



[Whether Human Resource Management has converted to heartless or headless state of an affair in the contemporary world?]

Balancing cognition and emotion: HRM as a function of cognitive appraisal and emotional reactions of employees.

The Human Resource Management (HRM) field is open to professionals who belong to various disciplines. Most commonly their background rang from professionals who obtained HR qualification, legal officers, administrative officers, professional counselors and psychologists to officers in the tri-forces. Depending on their professional background their approach in handling HRM functions (Ex: Induction, Performance evaluation, Labour relations, Training and Development, career management) can vary significantly. The biggest challenge they have to face is how to keep employees from losing their focus on organizational goals and Objectives. Whether to use tight or loose control over employees work behavior? When to use carrot and stick to correct their behavior? How the employees perceive HR Manager: as a ruthless leader or a chicken hearted boss. On the other hand in the dynamic work environment many stress factor require additional effort to keep the organization changing its processes and need to go for organizational innovations.

Organizational innovation refers to new ways work can be organized, and accomplished within an organization to encourage and promote competitive advantage. It encompasses how organizations and individuals specifically, manage work processes in such areas as customer relations, employee performance and retention, and knowledge management.

At the core of organizational innovation is the need to improve or change a product, process or service. All innovation revolves around change - but not all change is innovative. Organizational innovation encourages individuals to think independently and creatively in applying personal knowledge to organizational challenges. Therefore, organizational innovation requires a culture of innovation that supports new ideas, processes and generally new ways of doing organizational activities.

In promoting a culture of innovation organizations should foster cross functional team building while discouraging silo building, Independent, creative thinking to see things from a new perspective and putting oneself outside of the parameters of a job function, risk taking by employees while lessening the status quo, value and importance of knowledge and learning within organization.

The road to organizational innovation lies in the ability to impart new knowledge to employees and in the application of that knowledge. Knowledge should be used for new ways of thinking, and as a stepping stone to creativity and toward change and innovation.

Employees are the main focal point throughout the process of Organizational innovation since they have to implement those necessary changes and they are the ultimate beneficiaries if productivity and efficiency is increased. How the organization can accomplish its strategic goals and objectives depends on how the employees respond to these new changes and the way they incorporate those changes to their routine work life.

Employees' cognition: Employees' response to organizational innovation depend on their thinking pattern about innovation, and based on the thinking and environmental change their affective expressions. Cognition can be defined as the sensory and perceptual processes used to organize information. This includes acquiring information (perception), selecting (attention), representing (understanding) and retaining (memory) information, and using it to guide behavior (reasoning and coordination of motor outputs). Interventions to improve cognitive function may be directed at any one of these core faculties.



Therefore there is a major psychological process behind every single decision made by employees who consider as their cognition which has vital relevance in any organization's physical environmental change or employees work requirement has change, employees react in different ways.

Emotions : Emotions are feelings. Literally humans feel them in their bodies as tingles, hot spots and muscular tension. There are cognitive aspects, but the physical sensation is what makes them really different: anticipation, greed, hope, envy, desire, love, fear, shame, repulsion, contentment, anxiety, happiness, pride, guilt, jealousy, anger, sadness, distress, surprise. All humans have basic emotional needs. Studies have shown that positive moods leads to better and efficient decision making. However, this doesn't mean that decisions taken in a bad mood are disruptive. Studies have also found that negative emotions can lead to more effective decision making. Negative emotions, sometimes, may lead to more concentrated, detailed, and analytic processing of facts. How emotions affect on employee job performance is critical to understand their attitude toward work. Emotions influence the task on which an employee is working, the effort employee puts and how he influences other employees around him. In other words, what employees feel and how they express their emotions affects their performance.

The link between Cognition and emotions : To explain what is the psychological process behind any critical decision of an employee *Appraisal models of emotions* (e.g. Frijda, 1986; Lazarus, 1991, 1999; Roseman, Spindel, & Jose, 1990) explain that emotions arise from the evaluation of an event's impact on valued goals. Smith and Lazarus (1993) identified two categories of appraisal that influence emotion. Primary appraisal assesses the personal relevance of a situation (its motivational relevance) and the extent to which the situation is in keeping with personal goals (its motivational congruence). These identify the situation's valence: negative situations, for example, are characterized by motivational relevance and motivational incongruence. Secondary appraisal evaluates coping options and outcomes, and includes accountability (who/what is responsible for the situation), future expectancy (likelihood of change), problem-focused coping potential (options for influencing the situation), and emotion-focused coping potential (ability to emotionally adapt to the situation). Secondary appraisal combines with primary appraisal to determine the emotion aroused (see Griner & Smith, 2000). For example, anger is characterized by other-accountability, guilt by self-accountability, and anxiety by pessimistic/uncertain emotion-focused coping potential. Smith and Lazarus (1993) found strong support for the expected appraisal configurations of these emotions.

Coping is motivated by emotion, but is also influenced by appraisal (Lazarus, 1991). According to Lazarus, secondary appraisal involves, at least in part, an evaluation of coping options and as a consequence should influence the type of coping strategies an individual adopts. Appraisal may influence coping by directing attention towards certain environmental features or opportunities as well as internal characteristics (such as self-efficacy beliefs). Because appraisal may influence both emotional and coping responses, appraisal forms an important link in the adjustment process. Previous appraisal-coping research has tended to examine appraisals as either evaluations unrelated to specific emotions, or used measures of emotions (e.g. harm/loss, threat, challenge) as proxy indicators of appraisal (see Lazarus & Folkman, 1987). In general keeping with the approach advocated by Roseman, Spindle, & Jose, author drew on Smith and Lazarus' model of emotions to examine coping reactions with an organizational setting.

Affective events theory (AET, Weiss & Cropanzano, 1996) :Using Affective events theory investigated the distinct roles of, and interplay between, cognitions and emotions in the context of innovation implementation. Edwin A. Locke's Range of Affect Theory (1996) is a famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met.



When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value that facet. To illustrate, if one Employee values autonomy in the workplace and another Employee is indifferent about autonomy, then first employee would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to the second employee. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

Technology Acceptance Model (TAM) emphasizes individuals' cognitive evaluations such as perceived usefulness and perceived ease of use. The technology acceptance model specifies the causal relationships between system design features, perceived usefulness, perceived ease of use, attitude toward using, and actual usage behaviour. Overall, the TAM provides an informative representation of the mechanisms by which design choices influence user acceptance, and should therefore be helpful in applied contexts for forecasting and evaluating user acceptance of information technology.

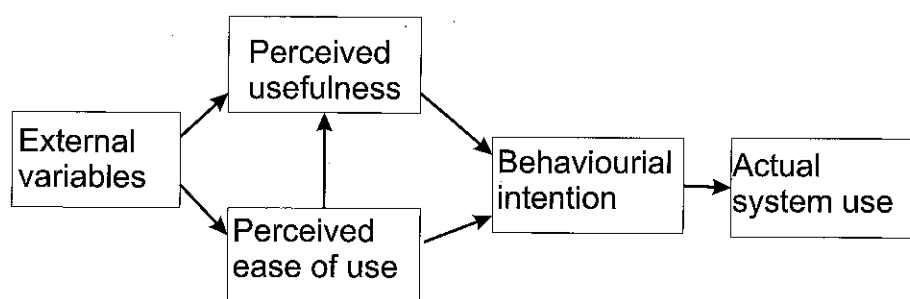


Figure: The Technology Acceptance Model

Social cognitive theory suggests that users' expectancy evaluations regarding a new system are the primary determinants in predicting innovation use (Bandura, 1986; Venkatesh, Morris, Davis, & Davis, 2003). Therefore the social cognitive theory provides a framework for understanding, predicting, and changing human behavior. The theory identifies human behavior as an interaction of personal factors, behavior, and the environment.

In the model, the interaction between the person and behavior involves the influences of a person's thoughts and actions. The interaction between the person and the environment involves human beliefs and cognitive competencies that are developed and modified by social influences and structures within the environment. The third interaction, between the environment and behavior, involves a person's behavior determining the aspects of their environment and in turn their behavior is modified by that environment. Therefore, it is a fact that behavior varies from situation to situation and may not necessarily mean that behavior is controlled by situations, but rather that the person is construing the situations differently and thus the same set of stimuli may provoke different responses from different people or from the same person at different times. Therefore, social cognitive theory is helpful for understanding and predicting both individual and group behavior and identifying methods in which behavior can be modified or changed.



The Theory of Planned Behavior (TPB) is another widely employed framework that highlights the role of individuals' attitudes and efficacy beliefs with regard to innovation (Ajzen & Fishbein, 1980).

TPB states that individual behavior is driven by behavioral intentions where behavioral intentions are a function of an individual's attitude toward the behavior, the subjective norms surrounding the performance of the behavior, and the individual's perception of the ease with which the behavior can be performed (behavioral control). Attitude toward the behavior is defined as the individual's positive or negative feelings about performing a behavior.

HRM as a style revolves around soft and hard approaches in employment relationship. Hard HRM approach embraces all those elements in employment relations laying emphasis on employee's compliance, quantitative output, managers, task and the development of the organisation. "Soft" HRM approach will tend to favour flexibility, negotiation, performance, quality, recognition of environments and rights in employment relations. It is more strategic and long term. The hard style laid emphasis on cost minimisation, the leanness in production and resource-based view of labour. The soft style involves the integration of individuality, values such as trust and commitment to the business strategy of the organisation. Legge (1995) refers to the soft style as "developmental humanism" and the hard style as "utilitarian instrumentalism".

In conclusion, there is a tendency to link values, such as trust commitment and communication to soft HRM. While this distinguishes the approach from hard HRM, it also used by some practitioners as best practices (Purcell, 1999). How these practices are integrated to organizational goal determines organizational performance. It however leads to a situation where all best practices are treated the same or an assumption that they can be used in all organisations.

As environments, organisations and people vary tremendously in the contemporary world it is safer to think in holistic terms when designing HRM frameworks and policies so as to achieve vertical and horizontal integration, cohesion, and organisational learning which make elements of an effective organisation (Becker et al, 2001). This is only possible if policy makers are choice makers (Analoui, 2002) designing HRM using emerging ideas like total contribution to the firm, innovative and creative behavior, high concern for customer value, cross functional integration, using labour as critical investment and managing diversity (Bagshaw, 2004). HRM is a strategic science not a restatement and models give a deep understanding of employment relations but not solutions to all its problems.

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