

Postmodern Openings

ISSN: 2068-0236 | e-ISSN: 2069-9387

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2021, Volume 12, Issue 1, pages: 296-307 | <https://doi.org/10.18662/po/12.1/261>

Cognitive Aspects in the Process of Human Capital Management in Conditions of Post-Pandemic Social Constructivism

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Abstract: In today's post-pandemic reality, human capital plays one of the leading roles in ensuring economic growth. The intensification of innovative processes in the context of post-pandemic social constructivism, the widespread use of information technology, intellectualization of labor, etc. In the context of post-pandemic social constructivism, transformations of the content and structure of human capital take place, make adjustments to the process of its formation, accumulation, use and change the nature of the impact of human capital on economic development.

In today's post-pandemic reality, there are many problems both in the field of the formation of innovatively oriented human capital and in the sphere of its use, which necessitates the search for ways to effectively manage these processes in order to ensure the balanced development of production factors in the context of the formation of an innovative economy in the country. The article analyzes the main methods and aspects of cognitive psychology that can be useful in the development of human capital. In particular, special attention was paid to the development of emotional intelligence and emotional competence. The reason for choosing precisely such elements of cognitive psychology as the level of emotional intelligence and emotional competence is that they are a prerequisite for successful self-realization of a person and, as a result, an important prerequisite for successful management of human capital in the conditions of post-pandemic social constructivism.

Keywords: *emotional competence; emotional intelligence; human capital; cognitive psychology; intelligence; economic development; post-pandemic social constructivism.*

How to cite: Boikivska, G., Vynnychuk, R., Povstyn, O., Yurkevich, H., & Gontar, Z. (2021). Cognitive Aspects in the Process of Human Capital Management in Conditions of Post-Pandemic Social Constructivism. *Postmodern Openings*, 12(1), 296-307. doi: 10.18662/po/12.1/261

1. Introduction

In the face of increasing environmental uncertainty in the context of post-pandemic reality, the issue of adaptive strategic management of the organization's activities is being updated. In this regard, the strategic priorities in the system of strategic planning of human resources are changing, increasing the efficiency of their work in accordance with the mission and strategic goals of the organization. Strategic management of the organization's personnel provides for the formation and development of a competitive personnel potential in accordance with the strategic goals of the organization's development, taking into account challenges and threats in the external environment (Memon, Mangi, Lal Rohra, 2009)

Features of the development of post-pandemic society actualize the need to develop the potential of human emotional intelligence for its effective social adaptation and successful self-realization of human capital at all levels of the organization. Such circumstances increase the scientific and psychological interest in this problem, the relevance of which is due to the fact that emotional intelligence is one of the main topics of consideration in cognitive psychology, as well as the main component in achieving maximum success in life and a sense of happiness. While logical intelligence was important in diplomacy, management, and business in the 20th century, in the 21st century, when the globalization process has embraced all spheres of life, emotional intelligence and related forms of practical and creative intelligence are relevant (Abraham, 2004).

In the areas of personnel management in the context of post-pandemic social constructivism, the development of the emotional intelligence of employees is especially relevant. Currently, the leaders of various companies are faced with the tasks of improving the efficiency of human potential management in a crisis, introducing changes and transformations, and all this against the background of a sharp acceleration in the pace of business life (Seal, Andrews-Brown, 2010) . In such conditions, the importance of emotional intelligence and emotional leadership is growing rapidly, since these cognitive processes are associated with a huge amount of both positive and negative emotions. The ability to direct them in the right direction, inspire confidence, inspiration and enthusiasm in these conditions in the real competitive advantage of the leader himself and the company he leads.

The development of emotional competence is directly related to the formation and implementation of the principles of emotional management.

Emotional management, involves the recognition of the fact that in the process of work people show emotions and emotional relationships that have energetic, value, information and motivating significance, and also define the emotional environment as an integral component of the organizational activity of the human capital management process (Salovey, Mayer, Caruso, 2004).

From the standpoint of emotional management, emotional activity is primarily aimed at optimizing the emotional atmosphere of an educational institution (Gates, Langevin, 2010).

Thus, the recognition of the fact that organizational culture affects the functioning of emotional work is inextricably linked with the fact that emotional work itself becomes a determining factor for the organization, forming this culture. Emotional competence of staff and, above all, leadership is essential for understanding emotional management.

Emotional competence, from the point of view of cognitive psychology, does not look apart, but in mutual support with social competence - accurate emotional communication with others enhances the ability to act with other people and with your feelings and desires (Walter, Cole, der Vegt, Rubin, Bommer, 2012)

2. Main research

2.1. Features of the application of emotional intelligence and emotional competence in the human potential management system in the context of post-pandemic social constructivism

Programs for the development of emotional intelligence and emotional competence have long and successfully been applied in a corporate format (primarily in the West), since they are an effective tool to increase the productivity and motivation of employees, as well as the effectiveness of the enterprise as a whole. The emotions of people determine the climate in the organization by 50-70%. In addition, the researchers proved that staff productivity depends on their level of emotional intelligence, as well as on creating an atmosphere of cooperation and support in the team. That is why the corporate program for the development of emotional leadership is becoming more and more popular among the leaders of advanced Ukrainian companies, developing the development of the emotional intelligence of their organization as part of human potential (Youndt, Snell, 2004). As a result of the implementation of such a program, the level of emotional intelligence and leadership qualities of employees at all levels increases significantly. Especially worth noting are the benefits of

using cognitive psychology methods in the emotional leadership development program such as increasing staff motivation and increasing the value of the company as an employer .

The term Emotional Intelligence Quotient - (EQ) began to be used in the early 1990s. American psychologists Peter Salovey and John Mayer substantiated the concept of EQ in a joint scientific work, *The intelligence of emotional intelligence*. The book noted that emotional intelligence is a type of social intelligence that uses the ability to monitor other people's own emotions and emotions in order to distinguish between them and use this information to control their own thinking and actions. The authors claimed that people with a high level of EQ are capable of rapid progress in certain areas and the effective use of their abilities. Scientists wanted to convey the idea that emotions and intelligence, which are always opposed to, are actually closely interconnected. The success of a person in almost all areas of his activity directly depends on their successful interaction. The most active promoter of EQ is D. Goleman, an American journalist and psychologist who in the book "Emotional Intelligence" on the basis of psychological research and surveys showed that success in life depends not only on logical intelligence - IQ, but on the ability to control your emotions – EQ (Black, Ornelles, 2001).

Emotional competency includes the ability to understand emotions, the ability to express emotions, and the ability to call emotions. This implies: the ability to accurately recognize, evaluate and express emotions; the ability to generate sensation, contributing to the process of awareness and thinking; the ability to understand emotions and prodtsyuvata emotional knowledge; consolidation of the experience of the subject, including emotional; ability to influence interpersonal communication; the ability to manage emotions in order to achieve emotional and intellectual growth, to enhance the culture of emotions of staff and the culture of the organization as a whole.

The concept of emotional competence is often used as a synonym for emotional intelligence in the context of post-pandemic social constructivism. Having examined emotional intelligence in more detail, one can see that emotional competence is its essential component. But, in turn, the phenomenon we are studying includes its own structural components that reveal its essence and a wide range of competencies that may concern not only the emotional sphere.

According to research (Chatzkel, 2004), emotional competence manifests itself in the following behavior: high emotional competence (quickness; hearing; empathy; courage; flexibility; involvement); low emotional competence (accusations; unforgiveness, defense; stiffness;

condemnation; estrangement). It is obvious that emotional competence can be considered as an indicator of optimal organizational management and generally positively affects the human capital of an institution or other organizational structure.

Each person is born with the mandatory potential of emotional sensitivity, emotional memory, emotional processing and emotional learning. These four innate components form the core of emotional intelligence. A person can start a life with a high level of emotional intelligence, but over time it can decrease if a person acquires harmful emotional habits in childhood in a family where she is offended and despised. Studies by foreign scientists have long proved that a high level of general intelligence (IQ) does not guarantee its holder success in his career or happiness in his personal life. Despite the fact that our culture is still concentrated on obtaining academic knowledge and completely ignores emotional intelligence (EQ), it is on it that the success of each top manager in business depends (Boyatzis, Goleman, Rhee, 2000).

2.2. Application of aspects of development of emotional competence and emotional intelligence in the context of post-pandemic social constructivism

Considering the specialized literature in the field of cognitive psychology that we have analyzed, regarding the development of emotional intellect and emotional competence, an important element is the formation of an algorithmized system for the development of this indicator in the context of human capital management. Emotional intelligence is the main component in achieving the maximum sense of happiness and successful self-realization. EQ is an indispensable factor, activates and enhances our mental dexterity; that is, when a person recognizes his feelings and is guided by them in a constructive way, and then this increases the intellectual powers of the individual. A necessary condition for emotional intelligence is the understanding of emotions by the subject, and the final product of EQ is decision-making based on the reflection and understanding of emotions, which are a differentiated assessment of events in which there is a personal meaning (Boyatzis, Stubbs, Taylor, 2002).

Emotional intelligence generates innovative ways of activity to achieve goals and meet needs in the context of post-pandemic social constructivism. Unlike abstract and concrete intelligence, which reflect the laws of the external world, emotional intelligence reflects the internal world and its connection with the behavior of the individual and interaction with reality.

According to the basic paradigms of social constructivism, there is an inextricable link between emotional intelligence and personal factors - warmth and responsiveness. At the same time, personal factors are different from the level of emotional intelligence. They define the concept of emotional intelligence as the ability to recognize the meaning of emotions and use this knowledge to identify the causes of problems and solve them (Edvinsson, Malone, 1997).

Scientists believe that emotional intelligence determines the presence of various abilities involved in adaptive processing of emotional information. Several mechanisms have been proposed that provide for its connection with mental abilities. Firstly, emotions are associated with the thinking process - certain emotions can increase the productivity of the thinking process and direct attention to specific tasks. Secondly, effective regulation of emotions can be correlated with such abilities as empathy and frankness. Thirdly, studies on alexetimia (inability to evaluate and verbally express emotions) give reason to believe that there may not be a relationship between the centers of the brain that ensure the unity of thinking and emotions.

In the literature, there are criteria for classifying an organization as “emotionally intellectual” (Choudhury, Mishra, 2010):

- 1) a high level of emotional intelligence in most key workers;
- 2) a high level of emotional intelligence in formal and informal company leaders, namely:
 - the ability to set clear and concise goals that take into account opinion the team;
 - the ability to motivate and inspire your subordinates and colleagues;
 - the ability to set an example for other employees;
 - the ability to empathize and understand the feelings of colleagues and subordinates;
 - high degree of self-actualization (including internal satisfaction, self-confidence, versatile development, ability realize your potential);
- 3) respect for the opinions of others, tolerance in the team;
- 4) flexibility in communicating with each other;
- 5) uninterrupted communication between the departments of the company is established;
- 6) the ability to hire, retain, motivate and grow their own effective employees;

- 7) successful management of conflicts, changes and crisis situations;
- 8) the value of the relationship between employees in the organization;
- 9) cooperation and cooperation;
- 10) unconditional command of all employees, including leaders.

Leading researchers in the field of development of emotional intelligence, argue that for the successful development of emotional intelligence in the organization, the training method is most preferable. Using this approach, it is possible to achieve an evolutionary breakthrough in the organization, since it includes several critical stages of EQ development, which are practically unattainable in the case of traditional training (Nelis, Kotsou, Quoidbach, Hansenne, Weytens, Dupuis, Mikolajczak, 2011). If every person in the organization is a leader, this positively affects both its personal effectiveness and the operation of the entire system. Moreover, in the course of implementing methods of cognitive psychology in the program for the development of emotional competence, the leadership skills of each participant are developed precisely in the context of his personal area of responsibility, as well as the company in which he works, which, on the one hand, increases the commitment of employees, and on the other - improves the overall climate in the team.

The emotional intelligence abilities model contains four components (Sullivan, 1999) :

- 1) differences, perception and expression of emotions (the ability to identify emotions by facial expression, tone of voice, body language, the ability to monitor and understand their own feelings in real time, emotional literacy, that is, the ability to highlight specific feelings in themselves and other people, the ability speak clearly, clearly and effectively apply emotions during communication)

- 2) emotional facilitation of thinking (the ability to adequately use feelings in the process of thinking, solving problems and making decisions; the potential ability of the senses to direct the person to what is important and necessary to think about)

- 3) understanding of emotions (the ability to solve emotional problems, the ability to identify and understand the relationship between emotions, thoughts and behavior, the ability to understand the value of emotions)

- 4) management of emotions (the ability to take responsibility for one's own emotions and feelings of happiness, the ability to gain experience from negative feelings and find out opportunities for personal growth, the

ability to help others understand their emotions and indicate ways to use them effectively).

According to studies in the field of cognitive psychology (Murensky, 2000; Gilly, Maycunich, 2000) in the context of the development of emotional intelligence, it manifests itself in activity through 15 competencies :

1) Self-respect - the ability to respect and accept yourself and your actions;

2) Emotional self-awareness - the ability to understand your feelings and the reasons that caused;

3) Assertiveness - the ability to express feelings, beliefs, opinions and protect one's rights in a non-destructive form;

4) Independence - the ability to think and decide for oneself, limiting the influence of other people's emotions;

5) Self-actualization - the desire to realize your potential, achieve your goal;

6) Empathy - the ability to understand, distinguish and be sensitive to the emotions of other people;

7) Social responsibility - the ability to do something for the sake of others and together with others, consciously and in accordance with social rules;

8) Interpersonal relationships - the ability to establish and maintain emotionally mutually beneficial relationships;

9) stress resistance - the ability to actively and positively withstand stressful situations;

10) Impulsiveness control - the ability to resist impulse to action, control aggressiveness, hostility and an irresponsible attitude;

11) Realism - the ability to clearly distinguish between what is really happening here and now;

12) Flexibility - the ability to adapt one's thoughts, feelings and behavior to new conditions and situations;

13) Problem solving - the ability to identify, identify problems, as well as find effective ways to solve them;

14) Optimism - the ability to see the bright side of life and maintain this positive in any, even the most difficult circumstances

According to the principles of in the post-pandemic social constructivism in the context of the development of emotional intelligence and emotional competence includes:

1) preparation - diagnostics, motivation of participants to take part in the training, clarification of management goals, establishing a connection

between the goals of the company and the personal values of each participant. This stage is especially important, since the degree of readiness and motivation of each participant determines the success of the entire program. At this stage, interviews, tests, questionnaires, coach sessions are used.

2) training, during which the participants, interacting with each other, as well as with the trainer, work on the key competencies necessary for leaders:

- together formulate a vision of their company; - develop new qualities and competencies necessary to achieve this vision;

- increase their self-esteem as leaders;

- Build a close-knit team for a breakthrough in the organization's activities;

- analyze processes that are important for the long-term economic success of their company;

- increase understanding of their role and values in the system, as well as the roles and values of their colleagues;

- establish a clear link between their work and the success of the company as a whole;

- acquire a number of practical business skills that they need to improve work efficiency (negotiations, sales, time planning, public speaking, etc.). During the corporate emotional leadership development program, the team develops the skills described above, as well as those skills that are necessary for working in the company.

3) support - after the end of the training, coaching sessions with employees are provided, the purpose of which is to support participants for the successful integration of new skills and worldviews into their daily work activities. Also, for the success of the program, it is necessary to create a climate in the company that will contribute to the further development and implementation of the competencies of emotional leadership in the process of individual work and team interaction.

4) assessment of progress - throughout the program, several "control sections" are made so that the company's management and the participants themselves can evaluate their results. In addition, the diagnosis is carried out at a certain time interval after the end of the program

3. Conclusions

Emotional intelligence and emotional competence are the main components in achieving the development of human capital at all levels of

the organization in the conditions of post-pandemic social constructivism. In addition, they are indispensable factors that activate and increase mental dexterity; that is, when a person recognizes his feelings and is guided by them constructively, this increases the intellectual strength of the person.

The study analyzed the relevance of using the principles of cognitive psychology aimed at purchasing products and managing human capital and human resources in the context of post-pandemic social constructivism. It was also found that a high level of emotional intelligence and emotional competence helps balance emotions and reason, feel inner freedom and responsibility for oneself, realize one's own needs and motives of behavior, balance, and also adjust one's own life strategy.

The article discusses the main stages, which, in our opinion, based on the principles of cognitive psychology in the context of the development of emotional intelligence and emotional competence, can help in the process of managing human capital in the context of post-pandemic social constructivism.

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