



HAPPINESS AND WELL-BEING AT WORK

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ABSTRACT

The pursuit happiness and well-being has extended to organizations and has been attracting increased attention throughout positive psychology research. This paper aims to review the definition, the different factors predictor of happiness and well being at work and finally it is explained how to improve happiness based in the definition and antecedents. But there is a significant lack of research on its antecedents (Chivato Pérez et al., 2011). Thus we propose that happiness at work implies positive emotions, experiences, positive attitudes (e.g. job satisfaction, affective organizational commitment), personal development and feeling of purpose and significance of the work that contribute to something worthy. To give this definition we have based on eudaimonic and hedonic approach. We have found eight factors predictors of happiness: employee performance, job characteristics, use and development of strengths, positive relationships and positive leadership behavior, positive feedback, positive experiences at work and organizational culture.

Key words: happiness and well being, eudaimonic well-being, subjective well-being, personal developments and growth, positive emotions.

Paper type: Literature Review

1. INTRODUCTION

The term “happiness” has been studied and discussed by many scholars and by different areas like art, philosophy, psychology and science. According to Fisher, (2010) happiness is showed through pleasant moods and positive emotions, subjective well-being and positive attitudes and in recent years the interest in happiness has extended to workplace. Happiness appears in form of joy and is a basic human emotion, felling happy is crucial to experience as human (Diener and Diener, 1996). Happiness has been studied many years ago by many philosophers as Aristotle or Plato and written of history (McMahon 2006). Numerous philosophers like Aristotle and psychologists like James (1890) claims that the purpose of human life is searching for happiness.

But only in past decade happiness has become more important and has gained importance due to increase of researches of positive psychology by Seligman and Csikszentmihalyi (2000), who has focused attention to happiness, positive states and optimism of individuals. This model is the origin of the study of happiness at work and also is the opposite of the previously dominant model which focused attention directly to depression, stress, pessimism and negative experience. Organizational researches have tried to apply positive psychology to the organizations through positive organizational behavior (Luthans, 2002; Fisher 2010) and also have begun to pursue organizational scholarship (Cameron et al. 2003).

Happiness is the most important goal that many people pursue in the in world, because “happiness” is universal to all persons in every culture and everybody searches for happiness (Fisher. 2010, Aydin, 2012). In the last two decades the term happiness, specifically well-being have emergent new constructs and have extended to today’s organization because is particularly interesting for management (David, Boniwell and Conley Ayers, 2013). According to Wesarat, Yazam, and Halim (2014) happiness is related to individual’s and subjective well-being. Happiness at work place can be defined as how satisfied are people with their lives and work. There is a close relationship between job satisfaction and life satisfaction. In other words job satisfaction affects life satisfaction and also life satisfaction affects job satisfaction (Saari and Judge, 2004). However other psychologist, Fisher (2010) sustains that happiness at work includes job satisfaction, but is more than it. She claimed that a comprehensive measure of individual level of happiness needs to include work engagement, job satisfaction and affective organizational commitment. There are different aspects of happiness that should be conceptualized and measured at multiple level including stable personal-level attitudes and collective attitudes because there is evidence that

happiness has important consequences for both employees and organizations. A meta-analysis of happiness research have found that happiness leads to nearly to success in every domain of our lives (e.g. marriage, health, friendship, community involvement, creativity), and particularly in jobs, careers and business. Data abound finding that happy employees have higher individual and organizational levels of productivity, have higher levels of sales and customer satisfaction, improve employee retention and less likely to take sick days or to become burned out, they enjoy more job security and organizational citizenship behavior (Harrison et al. 2006; Riketta 2008; Schor, 2010). In conclusion, happiness is a competitive advantage for successful organization with happy and committed employees.

Happiness and well-being is a highly valued goal for most individuals (Diener, 2000), that includes employees who searches for happiness at workplace, for that reason firms need to care about the well-being and “happiness” of their employees. Besides, happy employees in comparison with unhappy employees are more willing to help fellow workers and customers, have higher performance and greater loyalty to the organization and also they are able to do more of the work itself. The research of Cropanzano, and Wright (1999), showed that happy employees have a superior performance also they are more sensitive to the opportunities in the workplace, more open and help fellow workers and more positive and confident (Gupta, 2012; Januwarsono, 2015). Nowadays, the debate about the importance of happiness remains open (Fineman 2006; Roberts 2006; Hackman 2009; Luthans and Avolio 2009; Fisher 2010; Atkinson and Hall 2011) and is necessary to progress more in this study.

The goal of the present study is to explain theoretically happiness at work, also explain the antecedents of happiness at work and how to improve happiness and well-being at work. Finally this literature review has a section with a discussion and then a conclusion with a summary of key findings.

About the method to give an answer and write this academic article, we based in a literature review of the concept of happiness and well-being at work, and others concept related with. To write this academic article also we based in computer and manual searches to find others relevant articles of positive organizational research. Computer searches refer to use of Google Academic, and search within databases and digital resources of Journal of Management and UJI library the of Economic and Business area. Besides if an article seems relevant and his authors are known for their contribution, we use the original reference of these articles relevant that lead to you to

another article. We focused in positive factors related with employee happiness and well-being, such as job satisfaction, positive emotions and relationship at work, personal strengths and growth, positive leadership style and organizational culture. We were searching for the most recent publications, for the last sixteen years (2000-2016). About the keywords that entered into the database, they are: happiness at work, happiness and well-being at work, well-being at work, determinants of well-being at work, employee satisfaction, happiness and well-being of employees, happy employees, employee well-being, positive psychology at work, leadership and well-being, organizational culture and well-being. The selection of the documents was based by the title, abstract and conclusion. About manual searches refers of the book “*The Oxford Handbook of Happiness*” by David, Boniwell and Conley Ayers, (2013). This book is very comprehensive and multidisciplinary research on human happiness, we use the especially the section VII, “Happiness and Originations”.

2. LITERATURE REVIEW

2.1 How to define happiness?

Philosophers and social researches have defined happiness in many ways since the begging of written history (McMahon, 2006; Kesebir and Diener, 2008; Fisher, 2010). Aristotle uses the term Greek “eudaimonia” to define happiness, then eudaimonia is derived from indentifying one’s virtue, cultivating and the exercising them and living life in accord (Gupta, 2012). According to Aristotle “complete virtue” is the most important factor to achieve happiness and it is to have a good moral character thought complete life and happiness also depends on the exercise of the reason and rational capacities as a rational animal (Januwarsono, 2015). Other authors believe that happiness means “doing good” (Di Tella et al., 2006, Alipour et al, 2012; Gupta, 2012; Januwarsono, 2015).

The science that focuses on the study of “Happiness” is the positive psychology and Seligman (2002), the expert in positive psychology claims that authentic happiness comes from indentifying and cultivating fundamental strengths and using them every day in work, love, play and parenting and every aspect of life. Besides, Seligman in his formula of happy life sustains that happy life is a life with positives feelings and activities (Gupta, 2012; Januwarsono, 2015). Fredrickson and Losada (2005), give another definition of happiness that implies a life to grow, flourish and thrive and to leave this world in better conditions.

Researchers usually have chosen to follow between hedonic views of happiness or eudaimonic views of happiness. The hedonic approach can be defined as pleasant feelings or pleasure and favorable judgments. The hedonic approach is exemplified on subjective well-being and it has two correlated components: judgments of life satisfaction (both globally as in specific areas such as relationship, health, work and leisure) and affect balance, it implies to have more positive feelings and few or rare negative feelings (Diener et al. 1999; Schimmack, 2008). Also, Myers and Diener (1995) have defined happiness as the experience of frequent positive feelings or affect, infrequent negative affect and completely sense of satisfaction with life as a whole. They consider that there is not set of circumstances that ensure that one person can experience feelings of pleasure. Consequently, happiness is a totally subjective feeling of well-being experienced by a person and is characterized by positive emotions infrequent negative feelings. Hedonic approach means affective experiences that affect, mood, emotions and describing individuals (Watson *et al.*, 1999; Fisher 2010). The classic view of happiness is the extreme positive of the pleasantness dimension and unhappiness the extreme negative of the unpleasantness (Russell 1980, Remington et al., 2000, 2003; Fisher 2010).

In contrast to the hedonic approach of happiness as involving pleasant feelings and judgments of satisfaction the eudaimonic approach involves self-validation and self-actualization. Also Miquelon and Vallerand (2006, 2008) individual have claimed that eudaimonic well-being is related with 'self-realization'. Happy life according this approach implies doing what is morally right and virtuous, growing, give mean to life one's self, pursuing important goals and developing and using skills and talents independently independent of how one may feel at any time (Sheldon and Elliot 1999; Seligman 2002; Warr 2007; Fisher 2010).

Then, However conventional researches suggest that hedonic happiness defined as pursuit of pleasurable experiences and feelings are unsustainable over long term without the eudaimonic approach. Then Ryan and Deci (2001), Kashdan, Diener and King (2008), claim that both well-being hedonic and eudaimonic are complementary and strongly correlated (Kashdan *et al.* 2008; Waterman *et al.* 2008). This claim is logical happiness mean pleasant feelings, feels that one can develop talents, grow as a person and finally think that his life has mean and purpose.

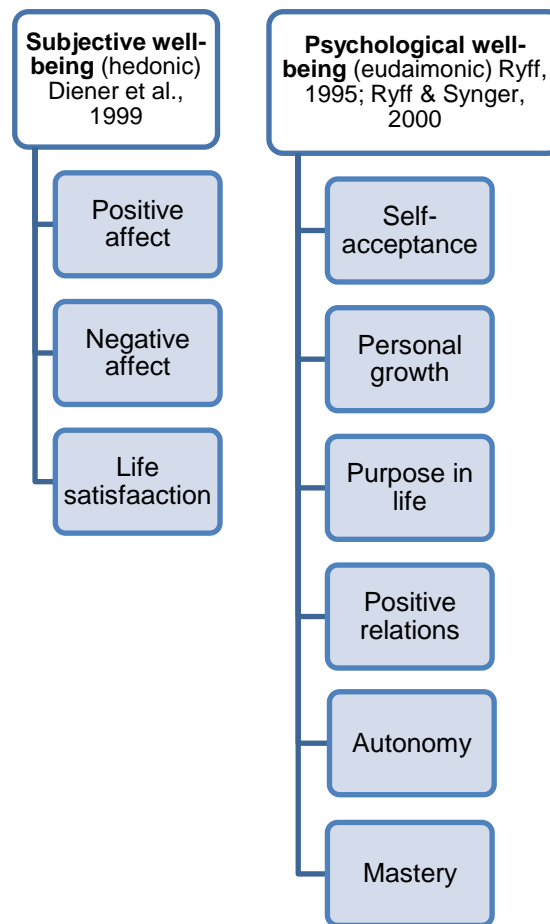
2.2 Happiness and well-being

Some positive psychologists make a distinction between the concept of happiness and well-being and this distinction is shown in the studies of Synder, Lopez, and Teramoto-Pedrotti (2011). However others psychologists considers well-being as synonyms for happiness (Diener, 2000; Diener and Seligman, 2002; Diener and Biswas-Diner, 2008). Also Caza and Wrzesniewski (2013). In their study they claimed that well-being is often used as synonym of happiness and wellness. Others have defined well-being as a subjective state of being healthy, happy, satisfied and comfortable and satisfied with one's quality of life. Also this definitions includes a physical, material, social and emotional ('happiness') and personal development, growth and progress (Felce and Perry 1995; Danna and Griffin 1999; Diener 2000).

The literature research has shown three core dimensions of well-being: psychological, physical and social (Diener and Seligman, 2004). Nowadays, subjective well-being (SWB) is defined as cognitive and affective evaluations or judgments of global life satisfaction and specific domains satisfaction as work (Diener et al., 1999; Diener, Lucas, and Oishi, 2002) and includes positive emotions, engagement, satisfaction and meaning (Seligman, 2002). SWB refers to a set of experiences and constructs not to only one that reflects happiness and satisfaction (Myer and Diener, 1995; Caza and Wrzesniewski, 2013).

- The antecedent of the actual concept of SWB, was that historically philosophers have make a distinction between two major perspectives, the *hedonic* tone or pleasant and *eudaimonic* or self-actualization perspective has views as separate (Ryan and Deci, 2001). The subjective well-being (SWB) focuses on hedonic aspect of well-being, includes pursuit of happiness and pleasant life (Diener et al. 1999). In organizational research, implies experiencing positive or negative feelings (affect) and/or believes or (judgments) about an object (see figure 1) such as job satisfaction, organizational commitment, and positive emotions while working (Fisher, 2010). In contrast, the psychological well-being (PWB) focuses in eudaimonic approach or human potential, it is best achieved through personal development and growth because individual's experiments sense of competence and propose. PWB is composed by six elements (see figure 1); judgments of self-acceptance (positive evaluation of one self and one's life), personal growth, purpose in life, positive relations with others, environmental mastery (capacity to manage one's life and the environment) and autonomy (Ryff, 1995; Ryff and Synger, 2008).

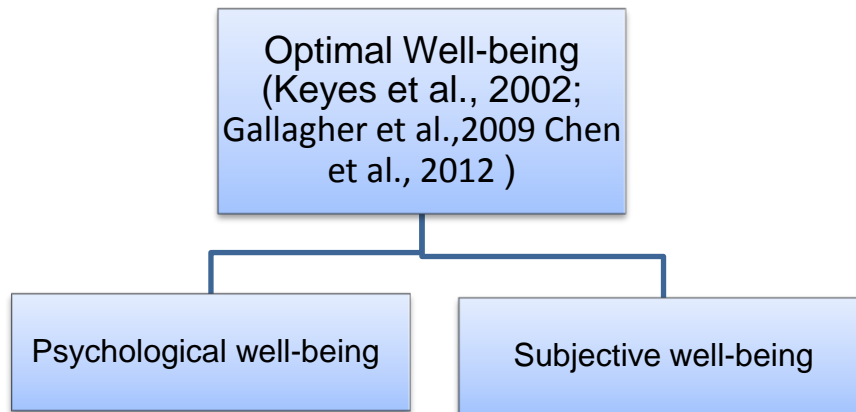
Figure 1: Subjective well-being and Psychological well-being



Source: (2012) Two Concepts or Two Approaches? A Bifactor Analysis of Psychological and Subjective Well-Being.

However, studies have shown a strong relationship between the SWB and PWB factors (Keyes et al., 2002; Gallagher et al., 2009). As a result, generally is considered and accepted that both SWB and PWB, hedonic and eudaimonic approach form part of the overall concept of optimal well-being as show the figure 2 (Keyes et al. 2002; Gallagher et al.2009; Chen et al., 2012). Moreover, when the term is applied to the organizations well-being tend to be preferred and used more than happiness and an overall positive mindset play an essential role in one's well-being (Avey et al., 2010).

Figure 2: Optimal well-being



Source: (2012) Two Concepts or Two Approaches? A Bifactor Analysis of Psychological and Subjective Well-Being.

The research of Wright (2013) has considered happiness as a psychological well-being (PWB). Psychological well-being (PWB) is traditionally defined as overall effectiveness of an individual's psychological functioning (Wright, 2005). Specially, PWB is based in the measures of hedonic or pleasantness dimension on individual feeling using the circumplex model of emotion (Russell, 1980; Wright and Cropanzano, 2000). Definition of PWB includes the next main characteristics (Wright, 2005; Wright and Cropanzano, 2007; Wright 2010a). First psychologists and social scientists have analyzed several decades psychological well-being, and have defined this term as an individual subjective experience (Diener, 1994; Cropanzano and Wright, 2001). This means that someone is high or low in PWB because they believe themselves to be high ("happy") or low ("sad") in PWB. Second PWB includes both the presences of positive emotions and the relative absence of negative emotions (Wright, 2010b). The exhibition of high level of PWB indicates that the individual is experiencing more positive feelings or emotions than negatives (Wright, 2010a). Third, PWB is better considered as a global judgment (Wright and Cropanzano, 2007). Then PWB refers to evaluation to one's life in aggregate, considered a whole life. But job satisfaction only focuses in the work context. PWB not depends on a particular situation (Wright, 2005). Furthermore, has been shown to have a temporal stability because is influenced by situational circumstances (Wright and Staw, 1999; David, Boniwell and Conley 2013). Organizational researches have shown that the extensive costs, in human and financial terms, are due to dysfunctional PWB e.g. depression, loss of self-esteem and hypertension (Quick et al. 1997). These variables have been related with the decrees

of in an important work outcome (Quick et al., 1997; Wright, 2010a, 2010 b). However, PWB play an important determinant role of employee performance, employee retention and improve cardiovascular health (Wright, 2013).

Other authors claim that happiness is a useful way of making sense of numerous concepts related to well-being (Warr, 1987, 1990). The key indicators of well being are affective states as moods and emotions. Work affect can be classified and viewed in two separate dimensions: pleasure (positive or negative feelings) and activation (how energized one feels). One example is job satisfaction is an affective state characterized by high on pleasure and low activation. But, nowadays activated forms of positive affect are important, such as proactivity, enthusiasm or engagement, activate work behaviors that brings value to organizations (Parker, Bindl, Strauss, 2010; David, Boniwell and Conley Ayers, 2013). However there are stable individual differences related to happiness, it includes enduring attitudes and believes as optimism and self-efficacy, and stable traits as core self-evaluation, appears to have higher performance at work (Judge and Bono, 2001). Core self-evaluation is the main personality factor characterized by self-efficacy, low neuroticism, internal locus of control and high self-esteem (Judge, Locke and Durham, 1997).

2.3 What is happiness at work?

Today numerous persons maybe ask themselves “How I can be happy at workplace?” This is a problem because many times persons tend to disassociated happiness with one’s work. However this concept “happiness” is not opposite with one’s work. Saari and Judge (2004), Rodriguez and Sanz (2011) have claimed that there may be a consistent relationship between job satisfaction and life satisfaction. For that close interrelation, Asiyabi and Mirabi (2012), suggest that happy employees can bring their happiness from their office to home to and also transfer their happiness from their home to office (Wesarat, Yazam, and Halim, 2014). In other words, work contributes to well-being and happiness in different way (Warr, 2007; Fisher, 2010). Such as unemployment decreases individual well-being and they recovered again when they find a job (Clark et al. 2008). Then, happiness at work place depends on individual work and life satisfaction (Bhattacharjee and Bhattacharjee, 2010).

There are other many ways to define happiness at work and to put in practice well-being at work, however numerous researches try to establish a consensus and understand better the subject (Kesebir and Diener, 2008; Juniper, 2011). The term “happiness at work” is wide and there is a wide dispersion about measures related with happiness at work (Hackman, 2009). For that reason is necessary to find a measure

more accurate for happiness at work (Fisher, 2010). Besides, Eysenck (1993) consider the importance the work, the reason is because if one employee is enjoying his job he will find a way to perform the task successfully even in the most demanding situations and challenging though. The employees who are happy and enjoy the work, even the most difficult situations can be overcome with ease (Januwarsono, 2015).

According to Maenapothi (2007) and Januwarsono (2015), happiness at work is when someone enjoy his work and loves what he does at work. The term “happiness at work” is related with job satisfaction because happy employees are more satisfied with their jobs than employees unhappy (George, 1995; Judge et al., 1999; Weiss, Nicholas and Daus, 1999; Connolly and Viswesvaran, 2000; Fisher, 2002; Thoresen et al., 2003; Judge and Ilies, 2004; Mignonac and Herrbach, 2004; Boehm and Lyubomirsky, 2008; Gupta 2012).

According to the previous definition of positive psychology about happiness, this concept can be applied also at workplace because Paschoal and Tamayo (2008), who defined “happiness at work” as the prevalence of positive emotion at work (that include affects and moods) and include also the perception by individuals, if they can express and develop their potential skills, and progress and achieve their goals in life that mean self-actualization. For that reason, organizations should give the opportunity to the employees to improve and develop their talents, skills through training programs to improve their well-being (Grawitch, Gottschalk, and Munz, 2006; Grawitch et. al., 2009). But, firstly employees should discover their personal strengths, and then develop these strengths to use through an adequate job design or career (Seligman et al., 2005). As a result, this allows improve hedonic and eudaimonic happiness, it implies improve well-being, because employees enjoys greater competence and ‘self-realization’ (Fisher, 2010). Besides, if the company allows employees express and develop their potential, then they can contribute to the achievement of the organizational goal.

2.4 Why is important happiness and well-being at work?

Nowadays, in the globalization era, organizations need to face continuous changes as very high competition because today has greatly increased internationalization, speed, new technology and also new organizational practices because needs and values of employees and customers are changing (Wesarat, Yazam, and Halim, 2014). Therefore firms need to adapt to competitiveness conditions and be efficient to survive and to have success, especially in a difficult market place as the recent global financial crisis. Today, in this situation is essential the role of employees because they need to adapt quick to changes, able to work with others, need to be enthusiastic and skilled, have a good attitude and be responsible for the organization, for that reasons is important to work with happy (Januwarsono, 2015). Numerous early researchers of management (e.g. Snow, 1923; Mayo, 1924; Putnam, 1930; Kornhauser, 1933) thought perfectly that “human” resources were a viable, sustainable source of competitive advantage. These early researchers clearly understood the important role of worker happiness played on individual efficiency and organizational health (Luthans, Luthans and Luthans, 2004).

Unfortunately, 85 years after these studies, relatively few organizations of today put in practice this highly cited belief that resource happiness of human resources really matter and do count (Lutthans and Youssef, 2004). For that reason, nowadays numerous companies have problems as diminution of resources due to illness and stress related with work as sick leaves, then turnover increase cost for organization (e.g. searching and training new employees). This is supported by the studies of European Agency for Safety and Health at Work (2009) that suggest between 50% and 60% of all lost working days is related with work stress. Stress, unhappiness and physiological distress have been related with decreased of productivity relationship conflict at work, decreased work performance, increased risk of accidents, high level of absenteeism then increase job turnover rate, sick leave, burnout and health care cost (Warr, 2007). To these problems may add others related with employee perception of job insecurity due to crisis. Then if the employee perceives job insecurity, he will be less committed to the organization and may tend to leave the job (Silla, Gracia, Mañas, and Peiró, 2010). Thus, employee’s job satisfaction is essential to have impact on organizational performance (Dalal et al., 2012). The organizational today concern for well-being is due to need to solve problems (e.g. high unemployment, elevate health care costs as stress (Youssef and Luthans, 2013)).

As a result, unhappiness at the workplace may reduce productivity of the organization and also increase a higher level of absenteeism at work place (Fereidouni, Najdi, and

Amiri, 2013). Besides, according Pryce-Jones (2010), estimates that an employee works an average of 90.000 hours along his life. This enormous number of hours should awaken the sense of urgency to seek happiness at work and job satisfaction (Rodríguez and Sanz, 2011).

To solve this situation, organizations have chosen between two different approaches, a deficit or problem-solving or an abundance approach. Linley, Harrington and Garcea (2010) claimed that a deficit or problem-solving is characterized by the determination of the key problems of organization; the creation of alternative solutions; the choosing of the best solution after evaluation and lastly the implementation of the optimal solution. This approach focuses employee's well-being and health only are considered in terms of problems as dissatisfaction, job burnout ad psychological distress, that need so solve to reduce costs (Wright and Quick, 2009a; Wright and Quick, 2009b; Rodríguez *et al.*, 2010).

The second approach, the abundance claims that the goal of the company is to achieve the best and greatest potential of the organization and its members. Then, well-being and health of employees are ends in their own rights (Fredrickson, 2003; Rodríguez *et al.*, 2010). Consequently, this second approach take account the organization and its members, this means mutual gains for organizations and employees (Fisher 2010; Rodríguez *et al.*, 2010). But the deficit approach focuses in organizational problems and sometime may not consider employees well-being (Rodríguez *et al.*, 2010).

Then, it is important that the organization search for well-being and happiness at work, because not only benefits employees, it also provides advantages to the organizations, because happiness at work place improves productivity of any organization (Fisher, 2010; Rodríguez *et al.*, 2010; Simmons 2014). Generally all companies need employees with high level of performance and productivity with the final propose to can achieve their organizational goals for that reason is crucial happiness at work (Chong and Eggleton, 2007; Hales and Williamson, 2010). Nowadays, many companies use managerial tolls to increase productivity as Human resources management (Salis and Williams, 2010; Samnani and Singh, 2014; Wesarat, Yazam, and Halim, 2014).

In sum about the advantages that obtain organizations, numerous researches has demonstrated that happy employees tend to be more productive and also more creative and innovative, because they generate new ideas and try to do the same job in different ways to save time and improve effectiveness (Gupta, 2012). Besides, happy employees are more productive than those who are unhappy because they may not

pay full attention to tasks (Wesarat, Yazam, and Halim, 2014). Thus, happiness of employees not only means for the company employees with higher productivity, also supposes employees who care about the quality, lack of stress and boredom, higher level of sales because employees serve much better customers, also they are more open to change and a higher stock performance (Alipour, 2012; Januwarsono, 2015). Besides, Pryce-Jones (2010) also supports this, and has showed in his depth research the enormous impact of the happy employees (Alipour, 2012; Januwarsono 2015):

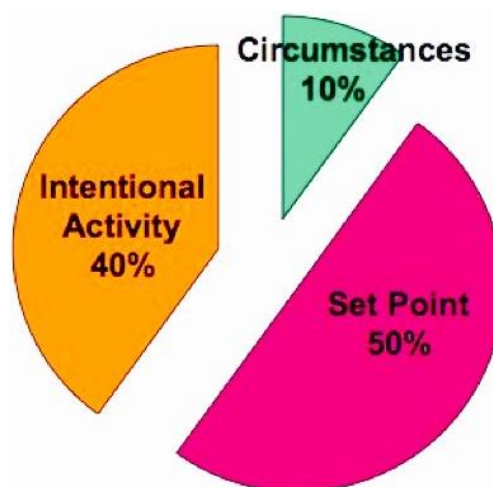
- a) Happy employees achieve the goals and challenges in a higher rate than employees who are less happy: 18% more in terms of a change and 33% more in terms of goals.
- b) Employees who are happy in the workplace are 47% more productive than employees who are not. That means to work an extra day.
- c) There is a close relationship between absenteeism (sick) and happiness at workplace. Happy employees are less absent than employees who are not happy.
- d) Happy staff in the workplace has 180% more energy than staff that is not happy; beyond it has a tremendous impact on the relationships with peers.
- e) Happy employees are 108% more involved with their fellow workers. Also they are 82% more satisfied with their job.
- f) Happy staff is 50% more motivated than other employees who are not happy.
- g) Happy employees have 28% more respect than unhappy employees.
- h) Happy employees are 25% more efficient and effective than who are not happy. Also they are 25% more self-confidence.

Thus, a significant number of past researches have showed a close relationship between happiness and workplace success (Gupta, 2012). These studies claim that happy and satisfied employees are relatively more successful at their workplace, because they perform better task and tend to help others compared to unhappy employees (Boehm and Lyubomirsky, 2008). Furthermore, it has been demonstrated that employee well-being is fundamental to obtain the organizational success (Page and Vella-Brodrick, 2009; Rodríguez and Sanz, 2013). In addition, it has been shown that happy individuals are more effectively with challenges, more successful, more socially engaged, physically healthier and live longer (Lyubomirsky, King, and Diener, 2005).

2.5 Determinants factors of happiness at work

Environmental factors such as routine work, money and leisure activities have been demonstrate to have a strong effect on happiness. But, some researchers have claimed that personality is the main factor determinant of happiness rather than social class, money, relationships, works, recreation religion or other external factor (Diner et al., 1999; Januwarsono, 2015). Numerous researchers have found consistent results between the relationship of personality traits and happiness. One of these studies is the sustainable happiness model (Lyubomirsky, Sheldon and Schkade, 2005; Sheldon and Lyubomirsky, 2004, 2006) sustains that SWB (subjective well-being) is determinate by three factors (see figure 3): genetics, individual circumstances, and activities (David, Boniwell and Conley 2013). “Why are some people at work happier or unhappier than others?” A comprehensive answer is that individuals at work are happier if their jobs contain desirable features and if their own characteristics and mental processes encourage the presence of happiness (Warr, 2007). Genetics represents the set point as physiological characteristics determinates by birth, which influences is about 50% in SWB, this percentage can not be changed, is fixed. Individual circumstances represent only 10% in the model of happiness and it refers to a demographic profile, personal experiences and social status (Dinner et. al., 1999). Finally, happiness depends in 40% of intentional activities, and refers what people do in their daily live. These activities are the focus of the happiness model because is the way to increase one SWB in life and at work (Fisher, 2010; David, Boniwell and Conley 2013). In the point 4 of this research is explained how to improve happiness at work based in this model.

Figure 3: Sustainable Happiness Model



Source: (2013). *The Oxford Handbook of happiness* Oxford University Press.

Gavin and Mason (2004) argued that to achieve the “happy life” people must work in good organizations. A very numerous researchers of literature have demonstrated that aspects of organizations and job are the most predictive of job satisfaction, organizational commitment and other types of happiness at work. Fisher (2010) has studied the environmental contributors to the happiness, at the organizational, job and event level. Environmental contributors of happiness at the organizational level claim that are necessary to consider characteristics of culture and HR practices as determinants of employee happiness (Fisher, 2010).

According to Pryce-Jones (2010) claims that happiness at work depend on 5 “Cs” factors: Contribution (the effort you make), conviction (the motivation you have), culture (how well you fit in work), commitment (how engaged you are) and confidence (believe in yourself and your work). However Januwarsono (2015) have found other the six main factors determinants of happiness at work: employee performance, organizational culture, organizational trust, job satisfaction, leadership behavior and individual characteristics.

In the next paragraphs will explain employee, performance, organizational culture, job characteristics, positive leadership behavior, use of strengths and sense of progress, positive feedback, positive relationships and positive experiences at work.

2.5.1 Employee performance

The performance is defined by Bernadin and Russell (Sedarmayanti, 2004; Januwarsono, 2015) as the record of the outcomes produced or a specific job function or activity during. Employee performance is composed by six dimensions: competency, skills, sincerity, responsibility, timeliness and productivity. Competency is the major dimension of employee performance (Januwarsono, 2015).

Over the last 20 years, organizational studies of numerous researchers (Wright, Bonett and Sweeney, 1993; Wright and Staw, 1999; Wright, Cropanzano, Denney and Moline, 2002; Wright and Hobfoll, 2004; Wright, Cropanzano and Bonett, 2007) have demonstrated consistently and positive correlation between well-being of employees and job performance, ratings in the 0.30-0.50 range, results obtained for job satisfaction and various measures of positive (PA) and negative affect (NA).

Beyond, to these consistent findings between well-being and job performance, well-being (PWB) play a fundamental role in determination the decision of employee to stay or voluntary leaves their job (David, Boniwell and Conley Ayers, 2013). Besides this theory is supported also by Wright and Bonett (2007), they have showed that

employees with high level of psychological well-being were not only better performers; they tend also to remain on the job (David, Boniwell and Conley Ayers, 2013).

Also HR practices as high performance work practices, also considered as high involvement and high commitment practices, implies redesigning work to be done by autonomous teams, being highly selective in employment, offering job security, offering training, adopting flat organization structure that mean to empower employees and orient they to share information, also rewarding they based on organizational performance (Huselid 1995; Lawler 1992; Pfeffer 1998; Fisher 2010). These practices have positive impact because improve motivation and quality, contribute to short and long term to a high financial performance and also reduces employee turnover, and also improve affective commitment, engagement, satisfaction and organizational performance. However the positive effect of high performance work practices is that may improve the employee happiness, because increase the opportunity for employee to has a frequent satisfaction of the three basic human needs assumed by self-determination theory: **competence, autonomy and relatedness** (Ryan and Deci, 2000; Fisher, 2010).

Besides, perceived performance may be another predictor of momentary positive mood and emotions of employees. That is because numerous employees spend time thinking about how well they are performing their work. For that reason is important goal achievement and positive feedback as factors determinants of job satisfaction (Kluger et al.1994; Kluger and DeNisi 1996; Locke et al. 1970). Also the control theory agrees that the level of progress towards targets is predictor of positive affect (Carver and Scheier 1990). Fisher (2008, 2010) has claimed that perceived performance is a consistent predictor of momentary mood and emotion for employees who care about their job and used approach goals.

2.5.2 Organizational culture

The organizational culture according to Schein (2004) is a sum of shared basic assumptions learned by the organizational membership about how they solve their problems of external adaptation and internal integration. Shein, claims that the cultural components are the sum of values, believes and practices (that includes behaviors and norm of organization knowledge, trust, moral, law, the basic assumptions), that provide a shared vision to integrate the members of an organization, because pretend to guide the behavior and give purpose to the members of an organization (Januwarsono, 2015).

Cultural factors that determine the happiness of employees are harmony at the work place, consider employees as the most important assets, the mutual trust with fellow workers, the mutual trust between superiors and their employees, and the honesty (Januwarsono, 2015). The Great Place to Work Institute (2010), also considers the relevance of trusting in employee because employees are happy when they “trust the people they work for, are pride of what they do, and enjoy the people they work with”. Then the culture should be oriented to build a culture that trust in employer and create a best place to work. For this is necessary build “Trust” across the next 5 dimensions: build on credibility, respect, fairness, pride and camaraderie (Great Place to Work Trust Index Employee Survey). Sirota et al. (2005) also argued that the main factors of happy and enthusiastic workforce are: equity (respectful and dignified treat, fairness and security), achievement (pride of belonging to the company, empowerment, feedback, job challenge) and camaraderie with teammates (Fisher, 2010).

Study on perceived psychological climate shows that individual perceptions of affective, cognitive, and other aspects of organizational climate are closely related to happiness specifically in the form of job satisfaction and organizational commitment (Carr et al. 2003; Fisher, 2010). Also the perceptions of employees about the organizational justice are related to job satisfaction and organizational commitment (Cohen-Charash and Spector 2001; Colquitt et al. 2001; Fisher, 2010).

Another analysis research demonstrated that five climate dimensions as the aspects of job, leader, work team, and organizations were consistently related to job satisfaction and job attitudes (Parker et al. 2003; Fisher, 2010). As a result, it suggests that organizational practices and how they are perceived by company members are predictors of happiness (Fisher, 2010).

2.5.3 Job characteristics

Table 1: Job/ task characteristics related to happiness

Hackman and Oldham (1975)	Morgeson and Humphrey (2006)	Warr (2007)
Task significance	Work scheduling autonomy	Opportunity for personal control
Skill variety	Decision-making autonomy	Opportunity for skill use
Task identity	Work methods autonomy	Externally generated goals
Feedback from the job	Task variety	Variety
Autonomy	Task significance	Environmental clarity
	Task identity	Contact with others
	Feedback from job	Availability of money
	Job complexity	Physical security
	Information processing	Valued social position
	Problem solving	Supportive supervision
	Skill variety	Career outlook
	Specialization	Equity
	Social support	
	Initiated interdependence	
	Received interdependence	
	Interaction outside organization	
	Feedback from others	
	Ergonomics	
	Physical demands (-)	
	Work conditions	
	Equipment use	

Source: Fisher, C.D. (2010). 'Happiness at work'. International Journal of Management Reviews, 12, 348-412.

Much of studies show that characteristics as stable job, challenging and interesting work produce positive work attitudes, then improve the happiness of organizational members (Fisher, 2010). One of the most popular theory of job characteristics is the model designed by Hackman and Oldham (1975, see table 1), these model is composed by five motivational factors and the evidence confirms that job with more of these characteristics, it is more satisfying (Fried and Ferris 1987). Others authors as Morgeson and Humphrey (2006) have extended the theory of job characteristics and beyond motivational factors from Hackman and Oldham include other motivational factors, social factors and work context factors, as indicated in Table 1. An analysis research demonstrated that the majority of these factors are positively related to employee happiness, and jointly explain job satisfaction in more than 50% and organizational commitment in 87% trough variances (Fisher, 2010).

Warr (2007) hypothesizes another theory model of job characteristics that includes also the type of supervision, pay and career issues as additional and influential factors of happiness (Table 1). Usually, a higher number of desirable job characteristics are believed better. But, the 'vitamin model' of Warr (1987) shows that like some vitamins some job characteristics increase wellbeing until to a certain extent "recommended". However, beyond that point is possible that some job characteristics that in elevated

quantities reduce happiness, as “overdose of vitamins”. For example, Warr (2007) believes that have too much control, variety or too much clarity produces limited beneficial effects (Fisher, 2010).

2.5.4 Positive leadership behavior

Besides, there is clear evidence that the leader behavior is related to the happiness of employees. Warr (2007) defines a positive leader behavior as one that include willingness to listen employees, showing support respect and concern for employee welfare, and a tendency to show appreciation for employees and their work well done. In several studies Warr (2007) shows a negative correlation between poor manager behavior and overall job satisfaction. He claims a poor leader behavior as one that includes favoritism, belittling staffs, disregarding the employee initiative and unfair punishment. In addition, a study about abusive supervision by Tepper (2007) shows the negative effects of inappropriate leader behavior on employee happiness, the impact in well-being because it can reduces.

Thus, effective’s leaders take employee’s feelings into account and should know how to inspire, stimulate and give meaning of the work of employees (Vasconcelos, 2008; Cleavenger and Munyon, 2013). If organizational staffs perceive significance and meaning of their task and work, they can be more motivated and satisfied with their work (Dimitrov, 2012; MacMillan, 2009). The reason has found by Martin (2008) because claims that individuals feel happy when they perform meaningful activities (Wesarat, Yazam, and Halim, 2014).

The literature have found that job satisfaction with supervisors has a positive impact on job satisfaction, manages to explain up to 80,7% of the variance (Mardanov, Heischmidt, and Henson, 2008). Leadership is not just defined by individual characteristics, but is also defined by complex models which take account dyadic, shared and social relational dynamics (Avolio, Walumbwa and Weber, 2009).

Concerning positive leadership, several styles can be found in the literature. Some examples are: Transformational leadership (also called inspirational leadership), authentic leadership, positively deviant leadership, charismatic leadership leadermember exchange. Charismatic leadership is closely and consistently related to job satisfaction (correlation=0.77, DeGroot et al. 2000), also leadermember exchange is consistently and closely related to job satisfaction and organizational commitment (Gerstner and Day 1997; Fisher 2010).

As a result trust in leader is a consistent predictor of job satisfaction and organizational commitment (Dirks and Ferrin 2002). Besides, autonomy support of the leaders is considered important for satisfaction, well-being and engagement (Deci et al. 1989; Baard et al. 2004; Fisher 2010).

2.5.5 Positive Feedback

It is essential receiving direct and clear information about one's performance that is related to well-being at work. Feedback is essential because is impossible to interact successfully with the environment, if the employee don't receive information about his effectiveness, progress and his actions (Warr, 2011). Chaboyer et al. (1999) found that this kind of feedback is a consistent predictor of job satisfaction. Patterson, Warr and West (2004) also demonstrated that level of performance feedback of employee is correlated with overall job satisfaction in 0.57 average. This is due to feedback can be important for the public recognition when the person has a good performance (Warr, 2011). Besides, the good quality of feedback may motivate and the employee has a sensation of progress at work according his expectations. When the employee receives feedback he can learn about how to make better his job, because the feedback is constructive (London, 2003) and related with maintaining personal control and enhancing employee's self-esteem. A constructive feedback by the manager is this that help employees to recognize the external circumstances that may lead to failure and internal characteristics that enable to success (Parker and Axtell, 2001).

However if the feedback is excessive, especially when the feedback is negative the employee may have a state of uncertainty about his performance, which can result excessive in stress (Warr, 2007). The study of Warr (2007) also showed that high levels of feedback imply loss of personal control. This is because personal control or autonomy is important due to be a basic human need as argued the Self determination Theory (Ryan and Deci, 2000; NEF, 2014). For that reason it is considered that too much feedback has a negative impact on well-being (Spreitzer and Porath, 2012).

Other type of feedback is the "positive feedback" that is important because make employees happier at work, less stressed and more productive. Positive feedback directly encourages behaviors that the organization considers relevant for one's job and want employees to repeat. This type of feedback can be combined with money or social recognition (Stajkovic and Luthans, 2003).

2.5.6 Use of strengths and feeling of sense of progress

Numerous empirical evidences support the use of strengths improves well-being. For instance research by Seligman et al. (2005), found that individuals that use directly their character strengths in a new way every day for a week, improve happiness for up to 6 months later. This finding coincide with Peterson and Seligman (2004) initial suppositions that using one's character strengths leads to eudaimonic happiness. In the same direction, study of the positive philology assumed that individuals have an intrinsic desire to self-realize and to express their capacities to the fullest extent, given the right opportunities (Fineman, 2006). Then, when staffs feel that their job is suited to their capabilities and their desires and if they can use their strengths and talents, studies shows that they are happier and less likely to suffer stress (Seligman et al., 2005); while the opportunities to learn new abilities and skills not only help employees to feel a sense of achievement, but also encourage innovation inside one company. Besides, Luthans (2002) also has considered relevant the use of strengths to enhance performance when he has defined the positive organizational behavior (POB). POB is the study and application of positively focused in human resource strengths and capacities that can be effectively measured, developed, and managed to improve today's work performance (Luthans, 2002, p.159). A case real that demonstrates this is Toyota when saw an instant jump in productivity when the company instituted a strength-based training for employees (Greenberg and Arakawa, 2006).

The research by Harter and Aurora (2010) that analyzed Gallup World Poll data demonstrates that if employees perceive that their job matches their skills and desires, there is a close relationship with well-being. Besides a study have found that if skills are underutilized is associated with a low overall job satisfaction (Allen and Van der Velden, 2001). Also McKee-Ryan and Harvey (2011) show the negative impacts of skill-underutilization on overall job satisfaction. For the other hand, the opportunities to develop new abilities and skills are consistently related with well-being measures. For instance, a study by Wilson et al. (2004) and the Patterson et al. (2004) research of 42 organizations have showed a closely positive relationship between perceptions of opportunities development and job satisfaction. It is assumed that development of employees is consistently related with achievements of goals and outlook and progression and depends on it (Warr, 2007). The most powerful stimulant and the number one work motivator to great to great inner work life it's the feeling of making progress every day toward a meaningful work (Amabile and Kramer, 2011).

As a result, is important the use of skills and "do you best every day" (Seligman, 2002) due to intrinsic and personal value of using one's skills and perception of competence

on problem solving. The research has shown that given the opportunity “individuals like to undertake moderately difficult tasks, where they can apply their skills in the search of goal achievement” (Warr, 2007). To use skills is necessary autonomy, as the theory of determination claimed a basic human need to develop competence (Ryan and Deci, 2000).

2.5.7 Positive relationship

Beyond study on leadership, social connections at work are fundamental at work but, have been ignored by many researchers. Friendship at work implies positive relations among peers, managers, and employees and managers (Lee, 2005; Austin, 2009; Mao and Hsieh, 2012). Friendship is source of well-being at work can be pleasant relationship with other people. Peterson (2006) claims that positive relationships are an essential component of well-being at work.

That is because, intrapersonal relationships play a central role in human happiness and well-being (Baumeister and Leary 1995; Westaway, Olorunju, and Rai, 2007; Fisher 2010; Demir and Davidson, 2013; Søraker, 2012). In addition, study of Wright (2005) shows that lonely individuals are less happy.

Nowadays, intrapersonal relationships at the workplace begin to attract attention little by little and it assumes that “high quality relationships” with other people may be fundamental sources of happiness and energy for organizational members (Dutton 2003; Dutton and Ragins 2007; Fisher 2010). As a result, other studies also claim that friendship, not only increase happiness, also has a consistently impact on productivity (Bader et al., 2013; Wesarat, Yazam, and Halim, 2014). Besides the author, Tom Rath’s of the book *Vital Friends* (2006) claims that people who had a good friend at work were seven times have more possibilities to being engaged with their job (Fisher, 2010). In other words, the groups of friends at work imply employees with better attitudes, more committed and more collaborative, and higher organizational productivity (Song, 2005; Dotan, 2007; Wesarat, Yazam, and Halim, 2014). Consequently is important to improve the quality of relationship and impulse “meaningful friends” inside one organization because if their members feel lonely, affect employees attitudes and the organizational well-being decrease (Snow, 2013; Wright, 2005; Wesarat, Yazam, and Halim, 2014). Loneliness at work may depend of organizational climate and job characteristics. Besides, Ganser (2012) states that happy employees are usually individuals’ socials that have more friends.

2.5.8 Positive experiences at work

In this paragraph the transient causes states of well-being at work for example positive emotions and pleasant moods. Authors as Weiss and Cropanzano (1996) developed the affective events theory (positive experiences) that considers stable characteristics of the work (e.g. organizational practices and job design) predisposes to have more affective events. This kind of event implies simultaneous moods and emotions that create positive affect and enriched jobs such as positive feedback or challenges successfully met, and any other pleasant organizational experiences. In addition, frequent pleasant experiences have been demonstrated to determine overall job satisfaction (Fisher, 2000) and momentary happiness at work (Fisher, 2010).

Organizational physiology claims that factors that determine happiness at work are not the same that cause unhappiness (Rodríguez and Sanz, 2011). Also the study of Herzberg et al. (1959) support this and claims that incidents that causes positive feelings tend to differ from those that causes negative feelings. As a result, Herzberg et al. states in their motivator-hygiene theory have indentified hygiene factors related with dissatisfaction (e.g. salary, working conditions, security at work) and motivational factors related with job satisfaction and well-being at work (Fisher, 2010). Motivational factors also imply positive emotion correlated with event of achievement, recognition, challenging work, responsibility, autonomy, involvement in decision in decision making process, sense of importance to an organization, progress and growth (Fisher, 2010; Rodríguez and Sanz, 2011).

According to Herzberg is necessary that there be a balance between both factors. For instance if one person has poor working conditions (e.g. too much heat), he feel dissatisfaction, but if these conditions improve, this don not ensure improve also his well-being nor job satisfaction. In other words, the only way to achieve happiness at work is improve motivational factors that increase job satisfaction, is not enough only through elimination of dissatisfaction factors (Rodríguez and Sanz, 2011).

Moreover, this theory is supported because recent researches about events that provoke positive emotions at work are events that imply goal achievement, recognition, interesting and challenging tasks, and positive relationships with the other members of the organization that are related with concurrent pleasant emotions (Hart et al. 1993; Basch and Fisher 2000, 2004; Maybery et al., 2006; Fisher 2010). Besides a research of the British consultancy Chiumento (2007) claims that are factors that make employees unhappy at work and cause them negative emotions, in the next order: lack of communication from the top, uncompetitive salary, no recognition for achievements,

poor or ineffective leadership, inappropriate working conditions, little personal development, ideas being ignored, lack of opportunity and benefits for employees with performance, work not enjoyable, employees feel that they do not make a difference (Rodríguez and Sanz, 2011). The figure 2 shows the great importance of communication on well-being inside the organization (Grawitch, Gottschalk, and Munz, 2006; Grawitch et al., 2009). In addition, Nahapiet and Ghoshal, (1998), Leana and Van Buren, (1999), Adler, (2002), Cameron et al. (2003) show that positive emotions improve the quality of intrapersonal communication and cooperation, facilitate individual learning, organizational learning and lastly improve organizational performance. According to Bolino, Turnley and Bloodgood (2002), organizations function better when their members know, trust and feel good together.

Also, other factors that determine well-being are shown in figure 4: employee involvement, health and safety, employee growth and development through different programs and a good balance work-life (European Agency for Safety and Health at Work EU-OSHA, 2013). However the main factor that makes employees unsatisfied is the work overload, having long working hours at workplace, then it may be difficult for employees to have a good balance work-life (Binswanger, 2006; Rodríguez and Sanz, 2011; Georgellis, Lange, and Tabvuma, 2012; Paul and Guilbert, 2013). Recent studies show that Spain is the third country of UE with the longest working hours in comparison with other countries.

If enterprises take account the model to build healthy workplace through different practices based in the six factors as shown in figure 4, organizations will improve well being and causes positive emotions at work. This 'positive approach' leads organizations to a positive work environment, engaged employees who work with passion and they are collaborative, supportive with their peers. As a result they transmit a professional attitude to clients (Health Safety Executive, 2011; European Agency for Safety and Health at Work EU-OSHA, 2013).

Figure 4: Other determinants factors of well-being and healthy workplace



Source: (2013). European Agency for Safety and Health at Work EU-OSHA. Well-being at work: creating a positive work environment.

It is important to know that an individual's momentary work affect (e.g. positive emotions), are contagious. Then emotional contagion implies and is an evidence that emotions may transmit from leader to employees (Sy, Côté, and Saavedra 2005; Bono and Ilies 2006; Johnson 2008) among teammates (cf. Totterdell 2000; Kelly and Barsade 2001; Barsade 2002; Bakker *et al.* 2006; Ilies *et al.* 2007; Walter and Bruch 2008), and from customer to service-provider (Dallimore *et al.* 2007).

It is essential to know that happiness and positive attitudes are not directly created by environments or events. But rather that positive attitudes and happiness depends by individual's perceptions, appraisals and interpretation of the events and environment. The research on appraisal theories of emotion clearly supports this in the process in determining experienced emotion (Scherer, Schorr, and Johnstone, 2001). These appraisals may be influenced by dispositional characteristics, expectation and social influence.

3. HOW TO INCREASE WELL-BEING AND HAPPINESS AT WORK

The previous discussion about determinants factors of happiness may suggest that scope for individuals and organizations is increase individual happiness at the work place.

3.1 Individual actions to increase happiness at work

There is a little study about how individuals can improve their own happiness at workplace (Fisher, 2010). But it is suggested that much of advice about how to improve happiness in general could be applied in the work context. The study of the sustainable happiness model at work (see figure 3), suggests that individuals need to change actions no their circumstances (Sheldon and Lyubomirsky, 2009), then new positive activity contribute to elevate people SWB over the time, because provide dynamically and varying experiences (Sheldon and Lyubomirsky, 2007). Some of the most relevant activities that improve happiness in life implies expression of gratitude (Emmons and McCullough, 2003; Lyubomirsky et. al., 2005; Seligman, Steen, Park, and Peterson, 2005; Froh, Sefick and Emmons, 2008; Lyubomirsky, Dickerhoof, Boehm, and Sheldon, 2009), contemplate the best possible selves (Burton and King, 2008; Lyubomirsky et al., 2009), commit acts of kindness (Lyubomirsky et al., 2005; Otake et. al., 2006; Dunn, Aknin, and Norton, 2008;), work on using personal strengths (Seligman et al., 2005), remember one's happiest days (Lyubomirsky, Sousa, and Dickerhoof, 2006), and pausing to appreciate, savor, or be mind full of the good things in one's life (Seligman et al., 2005; Fredrickson, et. al.,2008). Besides, the pursuit of intrinsic goals (Judge *et al.* 2005), nurture relationship and find flow (Fisher, 2010). Flow occurs when one is absorbed and enjoys his work, is a deep sense of enjoyment and a positive experience characterized by high activation positive affect. Flow, also requires sense of progress, have feelings of learning and development (Csikszentmihalyi 1990; Csikszentmihalyi *et al.* 2005). All of these activities has enormous potential to improve and maintain increased levels of happiness of individuals and also can be extended put in practice in Organizations (Fisher, 2010; Sheldon, Boehm, and Lyubomirsky, 2013).

Momentary happiness is related with individual perception about effective performance or progress in archiving goals, also the pursuit challenging goals but achievable at short-term may improve feelings of happiness at real time. In addition, when individuals search a job they could seek a fit between job and person, and adjustment expectation to match reality. Because if individuals are dissatisfied, they may decide to leave a job

and find other that suits them better, but very few researchers have studied this case (Fisher, 2010).

It has been accepted that employee will be really more happy if they feel a “calling” or a consistently connection between they do at work and higher sense of purpose or important value (Wrzesniewski et al. 1997; Seligman 2002). In the same direction Wrzesniewski and Dutton (2001) describe ‘job crafting’ is considered as a process which employees redesign of job their own job, changes realized by employees that make in their job demands and job resources to achieve and optimize their personnel and organizational goals (Bakker, Muñoz, y Derks 2012; Tims, Bakker and Derks, 2012). It implies that employees can influence in their own work context in three different forms: formal task, relational and cognitive. Formal tasks involves that employees can modify task that they need to perform (i.e. the number of task can increase or decrease or change how they perform their tasks); Relational job crafting implies that employees can build or change interpersonal relationship with both on the job and outside of the organization (i.e. crafting relational boundaries with as fellow workers or clients); and cognitive job crafting implies changing the individual’s perception on the job. Employees who craft their job have benefits as asserts control, may take proactive behavior, create a positive self-image at work, and better connection with others and it considered that improve happiness at work (Fisher, 2010; Bowling, 2012).

Another approach to improve individual happiness is the demands- abilities based in strengths. This approach considers that each individual has a unique configuration of personal strengths, talents and preferences. But, individuals should discover their personal strengths, and then design their job career to cultivate these strengths and spend much of each day applying them while decreasing demands of activities that not use strengths. As a result, should improve both eudaimonic and hedonic happiness, as individuals enjoy better competence and self-actualization (Fisher, 2010).

Various scholars have different theories about how to indentify strengths. Roberts et al. (2005a,b) argue that a process to discover strengths is trough solicitation of positive feedback from variety people inside and outside work to discover individual was at their personal best, then recognizing patterns across the qualitative replies received to create a picture of the ‘reflected best self ’. Peterson and Seligman (2004) have established the Values in Action Inventory of Strengths, a measure formed by 24 character strengths that is available at www.authentic happiness.com. This instrument

is used to identify for each individual his own strengths as potential goal to develop in work or other area life.

3.2 Organizational actions to increase happiness

A concrete organizational intervention to improve employee well-being was discovered by Proudford et al. (2009). They have found that work related attitudes and behavior can be changed with cognitive in cognitive-behavioral training program may change dysfunctional thinking and adopt an optimistic attributional style. These intervention enhanced job satisfaction, self- esteem, well-being and decreased employee turnover and enhanced performance up to two years later.

Perceptions of a series of organizational and job attributes are consistently related with job satisfaction and affective commitment, these attributes improve happiness in workplace in the workplace, and include the following suggestions (Fisher, 2010):

- Create and put in practice a healthy, respectful and supportive organizational culture.
- Is important for an organization have competent leadership at all levels.
- Give fair treatment for all employees, security and recognition.
- Design an interesting, challenging, autonomous job and rich in feedback.
- Promote skill development to enhance competence and allow growth.
- Selection of personal based to fit person-organization and person-job. Is possible improve fit through application of realistic job previews and socialization.
- Reduce negative feedback and minor hassles and increase motivation and daily uplifts of employees.
- Implant in organization high performance work practices.

Besides, individuals may easily habituate to improved circumstances (Sheldon and Lyubomirsky 2007). However, the fact that individuals have different expectations and preferences to work considers that no unique solution will make everyone equally happy.

4. DISCUSSION

The purpose of this literature review was to define happiness at work, explain the main antecedents and how to improve happiness at work. First, a theoretical review about the term happiness at work was explained. We have seen that there is not a single meaning and the main relevant definitions are:

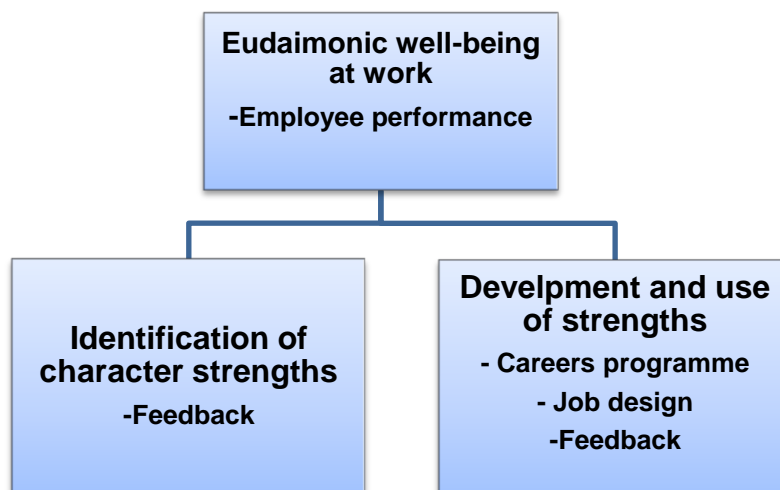
Table 2: Definitions of happiness

First definition	Eudaimonia, eudaimonic or Psychological Well-Being (PWB)	<p>The term used by Aristotle as “human flourishing”, the joy we felt to achieving our best potential. Implies self-validation and self-actualization, personal develop and growth, using skills and talents (Ryff, 1995; Sheldon and Elliot 1999; Seligman 2002; Seligman et al. 2005; Miquelon and Vallerand (2006, 2008), Warr 2007; Ryff and Synger, 2008; Ryan, Huta and Deci, 2008).</p>
Second definition	Positive emotions, positivity, hedonic well-being or Subjective Well-Being (SWB)	<p>Happiness implies positive moods and emotions, then SWB is defined as cognitive an affective evaluations or judgments of global life satisfaction and specifics domains satisfaction as work (Diener et al., 1999; Diener, Lucas, and Oshi, 2002) and includes experience of positive emotions. The most known positive emotions are: “joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love (Fredrickson, 2009).</p> <p>Peterson, Park and Seligman (2005) identified three components: pleasure, engagement and meaning. Individuals who pursue this three components will have a fullest live (Peterson, 2006).</p> <p>About measurement of individual happiness, the best judge of your own happiness is you. Diener and Biswas-Diener (2008).</p>

Complete definition	<p>Happiness as hedonic and eudaimonic views</p>	<p>Hedonic happiness defined as mere pursuit of pleasurable experience is unsustainable over the long term without eudaimonic well-being conceptualized as personal development and growth. Hedonic and eudaimonic well-being are necessary to an optimal well-being (Keyes et al. 2002; Seligman, 2002; Kashdan et al. 2008; Waterman et al. 2008, Gallagher et al.2009; Fisher, 2010; Chen et al., 2012).</p>
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Source: "Own elaboration"

Figure 5: Eudaimonic well-being at work



Source: "Own elaboration"

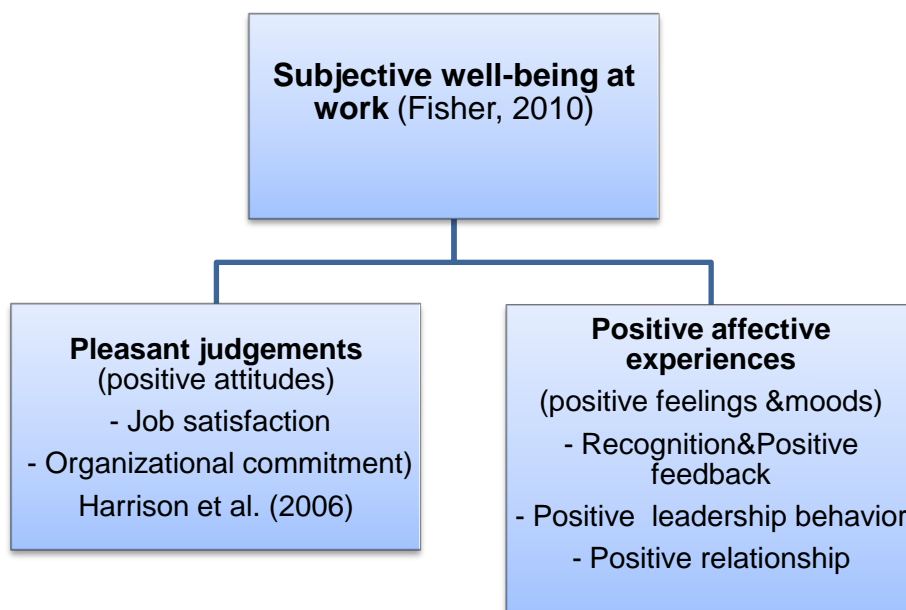
One manner to achieve happiness at work is through application of the first definition of happiness, it implies using and developing of one's **top strengths** that leads us to **eudaimonic happiness** as the figure 5 shows (Peterson and Seligman, 2004). Everyone is good at something, has a unique and personal strengths (Seligman *et al.* 2005). In fact, each time that one uses his skills, he experiences a burst of positivity because the use of character strength, a trait that is deeply embedded in who he is, this is even more fulfilling than using a skill. Researches from Gallup Institute advocate that the greatest areas for growth and contribution consist in identifying one's character strengths (Hodges and Clifton, 2004). Besides individuals who exercise their strengths regularly at workplace are six time likely to be engaged with their jobs and three times

more likely to have an excellent quality of life (Rath, 2007). Then the promotion of character strengths is a critical resource for organizations because when employees exercise their strengths, showing 1.4 times higher productivity, less turnover, higher employee satisfaction and higher customer satisfaction, in comparison with typical organizations (Harter and Schmidt, 2002; Harter, Schmidt and Hayes 2002). Furthermore the Center for Applied Positive Psychology (CAPP) also reports that using one's strengths implies higher levels of energy and vitality (Govindji and Linley, 2007), less stress (Wood et al., 2010), and greater goal achievement, as a result satisfy the psychological need and increases happiness (Linley et al., 2010). These findings show the importance for organizations of use character strengths to promote vitality, motivation, value creation and engagement (Peterson and Park, 2006).

Yet, today the opportunity to develop best self by engaging strengths may be neglected, overlooked because 80% of employees, globally, do not exercise their strengths at work and then are less emotionally engaged with their job. This means that staff are more likely to report: dreading going to work, having more negative than positive interaction with fellow workers, treating with customers poorly, telling friends about what a miserable company they work for, achieving less on a daily and having less creative and positive moments (Rath, 2007). For that reason is important aligning one's character strengths with work activities. This is because one's strengths need to connect with work related task. In fact, this implies matching personal strengths to job content and verify that the design of jobs are enough attractive to match employees strengths (Fisher, 2010). As a result the job content and **job characteristics** seem to be relevant to have an excellent development of strengths. For instance, is essential to give the opportunity to employees to use and develop their strengths through an attractive job design, characteristics as autonomy, equity, moderately difficult tasks, interesting and challenging job where they can apply their skills in the search of goal achievement" (Warr, 2007). Also is important that the employee feel "calling", believe that they work contribute to the greater good and makes the world a better place, as a result they have higher level of enjoyment and satisfaction with work and life (Wrzesniewski, 2003). In sum, organizations should give opportunities to progress and develop, provide support and encourage employees to discover their personal strengths, and develop these strengths to use through an adequate job design or career (Seligman et al., 2005). That means provide employees opportunities for training through a career progression horizontally or vertically based in personal skills and strengths (NEF, 2014). Also, provide feedback that recognizes the praises of strengths encouraging them to progress their careers within an organization appears to

be important to increase both individual happiness and organizational effectiveness (Achor, 2010). A real case is Toyota that instituted a strength-based training for employees, then increases his level of productivity (Greenberg and Arakawa, 2006). As a result **employee performance** is determined by identification of strengths and talents of employee and by his development through opportunities to training as careers program based in personal strengths, an attractive job design that match employee strengths based in characteristics as autonomy, equity, moderately difficult tasks, variety of tasks and provide an organizational support that encourage the use of their strengths as a positive feedback.

Figure 6: Subjective well-being at work



Source: "Own elaboration"

Another way to achieve happiness at work is through application of the second definition. Happiness at work is defined as pleasant judgments (positive attitudes) or pleasant experiences (positive feelings, moods, flow states) at work as show the figure 6 (Fisher, 2010). About the positive attitudes, Harrison et al. (2006) found in their Attitude-Engagement Model, a meta-analytic study has shown that overall job attitude is composed of job satisfaction and organizational commitment. Harrison et al. to conclude claimed that positive attitude is a powerful predictor of individual effectiveness at work.

About **positive affective experiences**, is important to know that positive mood improve each individual team member performance and their capacity to accomplish the task as a group (Achor, 2010). In addition, teams where a person sparked positive

emotional contagion they tend to have less group conflict, more cooperation and higher overall performance. Even one positive person of team can affect through his mood can affects individual attitudes and performance of those around him to accomplish the task as a group easier and faster. But some people have more influence in the emotion on the group than others (Danner, Snowdon and Friesen, 2001). It is important to understand this domino effect, because employees not only transmit their emotions to their colleagues and team mates, but also to clients (Diener et al, 2002; Achor 2010). Researchers have found that the influence to spark positive emotions multiplies in a leadership position. Studies shows if leaders are in a positive mood, also their staffs are more likely to be in a positive mood with others, having prosocial behaviors as helping, and to coordinates tasks more effectively and with less effort (Fredrickson, 1998; 2001). There are other multiple advantages not just greater happiness, but also individuals in positive moods are better able to think creatively and to get involved in complex problem solving and are better negotiators. Then leaders who openly express their positivity are more likely to have employees who claim being happy and describe their workplace as a climate conducive to a higher performance (Fredrickson and Branigan, 2005). However if employees are around an unsmiling and anxious leader for too long time, then they will start to feel sad or stressed, regardless they feel originally. The Buckingham and Coffman (1999) research have surveyed 80,000 managers in over 400 companies and found that employees don't leave their companies, they leave their managers. Moreover this research have claimed that to have a higher productivity and loyalty of employees the most important variable is the quality of the relationship between employees and their direct supervisors, not the salary.

As a result, the **behavior of leader** has an enormous direct impact in happiness on their employees, then a simple way to improve employees happiness is connecting with employees face to face and provide them frequent recognition, encouragement and feedback (Cropanzano and Wright, 1999; Fisher, 2010; Achor, 2010). Leaders who openly encourages and express positivity get more of their teams in efficiency (Losada, 1999; Losada and Heaphy, 2004; Fredrickson and Losada, 2005; Fredrickson, 2009). A study showed that teams with encouraging managers performed 31% better than teams with managers less positive and less open with praise (Deci, 1996). Besides, when recognition is specific and deliberately provided, it is even more motivating than money (Kjerulf, 2006). Then seems important to give specific and authentic praise for a job well done and also strengthens the connection between employees and leaders. Furthermore, when leaders express praise, they contribute to their own happiness, and

say “thank you” and expressions of gratitude at work are an emotional support for staff (Lyubomirsky, 2007). Besides, the most committed leaders with social investment make connection at work in the best way, they get out behind the desk “managing by walking around” implies make connections with employees face to face, know employees, share good news and best practices, hear concerns of employees and offer solutions (Cohen and Prusak, 2001).

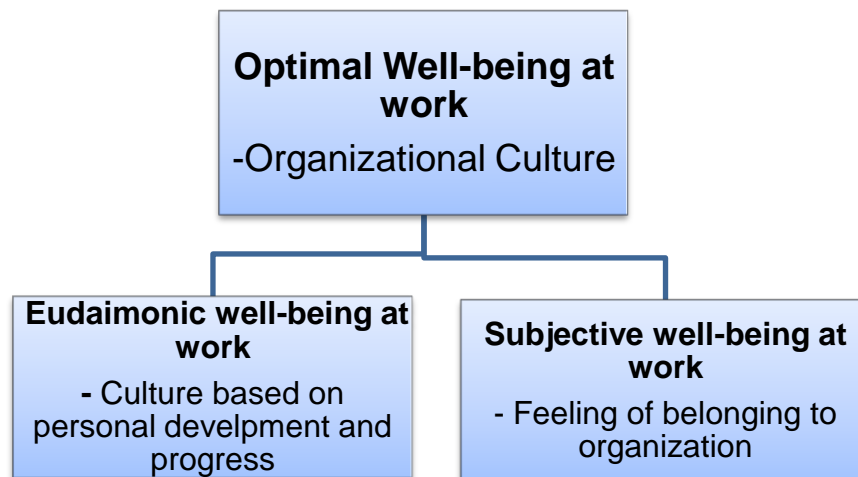
Others authors as Iverson, Olekalns and Erwin, 1998 consider relevant also the social support from peers, not only by supervisors. Studies show that the expression of gratitude predicts feelings of integration and cooperation within an organization. That means that the more gratitude one employee expresses to another, the social cohesion is greater (Algoe, Haidt and Gable, 2008). Another factor related with social cohesion and with positive relationship is helping among peers within the organization (George, 1991), that also improve happiness (Boehm and Lyubomirsky, 2008; Gupta, 2012). Then **positive relationship** at work seems to be another crucial factor for organizations and employees. The best organizations encourage positive relationship and give their staff the optimal physical space and time to have moments of informal social connections (Cohen and Prusak, 2001). For instance time for team lunches and after-hours socialization is also crucial. The promotion of socialization after work is one of the most satisfying activities that one company can do to foster high-quality relations. The reason is because, Eysenck (1983) and other authors, define happiness as extroversion stable, applied to organization means impulse socialization between members. To have a high-quality of relationship at work is necessary being present, both physically and mentally, this is crucial for employees but, especially for leaders (Dutton, 2003). That means have an active listening and giving full attention to a person and also allowing them to have their say.

Positive relationship makes employees more receptive to **additional feedback** about his performance (Kumashiro and Sedikides, 2005). In addition, the amount of positive and negative feedback determinates consistently relational and well-being moods. Studies on positive and negative emotions, relationship and well-being shows that personal development and growth and team performance are determinated by ratio 3:1 for positive to negative emotions or interactions (Fredrickson and Losada, 2005; Losanda and Heappy, 2004). This means that for each negative feedback is necessary 3 positive feedbacks.

However most researches coincides that an optimal overall well-being at work implies both eudaimonic and subjective well-being as shows the figure 7. Eudaimonic well-

being is associated with factors as use of strengths, feedback and job design or characteristics and employee performance. Subjective well-being is related with factors as positive relationship, positive leadership behavior and positive feedback.

Figure 7: Optimal well-being at work



Source: "Own elaboration"

The **organizational culture** may include concepts of both subjective and eudaimonic well-being. This means that is essential for employees have a culture based in personal development and progress, having an interpersonal support and the sense of belonging to organization. To understand better the importance of build in these concepts, Sinek (2014) advocates that even if employees is offered bigger titles and salaries, individuals would rather work at a place where they feel they belong, have the opportunity to grow (use their strengths) and feel part of something bigger than themselves. A simple way to help employees who love their job is by creation of environments in which they can thrive. Studies have showed that employees growth and develop their strengths better when they feel trusted and have autonomy, don't fear losing their job, feel they belong, connected to the meaning in their work and trust those around them (Sinek, 2014). Amabile and Kramer (2011) identified autonomy to be one of the 7 Major Catalysts identified for creating an ideal work environment for progress. For instance one practice related with this is allow employees to have flexible schedule, also do not work overtime and it is improve work-life balance, then no overtime and, they do not have to be in the office anytime if the work is done or if they may work remote. For successfully work, it is necessary that organizations trust in their employees to get their work done wherever they are, even without supervision (Fried

and Heinemeier, 2013). This practice increases productivity, worker engagement, worker satisfaction, and decreases of turnover (Pink, 2011).

As a result (NEF, 2014) also claims the importance of focus on developing an organizational culture of well-being where employees are considered as important as costumers. Further is necessary that organizations build in brand strategy, where employees matter, because if they are “happy”, then they will in turn put in maximum effort in their work and can give the best of themselves (NEW, 2014). Is essential for employee happiness create a culture based on opened to learning, develop pride of belonging to the company, oriented to positive relationship based on building trust between employees themselves and also among employees and managers (Williams, 2008), positive relationship also implies enjoying the people they work with. Organizations has to build in a culture based on credibility, fairness, pride, mutually respect, trusting relationship between members who share a common goal based on honest and open communication (Porter, 1997). In addition Amabile and Kramer (2011), support that to create an optimal environment at work, fit in this four dimension of happiness: Respect (recognition, honesty, civility), encouragement (enthusiasm, expressions of confidence), emotional support (individuals feel more connected when their relationship are positive and their emotions are validated by empathy) and affiliation (actions which develop trust, appreciation, positive feedback).

5. CONCLUSION

Happiness appears as a basic human emotion, feeling happy being crucial to the human experience (Diener and Diener, 1996). Numerous studies have claimed that the purpose of life is happiness. For that reason, due to the importance of happiness at work this study was undertaken. It has been shown that the goals of this study was to deepen our understanding of the term happiness at work, explain the main determinants factors of happiness at work and how to improve happiness and well-being at work. However the term happiness at work is not a term widely used on academic research. When the term is applied to the organizations' well-being tends to be preferred and more used than happiness (Avey et al., 2010). Today, the debate about the determinants of happiness and well-being at work and organizational practices and factors about how to improve it, remains open (Fineman 2006; Roberts 2006; Hackman 2009; Luthans and Avolio 2009; Fisher 2010; Atkinson and Hall 2011) and is necessary to progress more in this study.

First a theoretical review of the term was undertaken and has found that a complete definition of happiness sustainable over long term should include both concepts of eudaimonic and subjective well-being (Fisher, 2010; Rodríguez and Sanz 2011). Eudaimonic means experience a feeling of progress in personal development and growth and for the other hand subjective well-being implies having a positive experiences at work related with positive emotions and moods and moreover feeling meaning, purpose and significance of the work that contribute to something worthy (Luthans, 2002Dimitrov, 2012; MacMillan, 2009).

This study founds that the main positive and determinants factors of happiness in organizations are: employee performance, job characteristics, use and development of strengths, positive relationships and positive leadership behavior, positive feedback, positive experiences at work and organizational culture.

The employee performance is related with higher level of psychological well-being (Wright and Bonett, 2007). In other words is related with eudaimonic happiness concept, it implies that employee performance depends on the personal development and growth. To achieve the best personal development and growth is necessary the use and development of personal strengths. First for it we shall identify our personal top strengths and after develop these strengths (Peterson and Seligman, 2004). For instance organizations should give opportunities to employees as trainings and career programs based in personal strengths, an attractive job design that match employee strengths based in characteristics as autonomy, equity, moderately difficult tasks,

variety of tasks and provide an organizational support that encourage the use of their strengths as a positive feedback. This is one way to improve eudaimonic happiness and engagement of employees, organizational efficiency and productivity (Greenberg and Arakawa, 2006). However a complete definition of happiness implies also a subjective well-being (SWB) according to Fisher (2010) is composed by positive attitudes such job satisfaction and organizational commitment (Harrison et al. 2006) and also positive emotions and moods at work.

This study shows that positive emotions are related to factors as positive experiences at work, positive relationships, recognition, positive feedback and positive leadership behavior. Positive emotions improve the quality of intrapersonal communication and cooperation, facilitates individual learning and improve organizational and team performance Cameron et al. (2003). It is important to understand the domino effect of emotions, because employees not only transmit their emotions to their colleagues and team mates, but also to clients (Diener et al, 2002; Achor 2010). But studies show that leaders have more influence to spark positive emotions in organizations and they can use the happiness advantage as a tool to motivate their teams and maximize employee potential. As a result, leadership behavior matter, leaders who openly express their positivity are more likely to have employees who claim being happy and describe their workplace as a climate conducive to higher performance (Fredrickson and Branigan, 2005). It is suggested a simple way to improve employees happiness. And it is connecting with employees face to face and provide them frequent recognition, encouragement and more positive feedback (Cropanzano and Wright, 1999; Fisher, 2010; Achor, 2010). Besides, it is necessary that organization encourage positive relationship inside organizations for team lunches and the promotion of socialization after work. Finally is essential that organization build organizational culture based on personal development and progress, an interpersonal support and pride of belonging to organization, credibility, fairness, mutually respect, trusting relationship between members who share a common goal, based on honest and open communication (Porter, 1997).

Consequently, it can be suggested a greater awareness about the numerous benefits for organizations and for individuals. For organizations the improvement of happiness at work is the best way to have higher productivity and performance, greater customer satisfaction, safety and improve retention of talent inside organizations. A meta-analytic study shows the improvement of employee happiness means perform better, higher level of job satisfaction, engagement and affective commitment with their organizations and they are likely to collaborate more with their colleagues and their life have meaning

(Boehm and Lyubomirsky, 2008; Fisher, 2010). If organizations are focused on real and authentic happiness, they will see a real, not superficial interest to the employees and their happiness. In other words companies should pursue the improvement of happiness of their employees as a worthy goal to get the best of their employees. For instance happiness is considered by numerous authors as a competitive advantage that leads to successful organizations, that is because individuals who are happy tend to have a proactive behavior, find creative solutions to problems, are efficient, more motivated and productive, improve the quality of informal communication and opens up opportunities for greater achievement of organizational goals. The evidence suggest that a “happy” employee is a productive and more efficient than usual, organizations which have leaders that cultivate happiness at work have less absenteeism and turnover, and lower cost in healthcare (Achor, 2010).

As always, this study has a number of limitations to be considered in evaluating its findings. First the topic of happiness and well-being at work is wide and requires a deep study; for instance there are other determinant factors and others forms to improve happiness in organizations which are not taken in consideration by the study.

For that reason, other lines of research worth pursuing further is to study other organizational practices to improve well-being and happiness at work oriented to create positive experiences at work. On the other hand we can say about the possibilities of trainings based on personal development such as strengths and an adequate job design that match personal strengths.

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