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**ROLE OF DISCRETE EMOTIONS IN PREDICTING**  
**PROFESSIONAL PERFORMANCE**

**PHD SUMMARY**

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## **Introduction**

Deep changes in economic, social and cultural structures influence the outcome of the modern man in terms of his identity, spirituality and mentality. Modern society, characterized by change in both social and cultural life, is defined by the following more important elements: orientation towards goods achieving, impressive growth of the number of the organizations, professional orientation and division of work, a diversity of commercial relationships, media's influence, diversity of means of communication and speed of access to information, paper work, constant monitoring of social agents within organizations. Closed societies, authority lead, have been replaced by open societies, democracy lead, which promote human rights, freedom of speech, innovation, valuing and stimulating creative resources of social agents in every field of life, in order to face up to social competition.

Nevertheless, data gathered from experimental programs and research has shown disturbing effects of the alertness of life upon individual's emotional balance and also upon professional performance. Many works in the domain have pointed out the consequences of stress upon work and have demonstrated the fact that, within organizations, employees go through negative emotions, feelings of uncertainty, of anxiety, associated with the loss or diminishing of self-esteem, etc.

Despite the short lived nature of emotions and of the obstacles faced when evaluating them, as well as when it comes to stressing out the many causes which generate emotional phenomena, the study of discrete emotions is, nowadays, a central topic for theorists and researchers, and also a challenge in research. We witness an important growth of the numbers of works that concentrate on discrete emotions in work, which demonstrates the fact that this is a modern topic and also that the interest which it has arisen. According to Ashkanasy (2003, p.18), what makes study of emotions so interesting is precisely their being so dynamic, active and in continuous change: "unlike other previously studied variables, such as personality traits, attitudes and beliefs, affective moods and emotions change rapidly from one day to another , even from one moment to another."

The theoretical view which mostly guided our study and research of emotions is *the discrete emotions theory DET*, (Izard, 1977, 1991, 1993), according to which emotions work as complex systems with multiple components. An emotion is a system, more elements or components interacting with each other: *the subjective component* (The **actual living**), *the cognitive component* (**interpreting the stimulus' meaning**), *the behavioral component* (**the tendency to act and emotions' expressiveness**) and *the psycho neurological* ( **autonomous , organic changes**).

In chapter 1 we underlined the connections between discrete emotions and other affective processes and also framing emotions in affective system. We presented Romanian psychologists' contribution to the study of affective emotions and their classification of affective processes. Chapter 1 contains debates upon terminology used in specialized literature: definitions and characteristics of affective processes, limiting and conceptual details which refer to emotions and moods. Also, we spoke about the leading components of affective processes (the mechanisms connected to managing emotional resources): affective maturity, emotional intelligence and empathy.

Chapter 2 contains a theoretical study based on organizing specific information on *discrete emotions*. More specific, the aspects we approached in this chapter refer to: definitions and terminology explanations (what are discrete emotions?), ranking and categories of discrete emotions, causes leading to emotional living, (under what circumstances and conditions do emotions appear?). An important part of the chapter focuses on discrete emotions traits: this description has the purpose to stress out the main indicators of emotions in terms of intensity (level of activation), hedonic view, length, direction, expressivity, motivational value and cognitive value.

In chapter 3, our objectives are: where we stand in terms of researching discrete emotions nowadays, enlisting the most relevant theoretic models according to which analyzing emotions takes place (classic and modern theoretic approaches), pointing out the role emotions play in psychic life (self balance role, adjusting role, the role of energetic help of all other psychic processes, social and communication role, and the catharsis role). Considering that one of our work variables is represented by self esteem, a sub chapter deals with the relation ship between self esteem and discrete emotions.

According to their scientific inclination, theorists have offered different explanations and interpretations of genesis, nature and occurring of discrete emotions. In order to create the conceptual framework for the question approached, we have presented the most well known theories on emotions: *neurological and physiologic theories, evolutionist theory, the theory of affective concepts being first, the model of pair way, the theory of discrete emotions, the complex model of affects, cognitive theories, motivational and psychological humanist theories, psychodynamic theories, the theories of social learning and communication of emotions, the theory of affective events, the model of the five levels of emotions and the model of affective infusion*. In presenting the explanation and interpreting theoretical models of discrete emotions we focused on the latter contribution on the study of emotions, by underlining the fundamental views, which have an impact on approaching and investigating emotions nowadays.

Chapter 4 describes the most relevant emotional phenomena which occur within a work group: *emotional activation, emotional contagiousness and attribution processes*. We have also approached the two dimensions of emotions management (personal/subjective management and group work management), as well as the concepts they rely on: emotional self control and emotional effort. We have pictured the specific traits of managing emotions during work, their advantages, limitations and risks.

In chapter 5 we covered the following aspects: the dynamic aspect of work performance, the main indicators used in assessing professional success, the results offered by specific research done upon the relationship between emotions and professional success and upon the outcome of emotions in work and success.

Chapter 6 consists of practical objectives research tools (variables, hypothesis, methodology, participants, and procedure-tools). An introductory part of the chapter presents the most used methods of assessing emotions, their advantages and their limitations. The central variables studied are discrete emotions and professional performance, but the research design also included the study of relations between discrete emotions and other three variables: self esteem, personality traits and intelligence.

An important sub chapter deals with the design of *Assessing discrete emotions questionnaire*, a tool elaborated for research. The questionnaire assesses eight emotions, four positive emotions (joy, happiness, gratitude and well being) and four negative

emotions (anger, fear, envy and jealousy). In designing the questionnaire all the necessary steps for obtaining a psycho diagnosis were followed: concepts being defined and operational, items generating, taxonomy of relationships between items and measured constructs, correction grid, fidelity calculus and validity determination.

Chapter 7 consists of two studies about research on discrete emotions, on the relationship between emotions and professional success and the role of emotions in predicting professional performance. The purpose of the studies was to investigate how discrete emotions predict variations of professional performance (the predictive role of professional performance). The chapter contains a description and interpretation of the research.

The final section of this paper consists of final conclusions, an overview of the results obtained after the research and their implications in organizational management and in dealing with human resources, from a practical point of view.

## **Chapter 1. Affectivity**

### **1.1 General- theoretical framework. Definitions, characteristics and classifications**

In recent years significant progress has been made when it comes to the defining and operating of discrete emotions, as well as emotions assessment. Among the criteria that contribute to making the difference and a ranking of emotional life contents, the most important are: *intensity or level of activation, hedonic tone, level of awareness, length, expressiveness and value.*

*Ranking of affective processes.* In Romanian works in this field (Popescu - Neveanu, 1976; Pavelcu, 1937; Zlate, 2000; Golu, 2005) a typology based on three categories of affective living is stated: 1 *basic affective processes and living (emotional tone, organic living, affects)* 2. *complex affective processes and living (current situational emotions, moods);* 3 *superior affective processes and states (feelings, passions).*

In universal scientific literature, passions and feelings are approached as superior affective parts of discrete emotions system, discrete emotions are called, by some authors, basal affects, there isn't always a quality distinction between moods and

emotions, etc. Therefore, the *complex model of affects*, one the most used models when it comes to describing emotions, in fact depicts discrete emotions. According to Barsade & Gibson (2007, p.38), “affect is an *umbrella* term which refers to a wide variety of livings which the individual experiences, including *emotional states* (discrete emotions, moods), as well as *affectivity traits* (positive and negative affectivity).”

In universal specific literature, there is a tendency that affectivity be approached from two perspectives: *affectivity as mood* and *affectivity as trait*.

*Affectivity as mood* refers to the actual emotional states: *discrete emotions* or current situational emotions (see chapter 2) and moods.

*Affectivity as trait* refers to relatively stable characteristics of emotional condition (*positive or negative affectivity*), which are acquired in time, by maintaining the person in emotional states of the same kind (either positive or negative ones). Positive affectivity refers to a person’s tendency to experience predominantly positive emotions and negative affectivity refers the tendency to experience predominantly negative emotions (Russell, 1979, 1980; Russell & Carroll, 1999; Russell & Feldman-Barrett, 1999; Watson & Tellegen, 1985, 1999; Watson & Clark, 1984; Seo, Feldman Barrett & Bartunek, 2004).

## **Chapter 2. Discrete emotions**

### **2.1 Terminological statements. General characteristics of discrete emotions**

*Terminological statements. Discrete Emotions Theory* - Izard, 1997; 1991), also called *Differential Emotions Theory* (DET), defines emotions as entities that have a heterogenous and strongly individualized charecter, and are distinctive for each person.

From the discrete emotions theory perspective, *an emotion is a complex, multilayered system* (Izard, 1991; 1993). Each emotion is approached as a distinct category, formed by more components or elements which interact: *subjective component* (actual living), *cognitive component* (rational assessment), *behavioral component* (tendency to act and expressiveness) and *neurological and physiologic component* (autonomous changes).



In order to make understanding discrete emotions easier when it comes to their original and natural view, we have to point out the fact that, the notion equal for “discrete emotions” is “current situational emotions”, as described in classical terminology from the traditional classification of affective processes built by Romanian psychologists. Within this study, we used alternatively the two notions, the term “discrete emotions” being although more widely used, precisely in order not to get too far from the initial meaning of the concept in order to stay close to the idea of discrete emotions theory. (Discrete Emotions Theory –DET). **Definition.** *Discrete emotions or current situational emotions are affective experiences which are short lived, with variable intensity, which can occur calmly or tumultuously, accompanied by neurological and physiologic manifestations, having a well determined orientation: towards people, objects, specific situations.* (Golu, 2005; Izard, 1977, 1991; Lazarus, 2011; Russell, 1979; Diener & Emmons, 1985; Russell & Feldman-Barrett, 1999). General characteristics. Discrete emotions can be described considering seven more important dimensions, as presented in Chart 1 (this ranking belongs to me):

<b>Criteria</b>	<b>Emotions</b>
1. Intensity or level of occurrence	Passive or active emotions
2. Hedonic tone or the amount of pleasure experienced	Pleasant emotions (positive, good), unpleasant (negative, bad)
3. Time span (persistence, maintaining in time)	Short and long term emotions
4. Direction	Emotions experienced by the person in the relationship with themselves Emotions experienced during the relationship with others Emotions experienced during professional activity
5. Expression	Emotions which create tumultuous behavior (intense behavior responses that include the entire body: face expression, pantomimic, pale face, blushing, choking, voice changes, etc).

	Emotions that have few exterior signs
6. Motivational value	Emotions triggered by fulfilled needs Emotions triggered by unfulfilled needs
7. Cognitive value (awareness degree)	Emotions with high or low awareness Functional, positive emotions, which are associated with positive cognitions and dysfunctional, negative ones, associated with bad cognitions

In order to clearly use the concept of “discrete emotions” and to generate the items in Assessing discrete emotions questionnaire, we considered as being useful another picture of emotions, centered on generating sources of emotions, both positive and negative.

*Discrete emotions causes.* It is obvious that when it comes to the causes of emotions, these are as varied as diverse and unique the inner experiences of an individual are. Nevertheless, the main antecedents or general causes associated with the occurrence of emotions, as they become obvious by enlisting the information gathered from specialized literature consulted in the purpose of this study (Izard, 1991, 1977; Lazarus, 2011; Frijda, 1987; Diener & Larsen, 1984b; Diener & Emmons, 1985; Helson, 1959; Goleman, 2001; Rimé, 2007; Lelord & André, 2003; Seligman, 2007), can be described using seven different dimensions (this ranking belongs to me): *1.needs fulfillment* (emotions generated by gratifying the needs of security, of love, of social recognition and belonging, of power and control, of self fulfillment, etc.) *2.becoming close to the desired purposes and the achievement of self imposed targets;* *3 personal knowledge and development* (emotions related to the process of knowledge and self knowledge, to the person’s ability to make his/her life meaningful, to the need of self achieving/actualization (meta reasons ); *4.attention orientation according to the value of the stimuli and their significance to the subject;* *5.emotional management* (a person’s ability of emotional control, their ability to manage their emotions); *6.the person’s expectations regarding the future;* *7.unpredicted events; unusual life circumstances.*

### Chapter 3. Theoretical models on discrete emotions

**3.1. Emotions theories.** According to their scientific paradigm, theorists offer different explanations and interpretations of the genesis, nature and processing of emotional phenomena. The modern diversity of theories on emotions is an expression of the complexity of emotional processes; nowadays, the multitude of emotions theories allows specialists holistic approaches. In this chapter I presented the best known theoretical models of emotions, underlining each theory's contribution to the differentiate study of emotions.

1) **Evolutionist Theory** (Darwin, 1872; Ekman, 1973, 1994). From the evolutionist perspective, emotions are viewed as adaptive subsystems, derived from needs of survival or as expressions of inherited, hereditary programs (genetic programming which bring a predisposition to certain types of emotional reactions).

2) **Classical neurological and physiologic Theories-***peripheral theory on emotions* (James, 1884, 1994) and *central physiologic theory* (Cannon, 1927, 1929). Neurological and physiologic theories approach emotions in terms of neurology and physiology focusing on organic, biologic manifestations which accompany affective living: change in respiratory rhythm, in heart rhythm, increase of adrenaline, dopamine and other chemical mediators' level, etc.

3) **Modern neurological and physiologic Theories** (LeDoux, 1996, 2000; Zajonc, 1980, 1984)-*affective primacy theory*- according to which emotions can occur before rational evaluation of the stimuli and independently of this one-and *twin-pathway model of emotion* which states that emotions can be generated both by rational knowledge and by emotional knowledge(knowing by feeling) and that at the root of emotions' occurrence stand multiple evaluation ( conscious or unconscious, affective or cognitive) of the meaning of external and internal stimuli.

4) **Discrete Emotions Theory (DET)** - (Izard, 1977, 1991, 1993). According to *discrete emotions theory, an emotion functions as a complex, multi layered system* or as more elements which interact: *subjective component, cognitive component, expressive component and neurological and physiologic component*. Also, *emotions, as systems, are interconnected*, so as an emotion of the same kind functions in relationship with

similar emotions and forms stable couples which activate simultaneously; for example, joy can activate similar emotions: gratitude, satisfaction, interest, enthusiasm, etc.

5) **The circumplex model of affect** or the two dimensions model-(Russell, 1979, 1980; Russell & Carroll, 1999; Russell and Feldman-Barrett, 1999; Watson & Clark, 1984; Watson & Tellegen, 1985, 1999)-operates with two concepts: *discrete emotions* (described in terms of intensity and hedonic tone) and *traits of affectivity* (PA and NA).

6) **Cognitive Theories** (Lazarus, 1991, 2011; Scherer,1984; Frijda, 1987; Smith & Ellsworth, 1985); cognitive-physiologic theory (Schachter & Singer, 1962)-underlines the role of cognitive factors in the process of occurring of emotions. For Lazarus (2011), emotions occur because of cognitions. From the cognitive point of view, the object (stimulus) in itself is not the most important, but the way in which the person interprets it, the rational signification it is assigned with.

7) **Humanist motivational and psychological theories** (Rogers, 1961, 1980; Maslow, 1962, 2007; Murray, 1938; McClelland, 1985; Baumeister & Leary, 1995; Evans, 1989; Emmons & McAdams, 1991; Locke, 1968) state that the origin of emotions lies in the relationship between subject and world, more precisely, in the way in which this relationship is “lived”, depending on satisfaction (gratifying) or dissatisfaction (frustration) of the reasons. *Need satisfaction is associated with pleasant, positive emotions; frustration makes negative, unpleasant emotions occur.* Starting from basal needs, up to the superior ones, all motivational structures are accompanied by an emotional tonality, in terms of pleasant or unpleasant.

8) **Psychodynamic Theories.** In this category we have psychoanalysis (Freud, 1980) and analytical psychology (Jung, 1997), which give explanations and interpretations on psychic life and on emotional condition, focusing on the notion of *unconsciousness*.

From psychoanalytical perspective, the unconsciousness represents the headquarters of pulsing, wish, dream, of dejected psychic material, etc. the nature of unconsciousness is mainly affective, emotions being rather anterior than consequences of cognitions: the way in which events and significant relationships from one’s life have been lived, especially in little childhood, are kept in the unconsciousness under the form of image and emotion association. These unconscious contents influence, determine and

condition conscious and rational efforts to decipher and interpret real world, as well as the dynamic of emotional experiences.

According to analytical psychology, *emotions are sources of knowledge and self knowledge*. In our relationships with the others we “name” emotional experiences and, by doing this, we become more aware of them, we learn to communicate emotionally with the ones around us, but, what’s more, we learn to be in contact with our own emotions. The process of individuation (personal development or growth) is in a great measure directed by emotional processes. In psychotherapy, working with a person’s emotions means “accompanying” that person in their attempt to self knowledge, to knowing and naming their feelings (through verbal expression, active imagination, dreams and symbols interpretation, drawing, etc.), and, therefore helping them make genuine contact with themselves.

9) **Social learning and social communication of emotions theories** (Rimé, 2007; Lyubomirsky & Ross, 1997) state that emotional language is learned, through imitation, experience and through social processes of comparison. Emotions tend to be communicated to the ones around us; people tend to talk to others about their emotional experiences, they feel the need to communicate/verbalize their emotions, especially the ones lived intensely.

The modern approach when it comes to investigating emotions at the work place/ emotions in organizations is designed according to the conceptual frame described above, being supported by traditional models and by modern theories on emotions.

Conceptualization and research of emotions in work have led to new theoretical models centered on the analysis of relationships between emotions and other work variables, at the same time with the growth of interest for the study of emotions in organizations. In this sub chapter we pointed out some of the most relevant such new theories: **affective events theory (AET)** (Weiss & Cropanzano, 1996); **the model of the five levels of emotions in organizations** (Ashkanasy, 2003); **the affect infusion model, AIM-**(Forgas, 1995).

*Affective events theory-AET-*(Weiss & Cropanzano, 1996) states that emotions in organizations are determined by the intervention of some events at the work place. According to the employees’ subjective experience, the actual situations in organizational

environment and day-to-day phenomena are “affective events”. It is not the *intensity of the events* that determines emotions, attitudes and work behavior, but mostly their *frequency* does. For example, although people are perfectly capable of dealing with a negative situation at their work place, their resistance diminishes when more negative events occur.

*The model of the five levels of emotions in organizations.* Ashkanasy (2003) suggests “integrate multi-level model” when it comes to approaching emotions in organizations, a model which is structured on five levels. The emotions analysis is made differently, according to the components implied at each level (Ashkanasy, 2003, p.11):

1. *personal (individual) level:* affects, emotional events, discrete emotions, moods, behaviors;
2. *interpersonal level:* affectivity traits, emotional commitment, work satisfaction, emotional exhausting, emotional intelligence;
3. *interpersonal interaction level:* emotional effort, emotional changes, and emotion exteriorization;
4. *organizational group level:* the group’s affective substance, emotional state in organization, emotional contagiousness, emotional exchanges between leader and employees;
5. *organizational level:* organizational politics, work requests, rules of emotional exposure, emotional involvement in work, emotional culture and climate.

*The affect infusion model, AIM* (Forgas, 1995). According to this theoretical model, based on global affective evaluation and on choosing the essential elements out of subjective experiences (infusion), emotions experienced at the work place influence all psychic processes: cognitions, attention, volition and decision making mechanisms, motivational structures, attitudes, etc. By “infiltrating” themselves throughout the structure of the psychic (unconscious, conscious, subconscious), discrete emotions have the capacity to activate mnemonic systems (they revive past experience stored in affective memory), influence judgments, decisions and the employee’s behavior.

### 3.2 The role of emotions

In this sub chapter we described the main roles of emotions in psychic life: *self adjustment role, adapting role, energetic support for other psychic processes role, social and communication role and catharsis role.*

**Self adjustment role.** By using psychological and nervous energy/ energetic activation and restructuring, emotions have self adjustment function. Emotions have the positive role of balancing in relation with the environment, in those circumstances in which the stimulus action does not go beyond the capacity of affective management of the subject, in other words, if the body already has proper behavioral answers or if the energetic restructuring is fast enough to allow an efficient coping at external environment requests.

Self adjustment is more difficult to accomplish in cases when very intense experiences appear, experiences which overcome the subject's possibility of reaction, their actual capacity of emotional management. Emotional impasses occur at the moments when the subject does not possess the capacity to adapt to the situation, when he fails in deciphering the stimulus or he experiments it as being "overwhelming". Very intense negative emotions diminish a person's capacity to become aware of the "here and now" lived emotional experience (losing self contact) and to interpret the stimulus signification.

**Adapting role.** Discrete emotions, both positive and negative, carry out the role to adapt to the environment, forming intern signals which raise awareness that "something", either pleasant or unpleasant, is happening "here and now". Emotions function as *an intern warning system* (Simon, 1967), constitute internal "signals", warn about the challenging situations and ask for efforts to knowledge and adjustment to intervene (Sartre, 1997; Brehm, 1999), divert the subject's attention towards the significant environmental changes, to which the subject has to adapt (Pavelcu, 1937, Lazarus, 2011).

**Energetic support for other psychic processes role.** Emotional processes interact with all other psychic processes and activities, influencing their dynamic. The

relationships between *emotions* and *needs/motifs*, as well as the links between *emotions* and *cognitions* have been intensely studied in the field of emotions research.

In the center of theoretical approaches of the relationship between emotions and needs lies the concept of “satisfaction” or “gratifying” of needs. There is consent among specialists regarding the significance of interaction between affective processes and motivational processes: emotions are experiences triggered by the satisfaction or dissatisfaction of needs, desires, pulses, etc. Needs fulfillment generates pleasant affective states (joy, pleasure, enthusiasm, etc); not fulfilling of needs produces negative emotions (frustration, sadness, unpleasantness, etc.)

From the cognitive perspective, it is not the actual object that is important, but especially the way in which the person interprets external conditions, the rational signification he assigns them with. Normally, a distinction between rational cognitions and irrational ones is made, as well as between functional, positive, having adjusting value emotions and dysfunctional, perturbing ones.

**Social and communication role.** Through emotions we communicate the ones around us our experience. According to *the theory of social learning and communication of emotions* (Rimé, 2007; Lyubomirsky & Ross, 1997), emotional language is learned, by imitation, experience and by social processes of comparison. Humans’ natural tendency is to share their emotional experiences with the ones who surround them: they tend to communicate and to verbalize their emotions, especially the ones intensely lived. Understanding, becoming aware and communicating their own emotions is linked to the process of self knowledge: as people know themselves better and are in contact with their own emotional experience, they also get the ability to “name” their emotions.

**Catharsis role.** Through communication, emotions acquire the role of *catharsis* as well; communicating and releasing tensions associated with emotions contribute to maintaining the balance of the psychic system. Unshared emotions (negative, painful emotions) are, generally, perceived and lived as a burden.

The catharsis role of emotions is recognized especially in psychotherapy. General goals of any form of psychotherapy are optimization of emotional condition, change of dysfunctional mechanisms, regain of well being. From dynamic psychotherapies perspective, for example, *real change and healing* cannot be accomplished without a



psychic restructuring both emotional and cognitive. Voicing emotions and regain of contact with your own emotional experience constitute one of the fundamental objectives of any form of therapeutic intervention.

Negative experiences and day to day emotional events, as well as unhappy events or harming episodes are filled with emotional, energetic baggage, which, under normal and ideal circumstances should be “ventilated” and expressed. Situations in which emotions are “bottled up” (when the person doesn’t communicate them to the ones around him, and, much more serious, doesn’t even communicate them to himself), keeping painful secrets, shameful or unpleasant experiences (without any possibility to unload the affects and emotions associated to these experiences), all these, in long term, emotionally destabilizes the person and threatens the integrity and unity of psychic life.

### **3.3 Self esteem and discrete emotions**

The objectives of this sub chapter are: describing the link between discrete emotions and self esteem, the results of the most relevant studies and researches on any possible associations between these two categories of variables, terminological explanations about the following constructs: *the concept of self, self image and self esteem*. We also brought into attention the levels of self esteem( high, medium and low) and we presented specific defining elements of these variations of self esteem. *High or medium self esteem* relies on the person’s positive and realistic self assessment in terms of qualities, flows, skills, way of being, etc. Persons with an optimum or high self esteem are described as being autonomous, independent, with a good capacity of self knowledge, having clear and realistic representations about themselves.

After organizing information from specialized literature (Branden, 1969; Jacoby, 1994; Brown & Marshall, 2001; Campbell et. al., 1996; Kihlstrom & Klein, 1994; Lelord & André, 1999; Heatherton & Polivy, 1991; Rogers, 1975, 1980; Showers, 1992; Harber, 2005), we can state that *persons with high self esteem, HSE* are characterized by: (a)the feeling of personal valuing, being aware of one ’s self worth; the person’s capacity to feel good with him/herself; (b)positive and realistic self image; realist self evaluation of both strong points(skills,personality traits,etc.), and vulnerabilities or weak points; (c) the

tendency to predominantly experience positive emotions; (d) the capacity to emotional self control; the capacity to manage negative emotions; (e) more rapid management during failure situations( coping mechanisms); higher frustration resistance;(f) positive approach(centered on solutions) of conflictual situations;(g) trust in one's self resources; autonomy, independence; adaptability;(h) self accomplishment and perseverance when it comes to achieving personal objectives; decision making skills.

*Low self esteem* is based on depreciative self evaluation of the subject. Persons with low self esteem are characterized by addiction, low trust in own resources, a tendency to experience negative emotions, weaker capacities to manage negative emotions (Jacoby, 1994; Branden, 1969; Brown & Marshall, 2001; Locke, McLearn & Knight,1996; Lelord & André, 1999; Wood, Heimpel & Michela, 2003).

*People with low self esteem, LSE*, are characterized by: (a)the global feeling of personal devaluing, the person's tendency to appreciate one's self as being inadequate in one ore more domains of psychic function;(b) negative self image and a tendency to refer to one's self in depreciative terms; (c) a tendency to predominantly experience negative emotions; low abilities to manage negative emotions; (d) the feeling of "being trapped", difficult management during failure situations; (e) quitting when it comes to unsuccessful situations; low frustration resistance; avoidance of conflict situations; (f) low trust in one's own resources, addiction to others;(g) difficulties in making decisions, indecision.

Feedbacks received during a life time, starting with the first years of life, in childhood, adolescence, and then in adult life have an essential role in structuring self esteem. The messages about what he/she is, as a person, the subject receives from the ones around them, throughout their lifetime, influence the quality and level of self esteem. *Predominantly positive feedbacks* are associated with increase in self esteem, while *negative feedbacks* or messages contribute to diminishing self esteem. The very core of self esteem is formed not only by way of self evaluation (self evaluation and emotional judgments about one's self) but also by others' constant evaluation (the person's image reflected in others' perspective, others' opinion internalization).

## **Chapter 4. Emotions within a work group**

### **4.1 Emotional activating. Emotional contagion. Attribution processes**

The main psychological problems that appear within the organizational group are: *high levels of emotional activating, communicating and expressing emotions, emotional contagion phenomena and attribution processes.*

Kiesler (1973) states that within a work group there are *high levels of emotional activation*, generated by the multitude of interactions among the members of the group and by the labeling or interpretations of other people's behavior, in terms of expectations, need to control or affiliating, etc.

Emotional experiences within a group are different from the ones which the subject has outside his/her relation with the others. One of the most important characteristics of the emotional life within a group is constituted by emotion communicating (emotion expressing, expressive behavior), which offers permanent feedback to the other participants and regulates affective exchange among them.

Within a group there are phenomena of *emotional contagion*, with the help of which particular living of the individual is influenced by emotional transactions among the members of the group (Shamir, 1992; Neumann & Strack, 2000; Smith, 1984; Barsade, 2002; Bono & Ilies, 2006; Lewis, 2000).

It is by emotional contagion and empathy that emotions are transmitted from one person to another. During spontaneous emotional transactions people interpret the "read" emotions and tend to "label" them (attribution processes). Expressed emotions are attributed with certain internal, dispositional causes or external, situational ones (Llu, Karasawa & Weiner, 1992; Karasawa, 1995).

### **4.2 Management of emotions. Emotional self-control and emotional effort**

The approaches of management of emotions in organizations use, at present, three important concepts: *discrete emotions* (see chapter 2), *emotional self-control* (self-

regulation or emotion regulation) and *emotional effort in work (emotional labor)*, the latter being linked to explicit emotional emotions promoted in organizations.

**Management of emotions** can be realized at two more important levels: *a personal or subjective level* (represented by the person's capacity of emotional self-control, by emotional intelligence, by the ability to manage both positive and negative emotions) and *an interpersonal or social level*, centered on regulation of emotional exchanges among employees, among leaders and employees, among employees and customers.

According to Fineman & Sturdy (1999) the forms of organizational control are in fact of emotional nature. The control at organizational level is made through the direct or indirect action upon emotional components, upon employees' emotions: threatening to fire them, increase in payment, sanctions, existent norms inside the organization- all these generate emotions, emotions which can be manipulated.

We believe that the interest for employees' emotions should be a genuine one, and not a manipulator one, generated by the need to obtain profit or by the need to exert power. For example, a situation which frequently appears in an organization is that where the leader selects one or more people- by "reading" their emotional vulnerabilities, their need to be promoted (the desire to succeed and to be among the best) or/and by knowing their financial precarious situation (the employee's necessity to maintain the current work place because of financial reasons)- and uses them, by emotionally manipulating them, using his power in concern with all their resources: cognitive, emotional, social. In such situations, employees end up, gradually, in a situation where they spend many hours over time, they solve tasks which overcome their attributions and skills, they consume their energy and resources only at the work place, and this is not in favor of their inner life or of their family life; gradually, the phenomena of loosing contact with one's self and alienation appear.

**Emotional self-control.** The capacity of emotional self-control/ self regulation represents *the ability to self regulate our emotions, to control and adjust our emotional responses to the stimuli- the tendency to consciously influence the course of our "here and now" lived emotions as well as the way in which they are exposed, expressed, and exteriorized.*

**Emotional effort** is defined as: *manifestation of emotions that are desirable during work transactions, according to the professional requests* (Morris & Feldman, 1997). If *emotional self regulation* is a natural phenomenon, *emotional effort* carried out in order to manifest desirable emotions within organizational environment, understood as acting according to the emotional rules prescribed by the organization, does not take place as naturally. Forging and exposing unauthentic emotions imply a high level of energy consumption, which gradually leads to emotional exhausting or to internal conflicts; these ones, kept on long term, negatively influence professional performance, in that they diminish it.

Emotional rules vary from one profession to another. The data from the studies done in specialized literature on emotional rules at the work place show that each organization develops an emotional language and establishes an “emotional code”, according to the specific objectives of the work activity: salespersons and public workers are encouraged to show kindness, politeness and to smile in relation to customers, doctors are encouraged to show compassion, lawyers learn an aggressive behavior, etc.

One of the reasons why organizations ask for emotional effort from their employees is the expectation that regulated emotional expressions will increase quality of services (Ashford & Humphrey, 1993; Morris & Feldman, 1997; Cropanzano, Rupp & Byrne, 2003; Hochschild, 1979).

**Table2. Antecedents and consequences of emotional effort**

<b>Antecedents</b>	<b>Emotional effort</b>	<b>Consequences</b>
1. Explicitness of display rules	1. Frequency of interaction	1. Emotional exhausting
2. Routineness of task	2. Duration of interaction	2. Job satisfaction
3. Job autonomy	3. Emotional dissonance	3. Role internalization
4. Power of role receiver		

Morris & Feldman, 1997, p. 260

## Chapter 5. Professional performance

The objectives of this chapter are linked to the following aspects: underlining the dynamic character of work performance; presenting the main indicators used in evaluation of success in professional activity; depicting the results of research in specialized literature done concerning the relation between emotions and professional performance and the effects of emotions on work activity and on performances.

### 5.1 Dynamic character of professional performance

The most important questions linked to measuring the level of performance would be: “how do we evaluate professional success?”; “which are the evaluation criteria?”; “what evaluation instruments do we use?” When analyzing superficially, evaluation criteria are represented by *speed* (rapidity) and *correctness* of accomplishment of the tasks in professional activity. In fact, the criteria of appreciation of professional efficiency are multi dimensional and vary according to each work activity’s specificity.

Generally speaking, there are two categories of criteria that are taken into account when it comes to evaluating performance: *subjective factors* which ensure positive outcome of activity (necessary skills to develop an activity, personality traits, etc.) and *objective factors* (the characteristics of work activity, valuing of performance according to fulfillment of job description tasks).

Among subjective factors which influence the level of professional performance there are: *cognitive skills, intelligence as general skill, experience in work, the system of practical skills necessary in performing the activity, personality traits* (Pitariu, 2000).

From the point of view of reaching a high level of performance, stimulating the employees’ needs to self accomplishment is benefic, and this can be done using motivational techniques linked to: inclusion in teams of work in which there are positive relations, valuing the creative potential of individuals, involvement in the decision making process, job autonomy, employees’ possibility to fulfill tasks which lead to feelings of accomplishment, to professional appreciation and recognition. The possibility

of developing an activity which allows constant renewal of employees' resources and valuing their skills is an important motivational factor.

## **5.2 Outcome of emotions on professional activity**

**Positive emotions in work.** “*Broaden- and- build*” theory, developed by Fredrikson(2001), states that *positive emotions* lived by employees expand their relationship between thought and action(they tend to momentarily broaden the repertoire of thought), give plasticity and flexibility to cognitive designs, allow flexible working with data and lead to a creative exploring of ideas.

The causes of emotions' occurrence at the work place (generator factors) have their origin within the very subject, in work activity characteristics, as well as in particularities of the organizational environment. Therefore, *positive emotions* at the work place and in professional activity are associated with: *positive self image; trust in own resources; personal independence/autonomy; consciousness of a thing well done; professional competence; needs gratification; recognition of professional success; good relationships with colleagues; well balanced relationships with others outside the organization, in family environment.*

**Negative emotions in work.** Regarding the outcome of negative emotions in professional activity, the results of experimental research show that negative emotions narrow the repertoire of thought and determine defensive actions (a tendency to escape work activity or a tendency to avoid tasks).

Experiencing *negative emotions* (fear, anger, envy, jealousy, tension, sadness, dissatisfaction, etc.) at the work place is related to: *negative self image; fear of failure; low trust in self resources; personal working style under stress (pressures such as: deadlines); insufficient knowledge, incomplete professional training; conflict situations; difficult relationships with colleagues that raise the level of anxiety; personal problems which influence work capacity.*

## Chapter 6. Research objectives and methodology

Our work's research design deals with evaluation of discrete emotions and of their role in predicting professional performance. Although emotions in organizations have been intensely investigated in the last three decades, there are few studies that analyze the relationship between emotions and employees' performance at the work place. Theorists and researchers focused especially on the study of emotions as discrete variables, being preoccupied with the nature of emotions, more precisely with analyzing emotional living according to four most important dimensions: subjective component (living), cognitive component, neurological and physiologic component and behavioral component. Also, specialists focused their interest towards building interpretative-explanatory theoretical models on emotions or on some aspects such as emotional effort or emotion in work ("emotional labor"), emotional dissonance, emotional commitment emotional self control, emotional intelligence or management of emotions. It is precisely because of all the above mentioned that we consider the research an outcome of positive and negative emotions in performance and the investigation of the role of emotions in predicting professional performance as valuable.

*Methods used to evaluate emotions.* The study of emotions in organizations approaches emotion as being a psychic variable which can be manipulated, measured, and linked to causal explanations. From a methodological point of view, we observe the limited number of tests used to evaluate emotions. The existence of a relatively small number of psycho diagnosis instruments of evaluation of emotions can be explained because of the methodological difficulties in realizing such tests. Unlike other psychic variables, susceptible of being objectively measured, emotions represent dynamic, active variables which are more difficult to measure.

Among the few existent instruments, at the moment, for investigating emotions, the most well known and intensely utilized (thanks to their metrological characteristics: fidelity, validity) are: PANAS-x Test (*Positive Affectivity and Negative Affectivity Scale*) and *The questionnaire for measuring emotions as state and trait(MEST-Ro)*, instruments which we also used in this study.



## 6.1 The research objectives

The following objectives lie in the center of our research:

- 1). The study of the relationship between discrete emotions and professional performance. Evaluation of discrete emotions and underlining their influence on professional performance, of the degree in which emotions can be considered an efficient predictor of professional performance;
- 2). Defining a methodology for the study of emotions in organizations; building a questionnaire to measure discrete emotions;
- 3). The analysis of the relationship between discrete emotions and self esteem;
- 4). Underlining the relationship between self esteem and personality traits;
- 5). Identifying a common ground for predicting the link between personality traits carrying emotional condition, one the one side, and performance in work activity on the other. Analyzing of the relationship between discrete emotions, personality traits and levels of performance in professional activity.

## 6.2 Variables of the research

**Study 1.** Both the investigation of the scientific level of the domain above mentioned and the research project are based on the following *variables system*:

1. discrete emotions( positive and negative);
2. self esteem;
3. professional performance;
4. personality traits.

**Study 2.** In order to verify the discrete emotions power of prediction in estimating professional performance, in a second study, we introduced another variable, that is, *intelligence*. Studies on professional performance have already demonstrated the fact that intelligence and cognitive skills constitute efficient predictors of professional performance. Our investigation is concerned with the predictive power of “discrete emotions” variables and “intelligence” on professional performance.

### 6.3 Hypothesis of the research

*Hypothesis 1. Positive discrete emotions positively associate with professional performance.*

*Hypothesis 2. Negative discrete emotions negatively associate with professional performance.*

*Hypothesis 3. Discrete emotions constitute efficient predictors of professional performance. We expect different influences of positive and negative emotions on levels of professional performance.*

*Hypothesis 3.a. Positive emotions predict high levels of professional performance. Positive discrete emotions positively influence the level of performance in activity, in that they increase performance.*

*Hypothesis.3.b Negative discrete emotions predict low levels of professional performance. Negative discrete emotions negatively influence the level of performance in activity, in that they diminish performance.*

*Hypothesis 4. We expect that positive discrete emotions positively associate with self esteem and negative discrete emotions negatively associate with self esteem.*

*Hypothesis .4.a. Positive discrete emotions will be positively associated with self esteem.*

*Hypothesis.4.b.Negative discrete emotions will be negatively associated with self esteem.*

*Hypothesis 5. Self esteem is positively associated with professional performance.*

*Hypothesis 6. We expect that self esteem is positively associated with some of the investigated personality traits: extraversion, maturity, pleasantness, diligence and self updating.*

*Hypothesis 7. Discrete emotions positively associate with some of the investigated personality traits: extraversion, maturity, pleasantness, diligence and self updating.*

*Hypothesis 8. We assume that some of the investigated personality traits- extraversion, maturity, pleasantness, diligence and self updating-will be positively associated with professional performance.*

*Hypothesis 9. Discrete emotions and intelligence constitute efficient predictors of professional performance.*

## **6.4 Methodology**

**6.4.1. Participants.** We did our research inside a banking system. The number of participants at the research is 173 individuals (study1), and 84 individuals (study 2).

### **6.4.2. Procedure. Instruments used**

In order to *evaluate discrete emotions* we used the following evidence:

1. *PANAS-x test ((Positive Affectivity and Negative Affectivity Scale)*
2. *The questionnaire that measures emotions as state and trait(MEST-Ro)*
3. *The questionnaire that evaluates discrete emotions-an instrument we created,* questionnaire that follows the steps of the construction of psychodiagnoses instruments: concepts operationalization, the step of generating items, determining the validity of the test, etc.

In order to *evaluate self esteem* we used *The questionnaire of the self esteem level ( Rosenberg Scale)*. We obtained the investigation of *personality traits* using *The questionnaire ABCD-M* . To measure intelligence we used *The Raven Test, Standard Progressive Matrix-* classical version, series A, B, C, D and E.

In order to *evaluate professional performance* we used *Performance evaluation form* which includes three types of scores: *one score for objectives, one for competencies and a final one for professional performance.*

## Chapter 7. Presentation and interpreting of the research results

### 7.1. Results summary

*Study 1.* As our research design relies on a great number of variables, on presenting and interpreting data including a number of 35 data tables, we present the result of the research as follows. In table 3 there are the values of correlation ratio Pearson between the variables *discrete emotions, professional performance, self esteem and personality traits* (extraversion, maturity, pleasantness and hard-working).

**Table 3. Centralized results**

Variables	Professional performance	Self esteem	Personality traits				
			E	M	A	C	AC
Positive emotions (PanasPo)	.64**	.26**	.44**	.07	.09	.30**	.33**
Positive emotions in work (MestPo)	.73**	.02	.30**	.08	.12	.25**	.17**
Positive emotions (EmPo)	.65**	.15*	-	-	-	-	-
Negative emotions (PanasNe)	-.19*	-.46**	-.22**	-.39**	.18*	-.18*	-.09
Negative emotions (MestNe)	-.00	-.16*	-.05	-.18*	.15*	.00	-.02
Negative emotions (EmNe)	-.58**	-.11	-	-	-	-	-
Self esteem	.08	-	.28**	.27**	-.11	.31**	.10
Professional performance (CFPERF)	-	.08	.41**	.06	.12	.24**	.29**

\*The correlation is significant for level 0.05

\*\*The correlation is significant for level 0.01

Legend:

Positive emotions - the scores in PANAS-x Test

Positive emotions in work –the scores in *the questionnaire that measures emotions as state and trait (MEST-Ro)*

Positive emotions (EmPo) – *the questionnaire that evaluates discrete emotions, Positive emotions scale*

Negative emotions - the scores in PANAS-x Test

Negative emotions –the scores in *the questionnaire that measures emotions as state and trait (MEST-Ro)*

Negative emotions (EmNe) - *the questionnaire that evaluates discrete emotions, Negative emotions scale*

Self esteem –the questionnaire of *the self esteem level* (Rosenberg Scale)

Professional performance (CFPERF) –the scores in *evaluating professional performance form*

Personality traits –*ABCD-M questionnaire: Extraversion (E); Maturity (M); Pleasantness (A); Diligence (C); Self updating (AC)*

*Study 2.* The purpose of study 2 was to verify the predictive power of variables of discrete emotions and of intelligence in estimating professional performance, when both are introduced in the same equation. Data gathered lead to the following conclusions: intelligence positively associates with professional performance ( $r = .76$ ,  $p < .01$ ); the analysis of simple linear regression indicates the predictive role of intelligence in estimating professional performance; simultaneous multi linear regression confirms the hypotheses that *discrete emotions and intelligence constitute efficient predictors of professional performance.*

## Conclusions

In the present paper we had the scope to expand preceding theoretical studies and research on emotions in the following directions: ( a) definition and conceptualization of “discrete emotions”; ( b) underlining the present scientific state regarding the research of emotions in work; ( c) making an inventory and a presentation of the main interpretative-explanatory theoretical models on emotions; ( d) describing and interpreting of the main phenomena which occur within the work group (the processes of emotional activation and contagion, the processes of attribution, emotional management); ( e) the study of the relationship between discrete emotions and professional performance; evaluating discrete emotions and underlining their influence on professional performance, the degree in which emotions can be an efficient predictor of professional performance; ( f) defining a methodology for the study of emotions, elaborating a questionnaire to measure discrete emotions; ( g) analyzing the relationship between discrete emotions and self esteem; ( h) underlining the relationships between self esteem and personality traits; ( i) analyzing the predictive power of discrete emotions and of intelligence; ( j) indentifying a predictive ground of connecting personality traits with dimensions of emotional condition and with performance in work activity; analyzing the relationship between discrete emotions, personality traits and levels of performance in professional activity.

Based on the results of our investigations we can state the following conclusions:

1. *Positive discrete emotions, both the ones lived daily* ( $r = .64, p < .01$ ) *and the positive discrete emotions in work* ( $r = .73, p < .01$ ) associate with growth in the level of performance in professional activity. *Positive discrete emotions* positively associate with professional performance (hypothesis 1). People who predominantly experience positive emotions tend to have higher professional performance compared to people who frequently experience negative emotions.

*Positive discrete emotions in work* positively associate with professional performance: at the work place, employees who predominantly experience positive emotions tend to have higher performance in professional activity.

2. *Negative discrete emotions* negatively associate with professional performance ( $r = .19, p < .05$ ) - hypothesis 2. Between the level of professional performance and

negative discrete emotions there is a reverse relationship: people who generally tend to experience negative emotional states have lower professional performance.

Regarding the relationship between *negative emotions in work* and professional performance, the results of the research do not show the existence of a statistically significant association. A possible explanation would be the one that, under certain circumstances, (if they are not experienced intensely and repeatedly), negative emotions can be functional in the way that they favor efficient informational processing in order to cope with problematic situations.

Negative emotions frequently experienced associate with low performance; negative emotions experienced by employees at the work place do not associate with diminishing of performance.

3. *Discrete emotions constitute efficient predictors of professional performance* (hypothesis 3). We observed the unique association of professional performance with both types of emotions (negative and positive). We measured the relationships between variables both by correlation ratio and by regressive equations with the purpose to identify the unique contribution of each set of variables (positive emotions, negative emotions, positive emotions in work, and negative emotions in work) in estimating and predicting the level of professional performance. Evidence of the influences statistically noted suggests the fact that emotions have a predictive utility when it comes to concepts associated to performance in professional activity.

*Positive discrete emotions*, both the ones experienced on regular basis and positive emotions in work predict high levels of performance in professional activity. *Positive emotions* influence the level of performance in terms of its growth and constitute an efficient predictor of professional performance (*hypothesis 3a*).

*Negative discrete emotions* influence the level of performance in terms of its diminishing (they predict low levels of professional performance). *Negative discrete emotions in work* do not predict low professional performance (*hypothesis 3b*).

4. *Positive discrete emotions* positively associate with self esteem ( $r = .26, p = .01$ )- *hypotheses 4a*. People with a high level of self esteem tend to experience more positive emotions than people with a low level of self esteem (hypothesis 4a). There wasn't established any statistically significant relationship between self esteem and

*positive emotions in work*. Based on the results obtained we can state the idea that a high level of self esteem associates with positive emotions, but, on the other side, positive emotions in work do not seem to be in a direct relationship with self esteem.

*Negative discrete emotions* negatively associates with self esteem (*hypothesis 4.b*). Both negative emotions experienced in day to day life ( $r = -.46, p < .01$ ) and negative emotions in work ( $r = -.16, p < .05$ ) associate with low levels of self esteem. Individuals who experience negative emotions tend to have a low self esteem.

5. We assumed that self esteem will positively associate with professional performance (*hypothesis 5*). The relationship between these variables did not meet our predictions: between self esteem and the level of professional performance no statistical significant associations were found.

6. The results have shown that *self esteem* positively associates with the following personality traits: *extraversion* ( $r = .28, p < .01$ ), *maturity* ( $r = .27, p < .01$ ) and *diligence* ( $r = .31, p < .01$ ) –*hypothesis 6*. No association between *pleasantness, self updating and self esteem* has been observed.

7. *Positive discrete emotions* positively associate with the following personality traits: *extraversion* ( $r = .44, p < .01$ ), *diligence* ( $r = .30, p < .01$ ) and *self updating* ( $r = .33, p < .01$ ) –*hypothesis 7*. Also, *positive discrete emotions in work* positively associate with *extraversion* ( $r = .30, p < .01$ ), *diligence* ( $r = .25, p < .01$ ) and *self updating* ( $r = .17, p < .01$ ). There haven't been noticed associations between *pleasantness, maturity and positive discrete emotions*.

*Negative discrete emotions* negatively associate with: *extraversion* ( $r = -.22, p < .01$ ), *maturity* ( $r = -.39, p < .01$ ) and *diligence* ( $r = -.18, p < .05$ ).

8. The data obtained indicate the existence of statistically significant positive associations between *professional performance* and the following personality traits: *extraversion* ( $r = .41, p < .01$ ), *diligence* ( $r = .24, p < .01$ ) and *self updating* ( $r = .29, p < .01$ ) –*hypothesis 8*. The regression analysis confirms the fact that these three factors can be considered efficient predictors of professional performance.

The above results obtained in the research hypotheses (hypotheses 1,2,3,4,5,6,7 and 8) are confirmed; the relationships between the variables of the research, initially



estimated, are within our predictions. Hypothesis 5 is not confirmed by the data of the research.

Regarding *the predictive power* of the researched variables, the results of our research indicate the fact that the following constructs have utility in estimating and predicting of the level of professional performance: a) *positive discrete emotions* (both the ones experienced daily and positive emotions in work); b) *negative discrete emotions* (only the ones experienced frequently, not negative emotions in work); c) *personality traits* (extraversion, diligence and self updating).

9. *Discrete emotions and intelligence constitute efficient predictors of professional performance.* Successful accomplishment of any type of activity requires, firstly, an optimum level of development in academic intelligence. Intelligence and cognitive skills represent the first conditions in undergoing any type of activity.

Activities that take place at the work place require not only cognitive skills, and professional competency, but also it generates positive and negative emotions. At the work place, when successfully developing any type of activity, people function as “a whole”, with emotions and cognitions. The results of our research show the predictive value of discrete emotions and of intelligence in estimating the level of professional performance.

Regarding *the methodological limitations* of the research, according to the content of the problems approached in the present study, we have observed the following:

1. It is assumed in managing the tests that the subjects' answers are based on personal testimony, on more or less realistic self evaluation of the participants. Therefore, there is always a chance that the interviewed subjects use psychological means of defense when they answer questions referring to emotions, self esteem or personality traits. Modifying answers or giving ones which are not according to reality, may happen, generally because of: defensive reactions of the Self, meant to protect self image; the need to answer according to social acceptance and external expectations, insufficient self knowledge and low capacity to self evaluate in terms of reality.

From this point of view, a methodological limitation of the present study is connected to the general limitations of the psycho metric methods. When in comes to these possible inadvertencies, the only solution is that to minimize the defense reactions

of the participants by ensuring confidentiality of the results in the questionnaire, by adequate training and by adjusting to the period of time necessary to managing psycho diagnosis instruments.

2. One limitation of our research is connected to the methodology used for the study of the research variables. We believe that in a deep research of emotions in work activity, quality methods of obtaining information are important: observation and interview. Although such an approach has not been the objective of our research, we acknowledge the necessity of adding information taken from different sources (observation, interviews with subjects, but also with managers, employees, colleagues, equals as position, etc.) to the data obtained by psycho diagnosis methods. Researching the attributions which the others bring to the emotional behavior of the subject, describing the emotional reactions from the subject's closed ones' perspective (external observers) will continue to be important subjects for our future studies.

3. Another future research direction, meant to go beyond the limitations of this research, is that of stabilization of the *discrete emotions evaluation questionnaire*. We are considering determining the accuracy of the questionnaire by using another method than the one of its internal consistency, that is, the test-re test method.

4. In our future research projects will try to discuss the following: *evaluation of the influence of specific discrete emotions* (joy, happiness, well being, sadness, anger, fear, shame, envy, etc.) on professional performance or on other psychic variables. Although our study was centered on assessing the two distinct categories of emotions (positive emotions and negative emotions) and on underlining their role on professional performance, there still remains the problem of specific evaluation of the influence of each emotion. A differentiate study centered on identifying the role of certain specific emotions could bring valuable extra information from the perspective of the knowledge of emotional life. At this point of the research, the specific influence of the categories of discrete emotions on professional performance is still unknown. Examining each emotion and its predictive utility when it comes to work performance will need further studies that we also have planned as future research.

*Discussions.* Next, we will explore the implications of the results of our research regarding future research on discrete emotions, as well as regarding the theory

and practice of the management of emotions in organizations. Understanding the role of emotions in the professional activity and in work performance (of the predictive value of positive emotions in the growth of the level of performance) can contribute to reevaluating of the aspects connected to organizational management, by including the management of emotions in strategies of efficiency of organizational activity.

Despite their being recognized in the organizational environment, emotions had constituted, up to three decades ago, neglected subjects when it came to research done in organizational psychology. Some of the reasons why emotions had been avoided by specialists could be depicted as follows: a) difficulty of studying emotions which, because of their short lived experience, are subjected to variations of momentary changes, being thus difficult to objectively weigh and measure; b) another methodological difficulty is connected to people's capacity to dissimulate emotions and to expose false, unauthentic ones, in total disagreement with their actual living; c) associating emotions in organizations with notions of feminine, weakness, vulnerability and considering them an obstacle to an efficient management.

In the last three decades the theorists as well as researchers' interest for the study and investigation of emotional condition of employees has grown. Although at present, in the specialized literature, there are several studies centered on investigating discrete emotions, there are only a few articles and researches on the relationship between discrete emotions and professional performance. It is precisely because of this that we consider valuable the present study that has as a central objective the very analysis of the relationship between discrete emotions (positive and negative) and professional performance, the depicting of the role of emotions in predicting performance ( of the degree in which these can be considered efficient predictors of performance).

The issues approached in the specialized literature on emotions in work, generally regard variable constructs such as: the capacity of emotional self control or self adjustment, managing the emotional resources, emotional effort, emotional intelligence, emotional contagion, emotional dissonance, exposing emotions in organizational environment ( the employees' following the set of emotional rules in the organization) etc.

Also, as already mentioned the number of theoretical analysis and of experimental studies which investigate negative emotions is much higher than the number of studies centered on analyzing and measuring of positive emotions. We also add the fact that, from a methodological point of view, the psycho diagnosis tools used to evaluate emotions are in a rather small number. This aspect was another reason for us to elaborate, for research purpose, a questionnaire to evaluate discrete emotions.

At the work place, discrete emotions and emotional experience ( seen as a multitude of successive rebalancing, restructuring and reactivating of emotional resources), design and influence a whole range of behavioral manifestations of the employee: decision making behavior, negotiation processes, his communication and relation making skills, work style, the productivity and efficiency of activity, mental transformation and restructuring (ensuring coherence, unity and at the same time plasticity of the cognitive structures when it comes to the diversity of problems).

In work and in solving the problems that he deals with, the employee activates in the same manner cognitive, operational and emotional strategies and resources. All the qualities of a human action (sense, ethics, utility, productivity, efficiency, innovative ability, etc.) are influenced both by cognitive charts, ability to flexibly work with data, and by the subject's emotional experience and his ability to manage emotions. In an organization, one of the practical implications of understanding positive and negative emotions, of their influence and role in predicting professional performance consists of the leaders' orienting their interest towards optimizing the emotional experience, towards decreasing the number of conflict situations which generate negative emotions within interpersonal relationships in professional activity.

At present, the interest for the quality of emotional life occurs in the strategies of organizational development: total quality management (more important being human resources), conflict negotiation techniques, optimizing communication in work teams, valuing and recognition of professional achievements, increase in the level of professional performance, etc.

Organizational behavior and professional activity are equally supported, provoked and goal oriented both by cognitive factors, personality traits and motivational structures, and by emotional processes.

In recent times, becoming more and more aware of the importance of the employees' emotional experience, organizational leaders invest in trainings of emotional optimization and development, meant to make relationships between employees or employees and customers more efficient. It is already well known the fact that the customers' trust in an organization depends not only on the quality of goods or services, but also on the quality of human relations (the way in which customers are treated by employees); this is one of the reasons why, in some organizations, there is an explicit set of emotional rules, according to which employees have to behave.

The results of our research support the idea that employee's emotions at the work place have an important role in increasing professional performance. We consider that the managers and human resources specialists' increasing interest for employees' emotional state can contribute to growing performance in work and organizational efficiency. As emotional well being positively associates with high work performance, as the results of our research have shown, an important direction in organizational management would be optimizing employees' emotional condition.

When it comes to their applicability, to increasing work performance and to their benefits in the organizational environment, concepts used to operate management of emotions ( positive emotions and negative emotions, emotional intelligence, emotional self control, emotional effort, etc.) become more and more interesting to both theorists and the ones who practice them.

In organizational context there are two more important levels of occurrence for discrete emotions: personal (individual) level and organizational (social) level.

*Emotional management at individual level* refers to the person's abilities to emotional self control, to manage emotional resources and to cope with negative emotions (by raising awareness, acceptance/ recognition and taking responsibility). People who are in contact with their own living, who have a good level of emotional intelligence, have higher abilities to manage their emotions and a good capacity to cope with negative emotions. On the other hand, the individual's tendency to experience negative emotions associates with low abilities of emotional self control and emotional management.

*Organizational level management deals with:* the existence of a desirable set of rules, to which employees have to adjust; balancing emotional exchanges (emotional exchanges between employees, between employees and customers, between leaders and employees); leaders and human resources specialists' strategies to optimize and increase the quality of employees' emotional life.

In professional activity in organizational environment, employees invest an important part of their affective energy in both activities they carry on and in social relations, formal and informal ones. Management of emotions involves knowing the nature of emotions, valuing the factors that positively act upon emotional life and optimizing the employees' capacity to manage their emotional resources in such a manner that they adjust to the requirements of the activity and contribute to increasing efficiency in organization.

The main resources necessary to emotional management at personal level as well as at interpersonal level are discrete emotions, emotional intelligence, emotional effort and the ability of emotional self-control. Also, managing emotions in organizations is about knowing the main emotional phenomena which occur within organizational group: emotional activation, emotional contagion and attribution processes.

The purpose of the study of emotions in work is the knowledge and optimizing emotional condition of the employees in order to increase organizational efficiency. Efficient leaders are interested in the theoretical and practical aspects connected to emotional balancing in organizational environment, to management of emotions in work, to the knowledge and valuing of factors which optimize the employees' emotional condition. By their own emotional behavior and by emotional contagion, leaders can influence, positively or negatively, employees' emotions. In order to achieve organizational goals, some leaders use emotional balance strategies (by emotional contagion) or control strategies, such as explicit emotional rules promoted within the organization.

Although emotions management in organizations is an important direction in management strategies, we have to point out to the risk this involves. Although in some organizations there are trainings for developing emotional skills, most organizations just require using a certain emotional language, which can be similar to the

employee's real way of feeling or, on the contrary it can generate inner conflicts and emotional dissonance.

The employee's necessity to attend emotional optimizing trainings as well as that to internalize and stick to the emotional rules imposed in some organizations, although it is desirable, can generate emotional dissonance and inner conflicts of the employee. Thus some unpleasant and undesired situations can occur, situations when the employee experiences the feeling that, apart from his time and needed skills, he is asked for emotional resources as well. Numerous studies state the negative effects of emotional effort that the employee makes in order to assimilate the emotional language of the organization and to expose his own emotions "guided" by emotional rules promoted within the organization.

We consider being wrong the explicit request for the employee to adjust to a standard set of emotional rules, exactly because of its imperative tone: the person is "required" to adjust emotional answers according to exterior fixed rules, to express desirable, "pleasant" emotions. The only place where the person feels in deep contact with him/herself is the emotional universe. Invading this personal space (by the employee's being forced to attend to emotion optimizing trainings or to adopt a certain emotional language in the relationship with the customers ), can be perceived by the employee as being intrusive, as lack of respect for his authentic experiences, it can deepen his inner conflicts and it can create the feeling that the organization controls him, not only by financial resources, professional requirements, etc. but also by the tendency to control his genuine manner of feeling and living.

What we want to emphasize is, on one hand, the fact that attending optimizing or emotional skills development trainings should always be optional for the employee and not compulsory, and, on the other hand, the leaders' interest for the employee's well being should be real and not determined by the needs for increasing organizational profit or organizational efficiency. Such an attitude, genuine respect for the emotional experience of members of organizations and the efforts to ensure an optimum emotional environment (conflict management, encouraging communication, offering positive emotions from leader to employee) are more important tools in organizational change than imperatives and emotional rules explicitly formulated.

At organizational level, management of emotions, although desirable, it is a challenge for any leader or human resources specialist. Emotional management at individual level (the person's ability to manage emotional states, especially negative emotions) is considered at present a basic component of emotional intelligence. Self adjustment and managing emotional resources is not one of the easiest personal competencies to acquire, and even more difficult it is to organize emotional management within organizational group. Specialists in organizational psychology are more and more aware of the effects of emotions on organizational behavior and are interested to optimize the employees' emotional condition. But from understanding the role of emotions in organizations to knowing how they can efficiently be managed (both at individual and at organizational level) there still are some conceptual and empirical limitations. In our opinion, although we consider it to be a difficult, complex, really bold and challenging activity, managing emotions in organizations is achievable when it is supported by two important elements: *the genuine respect for the employees' emotional experience at the work place and the leader's emotional behavior*. There already is empirical evidence according to which the leader's emotions influence the emotions of the group members: emotions are transmitted from top to bottom from the authority person to employees. An anxious leader, with inferiority feelings, who feels threatened by his employees' abilities, with a need for power or control, etc., will influence the group members' emotions differently than a balanced leader, who is in contact with himself and has a good level of self esteem. It is clear that the first condition for a leader to be efficient in emotional management at organizational level is his ability to manage his own emotions. Likewise, his capacity to respect people he works with requires, first of all, an optimum level of self esteem. The managerial team is, in our opinion, the decisive factor in creating and maintaining a positive emotional environment at the work place, favorable to professional activity.



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