European Master in Work, Organizational and Personnel Psychology

A study of the predictive impact of emotional regulation profile in perceived stress and work well-being in workers.

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Abstract

Emotional regulation refers to the processes through which individuals influence which emotions they have, when they have them and how they experience or express these emotions. The interest in the study of emotion regulation has to do with the importance of the regulation in the emotion management at the workplace interactions and its influence in the well-being of workers and their stress management. Therefore, the aim of this research is to test the predictive power of emotional regulation strategies (down and up-emotional regulation) in stress management and well-being improvement, by studying the correlation of these strategies with perceived stress and work well-being and also by studying the moderator influence of emotional regulation strategies in the relation between stress and well-being in a sample of 358 portuguese workers working in Portugal. The results have shown that down-emotional regulation and up emotional regulation are negatively associated to perceived stress in a significant way. They also showed that up and down emotional regulation are positively associated to work-well being, but not significantly. As to the moderator effect, the results showed no significant moderation for both up and down emotional regulation strategies, however, showing stronger relationship between down emotional regulation and perceived stress, suggesting that people might find this strategy more useful than up emotional regulation.

Keywords: Emotional Regulation, Down-Emotional Regulation, Up-Emotional Regulation, Work Environment, Perceived Stress, Work Well-Being.

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Introduction

Emotions in organizations have found increasing interest among scientists and practitioners in recent years (Ashforth & Humphrey, 1995; Zapf, 2002). For a long time, work was seen as a rational and purely logical activity, the human factor being considered as disturbing for such rationality. Notwithstanding, as times evolved, organizations started to understand that people are at the core of work activity and that their human features should not be ignored. Therefore, although this research field is still in development, it is nowadays becoming consensual that emotion dimensions pervade the entire spectrum of human behaviour and interaction, including organisations (Ashknasy, 2003). While working, people interact and while interacting, people manifest emotions that will impact those interactions. Also, nowadays, workers are required to have very good "social skills", which implicitly requires very good emotional regulation (Silva, Carvalho and Lourenço, 2012).

The processes through which individuals manage their emotions cover from *emotional labour* to *emotional regulation* (Gross, 1999; Koole, 2009). *Emotional labour* was first studied in 1983 by Airlie Hochschild and is related to the extent to which employees need to manage their feelings in order to display socially desired emotions required to perform a job in an efficient manner, integrating two main strategies that workers can use to manage their emotions: *surface acting* (one regulates the emotion, without attempting to change the inner feelings) and *deep acting* (one consciously modifies the inner feelings in order to express the adequate emotion to the specific situation). The inner importance of these two sub-processes of emotional labour is related to the fact that workers have to act or behave in an organization according to its *display rules* or *feeling rules* which are, respectively, the explicit or implicit norms in an organization that express what emotions the workers should manifest in some situations or contexts, while dealing with clients or colleagues (Hochschild, 1983). The understanding of the existence of this theory is important in order to acquire a complete vision of the emotions study field. Still, this theory – *emotional labour* – does not explicit the strategies people can use in order to modify the nature of their emotions.

Emotional regulation (ER) on the other hand, aims to explain how people can influence the type, moment and way of experiencing or expressing an emotion (Gross, 1998). Research shows that emotions and affect have an impact on workers health and consequently on their well-being. Therefore, emotional regulation can have a decisive role in the relation between stress and well-being. For this reason, the ability to accordingly manage and regulate our own emotions is crucial for mental and physical health, for social relations and it seems to also have an impact on organizational performance as well. Though the present investigation does not access organizational performance, we may conclude that a proper emotional regulation could have extended benefits, for both people and organizations.

As aforementioned, the importance and applicability of this research is justified by the fact that, though emotions field is gaining increasing interest in organizational research, still, little is known about the strategies people use to manage their emotions in different situations. Emotional regulation research has gain a solid knowledge in the areas and fields of Clinical Psychology and Psychopatology (see Aldao, Nolen-Hoeksema and Schweizer, 2010), whereas to the Organizational Psychology field it is still gaining its'space. Fisher and Ashkanasy (2000) have recognized an evolution in the interest for emotions in the workplace, but admit these bodies of work are not yet fully developed. According to Nelis, Quoidbach, Hansenne and Mikolajczak (2011), most Emotional Regulation measures provide a very general idea of an individual's level of Emotional Regulation competence, providing a global Emotional Regulation score, but fail to indicate which strategies people use to achieve those scores. Following this reasoning, this research proposes to study a recent research line developed by the aforementioned authors (Nelis et al., 2011) called *emotional regulation profile*. The main objective of this research is to understand how emotional regulation profile interferes on the relation between perceived stress and work well-being. These authors defined it as a set of emotional management strategies people use in order to regulate their actual emotions that can be functional or dysfunctional (Nelis et al., 2011). This perspective is important in the sense that it allows to reach concrete strategies people use when they need to readjust their emotions, leading to a closer knowledge about how emotional regulation process occurs and how these strategies can have an impact on the workers perceived stress and work well-being. In this sense, we hope that our study contributes to an explanation of those strategies ando to a better understanding of how these strategies

moderate the relationship between perceived stress and work well-being in a sample of 358 Portuguese workers. Ultimately, we hope our investigation can help organizations and their leaders to develop training programmes that can be implemented to help their collaborators, by teaching them to identify adaptive coping strategies. When we have workers that know how to correctly manage emotions and work stress, we are contributing to build a resilient organization.

It is also important to clarify that a twin investigation is being currently made in Brazil, with a partnership with the Federal University of Bahía. The Brazilian investigation follows the same research goal and design of the present investigation. The aim is to compare the results of both investigations at the end of the research. The goal of this comparison is to verify if there are differences between the Portuguese and Brazialian populations regarding the use of Emotional Regulation strategies to decrease Perceived Stress and increase Work Well-Being. This comparison will have to contextualize possible demographic and cultural variables that can influence and explain the possible differences. It is important to note that the Brazilian investigation is part of a PhD and it will not meet the same timings of the present investigation.

We will now follow a theoretical explanation for each of the constructs and the relationship among them. After that, we will present the objectives, model and hypotheses of our study; present the methodology used and the results achieved and then, finally, a discussion about the results.

1. Conceptual Framework

1.1 Emotional regulation and emotional regulation profile

Emotions are a central feature in any psychological model of the human mind and it is widely agreed that emotion refers to a collection of psychological states that include subjective experience, expressive behaviour (e.g., facial expressions) and peripheral physiological responses (e.g., heart rate). This psychological state is triggered by the need

of a response to a certain stimulis and it can vary in its' type and level of intensity. (Gross and Barret, 2011). When trying to understand the process of emotional regulation, it is also important to understand some core features of emotion. According to Gross (2007), emotions arise when an individual attends to a situation and perceives it as being relevant to his or her goals. The goals established can be enduring or transient; they can be central to our sense of self or peripheral; they can be conscious and complicated or unconscious and simple and they can be widely shared and understood by most society or highly idiosyncratic. Independently of the goal or its source, what is really important is its meaning. The meaning of the goal is what origins emotion and, as this meaning can change over time, the underlying emotion can also change. Understanding this, we conclude that Gross's (2007) first assumption about emotions is that they are not watertight and that they may evolve over time. The second assumption that Gross (2007) made about emotions is that they do not only make us feel something, but they make us do something. Emotions drive our behaviour to act in certain ways and not to act in others. Finally, the third assumption explains that emotions frequently compete with responses that are occasioned by the social matrix within which our emotions typically play out. This is to say that emotions have a malleability feature and this feature is crucial to emotional regulation, since emotional malleability is what makes it possible. We will now follow an explanation about Emotional regulation process.
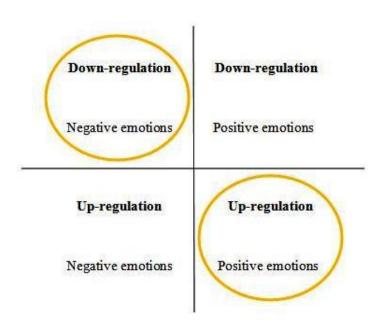
Emotional regulation process is characterized by two different phases in the emotional event, which is to say that people's primary emotional response to a certain situation can be qualitatively different from their secondary emotional response (Koole, 2009; Lazarus, 1991). According to these authors, the primary emotional response is related to one's immediate response to an emotion relevant situation, while the secondary response is related to one's ability to cope with his primary emotional response. In other words, these authors consider that the emotional regulation process starts with a primary phase that characterizes the raw emotion someone can have when finding himself in a situation that triggers such emotional response called *emotional sensitivity* - and then be followed by a secondary response, which contemplates a regulation of emotion, happening so fast that one may not notice the changing. Highlighting the fact that *emotional sensitivity* is influenced by a variety of factors such as the personal characteristics of the person and past experience, the stimuli qualities one encounters or the context where it happens will have an influence on the posterior processes. This fact

leads us to consider that particularities in the emotional regulation process one has, such as for example, the strategy profile one follows to regulate emotion is of truly importance (Koole, 2009).

For the same author, emotional regulation refers to the heterogeneous set of processes by which emotions are themselves regulated. According to Gross and Thompson (2007), emotions become dysfunctional when they are of the wrong type, when they come at the wrong time or when they occur at the wrong intensity level, leading to a need of regulating them. The process of Emotional Regulation consists in an emotional administration so that the individual may better adjust to the context and it has as a function defending the individual from unpleasant situations, avoiding suffering or maintaining pleasant situations in order to preserve physical and psychological health. However, it is important to notice that individual differences may shape how each one is going to regulate their emotions and to search for successful strategies to achieve a pleasant emotional state, leading to what Nelis et al. (2011) defined as Emotional Regulation Profile.

The process of emotional regulation can occur for both negative and positive emotions. On one hand of Emotional Regulation literature, Nelis et al. (2011) suggest that, though emotion regulation in everyday life predominantly involves the down-regulation of negative emotions, most individuals also attempt to regulate their positive emotions. Following this reasoning, they understand that positive emotions can be 1) *down-regulated* (e.g., when we try to decrease love for a colleague who is married), 2) *maintained* (e.g., when we engage in social sharing in order to prolong the effects of a positive event) and 3) *up-regulated*, such as when we try to enjoy a long planned vacation despite disappointing weather, food and housing. The ability to maintain and up-regulate positive emotions is of particular relevance for well-being and human flourishing. Indeed, positive emotions can buffer people from stress and help people recover from the physiological and psychological effects of negative emotions (Livingstone & Srivastava, 2012). Also, research suggests that the frequent experience of positive affect has short and long term benefits for psychological adaptation. According to Fredickson (1998), positive emotions can broad the scope of attention, cognition and action, as well as build long-term physical, cognitive and social resources. Additionaly, not only positive emotions may undo the physiological and psychological consequences of negative

emotion, but they can also start an upward spiral that may enhance resilience and well-being in the long term (Fredickson, 2000).

On the other hand of Emotional Regulation literature, Gross and Levenson (1997) describe four possible forms to regulate emotions, divided into two categories: down and up regulation of emotions. This said, according to them, we have *down-regulation* of negative emotions; *down-regulation* of positive emotions; *up-regulation* of negative emotions and *up-regulation* of positive emotions. In our research, we will study strategies that intend to down-regulate negative emotions (that we will denominate of *down-emotional regulation*) and strategies that intend to up-regulate or maintain positive emotions only (that we will denominate *up-emotional regulation*). For a better understanding of how these Emotional Regulation forms are organized, figure 1 outlines these divisions.

Fig.: 1 – Emotional regulation forms according to Gross and Levenson (1997): the two circles signal the most common used forms of ER.

Investigation in this field has proved that emotional regulation has a crucial part in the social adjustment process since it guarantees social, familiar, friendship and work relations' quality (Gross, 2007). How we interact in a specific situation has influence on how others will react, in their emotions and, ultimately, in their behaviour toward us. So,

as we understand, emotions play an important part in regulating social interaction, making it possible. Therefore, the importance of ER is related to the fact that people will tend to reproduce emotions that are directed to them. For instance, if someone feels a lot of anger for a person and has behaviours and attitudes that reflect that emotion, it is more likely that that person on who those behaviours and attitudes were directed to, will react equally in a sense of self-defence. In this sense, the ability to regulate emotions entails modulating emotional experience to attain desired affective states and adaptive outcomes, becoming of truly importance for emotional intelligence (Lopes, Salovey, Côté and Beers, 2004). According to Mayer and Salovey (1997), emotional intelligence encompasses four interralated abilities involved in the processing of emotional information: 1. Perceiving emotions; 2. Using emotions to facilitate thinking; 3. Understanding emotions and 4. Regulating one's own emotions and the emotions of others. These abilities are considered to be important for social interaction because emotions serve communicative and social functions, conveying information about people's thoughts and intentions, and coordinating social encounters through several mechanisms. Emotional Regulation colors the tone of social encounters: by displaying pleasant emotions, we tend to elicit favourable responses from others, whereas the expression of negative emotions often drives people away (Lopes *et al*., 2004).

The capacity to regulate emotions is learned through social interaction, where family, school and work play a great part, helping the individual to understand and to correspond to social expectations, managing to relate to others in a functional and healthy way (Gondim & Borges-Andrade, 2009). Through social interaction, individuals are able to understand and to learn which emotions can be expressed and which can cause some unpleasant situation. This interaction process will help individuals to understand which type of emotional regulation should be used, always opting for those that seem to be more adaptive (Thompson & Meyeer, 2007). Managing and controlling emotions is a full-time job and it happens on all contexts with the aim of promoting well-being. Nevertheless, it is fundamental to remember that not always emotional regulation is possible, existing some situations where individuals are not able to manage their emotions or some situations where it is important for them to expose the true escalation of their emotions. According to Gross and Levenson (1993), emotional suppression, which is the conscious inhibition of one's own emotional expressive behaviour while emotionally aroused, can have a negative impact on health. Literature has researched that emotional suppression

may be linked to hypertension and coronary disease (Engebretson, Matthews and Scheier, 1989; Gross and Levenson, 1993).

As already aforementioned, in our study, we will focus on the research line of Nelis et al. (2011) – *emotional regulation profile*. This research line has validated a scale that aims to access the profile of emotional regulation strategies. The Emotional Regulation Profile-Revised Questionnaire Scale (ERP-R) is a scale that presents a great advantage when compared to other emotional regulation scales, which has to do with the fact that most ER scales provide a general idea of one's emotional regulation competence, but fail to indicate which specific strategies people use to achieve emotional regulation competence. The ERP-R scale, because it is a vignette-based instrument, specifies situations that illustrate specific strategies people use to regulate emotions, providing a deeper understanding of how one manages to regulate their emotions. Considering that down-regulation of negative emotions and up-regulation of positive emotions predict adaptation, the ERP-R scale evaluates these two forms of regulation. In its original form, this scale is composed by nine scenarios that evaluate the down-regulation of negative emotions and by six that evaluate the up-regulation of positive emotions. In what concerns negative emotions, this scale is presented with two scenarios for the three primary negative emotions – *anger*, *sadness* and *fear* – and one scenario for the secondary negative emotions – *shame*, *guilt* and *jealousy*. For the positive emotions, the scenarios feature six emotions – *joy*, *excitation*, *pride*, *gratitude*, *contentment* and *awe*. This scale also proposes eight reactions for each scenario: four adaptive and four maladaptive (Nelis et al., 2011). In the ERP-R scale, for the *negative scenario*, which corresponds to down-emotional regulation, the abovementioned authors proposed eight regulation strategies that can subdivide into *functional* and *dysfunctional* strategies. In this sense, as *functional strategies* we have:

- *Situation modification:* this strategy aims to modify the situation that triggered a certain emotion in order to change its emotional load, leading people to take actions that reduce the odds of ending up in a situation with undesirable emotional outcomes on their own or with the help of a third person (Folkman & Lazarus, 1980; Gross, 1998; Gross & John, 2003, cit. in Nelis et al., 2011; Koole, 2009).
- *Attention reorientation:* it consists in altering how one feels by modifying the attentional focus, seeking to direct the attention away from the primary

stimuli that gave rise to undesirable emotion (Gross, 1998; Koole, 2009 Nolen-Hoeksema & Morrow, 1993, cit. in Nelis et al., 2011;). This process can be internal (e.g., remembering a positive memory about a life event) or external (e.g., to engage in a pleasant activity) (Mikolajczak, 2009, cit. in Nelis et al., 2011).

- *Positive reappraisal:* in this strategy, people engage in a changing on the way they think about a certain situation in order to decrease its emotional impact (Gross, 2001; Koole, 2009; Nelis et al., 2011).

- *Emotion expression:* this strategy involves sharing one's emotions with others (Rimé, 2007, cit in., Nelis et al., 2011). This strategy is of particular importance in what concerns the reinforcement of social bonds, the transference of affection and warmth, the expression of esteem, the assistance received in situation modification and the aid in cognitive reappraisal and in attention reorientation (Rimé, 2007, cit in. Nelis et al., 2011).

On the other side, as *dysfunctional strategies*, we have:

- *Learned helplessness:* this strategy consists in a passive behaviour accompanied by a feeling of powerlessness and with a belief that one is unable to do anything to modify the negative event (Nelis et al., 2011).

- *Rumination:* it consists on focusing on the feelings and thoughts associated with negative events. This process increases the duration and intensity of negative emotions, predicting symptoms of depression (Bushman, 2002, cit. in Nelis et al., 2011; Morrow & Nolen-Hoeksema, 1990).

- *Substance abuse:* this strategy involves the abused consumption of substances (e.g., alcohol, drugs, anxiolytics...) in order to avoid an adverse emotional condition, through the suppression of negative thoughts and emotions temporarily (Nelis et al., 2011). The main problem with this strategy is that people become addicted to the relaxing effect these substances produce in the body, conducting dangerous consequences for their physical and psychological healtg in a long-term.

- *Acting out:* it constitutes an attempt to reduce the emotion by giving way to the action tendency dictated by the emotion (e.g., agression in the case of anger) (Nelis et al., 2011).

For the *positive scenario*, which corresponds to up-emotional regulation, Nelis et al. (2011) also proposed several strategies that can also be divided into *functional* and *dysfunctional* strategies. Following this reasoning, as *functional strategies* we have:

- *Behavioural display:* it refers to fully expressing one's positive emotions with non verbal behaviours. Several studies have shown that to display behaviours that are coherent with positive feelings increase the sense of Well-Being (Nelis et al., 2011).
- *Savouring the present moment:* this strategy is about focusing, in a deliberate way, the awareness and attention to one's present pleasant moment (Bryant, 1998, cit. in Nelis et al., 2011). The ability to savour is positively correlated with optimism, internal locus of control, self-control behaviours, life satisfaction and self-esteem (Nelis et al., 2011).
- *Capitalising:* is the process through which people communicate and celebrate positive events with other people (Langston, 1994, cit. in Nelis et al., 2011). According to several studies, capitalising is associated with increased daily positive affect and Well-Being and, the expression and sharing of positive emotions, related to health (Nelis et al., 2011).
- *Positive mental time travel:* this strategy is referred to an engagement in vivid positive reminiscence or anticipation of positive events. This strategy has been associated with an increasing of Well-Being sensation (Nelis et al., 2011). Also, to imagine future positive events is correlated to positive outcomes (Bryant, Smart & King, 2005; Havinghurst & Glasser, 1972; Lyubimorsky, Sousa & Dickerhoof, 2006, cit. in Nelis et al., 2011).

Concerning *dysfunctional strategies* for positive scenario, we have:

- *Inhibition of emotion expression*: it's referred to the tendency to suppress one's positive emotions for diverse reasons such as shyness, modesty or fear. This strategy has been linked to physiological costs, leading to a

decrease in subjective positive experience (Gross & Levenson, 1997; Nelis et al., 2011).

- *Inattention:* this strategy would work as the opposite of attention reorientation. In this strategy, people tend to engage in activities and thoughts unrelated or detrimental to the ongoing positive event (e.g., if people focus on their worries while living a pleasant event). The practice of this strategy increases anxious and depressive affect (Borkovec, Alcaine & Behar, 2004, cit. in Nelis et al., 2011).

- *Fault finding:* is related to a maladaptive focus of attention towards what could have been better or to negative elements in positive situations. The desire to maximise situations has been found to be negatively correlated with happiness, optimism, self-esteem and life satisfaction (Schwartz, Ward, Monterosso, Lyubomirsky, White & Lehman, 2002, cit. in Nelis et al., 2011).

- *Negative mental time travel:* this strategy encompasses a negative reminiscence and negative anticipation of future consequences of a certain event (Nelis et al., 2011). This strategy was associated with lower self-esteem, greater rumination and depressive symptoms (Feldman & al., 2008, cit. in Nelis et al., 2011).

Now that we have a deeper explanation about the way the ERP-R scale measures the strategies that underlie people's behaviour, we can better understand how, in this investigation, the research will be conducted.

We may then conclude that, following the aforementioned, emotional regulation is important to optimal human functioning. Indeed, Wang and Saudino (2011) found that emotional regulation is of truly importance to cope with stress effectively and that the emotional reaction involved in stress entails emotional regulation, abling people that found themselves in stressful situations to determine which type of emotional reaction will be more adaptive and appropriate, while expressing emotions.

1.2 Perceived stress

If we search for the etymological origin of the word "stress" we find that this word has its roots in the Latin word *strictus*, which would mean "to compress" or "to constrict". According to Lyon (2009), the term stress has been in the scientific literature since the 1930s, but it only became a popular term in the late 1970s and early 1980s. To Folkman and Lazarus (1986), authors that studied the relationship between Stress and coping, defined stress as something with relevance for a person's well-being, since it can represent a potential threat or a potential for growth. In fact, other authors, Sacadura-Leite and Uva (2007) reminded that, according to Serra (1999), stress can be divided into distress and eustress. These authors stated that *distress* is related to the maladaptive responses one can have when under a pressure condition and *eustress* is related to the motivator factor intrinsic to stress, pushing one to act. However, in this investigation, only distress will be studied and the terms distress and stress will be used interchangeably.

Lyon (2009) clarified that the approaches to define stress have been categorized into three types in the literature: *stress while response based*; *stress while stimulus based* and *stress while transactional based*. The first one, *stress as response based*, was developed essentially by Hans Selye. In 1956, this author published a book called *The Stress of Life* where he explained that stress was a response to noxious stimulus or environmental stressors, putting stress as a dependent variable of the equation. The second approach - *stress while stimulus based* - , on its turn, was defined near 1960's by Masuda and Holmes and Holmes and Rahe. These authors defined that life changing events that demand adaptation are the stressor to which a person responses. In this approach, stress becomes an independent variable, as having an effect on people and not as being a response to what affects people.

Finally, the last approach - *stress while transactional based* - was essentially defined by Lazarus near 1966. Lazarus developed a transactional theory of stress and coping. According to Lyon (2009), Lazarus believed that stress could not be measurable as a single factor itself. Instead, this author suggested that stress was a result of a transaction between a person and his or her environment. In this sense, he believed that stress encompasses a set of cognitive, affective, and coping factors. This transactional approach brought the notion that personal perception of a stressor event can be determinant in the responses a person can have.

In fact, the theoretical framework Lazarus (1966) applied to the phenomenon of stress focused on the importance of appraisal in how one reacts, feels and behaves in response to a stressor event, becoming very acknowledged by the cognitive psychology field for this reason. Lazarus (1966) and Lazarus and Folkman (1984), comprehended that the first mediator between person-environment transactions was appraisal. They understood that the way one perceives a certain situation can be determinant in the response given to that situation. For them, three types of appraisal existed: *primary*, *secondary* and *reappraisal*. The *primary appraisal* is a judgement people make about the potential impact a certain event can have on their lives and the *secondary appraisal* is a perception of the resources a person perceives as having in order to deal with that same impact. These two often occur simultaneously (Lazarus & Folkman, 1984; Lyon, 2009). *Reappraisal*, on its turn, is the process of continually evaluating, changing or relabeling the primary or secondary appraisals, while a certain event evolves. For example, what initially was evaluated as being a threat can eventually be reappraised and gain a different meaning. It is common that reappraisal results in the cognitive elimination of perceived threat. This vision brought by Lazarus and Folkman back in 1984 remained a reference in what concerns the stress investigation. In 2006, an investigation developed by Karlsen, Dybdahl and Vitterso with UN/NATO war veterans concluded as well that stress is a process that involves several physiological and psychological changes. According to these authors, in a cognitive perspective, appraisals that individuals make are very important in the stress process, since they affect people's perceptions and reactions to difficult situations that may origin stress. In this sense, the *primary appraisal* is of extreme importance because it settles to evaluate the situation as being "good" or "bad", the *secondary appraisal* is used to evaluate response options and is related to the choose of coping behaviours and *reappraisal* provides a chance to re-label a certain stressor stimuli, being associated to coping strategies (Lyon, 2009).

Another important contribution of Lazarus' transactional model, unlike the response based or stimulus based orientation, is that his model brings up importance in coping behaviours (Lyon, 2009). According to Lazarus et al. (1986), coping is defined as the person's constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the person's resources. These authors also defined that coping is *process oriented*, which means that it focuses on what the person actually thinks and does in a specific stressful encounter

and how it can change how the encounter unfolds. They also stated that coping has a *contextual* feature, that is to say that coping must be seen as influenced by the individual's appraisal of the actual demands in the encounter and resources for managing them. Latter, the authors do not make an effort to classify "good coping" or "bad coping" because they believe that this issue will tend to focus on the outcomes of the coping process and not in the process itself. So, as we can now understand, coping is essentially a cognitive process related to a set of behaviours and strategies that intend to transform, manage and modify the stressful stimulus or the way we face them. One of those strategies can be emotion regulation (Sacadura-Leite & Uva, 2007) because if we analyze certain strategies like situation modification or positive reappraisal, we conclude that there are coping elements present on these two strategies.

It is important to understand that the experience of stress affects the way one thinks, feels and behaves, as well as it induces physiological modifications in one's body, as aforementioned. The same authors also understand that, if the effects of stress are prolonged for long time, can have serious consequences in the physical, cognitive and social domains. Several investigations show that stress can be related to a neuroendocrine dysfunction, as well as cardiac, respiratory and gastrointestinal issues. On the other hand, stress can also have an impact on social interactions, deteriorating them, which, under a work-context can have an important impact on the quality of the relations a person establishes with their work colleagues or superiors. When stress hits a high intensity level, it can lead to a burnout syndrome (Carvalho and Andrade, 2012), causing people to feel demotivated about their work and leading them to a sense of no identification with the organization (Maslach, 2001). Therefore, the importance of comprehending stress's effects on one's several life domains is strictly related to the emotional regulation strategies and emotional regulation profile one has, in order to understand which kind of strategies and profile is more adaptable for improving well-being. There is some research relating the Five Personality Traits with Emotional Regulation and Well-Being (see Rodrigues, 2014), concluding that people with higher levels of Neuroticism usually attend to down-regulate their emotions more often and that Neuroticism comes associated to higher levels of negative affect. Even though this investigation does not contemplates a study within Personality Traits, we might admit that the relation between these traits and emotional regulation strategies may explain why people choose certain type of strategies more often.

1.3 Work well-being

The understanding of what makes a good life has always been a worry that fulfils humans thought. Ryan and Deci (2001) suggested that well-being is a "pleasure *vs* displeasure" experience, in which individuals make statements about positive and negative elements of life. According to several authors, such as Diener, Lucas and Smith (1999) and Paschoal and Tamayo (2008), while following a hedonic tradition, well-being is a broad phenomenon that includes individual emotional responses and global judgments about the perception of life satisfaction. These judgments about life satisfaction are considered, by the same authors, the cognitive dimensions of well-being. These authors stated that there are two major tendencies that highlight in the well-being area: *the subjective well-being* and the *psychological well-being* and that the main difference between these two perspectives is how they face the concept of happiness.

Following this reasoning, *subjective well-being* is conceptualized from three dimensions: *positive affect*, which may be defined as a transient feeling of hedonic contentment; *negative affect*, which may be defined as a transient feeling of unpleasant emotions and *life satisfaction* that consists in a cognitive judgment about an individual's own life and his choices as well. Diener, Lucas and Oishi (2012) have defined that *subjective well-being* is related to the cognitive and affective evaluations an individual makes about one's life. The same also suggest that these evaluations can include emotional reactions to certain events as well as cognitive judgments of satisfaction and fulfilment and that *subjective well-being* is negatively correlated to negative mood levels and positively correlated to high life satisfaction. On the other hand, *psychological well-being* has its conceptualization in the Aristotelian concept of *eudaimonia*, which is related to self-realization and to the expression of each individual greatest potential. This is to say that this well-being tendency is essentially centred in self expression experience and self-realization in several areas of the individual's life (Paschoal & Tamayo, 2008).

According to Ryan and Deci (2001), well-being can well manifest such hedonic as eudaemonic aspects, being a multidimensional concept. *Work well-being* when defined by Paschoal and Tamayo (2008), it gathers the main aspects from both *subjective* and *psychological* well-being. Paschoal and Tamayo (2008) based their definition of work well-being on theoretical support from Warr (1987), Ryff and Keys (1995), Van Horn,

Taris, Schaufeli and Scheurs (2004) and Daniels (2000). Warr's (1987) model considers that the positive and integrated functioning of an individual has five dimensions for a definition of mental health: affect, aspiration, autonomy, competence and, integrated functioning. In this model, affect has to do with emotions and moods; aspiration may be defined as the interest the individual manifests about activities that are personally significant; autonomy is related to the individual ability to resist to environment pressures; competence refers to the ability of successfully facing daily problems and demands and, at last, the integrated functioning refers to the relation between the four elements aforementioned.

Ryff along with Keys (1995) suggested that well-being is concept that embraces six dimensions, such as: *self-acceptance*: it consists in a positive evaluation of oneself and one's past; *environmental mastery*: is the capacity to effectively manage one's life and the surrounding world; *autonomy*: it is a sense of self-determination and the ability to resist social pressures; *positive relations*: it is the ability to relate to others in a healthy way; *personal growth*: is the sense of continued growth and development as a person and the openness to new experiences; *purpose in life*: is the belief that one's life is purposeful and meaningful and that one has something to live for.

Van Horn et al. (2004) defined work well-being also basing their definition on Warr's (1987) model. These authors understand work well-being as an evaluation that individuals make about their work features, including affective, motivational, behavioural, cognitive and psychosomatic aspects. Considering the aforementioned, these authors developed five dimensions that underlie the work well-being construct: *affective dimension* (related to affects, work satisfaction and organizational commitment); *professional well-being* (related to motivational aspects of work); *social well-being* (related to the behavioural aspect); *cognitive fatigue* (related to the cognitive functioning of the employee) and *psychosomatic dimension* (related to the presence or absence of psychosomatic symptoms that may be indicators of malfunctioning related to work).

Daniels (2000, cit. in Paschoal & Tamayo, 2008) contribution considers that the appraisals an individual makes about one's experiences at work are what defines work well-being, suggesting that this concept should be related to the prevalence of positive emotions about work.

So, taking into account what is above-mentioned, Paschoal and Tamayo (2008) constructed a concept for work well-being that embraces contributions from all these authors. According to them, work well-being is a multidimensional construct composed

by *positive* and *negative affect* and a *self-realization* component that consists in a cognitive evaluation about how one feels about his work. Paschoal and Tamayo (2008) also suggest work well-being can be seen as the prevalence of positive emotions about work and the perception an individual has about the opportunity of expressing and developing one's skills, while improving and succeeding. In this sense, we may conclude that work well-being is a concept that has its genesis in well-being roots and that it embraces several components that try to match work features with affective and cognitive evaluations about the satisfaction work provides to an individual.

There is a new research developed by Sonnentag (2015) about Well-Being dymanic. According to this research, Well-Being is treated as a dymanic concept, admitting it's' fluctuation within weeks, days or hours. This is to admit that Well-being may suffer from intraindividual change and intraindividual variability, while considering life-span as the length of time where these changes and variabilities can occur (Nesselroade, 1991; Ram and Gerstorf, 2009 cit in. Sonnentag, 2015). According to these authors, intraindividual change is intrinsically linked to developmental change, which means it occurs with the context of maturation and aging. Intraindividual variability has to do with short-term changes that occur more rapidly than the intraindividual changes and are construed as more or less reversible (Nesselroade, 1991 cit in. Sonnentag, 2015). These variabilities may derive from life experiences that have an impact on our mood and our perception of well-being, having been widely studied in work-related affect (Sonnentag, 2015). In this sense, Sonnentag (2015) listed five possible factors that may influence Well-Being over time, in work-related contexts: job stressors; job resources; interpersonal environment; personal resources and work-home interface. This study is important because it points out the changing nature of Well-Being and, more important, it explains what certain factors may be in the genesis of this change. This said, when we are discussing the importance of Emotional Regulation to the improvement of Well-Being, we must be aware of what might be conditioning an individual in that sense and try to place the work factors that might not permit an adjustable Emotional Regulation.

1.4 Emotional regulation profile, perceived stress and work well-being

The pertinence and importance of emotions' study under a work context is nowadays increasing, but has been for a long time questioned about its pertinence. After all, why is it important to study emotions and why do they matter? What is their function? Gross (2007) suggested that, from an evolutionary perspective, emotions serve an adaptive function by channelling human behaviour towards directions that maximize survival, reproduction and care for kin and reciprocally altruistic others. Gray (2004) suggested that emotional processes are involved as moderators in all sorts of cognitive processes, having influence on decision making and, consequently, on life quality. In other words, emotions, while embedded as a specie feature, intend to foster adaptation. Notwithstanding, emotions can also come in multiple forms of maladaptation that can be manifested through dysfunctional responses. In this sense, to learn how to manage and regulate emotions seems of truly importance to the maintenance of functional behaviour.

Work contexts are complex environments where people may interact on a daily basis with stressor factors, leading them to the need of learning how to regulate emotions in order to give proper functional responses to those stressor stimuli. Although stress is a natural body reaction to stimuli perceived as threatening, when extended for a long period of time, it can cause health issues that will impair the optimal individual's functioning and will decrease the feeling of well-being one has. Therefore, it is important that one knows how to regulate one's emotions by being aware of the strategies that predict more adaptive behaviours, decreasing stress and improving well-being. About this, Lazarus and Alfert (1964), Gross and Levenson (1997) and Gross (2001) confirm that cognitive reappraisals embedded on emotional regulation strategies decrease negative emotion-expressive behaviour and Fredickson (2001) suggests that up-regulation of positive emotions is related to optimal well-being. According to this author, certain positive emotions (e.g., joy, interest) have the ability to broaden people's momentary though-action repertoires, while building enduring personal resources that range from physical and intellectual resources to social and psychological resources, predicting good coping behaviours. Thus, there seems to have an increasing spiral of adaptive behaviour related to the up-regulation of positive emotions, manifesting that, the more one learns how to capitalize one's positive emotions, the more well-being one seems to have (Fredickson, 2001).

Objectives and Hypotheses

According to the foresaid, the first aim of this research is to clarify the moderator effect of emotional regulation in the relation between perceived stress and work well-being in workers. Finally, an ultimate aim for this research will be to compare the results obtained in Portugal to the ones obtained in the Brazilian twin's research, when the latter is finished. In this sense, it is important, for the consecution of our first objective, to answer to a specific question:

1. Does the emotional regulation profile of workers interfere on the relation between stress and work well-being?

To be able to answer these questions, there are specific objectives that must be achieved:

1. To compare levels of down emotional regulation with levels of up emotional regulation on workers;
2. To describe the correlation between the three variables: emotional regulation, perceived stress and work well-being.

It is important to note that the most part of the aims presented in this research have not been proposed before, according to what we know so far. As to the comparison study between Portugal and Brazil, as already mentioned (see page 7), the Brazilian study is following different timings from the present research. In this sense, the comparison will only be possible when the Brazilian research is finished.

There is already a lot of evidence that suggests a negative correlation between stress and well being (Chao, 2001; Lazarus, 1984) and because we intend to verify if emotion regulation has an impact on this relationship, our first hypothesis is a confirmation of this relation:

Hypothesis 1: *Perceived stress and work well-being will be negatively associated.*

As aforementioned, cognitive processes connected to down and up-emotional regulation strategies seem to have an effect on diminishing levels of stress and maintaining well-being (Fredickson, 2001; Gross, 2001; Gross & Levenson, 1997; Lazarus & Alfert, 1964). Reappraisal, which is an underlying process of Emotional Regulation (Gross, 1998; 2002) is associated with low negative affect and also with

positive affect and a feeling of satisfaction about life (Páez, Martínez-Sánchez, Mendiburo, Bobowik & Sevillano, 2013). Also, research suggest that positive emotions provide a better capacity of coping with stress, helping to improve one's sense of well-being (Fredickson, 2000; 2001). According to the same author, positive emotions seem to expand the well-being effect, prolonging it in time. Therefore, our next hypotheses intend to verify the impact that emotional regulation has on the relationship between stress and well-being.

Hypothesis 2a: *Down emotional regulation will be negatively associated with perceived stress.*

Hypothesis 2b: *Up emotional regulation will be negatively associated with perceived stress.*

Hypothesis 2c: *The association in Hypothesis 2a will be stronger than the association in Hypothesis 2b.*

Hypothesis 3a: *Up emotional regulation will be positively associated to work well-being.*

Hypothesis 3b: *Down emotional regulation will be positively associated to work well-being*

Hypothesis 3c: *The association in Hypothesis 3a will be stronger than the association in Hypothesis 3b.*

Hypothesis 4: *Emotional regulation strategies will act as moderators of perceived stress and work well-being relationship, in such a way that down emotional regulation will decrease perceived stress and increase work well-being and up emotional regulation will decrease perceived stress and increase work well-being.*

2. Empirical Study

2.1 Sample

It was conducted a quantitative study with a random sample of 358 individuals that were living and working in Portugal. The data collection was made through an online survey and widespread through social network channels. The age of the participants (see *Table 1*) is between 20 and 63, with a mean (*M*) of 36.02 and a standart deviation (*SD*) of

10.97, being the total of male's respondents 34.1% (*n*= 122) and the total of female's respondents 65.9% (*n*=236). A bigger percentage of participants (see *Table 2*) has been working for more than 10 years (32.7%), followed by 15.1 % that have been working between 1 and 3 years; 15.1% that has been working for less than 6 months; 14.8% that has been working between 5 and 10 years; 11.5% that has been working between 6 months to 1 year and the smallest percentage that has been working from 3 years to 5 years (10.9%). In this sample, 52.8% of participants have the Graduation level (see *Table 3*), followed by 29.1% with Master Degree level; 10.1% with High-School level; 2.8% with PhD level, 2.5% that did not reach High-School level and 2.8% that answered "Other", but not specified. About 62.6% of the sample belongs to Intellectual Professions (see *Table 4*), according to the Portuguese social-professional categorization, followed by 15,6% that belong to Entrepreneurial category, 7.8% that belong to Administration category, 6.4% that belong to Technical category, 4.5% that belong to Selling category and 3.1% that belong to Non-Qualified Workers category. Also, only 31.8% occupy a management function (see *Table 5*). When asked about if, during their work time, they have to interact directly with people, a larger majority (97.2%) answered "yes" (see *Table 5*). Also, 58.1% stated that they do this interaction through face-to-face and digital tools (e.g. Skype, Google Hangout) and 38,2% stated they only interact by face-to-face mean and only 3.6% stated they only interact through digital tools (see *Table 6*). Finally, when asked about if their workplace delivers some sort of emotional training, 59.8% of participants answered "no" while the remaining (40.2%) answered "yes" (see *Table 7*).

Table 1: *Age of participants*

	Mean	SD	Min/Max
Age	36.02	10.97	18/66

Table 2: *Working time of participants*

	Frequency	Percent
Less than 6 months	54	15.1
From 6 months to 1 year	41	11.5
From 1 year to 3 years	54	15.1
From 3 years to 5 years	39	10.9
From 5 years to 10 years	53	14.8
More than 10 years	117	32.7

Table 3: School level of participants

	Frequency	Percent
Primary Education	2	0.6
Lower Secondary Education	3	0.8
Upper Secondary	4	1.1
High School	36	10.1
Graduation	189	52.8
Master	104	29.1
PhD	10	2.8
Other	10	2.8

Table 4:Socioprofessional categorization of participants

	Frequency	Percent
Intellectual Professions Category	224	62.6
Entrepreneurial Category	56	15.6
Administration Category	28	7.8
Technical Category	23	6.4
Selling Category	16	4.5
Non-Qualified Workers Category	4	1.1

Table 5: Participants in Management functions and interacting with others at work

	Frequency	Percent
Management Function	114	31.8
Not Management Function	244	68.2
Interaction with others while working	348	97.2
Not interaction with others while working	10	2.8

Table 6: Mean of interaction with others at work

	Frequency	Percent
Face to face mean	137	38.2
Digital mean	13	3.6
Both means	208	58.1

Table 7: Emotional training at workplace

	Frequency	Percent
Receiving emotional training	144	40.2
Not receiving emotional training	214	59.8

2.2 Procedures

During the research, all the precaution to ensure participant's anonymity and confidentiality in the data were taken, so that the answers were not biased. All the formal and ethical issues were held in this study. Sample's collect was made through an online survey questionnaire, using the "Chain Sampling" statistical technique. The investigation was prepared for the partner research team in Brazil, using the software Enterprise Feedback Suite (EFS) produced by Globalpark, for conducting online searches using a survey type. Online collection was chosen due to the possibilities of coverage of the sample and the flexibility of each participant to be able to choose the most suitable time to respond it. Also, we choose online survey due to the following advantages: reduced time, lowered cost, ease of data entry and flexibility in format (Granello & Wheaton, 2004). The sample collection comprehended the period of time between February and May of 2014 and the data file was received at 9th of June of the same year. To run the statistical analysis, SPSS software was used.

2.3 Measures

For this research to be possible, firstly, the scales were translated from Brazilian-Portuguese to European-Portuguese and the retroversion was made always being careful about the cultural differences, so that, between this processes, the scale validity wouldn't be compromised.

To assess the Emotional Regulation Profile, we used the *Emotion Regulation Profile-Revised Scale (ERP-R)* (see page 44), validated by Nelis et al. (2011). This scale is composed by 15 items in its original form, but only six were used in this investigation. The main reason for using only six scenarios has to do with the fact that the survey would

become too long and we feared that it would lead to quitting answering it. It is important to note this was a decision of the Brazilian team and we choose not to change it in order to maintain the same study design. Within the six questions used, three of them were presenting negative scenarios, accessing down-emotional regulation factor and other three presented positive scenarios, accessing up-emotional regulation factor. These items evaluate the regulation of a specific emotion (anger, sadness, fear, shame, guilt, jealousy, joy, satisfaction, excitement, admiration, gratitude and pride). For each negative or positive scenario, there are eight options of emotional regulation strategies - four functional strategies and four dysfunctional. This scale has a Cronbach *Alpha* of .95, showing very good internal consistency. An Exploratory Factor Analysis for this scale was conducted by Rodrigues (2014) for the Portuguese Population and the results show that this scale explains about 60.5% of the total variance. According to this author, the factor "*up-regulation*" explains about 41.5% of the total variance, while the factor "*down-regulation*" explains about 19.0% of the total variance.

To assess the Perceived Stress, we used the *Perceived Stress Scale (PSS)* (see page 47), validated by Luft, Sanches, Mazo and Andrade (2007). This scale is composed by 14 questions with a Likert (0-5) scale to answer, being 0 - Never and 4 – Always. The final score of the scale varies between 0 and 56 points. The items of this scale are divided in seven positive items and seven negative items, where the positive items have a summed score reverse (e.g., "*Did you manage to successfully deal with the hard issues in your life?*"; "*Did you feel that life is happening according to what you expect?*"). The Cronbach *Alpha* of this scale is .70. An Exploratory Factor Analysis was conducted by Machado, Damásio, Borsa and Silva (2014) for a Brazilian population of Professors and the results show that the scale explains 67% of the total variance. However, we must be aware this result may not be extensible to the Portuguese population.

To assess Work well-being, we used the *Work well-being Scale (WWBS)* (see page 48), validated by Paschoal & Tamayo (2008). This scale has two parts: one that relates do affects and other that relates to expressivity/realization in work. The affect part has 38 items, 23 that relate to negative emotions and 15 that relate to positive emotions. These items are rated in a five point scale, being 1 – Not a bit and 5 – Extremely. The part that relates to expressivity/realization in work has nine items with questions such as "*I express what's best in me*" that have an answer scale from 1 to 5, being 1 – Totally disagree and 5 – Totally agree (e.g., "*At my work I manage to develop skills I find important to me*"; "*At my work I do what I really like to do*"). This scale has an *Alpha*'s Cronbach of .82. A

Factor Exploratory Analysis was conducted for this scale by Paschoal and Tamayo (2008) for the Brazilian population and the results show this scale explains about 57.3% of the total variance. Like the *Perceived Stress-Scale*, we must be aware this result may not be extensible to the Portuguese population.

2.4 Results

We first ran a correlation matrix between the variables perceived stress and work well-being; perceived stress and down and up emotional regulation and work well-being and down and up emotional regulation (*Table 8*).

Table 8: *Descriptive Statistics of variables and Correlations between perceived stress and work well-being; perceived stress, down and up emotional regulation and work well-being and down and up emotional regulation*

	Min	Max	M	SD	PS	WWW	DownER
PS	24.00	62.00	39.12	6.19	---	-.056	-.404**
WWW	30.00	120.00	86.49	11.31	-.056	---	.022
DownER	-7.00	10.00	2.15	2.70	-.404**	.022	---
UpER	-4.00	11.00	3.31	3.02	-.313**	.030	---

**. Correlation is significant at .01 level (2-tailed)

*. Correlation is significant at .05 level (2-tailed)

Legend: PS: Perceived Stress; WWW: Work Well-Being; DownER: Down Emotional Regulation; UpER: Up Emotional Regulation

N = 358.

The Table 8 illustrates the descriptive statistics and the correlation matrix between perceived stress and work well-being; between perceived stress and down and up emotional regulation and, finally, between work well-being and down and up-emotional regulation. The relationship between perceived stress and work well-being shows a negative association ($r = -.056$), but not statistically significant. Therefore, Hypothesis 1

(*Perceived stress and work well-being will be negatively associated*) cannot be confirmed, even though there's evidence of a negative association. Also, the relation between perceived stress and down emotional regulation ($r = -.404$) and up emotional regulation ($r = -.313$) was also negative and statistically significant, confirming Hypotheses H2a (*Down emotional regulation will be negatively associated with perceived* stress) and H2b (*Up emotional regulation will be negatively associated with perceived stress*).

The hypothesis 2c (*The association in Hypothesis 2a is stronger than the association in Hypothesis 2b)* was verified, once the correlation between down emotional regulation and perceived stress was higher than the correlation between up emotional regulation and perceived stress ($r = -.313 < r = -.404$). Nevertheless, in order to assure hypothesis 2c has statistical significance, other statistical tests would have to be runned (e.g.: Steiger's Z Test) in order to compare both statistics in the same population. As to the relation between work well-being and down ($r = .022$) and up ($r = .030$) emotional regulation, though down and up emotional regulation are indeed positively associated to work well-being, the correlations are not significant, not supporting Hypothesis 3a (*Up emotional regulation will be positively associated to work well- being); Hypothesis 3b (*Down emotional regulation will be positively associated to work well-being*) and Hypoyhesis 3c (*The association in Hypothesis 3a will be stronger than the association in Hypothesis 3b*).

After running the correlations to access how the variables interacted, we ran a multiply regression model with moderator effect to test if the emotional regulation would have a moderator effect on the relationship between perceived stress and work well-being. Multiply regression is a statistical tool that allows us to examine how multiple independent variables are related to a dependent variable (Higgins, 2005). The goal of this analysis is to identify how these multiple variables relate to your dependent variable, in order to take information about the independent variable and use it to make more powerful and accurate predictions about the pressupposed relations (Higgins, 2005). In order to prevent multicollinearity, we have proceed to the standardization of the variables. For this analysis, the dependent variable was work well-being, the predictor variable was perceived stress and the moderator variables were both down and up emotional regulation. The results are showed at the table 9, below.

Table 9: *Multiply linear regression analysis with moderator effect*

	Beta (ß)	**p value***
Model 1		
ΔR^2 = .007; F (5) = .494; p < .05*		
ZPerceived Stress	-.054	.356
ZDown ER	-.010	.881
ZUp ER	.019	.773
ZPerceived StressXZDown ER	.040	.550
ZPerceived StressXUp ER	-.074	.258

    a.   Dependent Variable: Work Well-Being

    * Moderated Regression is significant at level .05(two-tailed)

In the multiple regression we carried out to access the moderator effect of down and up emotional regulation on the relationship between perceived stress and work well-being, we verify that the moderator effect explains only 7% of the model, showing no statistical significance, and, therefore not confirming hypothesis 4 (*Emotional regulation strategies will act as moderators of perceived stress and work well-being relationship, in such a way that down emotional regulation will decrease perceived stress and increase work well-being and up emotional regulation will decrease perceived stress and increase work well-being.*)

We can also see that the product of the interaction between down emotional regulation and perceived stress is the one that is the best predictor of work well-being (β = .040) and that the product of the interaction between up emotional regulation and perceived stress is a negative predictor of work well-being (β = -.074). When considering that up emotional regulation acts as a potentiate of positive emotions, we may understand that, when interacted with perceived stress, which is a condition that requires more the decreasing of negative emotions than the increasing of positive emotions, we can understand they would have the effect of cancelling the potential of one another.

When analyzing the independent variables alone, we verify, as expected, that perceived stress has a negative effect on work well-being (β = -.054), which is coherent

with the negative association tested on Hypothesis 1 (*Perceived stress and work well-being will be negatively associated*). Continuing analysing, we also verify that down emotional regulation also has a negative effect on work well-being (β = -.010), which is not coherent to the correlation shown on Hypothesis 3b (*Down-Emotional Regulation will be positively associated to Work Well Being*). However, it does not seem that down emotional regulation could be considered as a predictor of work well-being. This makes sense when we consider that down emotional regulation focus on decreasing negative emotions, but does not focus on increasing positive emotions and, therefore, the ability of improving work well-being is not being contemplated. On the other hand, up emotional regulation does seem to predict work well-being (β = .019), even though not at a significant level.

3. Discussion

As outlined before, the aim of this study was to clarify the moderator effect of emotional regulation in the relation between perceived stress and work well-being in workers. As verified, the results showed that indeed down and up emotional regulation are negatively associated to perceived stress. Even though literature is not clear in distinguishing emotion regulation from coping with stress, it is accepted that emotional regulation implies a cognitive change (Gross, 1998, 2002; Wank and Saudino, 2011). In fact, underlying the process of emotional regulation there's the process of reappraisal, which implies a cognitive change that changes the emotional meaning of a specific occurrence. Considering this, we can admit that emotional regulation may play a part on changing how one perceives a stressful event.

When looking for a stronger negative relation between down emotional regulation and perceived stress than between up emotional regulation and perceived stress, we found that this prediction is true. This could be justified by the fact that perceived stress triggers negative emotions, such as anxiety and anguish, leading to a cognitive answer for decreasing this maladaptive state (Gross, 2007). This founding is coherent with studies

made by Goldin and Gross (2010) with sixteen patients suffering from Social Anxiety Disorder, where they used Mindfulness-Based Stress Reduction (MBSR), which is a mindfulness practice for decreasing negative emotions. Results of this study showed lower levels of anxiety for these patients after the application of MBSR. This could suggest that in a situation of perceived stress, people might find it more useful to use strategies that aim to decrease negative emotions at the moment, in order to return to optimal functioning.

On the other hand, we also analyzed the relationship between down and up emotional regulation and work well-being, either trying to compare which strategy (up or down) would have a stronger relationship with work well-being. We have verified that, indeed, these relationships are positive and that, indeed up emotional regulation has a stronger relation with work well-being than down emotional regulation, even though these values were not statistically significant. This could be justified by the fact that the increasing of positive emotions is correlated to bigger life satisfaction and to positive affect (Fredickson, 2001; Diener et al., 2012; Páez et al., 2013). Nevertheless, this issue should be a target for future research, once the results of the present study shown no statistical evidence for this statement. It is true that, according to the literature, the ability of increasing positive emotions has its effect shown in a period of time much longer than the decrease of negative emotions (Fredickson, 2001; Seligman & Csikszentmihalyi, 2000). This is to say that, increasing positive emotions in order to develop a prolonged sense of well-being, implies more time than the decreasing of negative emotions. However, as aforementioned, this question should be addressed for future research within other populations in order to have a deeper comprehension of the relation between work well-being and down and up regulation. Another reason for not finding statistically significant results on this matter may be related to the fact that this study has a sample characterized by different professional categories (see table 4). This fact may be diluting some results, due to the fact that different professional categories have specific demands that are not contemplated in the present investigation.

Finally, as to the moderator effect of up and down emotional regulation on the relationship between perceived stress and work well-being, the results have shown that when the variable perceived stress enters the equation along with up emotion regulation, they do not predict work well-being together. This may be justified by the fact that when the body is perceiving stress, a need for decreasing the negative emotions seems more

urgent to return to a well-being state than a need for increasing positive emotions. This is related to the product of the interaction between perceived stress and down emotional regulation, predicting work well-being. However, we can not draw a solid conclusion from this relation, because the results for both products were not statiscally significant and there is an absence of the moderator effect. Besides this, when isolating the moderators, we found that down emotional regulation alone is not a predictor of work well-being, being the opposite effect for up emotional regulation.

3.1 Limitations and Future Research

A possible limitation for this study has to do with the fact that Emotional Regulation Profile-Revised scale has a lot of scenarios that are not entirely correlated to workplace contexts. Also, the Perceived Stress Scale does not specifies any item related to a work context, but to life situations. Another limitation of this research has to do with the fact that only one of the scales (Emotional Regulation Profile-Revised) has suffered an Exploratory Factor Analysis for the Portuguese population. Indeed, Factor Analysis has many uses that can improve the quality of an investigation, such as: the reducement of a large number of variables into a smaller set of variables – factors; the establishment of underlying dimensions between measured variables and latent constructs, which allows a refinement of theory and the fact that it provides construct validity evidence for self-reporting scales (Williams, Onsman and Brown, 2010). Therefore, the fact that two of the scales haven't been adjusted to the Portuguese population might have an influence on the results study. Another statistical limitation of the present study may be related to probable multicollinearity, explaining why the moderator effect has shown no statistical significance.

The fact that these scales are self-reporting questionnaires may also contain some disadvantages. Self-reporting questionnaires may suffer from trait variance, as described by Spector (1994). According to this author, trait variance is the variance attributable to the construct of interest and is dependent on the researcher's interpretation of the variable. This is to say that the trait component will be a function of wether one considers it to represent the objective environment or the respondent's perception of the environment

(Spector, 1994). This author also considers this type of questionnaires suffers from method variance, stating that when people are asked about sensitive issues, they are more likely to be under the influence of social desirability than when asked about less sensitive issues, even though the method of asking is the same. Social desirability is likely to have occurred in the present investigation, especially on the Emotional Regulation Profile – Revised scale, where people could choose between functional and dysfunctional strategies. I believe this research, even though it provides us some knowledge of Emotional Regulation strategies, does not access specific strategies people use and, therefore, it does not allow us to create a more rigourous Emotional Regulation Profile. We should also consider that we are evaluating constructs that are not stable in time (see Gross 2007; Sonnentag, 2015), which raises the need of studying these phenomenon in a longitudinal research.

For future research, it would be interesting to develop an Emotional Regulation Scale and a Perceived Stress Scale that are interily designed to access workplace context, containing only work related scenarios because, though the measurement of emotions is the same, the fact that people are led to place themselves at contexts that are not "workplace" may not provide a fair or adjusted measure at the end. It would also be important to adjust the scales to the reality of Portuguese population, in order to minimize possible statistical variances and errors. Also, a longitudinal investigation about the effect of up emotional regulation on work well-being and perceived stress with workers at their workplace could be interesting to understand if the strategy of increasing positive emotions can lead to a better response while coping with perceived stress and, consequently, to a bigger sense of work well-being.

Another suggestion for future research would be a reformulation of the study design to permit a deeper access to Emotional Regulation Profile strategies and to explore professional categorie as variable that might be influencing different types of Emotional Regulation. Therefore, it would be interesting to deepen the analysis in such way it allows us to extract specific strategies that may help to design an Emotional Regulation Profile and to relate the use of these strategies with the specific demands of the different professional categories.

This study has contributed to understand that down-regulation of emotions might be a better reducer of perceived stress than up-regulation of emotions, even though this

statement needs more statistical evidence to prove it. Notwithstanding, through a profound analysis of the Emotional Regulation strategies people use, this could contribute to design training programmes on organizations that would help people to consciously learn strategies for decreasing negative emotions, but it would also be interesting to train people to help them improve their positive emotions, once it is connected to well-being (Fredickson, 2001) helping them to make more use of up regulation strategies.

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Appendix

Emotional Regulation Profile-Revised Scale; Perceived Stress Scale; Work Well-Being Scale; Demographic Data.

Caro participante,

Está a ser convidado para responder a um questionário sobre emoções no trabalho e a sua relação com o bem-estar. Este estudo, de caráter internacional, está a ser desenvolvido por um grupo de investigação resultante de uma parceria entre Portugal e o Brasil. Em Portugal, o projecto é coordenado pela Professora Doutora Carla Carvalho, docente e investigadora na Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra e, no Brasil, é coordenado pela Professora Doutora Sónia Gondim, docente e investigadora na Universidade Federal da Bahia (Brasil). Se deseja participar na nossa investigação, por favor, clique no botão em baixo. A previsão de preenchimento deste questionário é de aproximadamente 10 minutos.

A sua participação é muito importante.

Gratas pela sua colaboração,
Atenciosamente,

Ana Manuel Pina
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Professora Doutora Carla Carvalho

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Termo de Consentimento:

Para confirmar a sua participação, por favor, leia o texto abaixo e, caso concorde, selecione a opção "Concordo em participar na investigação".

TERMO DE CONSENTIMENTO INFORMADO

Declaro ter conhecimento de que estou a participar mum estudo conduzido por um grupo de investigadores da Faculdade de Psicologia e de Ciências da Educação da Universidade de Coimbra (FPCEUC), em parceria com a Universidade Federal da Bahia (Brasil), cujo principal objetivo é avaliar como as pessoas lidam com as suas emoções em diversas situações.

Estou informado(a) de que, se houver qualquer dúvida a respeito dos procedimentos adotados durante a condução da investigação, terei total liberdade para questionar ou recusar a permanência da minha participação na investigação. O meu consentimento, fundamentado na garantia de que as informações apresentadas serão respeitadas, assenta-se nas seguintes condições:

a) Os questionários são anónimos e todos os dados recolhidos serão tratados com total confidencialidade;
b) Não trataremos individualmente a informação disponibilizada;
c) Os investigadores estão obrigados a fornecer-me, quando solicitadas, as conclusões obtidas;
d) Posso, a qualquer momento, solicitar aos investigadores, que os meus dados sejam retirados da pesquisa.

Ao confirmar a participação, passo a concordar com a utilização das informações para os fins a que se destina, divulgação científica, salvaguardando as diretrizes universalmente aceites da ética na pesquisa científica, desde que sejam respeitadas as condições acima mencionadas.

Perfil de Regulação Emocional

1) **Foi sair com o(a) seu-/sua companheiro(a) para uma festa à noite. Durante a festa, enquanto esteve um pouco afastado(a) do(a) seu/sua companheiro(a), apercebe-se que ele(a) está a conversar com alguém. Parecem ambos muito interessados no que cada um diz. Olham-se intensamente e riem-se juntos várias vezes. Vê o(a) seu/sua companheiro(a) animado(a), apesar de ter vindo arrastado(a) para a festa. Com isto, começa seriamente a sentir como os ciúmes estão a tomar conta de si.**

Dentro das propostas seguintes, faça um círculo/assinale a(s) reacção(ões) que melhor reflecte(m) a sua maneira de reagir habitual neste tipo de situações.

a. Observa-os pelo canto do olho. Fica a "remoer" no assunto, mas não o demonstra. Em vez de se irritar, decide pensar noutras coisas e aproveitar a noite (ex.: falar com pessoas, dançar…)

b. Em vez de se irritar, decide pensar noutras coisas e aproveitar a noite (ex: falar com pessoas, dançar…).

c. Exprime o seu ciúme ao(à) seu(sua) companheiro(a) sem se enervar. Diz-lhe que não gosta que ele(a) se divirta com uma pessoa do sexo oposto.

d. Sente-se invadido(a) por raiva e, logo que tenha a oportunidade, zanga-se com o(a) seu(sua) companheiro(a).

e. Para esquecer aquilo que acabou de ver e, para se acalmar, vai ao bar e passa o resto da noite a beber.

f. Pensa em várias soluções para lidar com esta dificuldade. Planifica a estratégia que vai adoptar para que esta situação não se repita no futuro.

g. Sente-se triste e abandonado(a). Pensa que um dia ele(a) acabará por encontrar uma pessoa mais interessante ou mais atraente. Não há nada a fazer.

h. Apesar dos ciúmes, diz a si próprio(a) que é importante que o(a) seu(sua) companheiro(a) se divirta, desde que ele(a) não faça nada de mal. Deixa-o(a) à vontade, quando regressar a casa, ele(a) estará de bom humor.

2) **Acabou de terminar o seu relacionamento com o(a) seu/sua companheiro(a), apesar de terem pensado ir viver juntos, uma semana antes do vosso fim de namoro. Foi ele (a) quem decidiu pôr fim à vossa relação. Isso deixa-o(a) muito triste**

Dentro das propostas seguintes, faça um círculo/assinale a(s) reação(ões) que melhor reflete(m) a sua maneira de reagir habitual neste tipo de situações.

a. Suporta o fim da relação abatido(a). De qualquer maneira, diz a si mesmo(a) que não tem sorte ao amor e acredita que não pode mudar isso.

b. Tira um tempo para cuidar de si ou para fazer coisas que são agradáveis.

c. Tenta sentir-se melhor recorrendo a algumas substâncias relaxantes (ex.: comida, álcool, cigarros, calmantes, outros…).

d. Desabafa com alguém próximo. Tem necessidade de falar com alguém sobre aquilo que está a sentir.

e. Tenta recuperar o controlo da sua vida (ex.: inscrição num ginásio, site de encontros online, saídas à noite). Define as suas prioridades para que o próximo relacionamento seja o melhor.

f. Olha para fotos antigas, enquanto ouve músicas tristes.

g. Tenta ver o lado positivo das coisas. Este fim de relação, apesar de difícil, é a oportunidade para começar de novo, fazer coisas que não fazia há muito tempo e, possivelmente, encontrar alguém que seja mais compatível consigo.

h. Apesar da decisão firme do-(a) seu/sua ex-namorado-(a), tenta reconquistá-lo(a) de todas maneiras.

3) Tem que fazer uma apresentação oral para várias pessoas. Já fez uma no passado e não correu muito bem. Recebeu muitas críticas sobre a sua apresentação. A ideia de voltar a fazer uma apresentação em público, dentro de alguns dias, deixa-o(a) aterrorizado(a).

Dentro das propostas seguintes, faça um círculo/assinale a(s) reação(ões) que melhor reflete(m) a sua maneira de reagir habitual neste tipo de situações

a. Tenta distrair-se fazendo uma atividade que seja agradável para si. Preparou a sua apresentação e espera que esse dia chegue como se fosse outro qualquer.

b. Não pára de pensar nisso. Foca-se no que poderá correr mal e fica stressado(a) até ao dia da apresentação.

c. Partilha os seus medos com os seus próximos e procura o seu apoio e os seus conselhos.
d. Estabelece um plano de ação para aumentar a probabilidade de ter sucesso. Define o problema e explora diferentes soluções que permitam deixá-lo(a) mais seguro(a) (repetição, relaxamento, informações sobre como melhorar a sua apresentação).
e. Diz a si próprio(a) que nunca irá conseguir e sente-se um "zero à esquerda".
f. Dias antes da apresentação oral recorre a substâncias para conseguir relaxar (ex.: álcool, cigarros, calmantes, outros…), para diminuir a sua ansiedade.
g. Tenta ver o lado positivo da situação: é um bom exercício para si e, mesmo que as coisas corram mal, não será o fim do mundo.
h. Desde o anúncio da data da apresentação, que se sente stressado(a). O stresse paralisa-o(a) e impede-o(a) de trabalhar na sua apresentação. Se for possível, encontra uma "excelente razão" que o(a) impeça de fazer a apresentação.

4) Está a ter um fim-de-semana romântico. O cenário é perfeito. O(A) seu/sua companheiro(a) é tudo aquilo que procurava encontrar numa pessoa e sente-se particularmente feliz.

Dentro das propostas seguintes, faça um círculo/assinale a(s) reação(ões) que melhor reflete(m) a sua maneira de reagir habitual neste tipo de situações.

a. Apesar do fim-de-semana muito agradável, não consegue deixar de pensar em alguns pormenores negativos que impedem que a sua estadia seja perfeita.
b. Tenta desfrutar o momento, colocando o resto de lado.
c. O fim-de-semana é perfeito. É demasiado bom para ser verdade. No entanto, teme que algo corra mal.
d. Ri, brinca, abraça o(a) seu/sua) companheiro(a). Enfim, extravasa toda a sua alegria e deixa-se levar pelo momento.
e. Quando está sozinho(a), reflecte nos bons momentos passados juntos e/ou nas razões que tornam a vossa relação tão especial.
f. Está a passar um bom bocado. Mas, por diversas razões (ex.: medo do ridículo, não é o seu estilo, culpa….), não se deixa levar pelo momento e contém a sua alegria.
g. Nos dias seguintes, partilha esse bom momento com os mais próximos (ou no seu diário).
h. O fim-de-semana está a ser perfeito. No entanto, não consegue deixar totalmente de lado as suas preocupações (ex.: trabalho, família…).

5) Depois de um mês de trabalho duro, consegue obter finalmente o diploma ou a promoção dos seus sonhos. Não foi nada fácil e tem muito mérito por ter conseguido chegar até aqui. Está muito orgulhoso(a) de si mesmo(a). Família e amigos juntaram-se para organizar uma pequena festa para si.

Dentro das propostas seguintes, faça um círculo/assinale a(s) reação(ões) que melhor reflete(m) a sua maneira de reagir habitual neste tipo de situações.

a. Durante a festa, não consegue parar de pensar noutras coisas (ex.: preocupação relacionada com o seu novo estatuto, problemas pessoais…)
b. Nos dias seguintes, reflecte sobre o sucesso que alcançou: esforços e qualidades necessárias para alcançar tal feito, orgulho das pessoas mais próximas, perspetivas de futuro…
c. Enquanto todos o(a) felicitam, pensa que talvez não tenha assim tanto mérito. Foi, de certeza, um golpe de sorte que não voltará a acontecer.

d. Está orgulhoso(a) de si próprio(a) e demonstra-o (ex.: grita/chora de alegria, gestos de vitória…).

e. Apesar do sentimento de vitória, uma parte de si não consegue parar de pensar que poderia ter feito melhor.

f. É o seu momento de glória e aproveita-o ao máximo. Trabalhou muito e merece todos estes elogios.

g. Está orgulhoso(a) de si, mas por diferentes razões (ex.: medo do ridículo, modéstia, timidez…), impede-se de exprimir o seu orgulho e de festejar o seu sucesso em pleno.

h. Nos dias que se seguem, anuncia a boa notícia e partilha o seu sucesso com as pessoas à sua volta.

6) No último dia de férias num país estrangeiro, vai dar um passeio com os seus amigos. Depois de algumas horas a andar a pé, descobre uma cascata por acaso. O sítio é magnífico e selvagem. A água, a vegetação abundante, o pôr-do-sol, os sons…Está completamente maravilhado(a) pela beleza da paisagem

Dentro das propostas seguintes, faça um círculo/assinale a(s) reação(ões) que melhor reflete(m) a sua maneira de reagir habitual neste tipo de situações.

a. A paisagem é encantadora, só é pena ter dores nos pés, faz um pouco de frio e existem mosquitos no local. Os pequenos inconvenientes deste tipo impedem-no(a) de disfrutar o momento.

b. Exprime a alegria que sente à sua maneira (ex.: fica extasiado(a), grita, deixa cair uma lágrima, salta para a cascata).

c. O espectáculo é magnífico, mas contém as suas emoções: prefere manter-se reservado(a) em público.

d. Nos dias seguintes, tem prazer em recordar da beleza do lugar e/ou ver as fotos.

e. Partilha a sua emoção com as pessoas que o(a) acompanham. Nos dias que se seguem, recomenda aquele lugar aos mais próximos.

f. O espectáculo é estragado pelo pensamento de que este é o último da de férias e que tal momento não acontecerá tão cedo.

g. Deixa que todos os seus sentidos absorvam aquele lugar, a fim de saborear plenamente aquele instante.

h. O local é soberbo, mas não se esquece de pensar no regresso a casa, no jantar e/ou no trabalho que recomeça amanhã.

Escala de Estresse Percebido

As questões abaixo dizem respeito a sentimentos e pensamentos que teve durante o último mês. Em cada caso, será pedido que você indique o quão frequentemente se tem sentido de uma determinada maneira. Embora algumas das perguntas sejam semelhantes, há diferenças entre elas e, por isso, deve analisar cada uma como uma pergunta separada. Aconselha-se que responda a cada pergunta razoavelmente rápido. Isto é, não tente contar o número de vezes em que você se sentiu de uma maneira particular, mas indique a alternativa que lhe parece uma estimativa razoável. Para cada pergunta, escolha as seguintes alternativas:

0= nunca	1= quase nunca	2= às vezes	3= quase sempre	4=sempre

Neste último mês, com que frequência...

1	Você ficou triste por causa de algo que aconteceu inesperadamente?	0	1	2	3	4
2	Você sentiu-se incapaz de controlar as coisas importantes da sua vida?	0	1	2	3	4
3	Você sentiu-se nervoso e "stressado"?	0	1	2	3	4
4	Você conseguiu tratar com sucesso dos problemas difíceis da vida?	0	1	2	3	4
5	Você sentiu que está a lidar bem com as mudanças importantes que estão a ocorrer na sua vida?	0	1	2	3	4
6	Você sentiu-se confiante na sua capacidade de resolver problemas pessoais?	0	1	2	3	4
7	Você sentiu que as coisas estão a aconter de acordo com a sua vontade?	0	1	2	3	4
8	Você achou que não conseguiria lidar com todas as coisas que você tem que fazer?	0	1	2	3	4
9	Você conseguiu controlar as irritações na sua vida?	0	1	2	3	4
10	Você sentiu que as coisas estão sob o seu controlo?	0	1	2	3	4
11	Você ficou irritado(a) porque as coisas que acontecem estão fora do seu controlo?	0	1	2	3	4
12	Você deu por si a pensar sobre as coisas que deve fazer?	0	1	2	3	4
13	Você conseguiu controlar a maneira como gasta o seu tempo?	0	1	2	3	4
14	Você sentiu que as dificuldades se acumulam ao ponto de acreditar que não pode superá-las?	0	1	2	3	4

Escala de Bem-Estar no Trabalho

Para responder a esta parte do questionário utilize a escala abaixo e escreva o número que melhor expressa a sua resposta ao lado de cada item.

Nem um pouco 1	Um pouco 2	Moderadamente 3	Bastante 4	Extremamente 5

Nos últimos seis meses o meu trabalho tem-me deixado…
1. Alegre_____
2. Preocupado(a)_____
3. Disposto(a)_____
4. Contente_____
5. Irritado(a)_____
6. Deprimido(a)_____
7. Entediado(a)_____
8. Animado(a)_____
9. Chateado(a)_____
10. Impaciente_____
11. Entusiasmado(a)_____
12. Ansioso(a)_____
13. Feliz_____

14. Frustrado(a)_____
15. Incomodado(a)_____
16. Nervoso(a)_____
17. Maravilhado(a)_____
18. Tenso(a)_____
19. Orgulhoso(a)_____
20. Com raiva_____
21. Tranquilo(a)_____

Na secção seguinte você deve indicar o quanto as afirmações abaixo apresentadas representam as suas opiniões sobre o seu trabalho. Para responder aos itens, utilize a escala seguinte e assinale o número que melhor corresponde à sua resposta.

Discordo Totalmente 1	Discordo 2	Concordo em parte 3	Concordo 4	Concordo Totalmente 5

Neste trabalho...

1. Atinjo resultados que valorizo	1	2	3	4	5
2. Avanço nas metas que estabeleci para a minha vida	1	2	3	4	5
3. Consigo recompensas importantes para mim.	1	2	3	4	5
4. Desenvolvo capacidades que considero importantes	1	2	3	4	5
5. Expresso o que há de melhor em mim	1	2	3	4	5
6. Faço o que realmente gosto de fazer	1	2	3	4	5
7. Realizo atividades que expressam a minha capacidade	1	2	3	4	5
8. Concretizo o meu potencial	1	2	3	4	5
9. Supero desafios	1	2	3	4	5

Questionário Sociodemográfico
Sexo

( ) Feminino

( ) Masculino

Idade:_____

Distrito de Residência

Arquipélago dos Açores

Arquipélago da Madeira

Aveiro

Beja

Bragrança

Castelo Branco

Coimbra

Évora

Faro

Guarda

Leiria

Lisboa

Portalegre

Porto

Santarém

Setúbal

Viana do Castelo

Vila Real

Viseu

Estado Civil

     ( ) Solteiro (a)

     ( ) Casado (a) / União de Facto

     ( ) Divorciado(a) / Separado(a)

     ( ) Viúvo(a)

     ( ) Outro:_____

Antiguidade/Tempo na função:

     ( ) Menos de 6 meses

     ( ) De 6 meses a um ano

     ( ) Mais de 1 até 3 anos

     ( ) Mais de 3 até 5 anos

     ( ) Mais de 5 até 10 anos

     ( ) Mais de 10 anos

Antiguidade /Tempo na instituição onde trabalha:

     ( ) Menos de 6 meses

( ) De 6 meses a um ano

( ) Mais de 1 até 3 anos

( ) Mais de 3 até 5 anos

( ) Mais de 5 até 10 anos

( ) Mais de 10 anos

Escolaridade Completa

( ) 1º Ciclo do Ensino Básico

( ) 2º Ciclo do Ensino Básico

( ) 3º Ciclo do Ensino Básico

( ) Ensino Secundário

( ) Licenciatura

( ) Mestrado

( ) Doutoramento

( ) Outro:_____

No seu emprego atual, desempenha funções de chefia? (i.e.: tem pessoas à sua responsabilidade?)

( ) Sim

( ) Não

No exercício do seu trabalho, interage frequentemente com outras pessoas? (ex.: clientes, colegas, chefes, fornecedores…)

( ) Sim

( ) Não

Se sim, de que maneira?

( ) Presencialmente / face a face

( ) De forma digital, como por exemplo, através de meios informáticos

( ) Ambos

A organização onde trabalho atualmente disponibilizou (aquando da minha entrada para a mesma) ou disponibiliza (em ações de formação e atualização de conhecimentos e competências) regras, normas, instruções acerca de como devemos reagir, lidar ou gerir as nossas emoções em situações de trabalho, sobretud as que respeitam à interação com clientes, mostrando

claramente quais as expressões emocionais que devemos usar ou suprimir em determinadas situações:

( ) Sim

( ) Não

Categoria Socioprofissional (selecionar apenas uma opção):

( ) Empresários, Quadros Superiores e Dirigentes (ex.: quadros superiores da administração pública, diretores/gerentes de empresas)

( ) Profissões Intelectuais e científicas (ex.: arquitetos, engenheiros, físicos, informáticos, biológos, médicos, enfermeiros, professores, advogados, economistas, psicólogos, jornalistas, músicos)

( ) Técnicos e Profissionais de Nível Intermédio (ex.: técnico de eletricidade, técnico de telecomunicações, técnico de gás, desenhador projetistam operadores de TV, técnico de radiologia, controladores de tráfego aéreo, técnicos de segurança do trabalho, fisioterapeuta, corretores da bolsa, agentes de seguros, inspetores da Polícia Judiciária, atletas)

( ) Pessoal Administrativo e Similares (ex.: Secretários, Bibliotecários, escriturários de contabilidade, encarregados de armazém, carteiros, caixas de banco, penhoristas, rececionistas)

( ) Pessoal dos Serviços e Vendedores (ex.: assistentes de bordo, guias turísticos, cozinheiros, empregados de mesa, cabeleireiros, esteticistas, agentes funerários, animadores culturais, DJ's, Bombeiros, Agentes da Polícia, Guardas dos Serviços Prisionais, operadores de supermercado)

( ) Agricultores e Trabalhadores Qualificados da Agricultura e Pescas (ex.: agricultores, trabalhadores florestais, criadores de animais, jardineiros, pescadores)

( ) Operários, Artífices e Trabalhadores Similares (ex.: mineiros, salineiros, canteiros, pedreiros, carpinteiros, trabalhadores da construção civil, pintores, canalizadores, eletricistas, serralheiros civis, mecânicos, oleiros, artesãos de madeira, relojoeiro, bordadores, padeiros, queijeiro, trabalhadores do tratamento de madeira, costureiros, tecelões, trabalhadores de confeções, sapateiros)

( ) Operadores de Instalações e Máquinas e Trabalhadores da Montagem (ex.: condutores de máquina, sondador, serrador, operador de forno)

( ) Trabalhadores não qualificados (ex.: vendedor ambulante, vendedor por telefone, pessoal da limpeza, empregadas domésticas, porteiros, estafetas, contínuos)

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