COMMUNICATING/EXPRESSING EMOTIONS IN ORGANIZATIONS

IASMINA IOSIM[1], GABRIELA POPESCU[1], ANKA PASCARIU[1], DIANA MARIN[1], COSMIN SĂLĂȘAN[1], GABRIELA NEGOIȚĂ[3], ANDREEA DRAGOESCU*[2]

[1] University of Life Sciences "King Mihai I" from Timisoara, Faculty of Management and Rural Tourism, Timisoara, Romania
[2] University of Life Sciences "King Mihai I" from Timisoara, Faculty of Agriculture, Timisoara, Romania
[3] West University of Timisoara, Faculty of Sociology and Psychology, Timisoara, Romania

Abstract: *Emotion formation, expression, and control in organizations / workplaces has been examined less than emotional expression in adults and children, less than emotional expression and alexithymia, anxiety, autism, music, or parent-child relationship, and less than emotional (non)-expression and health. This study presents primary, secondary, and tertiary emotions and the few approaches of emotional expression in organizations, thus aiming at improving organizational communication through better knowledge of work feelings – from different perspectives – as an integral part of organizational life.*

• Introduction

The expression of emotions in man (and animals) was first studied by English naturalist, geologist, and biologist Charles Darwin (1809-1882).

In the last decades, researchers focused on emotional expression in adults Johnson, and in children; on the relation between emotional expression and alexithymia ("the inability to recognize or describe one's own emotions" – Oxford Languages), emotional expression and anxiety ("a mental condition characterized by excessive apprehensiveness about real or perceived threats, typically leading to avoidance behaviours and often to physical symptoms such as increased heart rate and muscle tension" – Oxford Languages), between emotional expression and autism ("a neurodevelopmental condition of variable severity with lifelong effects that can be recognized from early childhood, chiefly characterized by difficulties with social interaction and communication and by restricted or repetitive patterns of thought and behaviour" – Oxford Languages), between emotional expression and music, between emotional expression and parent-child relationship, and between emotional (non)-expression and health.

• Material and method

The material used in this study consists in the most searched articles and books on the Internet dedicated to the communication / expression of emotions in organizations. These articles and books present the communication / expression of emotions in organizations from a double perspective – theoretical (classification) and practical (analyses of emotional expression in adults and children, of emotional expression and alexithymia, anxiety, autism, music, or parent-child relationship, and of emotional (non)-expression and health).

The research method used is bibliographic (it consists in the revision of existing bibliographical material with respect to the communication / expression of emotions in organizations).

• Results and discussions

In the context of organizations, references to the expression of emotions are relatively scarce. Cherniss et al. (1998) emphasize that developing emotional intelligence in the workplace requires unlearning ingrained habits and adopting new ones, which demands motivation, effort, time, support, and sustained practice. Calhoun (2001) highlights that emotions influence both interpersonal and broader organizational dynamics. Goodwin, Jasper, and Polletta (2001) explore the role of emotions in social movements and political identities. Ekman (2003) discusses the challenges subordinates face in expressing emotions like anger and fear within hierarchical structures, while also noting the motivational aspects of altruistic behaviors in organizations.

Lunenburg (2010) addresses communication barriers arising from emotional states and filtering perceptions. Côté (2014) identifies ongoing controversies in emotional intelligence research, including its definition, measurement, and cultural variations. Jorfi et al. (2014) find that a positive mood enhances communication effectiveness in educational organizations. Tracy (2015) notes the evolving perception of emotionality in organizations from a barrier to an integral part of organizational processes, emphasizing the impact of surface acting on performance.

Sfetcu (2020) builds on Cherniss's earlier work, asserting the importance of emotional intelligence for job success and advocating for workplace training. Sfetcu examines emotional labor, the integration of emotional intelligence with rationality, critiques of its validity, and the ethical implications of emotional regulation in corporate settings, concluding that emotions are crucial in personal and social development within organizations.

• Conclusions

The bibliographic study of most searched articles and books on the communication/expression of emotions in organisations has led to the following conclusions:
- There are three types of emotions – primary, secondary, and tertiary;
- Emotion formation, expression, and control in organizations / workplaces has been examined less than emotional expression in adults and children;
- Emotion formation, expression, and control in organizations / workplaces has been examined less than emotional expression and alexithymia, anxiety, autism, music, or parent-child relationship;
- Emotion formation, expression, and control in organizations / workplaces has been examined less than emotional (non)-expression and health;
- Emotional expression in organizations has been analysed from the perspective of its promotion in the workplace, of its presence in large-scale organisations, of using the information from expressions of anger and fear in an organization, of barriers in communication, of controversies in the research on emotional intelligence, of "the impact of emotional intelligence on communication effectiveness", of its centrality to most jobs, and of its suitability as "a logical framework for evaluating and improving emotional intelligence."