and specialist in human resources. Managing emotions at the individual level (person's ability to manage their emotional states, especially negative emotions) is currently considered a basal component of emotional intelligence. If self-adjustment and emotional management is not one of personal skills easily acquired, the more difficult is to manage emotions in the organizational group. Management of emotions in organizations is feasible given that is based on two important elements: authentic respect for the emotional experience of employees at work and emotional behavior of the leader.

There is already empirical evidence that the leader's emotions influence group members' emotions: excitement spreads from top to bottom, from the person who has authority to subordinates. A leader anxious with feelings of inferiority, which feels threatened by his subordinates capabilities, with a need for power or control, etc.. group members will influence emotions in a different way than a balanced leader who is in contact with himself and has a good level of self-esteem. It goes without saying that the first condition for a leader to be effective in the management of emotion at the organizational level is the ability to manage their own emotions. Similarly, the ability to meet people who work involves, first, an optimal level of self-esteem. The management team is the decisive factor in creating and maintaining a positive emotional climate at work, carrying positive organizational activities.

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