

Emotions Management within Organizations

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Abstract

Emotions management in organizations is meant to habilitate the employees in administrating the emotional resources aiming at the correct adaptation to the organizational environment and the necessities in the work activity. The study of emotions in organizations has the purpose to know and optimize the employees' emotional condition. The efficient leaders are interested in administrating the emotions, being aware of and capable to reevaluate the factors which positively activate the employees emotional life. Emotions management is accomplished at two more important levels: personal level or subjective (represented by the person's self-control capacity, the emotional intelligence, the ability to administrate the positive and negative emotions) and an interpersonal or social level, centered upon settling the emotional changes between employees and leaders, between employees and clients. From their settling into the practice point of view, the increase in the work performance and the benefits brought to the organizational environment, the concepts by which emotions management is accomplished/operate (positive emotions and negative emotions, emotional intelligence, emotional self-control, emotional labour etc.), this issue presents greater interest both for theorists and for the real doers/practitioners.

Keywords: emotions management, emotional labour, emotional contagion, emotional intelligence, organizational group.

Jel Code: M1, M12, M54

Introduction: The present paper is structured into five chapters. In the first chapter I presented briefly the scientific actual stage of the emotions in organizations research field and I made the inventory for three, for the more important reasons which explain why emotions represented in the past, neglected dimensions in the organizational psychology studies. In the second part I described a series of conceptual specifications concerning the emotions and I underlined/presented the emotional intelligence as a resource of the emotions management. In the third part I highlighted the main psychological processes which appear at the organizational group level: emotional activation, emotional contagion and the assigning processes. In the fourth part of my work I discussed two dimensions of the emotions management: emotional self-control and emotional labour. Chapter five presents conclusions of this paper.

1. Emotions in organization framework

In modern society, the rapid work rhythm, the high professional exigencies and demands, the pressure that the high standards put in every domain of the social life, influence the employees affective dynamics and shape their relations in the organizational framework. Modern organizations, highly competitive, put a permanent quality control of the professional activity, are oriented towards effectiveness growth at all hierarchic levels, promote values which are dictated by the utility and pragmatism and establish objectives which can be compatible with personal aims and the social actors' vision or, on the contrary, can generate affective and

cognitive dissonances. The effect of the discrepancies between the subjective reality of the employees and the organizational climate are felt at the level of emotional experience, a proof being the experimental researches results which highlight the growing number of affective disturbances and unadapting behaviour reactions (anxiety, low frustration tolerance, diminished self-esteem, stress) as well as their consequences on professional activity, meaning diminished performances.

The ways of life today, significantly differ from the traditional types of social organizations, being characterized by re-structures and rapid modifications in all domains: economic, social, cultural, etc. All these changes, especially performed by the technology force, influenced the modern man's subjective experience and his attitudes towards existence, deepening his inner conflicts, projecting him into an impersonal, mechanic universe, in which the self-assessment process is darkened by continuous necessity to immediately adapt to the exigencies of a dynamic framework, in continuous transformation.

According to the humanist psychologists and the dynamic psychology representatives vision, the psychic energy orientated exclusively towards the external world, leads to losing the contact with oneself, with the inner self, with the individual authentic mode of being. The excessive energy consumption within social activities which that person develops, may lead, gradually, to nervous exhaustion and to the apparition of some nervous disturbances, which, due to their symptoms, report a deficient use of the inner resources. The natural sense of personal growth and development assumes directing the psychic energy towards the inner world aiming to obtain self-awareness.

People spend a lot of time at the place where they work, in different organizations, where they invest an important part of their affective energy, both for the activities they unfold, and for the social relationships, formal and informal. In the organizational environment, individuals get involved into different social parts, which they interiorize, so that these become a component of the inner-self identity. As Jung (2006) explains, the healthy tendency of the mature personality is to step in and to step out of the part. The identification with the social part ("the person"), the mask which the social actor wears) is dangerous for the personality development, blocking the resources which are necessary to the individualizing stage and offering a false direction to the psychic energy only to the aspects of social life, against inner life.

The social environment has undoubtedly, significant positive influences on psychic life, developing the personality adapting capacities (cognitive, emotional, motivational, etc.) which the social actor has. The parts that the individuals accomplish in their social life satisfy both basic needs (deficit), and the metareasons, the self-accomplishment needs (Maslow, 1954): security needs, comfort needs, affiliation, belonging and social integration, the communication needs, cooperation needs, social recognition and self-development needs.

The deep mutations within the economic, social and cultural structures influence modern man's identity, spirituality and mentality building. Modern society, characterized by changes at all levels of social and cultural life, is defined by a series of elements, which differentiate it at the same time from the traditional society: the predominant orientation towards the economic gain, impressive growth of the organizations number, professional specialization and work division, commercial relations diversity, apparition and influence which media has, development of communication modalities and information circulation speed, bureaucracy, monitoring the social agents behavior in organizations. The closed societies, with an authoritative leadership, have been gradually replaced by the open societies, with democratic organization, which promotes human rights and individualism, freedom of speech, innovation, revaluation and stimulation of creative resources belonging to social agents in every domain in

order to meet social competition. Despite all these facts, the experimental programmes and research data reveal the disturbing effects of rapid life rhythm on the individual emotional balance and on the performances in the professional activity. A multitude of studies in the domain highlight the consequences that stress has on the work activity and show the fact that, in the organizational climate, the employees frequently go through negative emotional experiences, feelings of uncertainty, anxiety, associated with the loss or diminished self-esteem, diminished Ego strength, etc.

The level of emotional maturity is influenced by the individual ability to mark the personal limits, to know his/her capacity of self-control, the real challenge for modern man is the amount in which he gains his autonomy and regains his inner balance, in a dynamic mobile, more flexible and more susceptible universe of changes than ever. In every individual there is a potential which can be valued, as well as the resources necessary to adapt efficiently. The sign of psychic health and affective maturity is represented by the subject's ability to administrate the psychic energy and resources he owns, aiming to adapt properly, both to the inner demands and to the social environment exigencies.

In the speciality literature, the number of works which discussed the affectivity problem in organizations, was, a few decades ago, not very large. The low interest which the researchers had on the study of emotions was justified by the difficulties, inherent to an investigation approach in the domain of emotional behaviour, whose specific psychic content is made of "the very living", less accessible observation, assessment and quantification. Some of the reasons for which organizational psychology has ignored the research of the emotional field are explained by the difficulty to study systematically the individual's unpredictable emotions, submitted, due to their nature, to momentary variations and oscillations, under the influence of complex causality mechanisms and combined action, both of internal subjective factors, and external, objective factors:"one moment we are sad, the next elated. One moment we can be fearful, the next triumphant" (Ashkanasy, 2003, p10).

Despite the emotions short length nature and the obstacles which are met in their assessment, as well as in surprising the multiple causes which generate the emotional phenomena, the emotional processes study represents today, a challenge in the research of the organizational behaviour. In Ashkanasy outlook (2003), that makes the study of emotions so interesting is their very dynamic, active character, the fact they are in a continuous change:"Unlike many of the variables that have traditionally been studied in organizational behavior, such as personality, attitudes, and beliefs, emotions and affective states change rapidly from day to day, and even from moment to moment" (Ashkanasy, 2003, p.18). What makes the study of emotions possible, we may add, is the fact that, beyond the diversity of affective feelings, there is a way of working, relatively stable, which the emotional system has, strongly individualized and anchored within the personality system. As memory assures the continuity of psychic life and defines Ego's identity, the emotions, beyond their variety, follow an inner pattern, an emotional pattern, specific to every person, created on the background of affective repetitive experiences, consolidated in time, during the interactions between subjective factors and environmental factors. *Affective memory* registers the emotional experiences, be they pleasant or unpleasant, and predisposes to constant emotional answers, repeatable as compared to certain stimulus categories.

A second reason for which emotions represented for a very long time neglected dimensions within the organizational behaviour researches, is the difficulty to differentiate between the employees' *real, authentic emotions and faked, simulated emotions*. People have the capacity of emotional self-adjustment (affective self-adjustment), implicitly the ability to simulate false emotions, not authentic, disagreeing their real experience. The recent researches give an

increased attention to the emotional experiences part of the employees in the work activity, examining both the affective dissonance and the emotional self-control capacity on the organizational behaviour.

Not lastly, the researchers' low interest in the study of emotions connected to the work activity is explained by the tendency to approach emotion as an antithesis of reason and the classic outlook, which explained emotions having a disturbing, unstable part on organizational behaviour, while reason organizes and establishes activity, ensuring behaviour efficiency and performance. Along the relatively short history of organizational psychology, the emotions approach and interpretation as disturbing and dysfunctional factors in the context of organizational activity led to ignoring the study of their influences on the professional performance, more than this, to considering emotions as obstacles in the path of an effective management.

We can remark the fact that, although the emotions study within organizations represented, not so long ago, a domain avoided by the researchers, there has been noticed lately a significant growth of the number of publications in the organizational psychology area. In present, there is a constant preoccupation from the researchers for the study of emotions within organizations; the greatest majority of theoretical analyses or experimental studies are centered upon a series of aspects such as; professional satisfaction, emotional intelligence, emotional effort or emotion in labour, affective commitment, affective self-control, emotional dissonance, displaying the emotions within the organizational environment, etc.

2. Conceptual specifications

Affective processes represent a complex psychological reality, very difficult to limit within the limits of a single definition. Affectivity, widely put, is defined as an assembly of the emotional processes whose specific content is "the very living" accompanied by *behaviouristic manifestations* and *physiological changes* (Neveanu, 1976; Zlate 2000; Golu 2005). In the Romanian speciality literature (Neveanu 1976; Pavelcu 1937; Zlate 2000; Golu 2005) the typology based on three categories of affective emotions is maintained: 1. *primary processes and affective emotions* (emotional tone; organic nature emotions; affects); 2. *processes and complex affective states* (emotions and moods); 3. *processes and superiour affective states (feelings and passions)*. Although the emotional experiments diversity and richness does not always allow the affective events to be precisely comprised in pre-established and strict categories, the Romanian psychologists theoretical traditional approaches have undoubtedly the value of presenting a systematic description and a clear representation of the affective psychic contents, depending of the criteria such as the *level of consciousness, complexity, expressivity, hedonistic tone, affective emotions duration and intensity*.

As our study analysis unity is represented by emotions in organizations, we consider useful some specifications of terminology. *Emotions* are affective experiences of a short duration, intense, with a calm or troubled unfolding, having a well determined orientation (to objects, persons, specific situations, etc.). Emotions have their origin in the informational processing which take place both at the conscious level and at the unconscious level. Awareness degree of emotions differ very much from one individual to another, but, generally, people have the capacity to "name" their emotions, and ascribe them to some objects or specific causes (Brehm, 1999). Emotions appear in relation with "something", with an internal or external stimulus. The subject affective answers to the events and situations he confronts with are dependent of the stimulus particularities, the significance given to them (cognitive and affective evaluations and, not last, depending on the person's affective disponibility (sensitivity

and the organism specific variables – for instance, physiological reactivity) (Neveanu, 1976; Zlate, 2000; Golu, 2005).

Depending on the hedonic tone, emotions are classified in two categories; positive, pleasant emotions and negative, unpleasant emotions. Watson & Clark (1988) describe two dimensions of emotional experience: *positive affectivity* (emotional comfort and the tendency to experience pleasant feelings/emotions) and *negative affectivity* (emotional discomfort and the tendency to experience unpleasant feelings/emotions).

Positive emotions are associated with: needs accomplishment, obtaining some benefits, positive thinking (functional cognitions). In the category of pleasant affective emotions there are: *joy, delight, satisfaction, enthusiasm*, etc. The apparition of negative emotions is associated with: needs frustration, threatening circumstances, losses, traumatic events, sanctions, constraints, negative thinking (dysfunctional cognitions). In the category of negative emotions there are: *sadness, discouragement, dissatisfaction, anger, unhappiness, regret, frustration, feeling of uselessness, grief, despair, closing in oneself, feelings of culpability, hostility, pain, suffering, fury, shame, disgust, bitterness, envy*. Emotional feelings included in the anxiety nucleus make, as well, series of negative emotions: *awe/dread, worry, agitation, alarm, tense, fear, tension, terror, panic, horror*.

Concerning the conceptual delimitations between emotions and moods, we will refer to a few elements which specify the two types of affective processes. As Cropanzano, Weiss, Hale & Reb (2003) put it, it is not the *intensity* or *duration* of the affective experiences that differentiate the emotions moods: moods are, indeed, states of long duration, but emotions as well can prolong to a longer period of time, if the person, by reflecting and reactualization, maintains the active emotional state/mood. A delimitation criterion, more important than the intensity or duration, is represented by the *level of activation*. Emotions are defined by a level of specific activation: a specific stimulus (external or internal), activates (wakes) "something" in us, releases a certain type of emotional response. Emotions are always released in relation with a specific object or a well defined event: "when we say that we are, say, afraid, it implies being afraid of someone or something (Cropanzano et.al., 2003, p.843). Real examples can go on: you are proud of your performance or you enjoy a professional success, you are angry or furious with your boss, you are ashamed with your own behaviour, you are afraid you will be fired, etc.

Moods, on the other hand, represent activation modalities without specific object, they are affective experiences with a level of diffuse activation, disconnected from further causes. Thus, the essential difference between emotions and moods is represented by the type of activation: specific (in case of emotions) versus diffuse (in case of moods). The key element when it comes to emotions is "living" generated by the relation with a well defined object (internal or external).

The specific of the simple affective processes as reported to the complex affective processes lies in the emotional directional experience, oriented towards a stimulus. As the complexity level and organization of affective life grows, the patterns interaction makes it difficult the identification and naming the factors responsible for the apparition of complex affective states. It is easier to become aware and specify an emotion cause than our moods, feelings or passions multiple causes: "moods are affective states divorced from their antecedents. The subjective affective experience contains no object or event. Hence, as one moves up the hierarchy the object of emotion is lost. What remains is the undirected affective experience" (Cropanzano et.al., 2003, p.843).

Following the same line of ideas, Brehm (1999) underlines that between emotions and moods there are no conceptual clear distinctions made and he suggests, as a differentiating element, the *degree of awareness* which the emotional feelings have: emotions are defined by a higher level of consciousness as compared to with moods and affects. Being released in relation with a well defined stimulus, emotions are, generally, conscious. As Brehm (1999, p.20) puts it, "emotions function as emotions (urge-adaptive responses) only to the extent that they are felt consciously". Yet, there are very intense emotions, which surpass the person's ability to administrate from the affective point of view, or the capacity to accept consciously (for example, the feelings generated by the traumatic events).

Depending upon criteria as duration, intensity, level of activation and the degree of consciousness, *emotions* are viewed as short duration feelings, intense, with a high specific level of activation (precise orientation towards a stimulus) and a higher degree of consciousness, as compared to affects or moods. The emotional episodes are short duration answers at specific stimuli; intensity of an emotion is dependent both of the intensity and stimulus significance and the subject's sensitivity (capacity of affective vibration).

Moods are generalized, difuse, relatively stable affective living moments with moderate intensities. Mood represents a subjective modality of activation without an object, meaning that the situation or cause which determines it is not, generally, noticed by the one who is living it (it is characterized by a reduced level of consciousness). Although moods can have a well determined cause, generally, they are not connected to a certain object, but especially by a series of events. Moods are difuse states, with a prolonged affective tonality, at their origin being a multitude of subjective and objective factors, their interaction effects being more difficult to isolate and study.

By repetition, the same type of emotions create affective patterns (or distinct emotional models), which are subsequently activated, selectively, compared to the stimuli (Izard, 1991). The person's emotional answers at the external environment demands are influenced by the affective patterns already formed and, in a certain degree, this emotional stability predicts, under familiar circumstances, the type of emotional behaviour. More concrete, the previous experience and repeated emotions lived by a person in the relation with a stimulus (another person, a situation/circumstance/, an activity) lead to forming an emotional pattern which predicts the relatively constant character of the emotional behaviour and the repetition of the same types of emotional answers.

The frequent living of positive emotions at the labour place leads to creating a positive mood, meaning it stabilizes some elements of the emotional experience. In the same way, the very stressing circumstances, conflict ones, negative feed-backs received at the labour place or repeated living of negative emotions, contributes to consolidating unpleasant emotional sequences and structuring the negative moods.

In what concerns the role of moods in the professional activity, the researches results in the field of organizational psychology showed that *positive moods* are associated with the growth in the level of creativity, of cognitive flexibility, of labour productivity and professional satisfaction, with communication moods and negotiating skills, etc. Although some authors consider that *negative moods* favour more efficient cognitive processes of the information and more realistic perceptions, the great majority of experimental studies show the disturbing effects of negative moods on the professional activity, such as: diminishing the level of performances, insatisfactions in the labour process, reduced emotional commitment, the tendency of leaving the organization (the employees' wish to change the place where they work).

The *positive moods* sustain energetically, direct behaviour and get into the structure of positive attitudes towards the professional activity. Yet, the prolonged hedonic tone, although facilitates some tasks, especially those which involve creativity, may inhibit performance in the strict activities, where concentration, planning and effort are necessary. Exaggerate, unrealistic optimism, cannot sustain the effort which must be done in order to offer solutions for the difficult problems or to reach the challenging tasks/objectives.

Theories on the genesis and emotions procesuality have evolved in more directions: 1. accentuating the role of neurophysiological factors in determining the apparition of emotions (*biological theories*); 2. acknowledging the affective evolution function (*theory of the affective primacy and the theory of the twin-pathway*); 3. underlining the significance of cognitive factors in releasing emotions and interpreting the emotional experience (*cognitive theories*); 4. reevaluating the unconscious, focusing the stocking mechanisms and selective activation of the affective contents (psychodynamic theories); 5 highlighting the influence of genetic factors in emotions filogenesis and onthogenesis (*evolutionist theory*); 6.acknowledging the role of interactions between emotions and reasons (*humanistic psychological theories*).

In present, the idea of the interaction among all these factors is admitted (hereditary, neuro-physiological, psycho-dynamic, affective, cognitive) in releasing the emotional experience. All the above mentioned theories have contributed to building a conceptual frame which is relevant for the emotions analysis, so that, in present, the emotions study and investigation are centered on a few more important coordinates, depending on the basic components of the emotional processes: a) *cognitive component* or rational assessment (interpretation of stimuli significance); b) *behaviouristic component* (behaviouristic line, in terms of the orientation towards the stimuli and towards the involvement in activity); c) *expressive component* (emotions expressivity: intonation, change in voice tonality, body movements, gestures, face expressions, pose, etc) and e). *subjective component* – “*subjective living/experience*” (as a product both of cognitive assessment and of affective assessment, depending on the information processing at the level of unconscious mechanisms or at the level of rational structures). Although the internal congruence of the affective experience designs the unity between these elements of the emotional process, the components described above do not express themselves simultaneously, they can function in a dissociated manner (for instance, dissociating the feeling of expressive conduct).

2.1. Concept of emotional intelligence

The affective dynamics offer the energetic support necessary to release the unfolding of the activity and behaviour oriented to the purpose, making, every moment, a mixture of extremely diversified states, functioning as self-regulator and self-motivation, which vary, as intensity and tonality, from one person to another. The over-ordered components of the affective life are represented by concepts and personal skills such as: emotional intelligence, affective maturity, empathy, ability to administrate the emotional resources, ability to experiment the state of feeling well, the feeling of personal value (tied to the trust in one's own forces), etc.

In modern psychology, a new concept appeared which gains wide recognission in the research field, that of “emotional intelligence”, which creates the concept of unity between reason and feeling, based on the idea that lived experience is a mixture of ideas and feelings, which cannot be diminished in a simple manner to the cognitive or affective notion.

At the beginnings of experimental psychology, the research data have supported the position by which affectivity was defined as opposed to reason (right hemisphere corresponding to affectivity, left hemisphere as an area specialized in cognitive functioning). In present, with the

help of modern technologies, we can catch the relation between neurophysiological mechanisms of the emotional processes and cognitive ones, which can simultaneously transmit information at cortex level. More than this, it was demonstrated that the speed with which the information with affective value is transmitted is superior to the circulation speed of impulses responsible for the cortical activation level growth involved in cognitive processing (Goleman, 2001).

Emotional intelligence (EQ) is complementary to academic intelligence (IQ). At the beginning of the experimental approach of the reasonable life it was supposed that IQ is a genetic datum, which cannot be modified along man's life, thus success or failure in life is determined by this intellectual skill. Gradually, the role of learning was understood, and later the effect of "emotional intelligence" meddling, described as the ability to control emotional life, to become aware of the affective feelings and to express them along the context.

Goleman (2001) considers that the fast rhythm in which all societies developed in the last centuries, did not action in the benefit of affective structures, problems of mankind in the postmodern society are preponderantly of emotional nature, a great part of the existing conflicts have their origin in the contradictions at the feelings level. People's emotions do not function in the same efficient way anymore as in the past, because the information streams are too big and unpredictable as compared to the person's immediate reaction possibilities: "while our emotions were intelligently guided in the long period of evolution, the new today's civilization realities appeared so rapidly, that evolution cannot keep pace with what is happening around" (Goleman, 2001, p.19).

Maslow (1962) highlights the limits of rational knowledge and advance the idea of a unifying synthesis intervention between the rational knowledge and affective feeling/living, turned today into the concept of emotional intelligence. In this sense, it is referred to the type B knowledge, contemplative, affective-intuitive and type-D knowledge, rational, practical, purpose-oriented. The impersonal, objective approach, distance to the object, limits the understanding of phenomena essence, while combining intuitive-affective knowledge with the rational-logical one facilitates the process of knowledge.

Emotional intelligence has compensatory effects, in the sense that it substitutes and even surpasses by its positive effects, the academic intelligence. Pro-active persons, with a stable emotional system, have adequate emotional reactions, they adapt better to the circumstances with a heavy emotional burden, the energetic reorganization is faster. Awareness, recognition and surpassing emotions capacity leads to performances growth in the learning and productive activity, in obtaining positive results in the professional life and within social relations. The level of emotional intelligence is related to the dynamic of the process of self-assessment, which gradually leads to creating the feeling of identity and dignity, of self-respect and to shaping a self unitary concept, consciently defined.

Synthesizing the defining coordinates of emotional intelligence, described in the speciality literature (Mayer, Salovey, Caruso, 2002; Goleman, 2001; Roco, 2001) we remark that the emotional intelligence (IE) was defined depending to the capacities or components which it involves, among which more relevant are the following:

- ✚ awareness (understanding, knowing) the affective states even in the moment when they are produced;
- ✚ identifying, by introspection, the real factors which determine the positive or negative affective feelings;
- ✚ expressing by verbal and non-verbal means the emotional feelings;

- ✚ anticipating the affective behaviour depending on the circumstances, knowing the consequences of emotions in the behaviour plan;
- ✚ affective self-control and relatively coping to the external stimuli with an important emotional burden;
- ✚ adequate answers at unusual, critical, stressful situations;
- ✚ rapid adaptation to new situations; capacity of surpassing the critical emotional phases/states, to reorganize after crisis moments;
- ✚ capacity to admit and repeat the positive experiences which stimulate personal evolution; optimism; the need to self-accomplish.

Optimism is, the same as empathy, a basic component of emotional intelligence. Optimism is conceived as the ability to experiment the state of feeling well, of expressing the ideas and feelings in a constructive, positive manner, the capacity to persevere in attaining the purposes, even under difficult circumstances. In Srivastava, McGonigal, Richards, Butler & Gross' (2006) opinion, optimist persons have positive expectations about the future (a bright perspective on life) and frequently experiment positive emotions; under conflict circumstances, optimist persons search for constructive modalities to solve the conflict.

The theoretic researches results and experiments promote the idea that subjects with emotional intelligent register more success in the professional activity, have prompt reactions at the daily demands, higher adapting capacities to the environmental changes, have the ability to establish and maintain emotional contacts, to exteriorize affective states, have a live contact with their own emotional life, in other words, they are in an intense process of cognition and self-assessment. Emotional intelligence, affective maturity, empathy, concept of unitary self, extension of the level of awareness, all these concepts define the emotional condition of the autonomous subject, integrated in contact with himself/herself, capable of unfolding efficiently the activity in a social, dynamic environment, ever growing change, as the organizational climate is.

3. Emotional processes at the level of organization group

The main psychological processes which appear at the organizational group level are: emotional activation, emotional contagion and attributing processes.

Kiesler (1973) maintains that within the group there are high levels of emotional activation, generated by the multitude of interactions among group members and the labeling or interpretations of others' behaviour, depending on the expectations, needs to control or affiliation, etc. Group emotional experiences are different from the feelings which the subject has outside the relations with the others. One of the important characteristics of emotional life is made of emotions communication (open expressing emotions, expressive behaviour) which offers permanently a feedback to the other participants and regulates affective changes among them. At the group level emotional contagion phenomena are produced, by which particular individual feelings/living states are influenced by emotional transactions among the group members. Emotional contagion represents one of the psychological mechanisms by which leaders influence the members of the organizational group. Bono & Ilies (2006) maintain the idea that leaders use emotion, consciously or not, in order to influence their supporters/followers. If leaders are aware that their emotional expressions have a direct influence on the emotions of the group members, are even more motivated to elaborate their speech so that they send them emotions. Leaders capable of obtaining emotional answers from their employees have bigger chances to accomplish the desired organizational changes. Leadership theory shows that charismatic leaders speeches are energetic, passionate and emotional. In their declarations they make use of rhetoric techniques such as imagistic,

metaphor and stories, by which they send positive and optimistic images of the future, aiming to activate the motivational mechanisms of the group members (interests, aspirations, expectations, etc.). The political world offers a lot of examples on this matter: one of the modalities in which political leaders influence their followers is by illustrating a positive image of the future and promises for accomplishing some changes that electors expect.

Within the organizations, due to the position with authority which leaders have in the organizational hierarchy, positive or negative emotions expressed by the leaders influence group members' emotions and moods. Emotional contagion has different effects on organizational behaviour which the employees have, depending on the nature of the emotions by the leaders. Thus driving to or facilitating positive emotions in employees' attitudes leads to more of the different types of behaviour results associated with efficient leadership: professional motivation growth, creating a pleasant labour atmosphere, open organizational communication, etc.

By emotional contagion, negative emotions lived by the leader influence, as well, emotions lived by the employees; the state of mind experimented by the leaders may be transferred to the members of the group. Even if the members of the organization can be stable from the affective point of view or with a very good level of emotional involvement, an anxious leader, for example, situated in an authority position, may disturb individuals' emotions (the former's anxiety may change the group emotions).

Bono & Ilies (2006) wrote a series of studies aiming to examine leaders' emotional positive expressions effect on the group members' mood and perception and noticed that positive emotions expressed by the leaders have a direct positive influence on the group mood. Even in short and accidental interactions between leaders and the group/followers, leaders' positive emotional expressions influence the mood/state of mind, as well as their emotional answers and attitudes. The two authors remarked the existence of some consistent and significant bonds between charisma and leaders' positive emotional expressions: charismatic leaders transmit more positive emotions than the less charismatic leaders (persons who got higher qualification grades on the scale of charismatic leadership expressed more positive emotions than those qualified as less charismatic). Group members interpret leaders' positive emotional expressions as signals of an open, willing to cooperate attitude. Individuals may think that "a leader who expressed enthusiasm is either (a) truly passionate about their work, making them a more committed leader, (b) a nice, friendly person who would be more likely to treat employees with respect, or (c) more likely than a less enthusiastic leader to take an optimistic approach to solving problems and be more developmental than critical when problems are encountered" (Bono & Ilies, 2006, p.331).

By emotional contagion and empathy, emotions are transmitted from one person to another. Processes which interpret the emotional expressions that the others show are frequently and naturally produced. Exteriorizing the emotions which one person lives evoke certain thoughts, feelings, actions in those who notice them. To those emotions internal causes are attained (mood/spiritual causes) or external (situational).

Llu, Karasawa & Weiner (1992) made a series of experiments aiming to identify the connections which people make about the causes of positive and negative emotions. The performed experimental models had, as main objective, the assessment of the cognitive components: what individuals believe about the causes of emotions (awareness for the causes of emotions). The results obtained showed the fact that that people assign, generally, the positive emotions a multiple causality, and the negative emotions a limited and more precise causality. People can identify more precisely the causes of the negative emotions (in

themselves or the others), than the causes of positive emotions. The explanation would be that the negative emotions demand a faster information processing and a rapid identification of the cause to lead to an efficient coping of the situation and go over the obstacle.

People interpret constantly the emotional expressions of the others around them and use the displayed emotions as clues or signals, which guide them in the interpersonal relations. Karasawa (1995) maintains that one's own negative emotions are assigned more to the situations than the moods, while the others' emotions are assigned equally to the situations and moods.

People have the tendency to show helping behaviour and support if they assign the other negative emotions to a circumstance which they translate as bad. For example, people have the tendency to help and support persons who face and go through, due to unhappy circumstances, negative emotional experiences, but avoid to manifest empathy and help to the persons who frequently have a depressing mood. In other words, people assign negative emotions displayed by the other an objective cause (for example, a traumatic event, an unpleasant circumstance) show more empathy and support than under the circumstances to which they assign the other's negative emotions a subjective cause (a way of being, a mood).

Under the circumstances in which the observed person's negative emotions are assigned to some objective situational causes (losses, traumas, etc.), the observer's emotional reactions are empathic, intending to help and support. When the observed person's negative emotions are assigned to some subjective causes (pessimism, a depressive mood, tendency to re-live unpleasant events), emotional observer's reactions are neutral or indifferent, they diminish considerably the intention to support the other, even more, the tendencies of avoiding the other or rejection for the person labeled as "depressive" appear.

Dealing with the cause of emotions apparition at the labour place, the generating factors have their origin in the subject, in the characteristics of the activity at work as well as in the organizational environment particularities. Thus, *positive emotions* at the labour place and in the professional activity are associated with: positive self-image, trust in one's own forces, high level of personal autonomy, independence, awareness of the things well done, professional competence, needs satisfaction, recognition of the professional merits, good relations with colleagues, pleasant relations with the other and outside the organization, in the family.

Living *negative emotions* at the place of work is related with: negative self-image, fear of failure, a reduced trust in one's own forces, personal style of work under stressful conditions (pressures such as: time deadline in which an activity must be accomplished), insufficient knowledge, incomplete professional training, situations of conflict, difficult relations with the colleagues who increase the level of anxiety, personal problems which affect the working capacity.

4. Emotional Self -Control and Emotional Labour

Studies on emotions management in organizations are based upon two important concepts: capacity of emotional self - control and emotional labour.

Capacity of emotional control represents the ability to regulate our emotions ourselves, to control and adapt the emotional answers to stimuli – the tendency to influence willingly, the course of the emotions lived "here and now" as well as the way in which these are presented, expressed, exteriorized. The capacity of emotional self-control is manifested frequently in the

diversity of daily interactions and situations, whenever we regulate spontaneously or willingly our emotions and express only the socially desirable. As the emotional self-regulating tendencies are automatized, the emotional regulating behaviour becomes a common one, framed in normality, so that we rather notice the absence of emotional control in the others (such as affects, uncontrolled emotions), than the presence of self-regulating mechanisms.

Exteriorizing the emotional living in the organization environment can or cannot be in congruence with the real emotional feelings of the social actors. Emotions could be manipulated, simulated, faked, depending on the emotional self-control abilities the subject has. People can show emotions which differ from their real affective experience, from what they experience in their real life, what is authentic. The reasons for which people willingly show faked emotions, in disagreement with their real feelings and emotions, are different, from the need to maintain a positive image in the others or the desire to spare the others feelings, until the fear of the negative consequences that showing real feelings would have on the job position and social status or the tendency of avoiding the consequences on the activity or the organizational environment (for example, fear of losing the place where they work).

Employees' mechanisms of emotions control exist in any organizational environment, irrespective of the organization type (with a democrat or authoritative leadership). The differences in practicing the control rise come from the nature of the rule explicitly formulated and promoted within that organization. In the authoritative organizational environments, neutral or cold from the emotional point of view, the employees are compelled to repress their emotions or to fake them and express them as forms socially desirable, starting from the idea that showing one's emotions is a sign of weakness or it can affect in a negative way the individual position within the organization. Blocking the emotional manifestations, both positive feelings and the negative ones, diminishes the employees' spontaneity and creativity and leads to establishing formal, impersonal relations. On the other hand, in organizational environments with a democratic leadership, the focus is widely put on showing and expressing one's positive emotions, both between the members of the organization and between employees and clients.

Emotional labour, translated as "emotion while working", is defined as a manifestation of the desirable emotions during labour transactions, depending on the demands of the professional activity (Morris & Feldman, 1997). If emotional self-settling is a natural phenomenon, the emotional effort made in order to express desirable emotions in the organizational environment, that is to compel to the emotional rules imposed by the organization, does not take place as naturally. Faking and presenting unreal emotions implies a high energetic consumption, which gradually leads to emotional exhaustion or internal conflicts; these in their turn, maintained on long term, influence in a negative way the professional performance, that is, it diminishes it.

Organizations ask the employees, especially within the professions which involve dynamic interactions with the clients, to act accordingly to the explicit rules of emotional manifestations. In Morris & Feldman's opinion (1997), one of the reasons for which organizations ask emotional effort from their employees is the expectation that settled emotional expressions will increase the quality of the services. It is started from the idea that, due to the employers' adequate emotional behaviour, specifically by showing positive emotions, emotional bonds based on respect, trust and opening are established between employees and clients. The research showed that clients' loyalty towards organizations is influenced by the human relations quality: clients choose the organizations they trust for the services and products quality, but at the same time, because emotional bonds have already been created.

The organizations need to settle the employees emotional manifestations and to assure the compliance with the organizational purposes (especially with the activities which ask for verbal interactions and direct contact with the clients) is shaped in establishing some explicit emotional rules about presenting the desirable emotions, by which the communication optimization is looked for between employees and the clients who benefit from services and products. As Morris & Feldman (1997) underline, in modern society there is a rapid growth of the products and services for which the employees are asked to manifest positive emotions in relation with the clients, aiming at the potential impact of presented emotions has on the services quality and at the clients' satisfaction. The employee is compelled to control the emotional manifestations and to show positive, pleasant, emotions. Inner willful emotional self-control added an external one, an imposed demand, expressly asked and formulated by the organizational policy, to present desirable emotions.

Surviving in the social competition which exists within organizations, takes from the employees to hide their demands and suggestions of the organizational role, to compel to the rule promoted within the organizational environment, social behaviour patterns included and the emotional manifestation rules. The control set on the emotional behaviour is referred to the pressures on the employees to assimilate a certain emotional language, they must use afterwards in the relations with the clients. For this purpose, emotional skills development training-stages are made, where employees learn to express their emotions in relation with the clients.

Generally, the employees comply the organizational policy and assume a certain emotional language, meaning they express desirable emotions, even if these do not match their real, authentic feelings. The personality traits play a decisive part in it: sociable, extraverted persons, kind by their nature, do not face difficulties in expressing their positive, pleasant and desirable "emotions", when they interact with the clients, because they actually "live" them; on the other hand, for the introvert, lonely, egocentric persons, the organization emotional expressing rules can be a permanent challenge, asking a far greater emotional effort. The imposed emotional rules can generate affective dissonances: disagreements between what the employer really feels and what he "must" show according to the provisions of the organization emotional rules.

At the same time, some conflict, tense situations, such as the relation with an irritated or nervous client, in spite of the employer's kind behaviour, are difficult to administrate from the emotional point of view even for an employer with a high level of emotional self-control. Irrespective of the number of training stages the employer might have attended, during the interaction with a nervous client, who activates in the employer too a nervousness or aggressive state, the skills needed to express one's positive emotions are diminished considerably, implicitly the availability, kindness, good-will. Emotional self-settling is more difficult to accomplish under the circumstances when the employees live an affective dissonance, in the situations in which there is a conflict between what they must express (desirable emotions) and their real, authentic emotions.

As Morris & Feldman (1997) say, theorists overvalue the negative aspects of the emotional labour, insisting upon its negative and dysfunctional consequences on the employees' state of feeling well. As the two authors underline, the fact that under certain circumstances, especially when the employees express at the labour place, emotions matching their authentic feelings, emotional labour leads to favourable attitudes towards the professional activity and the positive behaviour effects, is true. Emotional labour is dysfunctional only in the measure in which the employees live an affective dissonance, a disagreement between their authentic feelings and emotions which they must show (simulate). Thus, expressing emotions asked by the nature of

the organizational role appears as dysfunctional for the individuals only in the measure in which those very emotions are in disagreement with the lived emotions.

If we mention the influence the emotions have on the professional activity, the researches results in the organizational psychology field showed that positive emotions improve the quality of the labour activity. Ilies & Judge (2005) notices that employees, under circumstances in which they experiment pleasant emotions, have the tendency to propose higher objectives and to involve in their task of work by generative and constructive modalities. Theory "*broaden-and-build*", elaborated by Friedrickson (2001), explains that positive emotions lived by the employees enlarge the relation between thought and action (tend to enlarge momentarily thought register), grant cognitive ideas plasticity and flexibility, allow the flexible data processing, leading to a creative exploration of the ideas. Positive emotions are associated with a growth in the level of creativity, spontaneity and receptivity at stimuli and facilitate the constructive and creating approach of the tasks. At the same time, the experimental researches results show that negative emotions narrow thought register and determine defensive actions (tendency to evade from the work activities or tendency to avoid tasks). Negative emotions released by people's frustration because of the needs, traumatic events or losses, is turned into emotional barriers of the activity, affect the self-image and diminish individual performances.

5. Conclusions

Affective dynamics, understood as an assembly of successive re-balancing, restructuring and reactivation stages of the emotional resources, shape and influence a whole range of behaviour manifestations in the employee: decisional behaviour, communication and relation skills, work style, activity performance and efficiency, mental changes and restructures (assuring coherence, unity and at the same time cognitive structures plasticity in the unlimited diversity of problem situations.). All the qualities of a human action (reason/rationality, ethics utility, efficiency, inventivity, etc.) are influenced both by the cognitive patterns and the availability to operate data flexible manner, and the subject's emotional experience as reported to certain categories of stimuli. In the organization activity, the employee confronts with a multitude of problematic situations, and to solve them he activates, at the same time, operating, conceptual, relational availability and his emotional resources.

Nowadays, the preoccupation for the emotional life quality is present at the level of the developing strategies: management of the total quality, conflict negotiation techniques, communication efficiency increase between work-teams, professional merits revaluation and recognition, increase at the level of professional performances, etc.

Organizational behaviour and professional activity are, in the same measure, supported, released and goal-oriented, both by cognitive factors, by the personality traits and the motivational structures, and the emotional processes.

At the interpersonal level (social), emotions management is aimed at settling the emotional changes (transactions) among the employees, among leaders and employees, among employees and clients. At individual level (personal), emotions management designs the person's ability to administrate emotional resources in order to adapt in a better way to the organizational environment and the demands of the professional activity. The main resources necessary for the emotions management, both at personal level and interpersonal level, are emotional intelligence, emotional labour and emotional self-control capacity. Also, in order to administrate emotions in organizations it is necessary to know the main emotional phenomena which appear within organizational group: emotional activity, emotional contagion and assigning processes.

Because emotions play an important part in organizations, efficient leaders are interested in aspects of theory and practice connected to the factors which improve the employees' emotional condition. By their emotional behaviour and by affective contagion, leaders can influence, in a positive or negative way, employees' emotions. In order to obtain the organizational objectives, some leaders use emotional settling strategies (by affective contagion) or control strategies, the type of explicit emotional rules promoted inside the organization.

Positive emotional experience at the work place, positive feed-backs received, labour revaluation and recognition of the professional merits by the organization leaders, employees' satisfaction and state of feeling well are decisive factors to increase the organization efficiency.

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