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Emotions and Their Relation with Knowledge Risks in Organizations

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Abstract

The aim of this chapter is to analyze and present knowledge risks from the perspective of emotions. Every year, new studies are published, where novel aspects of knowledge management field are examined and tested. One of such aspects that is worth examination and exploration is the role of emotions (both positive and negative) experienced by employees and managers that can contribute to their behaviors concerning knowledge risks (e.g., knowledge hiding, knowledge loss) and, therefore, knowledge management in organizations. Examples of positive emotions are love, joy, satisfaction, contentment, interest, amusement, happiness, serenity, or awe, while the most commonly felt negative emotions are fear, anger, disgust, sadness, rage, loneliness, melancholy, and annoyance. In this chapter, the potential influence of those emotions on the behaviors related to knowledge risks will be examined. The chapter lays theoretical grounds for the future studies related to emotions and their role in knowledge risks behaviors manifested by employees and managers.

Keywords

Knowledge risks

Emotions

Knowledge management

All good managers are like good parents and good teachers. They understand the human condition, human needs, and human foibles. They understand the complexity of human motivation and that quite frequently the heart can rule the head.

A. Furnham

1. Introduction

There is a growing number of studies devoted to emotions and their role in organizational behavior (Ginsberg & Davies, 2007; Härtel et al., 2009; Payne & Cooper, 2001). It is a natural consequence of the fact that organizations consist of individuals, and to manage those individuals, one needs also to consider their human aspects, such as emotions, moods, relationships, and well-being (Härtel, 2008). According to Ginsberg and Davies (2007), the way employees and leaders act to their personal emotions has profound consequences for any organization. Emotions can influence the relationships and organizational decisions at work. This influence can take place even in case of unconscious facial expressions related to emotions a person is experiencing. In general, the emotional state of an employee, a manager, or a leader and the way it is expressed might affect the organization, impact others, and have the influence on the decisions made (Ginsberg & Davies, 2007, p. 5). Härtel et al. (2005) claim that all organizations hurt their employees somehow, by making some decisions that stress their employees, for example, about workplace reductions or higher efficiency ratios. If an organization does not recognize emotions that are brought about by its decisions and behaviors, it cannot deal properly with the pain and disturbance it causes. Additionally, organizations need to concentrate more on creating emotionally healthy environments that will help in proper emotion handling and contribute to employees' emotional health. This can help in creating a proper culture to support a more productive work behavior (Härtel et al., 2005, p. 1).

Knowledge risks are also an underexamined topic in the organizational setting. Knowledge since the centuries has been perceived as something positive, worth sharing, but also the source of power. With the rise of knowledge management field, new methods and techniques have been examined, which helped in knowledge storage, creation, or dissemination. Since the origin of the KM discipline, a lot of emphasis has been placed on some guidelines for managers on how to make KM possible and efficient in their organizations (e.g., Anantatmula & Kanungo, 2010; Ho, 2009; Jashapara, 2011; Zieba et al., 2016). Various KM processes and activities have been proposed, and their rationale as well as effectiveness have been researched (e.g. Chawla & Joshi, 2010; Plessis, 2007; Zaim et al., 2007). Some best practices have been identified, alongside solutions that can support them (e.g., IT solutions) (e.g., Gupta et al., 2000). However, little has been known about potential risks that are related to knowledge and that can potentially hinder the organization. Only recently, some studies have been published on this topic (Bratianu, 2018; Brătianu et al., 2020; Susanne Durst et al., 2018, 2019; Durst & Zieba, 2019a), but still the research is in its infancy. As knowledge risks might have severe consequences for organizations, for example, loss of crucial knowledge, reduced competitiveness, the loss of valuable financial and nonfinancial resources, disruptions, and/or flawed workflows (Durst & Zieba, 2017), it is needed to examine the potential factors that can be linked with knowledge risks in more depth.

Despite the obvious importance of emotions in organizational settings, most part of the research eliminates emotions, considered as unproductive and irrational, hence, not welcome in organizational setting. Härtel et al. (2005) stated: "For the most part, research has tended to be based on assumptions of rationality, excluding notions of emotionality" (Härtel et al., 2005, p. 2). It is definitely interesting and valid for researchers to understand the role of emotions at multiple levels and in various settings (e.g., group, organization, home/host culture, etc.). For example, there are no studies on how emotions can be linked with the appearance of knowledge risks in organizations. To fill this knowledge gap, this chapter aims at evaluating knowledge risk behaviors in relation to emotions experienced at work and proposing ways on how a healthy emotional culture might be created in an organization to ensure the limitation of knowledge risk behaviors and their negative consequences.

The remaining part of this chapter is structured as follows. First, the typology of knowledge risks is presented. Second, key emotions and their potential impact on employee's behavior at work is presented. Third, the potential link between knowledge risks and emotions is described. Finally, the chapter is closed with conclusions and future research avenues.

2. Knowledge Risks

To start the analysis of knowledge risks and their potential link with emotions, it is necessary to define this term. According to Durst and Zieba (2019b), knowledge risk is "a measure of the probability and severity of adverse effects of any activities engaging or related somehow to knowledge that can affect the functioning of an organization on any level" (Durst & Zieba, 2019b, p. 2). In other words, knowledge risks can influence any organization, and this influence can be of various seriousness. Sometimes, the consequence of, for example, espionage can be the loss of competitive advantage of an organization, resulting in the bankruptcy and dropping out of the market.

Knowledge risks can be of different types, and a useful tool for their differentiation is the taxonomy of knowledge risks proposed by Durst and Zieba (2019b). The authors classified knowledge risks into three main categories: human knowledge risks, technological knowledge risks, and operational knowledge risks. Human knowledge risks are related to personal, social, cultural, and psychological aspects of an individual; therefore, they are linked with human resources management. Examples of such risks are knowledge hiding or knowledge hoarding. The second category is technological knowledge risks. Those risks are related to the application of technologies in organizations, for example, information and communication technologies. Among this category, there are risks such as hacker attacks or risks related to social media. The last category is operational knowledge risks. Those risks encompass the ones resulting from everyday functioning of the company, such as making alliances or mergers or using wrong or obsolete knowledge (Durst & Zieba, 2019b). In the table below, various types of knowledge risks are presented, together with their definitions.

As it can be seen in Table 1, there is a variety of knowledge risks, and they are categorized into three groups: human knowledge risks, technological knowledge risks, and operational knowledge risks. The largest category is operational knowledge risks, as it encompasses risks related to knowledge that result from everyday operations of organizations. All those knowledge risks are potentially somehow linked with emotions of employees and managers. In the following sections, different types of emotions are described, together with their potential relation with knowledge risks.

Table 1

Definitions of particular types of knowledge risks

Human knowledge risks	
Knowledge hiding	"an intentional attempt to withhold or conceal knowledge that has been requested by another person" (Connelly et al., 2012, p. 65)
Knowledge hoarding	The act of accumulating knowledge that may or may not be shared at a later date (Connelly et al., 2012), and this knowledge has not been asked for by another individual—for example, an employee may keep personal information secret as an act of omission that is not addressed to a particular person (Webster et al., 2008)
Unlearning	A type of deliberate forgetting, which involves a conscious process of giving up and abandoning knowledge, values, and/or practices, which are deemed to have become outdated in an organization (de Holan, 2011)
Forgetting	Forgetting can be both accidental (due to bad memory) or intentional (trying to avoid bad habits) (de Holan, 2011)
Missing/inadequate competencies of organizational members	A situation when organization members do not possess the necessary training, experience, skills, and capacities to complete the tasks assigned to them (Zieba et al., 2021)
Technological knowledge risks	
Risks related to cybercrime	Risks related to cybercrime are connected with the threats of malicious software either destroying or locking computer systems in organizations (Perlroth **AQ1** et al., 2017)
Risks of hacker attacks	A subform of risks related to cybercrime; a hacker attack is a situation in which an outsider is trying to break into computer systems of organizations, especially in order to get secret information (Zieba et al., 2021)
Risks related to old technologies	Risks related to the use of old information technologies, resulting in problems with their functioning and updating (Zieba et al., 2021)
Digitalization risks	Risks connected with the overuse of digital form of data and reliance entirely on this form of knowledge (Zieba et al., 2021)
Risks related to social media	Risks of bringing a number of unplanned or undesired consequences, such as the spread of fake information or the existence of fake social media accounts that troll company's operations (Zieba et al., 2021)
Operational knowledge risks	
Knowledge waste	Not making use of available and potentially useful knowledge in the organization (Ferenhof et al., 2016)
Risks related to knowledge gaps	A mismatch between what a firm must know and what it actually does know, which in turn may hamper the firm in meeting its objectives (Perrott, 2007)
Relational risks	The probability and consequence of having dissatisfactory cooperation and/or opportunistic behavior by partners (Delerue, 2005)
Knowledge outsourcing risks	A risk of losing skills and capacities needed to perform central (knowledge) processes (Agndal & Nordin, 2009)
Risk of using obsolete/unreliable knowledge	Risks that occur when the out-of-date knowledge is applied in the organizational context/interorganizational settings or when a company applies unreliable knowledge, for example, received from a malicious source (Zieba & Durst, 2018)
Risk of improper application of knowledge	Risks that occur when a company does not have the right skills and abilities to analyze and apply knowledge properly (Zieba & Durst, 2018)
Espionage	"the practice of spying or using spies to obtain information about the plans and activities especially of a foreign government or a competing company" Merriam-Webster Dictionary
Continuity risks	Risks that relate to an organization's ability to maintain its core capabilities over time and its ability to continue to perform and compete at consistent levels as people come and go (Lambe, 2013)
Communication risks	Risks that appear in the process by which information is exchanged between individuals through a common system of symbols, signs, or behavior, such as misinterpretation, broken communication flow, etc. (Zieba et al., 2021)
Knowledge acquisition risks	Risks that relate to an organization's ability to acquire the new knowledge it needs in order to follow a new strategic direction (Lambe, 2013)
Knowledge transfer risks	Risks related to all the potential interruptions in the process of transferring knowledge, e.g., lack of willingness to share, knowledge stickiness, etc. (Durst & Zieba, 2017)
Merger & acquisition risks	Risks related to the phenomena occurring during mergers and acquisitions, such as employee reduction, lack of available knowledge, etc. (Zieba et al., 2021)
Integration risks	A subform of merger & acquisition risks—the merger/acquisition of an organization by another organization can lead to the situation that the merged organization is not able to integrate the different knowledge sources in a proper way so that it is usable for the members of the newly formed organization (Durst & Zieba, 2017)
Source: Zieba et al. (2021)	

3. Emotions: How Can They Influence Our Behavior at Work?

Emotions can be defined as "behaviours that express feelings towards a triggering object," and they can be experienced both internally and expressed externally (Nadler & Lowery, 2009, p. 24). There are various emotions identified and named by researchers. The most commonly identified positive emotions are love, joy, satisfaction, contentment, interest, amusement, happiness, serenity, or awe, while the most commonly felt negative emotions are fear, anger, disgust, sadness, rage, loneliness, melancholy, and annoyance (Ackerman, 2019). The ten basic emotions indicated by different theorists and listed by Stanley and Burrows (2001) are as follows:

- Interest–excitement

- Enjoyment–joy

- Startle–surprise

- Distress–anguish

- Rage–anger

- Disgust–revulsion

- Contempt–scorn

- Fear–terror

- Shame–shyness–humiliation

- Guilt–remorse (Stanley & Burrows, 2001, p. 5)

Apart from listing emotions, it is necessary for a better clarity to present core-relational themes for them. In the table below, there is a list of emotions proposed by Payne and Cooper (2001), together with their core-relational themes (Table 2 **AQ2**).

Table 2

The core-relational themes for each emotion

Emotion	Core-relational themes
Anger	A demeaning offense against me and mine
Anxiety	Facing uncertain, existential threat
Fright	An immediate, concrete, and overwhelming physical danger
Guilt	Having transgressed a moral imperative
Shame	Failing to live up to an ego ideal
Sadness	Having experienced an irrevocable loss
Envy	Wanting what someone else has and feeling deprived of it but justified in having it
Jealousy	Resenting a third party for loss or threat to another's affection or favor
Happiness	Making reasonable progress toward the realization of a goal
Pride	Enhancement of our ego-identity by taking credit for a valued object or achievement, either our own or that of someone or group with whom we identify
Relief	A distressing goal-incongruent condition that has changed for the better or gone away
Hope	Fearing the worst but yearning for better and believing the improvement is possible
Love	Desiring or participating in affection, usually but not necessarily reciprocated
Gratitude	Appreciation for an altruistic gift that provides personal benefit
Compassion	Moved by another's suffering and wanting to help
Source: Payne and Cooper (2001, p. 55)	

Emotions are not an easy topic in business. One can imagine that the positive ones (e.g., happiness or hope) will be well perceived and accepted in organizations more easily than the negative ones. For example, if an employee feels proud about the company and the brand or is happy, such emotions will be probably welcome. However, if an employee is angry, jealous, or contempt, it might not be easily accepted, and therefore, employees would need to ignore or rationalize them (Furnham, 2008, p. 3). Most organizations are not the places where expressing emotions, especially negative ones are well seen. Many employees feel that they need to behave in an official way at work, meaning that there is no place for discussing private problems or showing their weak sides in front of peers or the management. This can result in discussing problems with other colleagues behind their backs and not solving conflicts in an open way. A special burden might lay on leaders and managers—they are often expected to be strong and keep their cold blood even in the face of a serious crisis.

Pescosolido (2005) proposed the concept of "emergent leader," who can be defined as "a group member who exhibits initiative and have influence over other group members" (Pescosolido, 2005, p. 318). Such leaders hold no legitimate authority or power; they also have no control over organizational rewards or punishments. Pescosolido (2005) highlighted the importance of such leaders for group emotional management and their role in setting the "emotional tone" for the group. Leaders often need to make decisions that will affect the whole team and bring some emotions. Sometimes, there are no good decisions, and by deciding on any option, someone will be hurt or disadvantaged.

Undoubtedly, emotions can interfere with a person's work, both the ones a person experiences due to their private and professional situation. For example, anger, resulting from a divorce or a job-linked experience, might slow a person down, hold him or her back,

and reduce his or her productivity. One might not think clearly when experiencing guilt or jealousy. Reactions to emotional states might result in paralysis, denial, avoidance, vacillation, and errant judgment. Emotions may also be overwhelming and affect even very strong individuals and high performers (Ginsberg & Davies, 2007, p. 3).

But emotions can have positive and negative features at the same time. Even emotions that are perceived as negatively toned (e.g., anger or envy) can be subjectively (partly) experienced as positive. For example, by feeling angry, one can feel less helpless or frustrated, while by envying someone's better work results, one can feel motivated to devote more time to certain areas of work or self-improvement. Similar phenomenon can take place with emotions perceived as positively toned. Love, for example, depending on the stage of the relationship and present events, like when it is unrequited, can cause great distress (Payne & Cooper, 2001, pp. 55–56).

It has been established that employees experience strong emotions at work. For example, they might feel angry about the appraisal process; they might feel guilt and shame when they make a mistake. When employees need to face regularly negative situations, such as angry customers, abusive colleague or boss, lack of acceptance of ideas, or getting negative feedback constantly may all lead to chronic problems, which in turn can lead to "nervous breakdowns" (Furnham, 2008, p. 3). According to Payne and Cooper (2001) **AQ3**, stress and emotions should be analyzed jointly, as stress creates emotional consequences and emotions that encompass all the phenomena of stress. In other words, stress involves emotions and, therefore, should be perceived as a part of the process (Payne & Cooper, 2001, p. 53).

According to Ashkanasy and Daus (2002), emotions are the key of attitude creation and behavior in organizations. The authors claim that emotional labor is a crucial element of employees' everyday work life, and emotional intelligence is an important concept to analyze in an organizational setting. The same opinion is shared by Härtel et al. (2005), who are also advocates of emotion-based theories in the workplace. Emotional intelligence involves, at least in part, "a person's abilities to identify and to perceive emotion (in self and others), as well as possession of the skills to understand and to manage those emotions successfully" (Ashkanasy & Daus, 2002). In other words, emotional intelligence helps individuals to understand their own emotions as well as the emotions of others. Emotional intelligence can be useful at work both for managers/leaders and employees. It may help them in creating a better relationship with co-workers as well as for better self-understanding and control even in stressful situations. Emotionally intelligent employees and managers may not only recognize the importance of emotions at work but are also able to observe and handle them properly both in themselves and in other co-workers (Furnham, 2008, p. 3).

Emotions can also make some knowledge risks more intense and severe. For example, there are some risks that may result from the COVID-19 pandemic, like the risk of deliberate isolation when a remote employee can naturally lock themselves in their silo, isolate from colleagues, focus on their tasks, and not get involved in teamwork (Zieba et al., 2021). The negative emotions that a person has, for example, anger or sadness, may intensify such behaviors and, therefore, increase the likelihood of knowledge hiding.

On the basis of the above, it can be concluded that the topic of emotions at work is very important and up-to-date. Most of the people spend the majority of their day at work, and they become more and more aware of the impact work can have on them. When an employee works in an environment that is toxic (e.g., because of toxic colleagues, boss, etc.), he or she can become depressed and demotivated. Especially, younger people look for favorable working environments. They often quit their jobs because they become demotivated and do not like the atmosphere at their work. That is why, it is becoming more and more important to pay attention to emotions at work and the support of employees also in this area. The following section of this chapter will present the potential link of emotions and knowledge risks in organizations.

4. The Potential Impact of Emotions on Knowledge Risk Behaviors

In general, emotions are linked to organizational setting in a variety of ways. For example, if employees are unhappy, they are disconnected from their work, as they concentrate on their problems and ways to solve them or simply on their own perceived miserable fate. Also, if an organization fails to understand the emotional aspects of its functioning, it will not be able to recognize its toxic behaviors, such as unfair organizational policies, toxic and abusive co-workers or supervisors, and poor management practices, e.g., for managing changes (Charmine E.J. Härtel et al., 2005, p. 3). Emotions at work can also interfere with knowledge risks, and the link between emotions and knowledge risks can be of two types. On the one hand, if an employee feels an emotion (e.g., anger), he or she can create some knowledge risks, e.g., knowledge hiding. On the other hand, some knowledge risks may cause emotions in employees, for example, cyber risks might bring fear to the management and employees. Taking that into account, this section will present the potential link between particular emotions and knowledge risks in organizations.

The first types of knowledge risks are knowledge hiding and knowledge hoarding. These knowledge risks can appear when an employee is angry with his/her colleague—they may hide or hoard their knowledge then. Similarly, when employees are envy or jealous, for example, because the colleague was promoted instead of them, they will be tempted to hide or hoard their knowledge. Knowledge hiding and hoarding can be caused by the fear and envy of an employee that someone might be better at work or achieve something easier/faster. Additionally, self-pride may stop employees from knowledge sharing and keeping the knowledge to themselves, because they might like the situation when they know more than their peers and they can be proud of themselves. Fear of losing this status might cause knowledge hiding or knowledge hoarding. Knowledge hiding and hoarding may also have emotional effects. They may cause anger and frustration if an employee cannot find the answer they are looking for at work. They can also result in sadness and anxiety, especially if a person finds out that knowledge was hoarded by a peer.

Another knowledge risk, forgetting might be caused by love (e.g., being in love and distracted) or melancholy. It may also be caused by sadness and anxiety, when employees are not able to concentrate on their tasks and tend to forget about various things. This might cause frustration, anxiety, sadness, and self-anger that one does not remember something important. Unlearning is an intentional activity and might be caused by guilt, shame, or jealousy. If an employee made a mistake and feels guilty or ashamed, he or she might try to unlearn the activities or habits that led to this mistake. Also, if an employee sees that his or her peer achieves better results and becomes jealous, he or she might unlearn their own way of behavior and try to adapt a new one. On the other hand, the necessity to unlearn one's own ways of performing a job that is forced by the management might cause such negative emotions in employees such as anger, anxiety, or sadness.

The last knowledge risk from the human knowledge risk category is missing/inadequate competencies of organization members. This risk may result in several negative emotions. If employees feel that they do not have adequate competencies, they might feel guilt and shame. They might also become jealous about other co-workers who do not miss those competencies. They might also feel anger, anxiety, or sadness. Those emotions might either help them in undertaking some actions to overcome this knowledge gap or they might lead to even greater frustration and lack of undertaken steps. This could depend on both employees and managers and their way of handling this risk.

The next group of risks are technological knowledge risks. Those risks in general might result in several negative emotions, such as anger, anxiety, or sadness. If employees and managers experience risks related to hacker attacks, old technologies, or digitalization, they may become angry, anxious, or sad. The risks related to social media can be caused by anger or an employee or a manager, who might act against the company due to some bad treatment he or she experienced and, for example, post some negative or fake news on social media about this company. This can also result in further anger, anxiety, or sadness of the management or peers, when they experience the loss of reputation of their company.

The third category of knowledge risks—operational knowledge risks—are the largest category, and those risks can be both caused by various emotions or result in them. For example, risks related to using obsolete knowledge or improperly applying knowledge can be caused by love, sadness, or anxiety—when an employee is not in his or her best form or is deconcentrated due to these emotions, he or she can use the knowledge in a wrong way or use the knowledge without making the necessary update first. If this happens, an employee might feel anger, anxiety, sadness, guilt, or shame. Many operational risks may result from anger, anxiety, sadness, guilt, shame, or jealousy of employees/managers. When employees feel angry with the employer, for example, because of reductions or lack of pay rise, they may be tempted to create knowledge risks. Such a situation can take place when the anger or sadness of an employee leads to espionage and the delivery of crucial knowledge to competitors. It is also worth noticing that knowledge risks related to integrations, mergers and acquisitions, or simply relations with other companies might lead to anger, anxiety, sadness, and jealousy but also hope for the better. This might depend on how well the company is handling the situation and whether, for example, there are no planned reductions (Table 3).

Table 3

Potential relations between knowledge risks and emotions

Knowledge risks	Emotional cause	Emotional effect
Human knowledge risks		
Knowledge hiding	Anger, envy, jealousy, self-pride, fear	Anger, anxiety, sadness
Knowledge hoarding	Anger, envy, jealousy, self-pride, fear	Anger, anxiety, sadness
Forgetting	Love, sadness, anxiety	Frustration, self-anger, anxiety, sadness
Unlearning	Guilt, shame, jealousy	Anger, anxiety, sadness
Missing/inadequate competencies of organization members	–	Guilt, shame, jealousy, anger, anxiety, sadness
Technological knowledge risks		
Risk of hacker attacks	–	Anger, anxiety, sadness
Risks related to old technologies	–	Anger, anxiety, sadness
Risks related to social media	Anger	Anger, anxiety, sadness
Digitalization risks	–	Anger, anxiety, sadness
Operational risks		
Risk of using obsolete knowledge	Love, sadness, anxiety	Anger, anxiety, sadness, guilt, shame
Risk of improperly applying knowledge	Love, sadness, anxiety	Anger, anxiety, sadness, guilt, shame
Integration risk	–	Anger, anxiety, sadness, jealousy, hope
Outsourcing risks	–	Anger, anxiety, sadness, jealousy, hope
Knowledge transfer	Anger, envy, jealousy, self-pride, fear	Anger, anxiety, sadness
Relational risk	Anger, anxiety, jealousy	Anger, anxiety, sadness, jealousy
Knowledge acquisition risk	Anger, anxiety, sadness, guilt, shame, jealousy	Anger, anxiety, sadness
Communication risk	Anger, anxiety, sadness, guilt, shame, jealousy	Anger, anxiety, sadness

Source: Own elaboration; list of knowledge risks based on Durst and Zieba (2019b)

Knowledge risks	Emotional cause	Emotional effect
Continuity risk	Anger, anxiety, sadness, guilt, shame, jealousy	Anger, anxiety, sadness
Risks related to knowledge gaps	–	Anger, anxiety, sadness, guilt, shame
Espionage	Anger, jealousy	Anger, anxiety, sadness
Knowledge waste	Anger, anxiety, sadness, guilt, shame, jealousy	Anger, anxiety, sadness
Mergers and acquisitions knowledge risks	–	Anger, anxiety, sadness, jealousy, hope
Risk of using unreliable information	Love, sadness, anxiety	Anger, anxiety, sadness, guilt, shame
Source: Own elaboration; list of knowledge risks based on Durst and Zieba (2019b)		

From the performed analysis of the literature and the trial to identify the potential link between knowledge risks and emotions, one can see that the majority of emotions both causing and resulting from knowledge risks are negative. The most common ones are anger, anxiety, and sadness. This is not very surprising, as knowledge risks in their nature might bring negative consequences to organizations and their employees, such as knowledge loss, knowledge spill-over, lost reputation, or lost sustainability (Durst & Zieba, 2019b). Taking the above into account, managers and leaders should become aware of this potential link between knowledge risks and emotions to be able, on one hand, to reduce the probability of a knowledge risk appearance and, on the other hand, to handle the emotions that appear after the risk becomes a reality.

When analyzing emotions and their link with knowledge risks, it is worth to mention the theory of knowledge fields and knowledge dynamics (Bratianu & Bejinaru, 2019a). Knowledge dynamics means "the variation of knowledge at individual, group or organizational levels within a given context" (Bratianu & Bejinaru, 2019a, p. 6). Emotions are able to create emotional knowledge that can be potentially transformed into rational knowledge and spiritual knowledge. According to Bratianu and Bejinaru (2019b), "Emotional knowledge is used in the non-verbal language of the body and it communicates something about the emotional state of a given person." Emotional knowledge of **AQ4** a person may in this context influence the decision-making prowess, and it may also affect the emotions and behaviors of others. Emotional knowledge is also subjective, as it is grounded in our sensory system and perception of a cognitive process and it can play an important role in the problem-solving activities (Bratianu & Bejinaru, 2019a).

It is also worth to mention not only the direct impact of emotions and emotional knowledge on knowledge risks, as described in this chapter, but also the indirect one, resulting from the perception of risk. Sometimes, a person might not be able to identify a certain risk, because he or she is in a certain emotional state (e.g., sad after the loss of a beloved) and not able to use his or her rational knowledge for the identification and mitigation of certain knowledge risks. Also, a person might not be able to identify certain knowledge risks due to their lack of emotional knowledge. For example, if a person is not able to identify the emotions of a colleague, he or she might not become aware that this person is angry and, therefore, might be prone to knowledge hiding or hoarding.

5. Conclusions

This chapter contributes to the existing state of the art of both management and psychology science. On the one hand, it presents knowledge risks, and on the other hand, it identifies the potential emotions that can lead to knowledge risks or may appear as a consequence of knowledge risk existence. It shows how interdisciplinary the work of a manager/leader can be. In his/her work, it is not only necessary to concentrate on business indicators but also on employees and their emotions. As quoted at the beginning of this chapter, "All good managers are like good parents and good teachers" (Furnham, 2008), and they should understand the behavior of their subordinates and peers from different angles and perspectives. Employees are also becoming more and more demanding with regard to their working conditions, and the atmosphere at work is getting more and more important. Having the feeling that one is understood, appreciated, and also taken care of in case of difficulties and strong emotions can be an important factor in staying in a certain workplace. This on the one hand can be a useful hint for managers; on the other hand, it imposes an additional challenge and difficulty of being a supervisor.

Emotions can also help in explaining motivational aspects of work, for example, why some employees might hide their knowledge, while others share it easily. It is worth to use the quote by Ashkanasy and Daus (2002) here: "Management of emotions in organizations must now be seen as an important tool in every manager's kit, one to which managers will increasingly need to pay attention in the future" (Ashkanasy & Daus, 2002, p. 82). Taking that into account, it is also worth to highlight the necessity to include the learning contents on emotions and emotional intelligence in training curricula for future managers and employees in various occupations. Educational institutions at various levels have traditionally concentrated on the importance of IQ and have not paid much attention toward other types of intelligence (e.g., intrapersonal and interpersonal competencies, emotional intelligence); however, it is important for business educational institutions to consider ways to incorporate emotional intelligence skills into the "toolbox" of future employees and managers for enhanced career success (Tucker et al., 2000).

It can be assumed that a better understanding of employees' emotions could potentially help organizations in achieving more, for example, by conflict minimization of smaller turnover of employees. It is important to highlight here that the goal of emotion handling is not to keep employees happy and satisfied all the time but to allow them to feel the negative emotions, too, and help them in handling all the types of emotions.

The major limitation of this study results from the fact that it is of theoretical character. By merging the knowledge from the field of psychology and management, it was possible to sketch some potential link between emotions and knowledge risks. This link has to

be further examined both from the theoretical and practical perspective. There is a need for future studies related to emotions and knowledge risks. Knowledge risk management in itself is a novel research area, and emotions are still an under-researched theme in the context of business environment. It would be necessary to examine in practice the relation between knowledge risks and emotions with the use of a qualitative survey. Such a survey could help in identifying and linking particular emotions with knowledge risks. It could also examine ways of handling emotions by managers in order to help their peers in more efficient and less stressful working. As it was indicated in one of the sections of this chapter, work can be very stressful, and it may result in many emotions felt by employees, so creating a safe working place, where emotions are well understood and not criticized is becoming more and more crucial nowadays.

It would be also interesting to examine the potential impact of the cultural differences between the managers and employees from various countries and with various ethnical backgrounds, as they may constitute a natural area of future examination. Moreover, emotions at work could also be examined from a broader perspective of the well-being of employees. Despite the high importance of employee's well-being for the success of organizations, little is known on how well-being might influence human knowledge risks appearing in organizations. Examining this broad perspective linking emotions with well-being of employees and knowledge risks could bring some more interesting insights.

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