

## UNIT-2

### **Perception Meaning:**

Perception is a cognitive process which selects, organises & interprets stimuli. It paves the base for behaviour. Although perception may not be a real world presentation. It is an imaginary understanding of the situation. The behaviour of an individual is guided by perception. People perceive differently as per their learning and personality.

### **Perception Definition:**

The process by which individuals organize and interpret their sensory impressions in order to give meaning to their environments. Perception includes the 5 senses; touch, sight, taste, smell and sound -**S.P.Robbins**

### **Nature of Perception:**

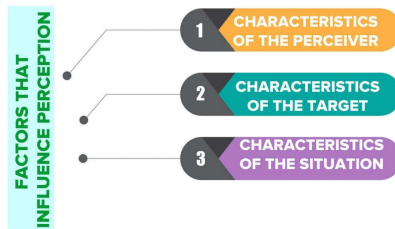
- Perception is the process by which an individual gives meaning to the environment.
- People's actions, emotions, thoughts and feelings are triggered by their perceptions of their surroundings.
- Perception has been defined in a variety of ways; it basically refers to the manner in which a person experiences the world.
- Perception is an almost automatic process and works in the same way within each individual, yet it typically yields different perceptions.

### **Importance of Perception:**

- Perception is very important in understanding human behavior because every person perceives the world and approaches life problems differently.
- If people behave on the basis of their perception, we can predict their behavior in the changed circumstances by understanding their present perception of the environment.
- With the help of perception, the needs of various people can be determined, because people's perception is influenced by their needs.
- Perception is very important for the manager who wants to avoid making errors when dealing with people and events in the work setting. Perception can be important because it offers more than objective output
- It is vitally important if we want to get along with others to try to see things from their perspective or walk in their shoes for a while. If we walk in their shoes we will gain a new perspective about things and understand the other and also can love and help the other more appropriately

### Factors influencing perception process:

Stimuli plays a significant role and perception processor various factors related to perception process have been noticed by behaviorists. The factors influencing perception are specified under three heads such as follows:



#### 1.Characteristics of Perceiver:

The major characteristics of the perceiver influencing perception are:

- Attitude
- Motives
- Interest
- Experience
- Expectations
- Self concept

**Attitude:** The attitude and aptitude of employees influence the perception formation. If they have positive attitudes towards the management, they directly perceive the stimuli given by management. In case of negative attitude, the employees have suspicion about the management's approach.

**Motives:** The motives and desires of employees cause them to view stimuli differently as per their level and angle. Helpful motives of the employees will always assist the management. If they desire to develop themselves and the organization, they will perceive objects and situations positively. Employees having low motives will not work sincerely. The perception will differ depending on different types of motives.

**Interest:** The interest of individuals draws more attention and recognition to stimuli. Less attention and recognition lowers the impact of stimuli or objects on behaviour. If employees lack interest, the behaviour pattern will be less effective, and the perception will be weak.

**Experience:** The experience of employees results in different levels of perception. A young employee takes time to understand the object and situation. Experienced employees generally understand objects quickly and correctly.

**Expectations:** Expectations distort perceptions. People see what they expect to see. If they see the object and the situation differently from their expectations, they get frustrated. They are unable to modify their behaviour. The employees may expect more pay and so they perceive the management from that angle. The real stimuli are not properly perceived if expectations exist there on. The management has to evolve expectations for proper perception.

**Self-concept:** Another factor that can affect social perception is the perceivers' self concept. An individual with a positive self-concept tends to notice positive attributes in another person. In contrast, a negative self-concept can lead a perceiver to pick out negative traits in another person. Greater understanding of self allows us to have more accurate perceptions of others.

## **2.Characteristics of Target:**

- Physical appearance
- Verbal communication
- Non-verbal communication
- Objects

**Physical Appearance:** Physical appearance plays a big role in our perception of others. The perceiver will notice the target's physical features like height, weight, estimated age, race and gender. Perceivers tend to notice physical appearance characteristics that contrast with the norm, that are intense, or that are new or unusual.

**Verbal Communication:** Verbal communication from targets also affects our perception of them. We listen to the topics they speak about, their voice tone, and their accent and make judgements based on this input.

**Non-verbal communication:** Non-verbal communication conveys a great deal of information about the target. The perceiver deciphers eye contact, facial expressions, body movements, and posture all in an attempt to form an impression of the target.

**Objects:** Objects that are close to each other will tend to be perceived together rather than separately. As a result of physical or time proximity, we often put together objects or events that are unrelated.

## **3.Characteristics of Situation:**

Change in situation leads to incorrect perception about a person.

- Time
- Work setting
- Social setting

**Time:** The situation in which the interaction between the perceiver and the target takes place has an influence on the perceiver's impression of the target

**Work Setting:** You would have very frequently heard people say that their manager is different during working hours and opposite while in a social setting

**Social Setting:** The strength of the situational cues also affects social perception. Some situations provide strong cues as to appropriate behaviour. In these situations, we assume that the individual's behaviour can be accounted for by the situation and that it may not reflect the individual's disposition.

### **Managerial Implications of Perception:**

People in organisations are always judging each other. Managers must appraise their subordinate's performance. Let us look at the more obvious applications of perceptions in organisations.

- Employment Interview
  - Performance Evaluation
  - Performance Expectations
  - Employee Loyalty
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- **Employment Interview:** A major input into who is hired and who is rejected in any organisation is the employment interview. Evidence indicates that interviewers often make inaccurate perceptual judgements. Interviewers generally draw early impressions that become very quickly entrenched.
  - **Performance Evaluation:** An employee's performance appraisal very much depends on the perceptual process. The performance appraisal represents an assessment of an employee's work. While this can be objective, many jobs are evaluated in subjective terms. Subjective measures are, by definition, judgemental.
  - **Performance Expectations:** A manager's expectations of an individual affect both the manager's behaviour towards the individual and the individual's response.
  - **Employee loyalty:** Another important judgement that managers make about employees is whether they are loyal to the organisation. Few organisations appreciate employees, especially those in the managerial ranks openly disparaging the firm.

### **Interpersonal Perception:**

Interpersonal perception is the process of forming impressions of others. This includes interpreting others' nonverbal behaviors, creating meaning from others' actions, and forming judgments about others' personalities.

**Learning Meaning:**

Learning is any permanent change in behaviour of a person that occurs as a result of experience. It is accompanied by acquisition of knowledge, skills & expertise which are relatively permanent.

**Learning Definition:**

- Cognitive and A modelling process for acquiring knowledge and experience - **Davis & Fred Luthas**
- Relatively permanent change in behaviour that occurs as a result of experience - **S.P.Robbins**

**Features of learning:**

- Learn involves change in behaviour of person either be good or bad from the organisation point of view
- Change in behaviour in result of learning must be relatively permanent
- Temporary changes may be only reflective and fail to represent any learning
- The change in behaviour occurs as a result of experience practice for training
- A change in individual's thought process or attitudes not accompanied by behaviour, is no learning

**Principles of learning:**

- ***Trainee must be motivated to learn:*** An employee must see a purpose in learning the information presented and have a clear understanding of what is presented. These two factors are considered there will be a greater chance of satisfaction
- ***Information must be meaningful:*** the training material must be related to the purpose of the training program for equal stop being a motivator material should be presented in a sequential manner and should provide a variety of information and it can be presented through case studies, lectures and films etc.
- ***Learning must be reinforced:*** In organisation both positive and negative reinforcements should be used. If behaviour is undesirable the negative reinforcement such as denial of a pay rise, promotion or transfer can be effective
- ***Organization of material:*** training material should be well organised and distributed among trainees well in advance so that they make come prepared in the lectures, understanding operations quickly.
- ***Feedback on learning:*** people like to know how much they have learnt and how well they are doing. Self graded tests and programs the learning kids provide the necessary feedback to a person on his progress on a particular subject..

**Model of Learning:**

Theories of learning have been developed as models of learning which explain the learning process by which employees acquire a pattern of behaviour, inborn ability and attitude to learn new skills and the degree to which the learner participates in the process and considered under models of learning.

Theorists have devised two models of learning under three categories:

- Classical learning
- Operant learning
- Social learning

***Classical model of learning:***

Classical model of learning deals with the association of one event with another desired event resulting in a desired behaviour or learning. Classical model of learning was given by Ivan Pavlov, a famed Nobel prize winning physiologist.

Pavlov conducted an experiment on a dog to study the relation between the dog's salivation & ringing of a bell. When he presented a piece of meat to the dog, he noticed a great deal of salivation. He called the food as unconditioned response. During the second stage, he merely rang the bell, but the dog did not salivate in response to ringing of the bell. He subsequently introduced the sound of the bell each time the meat was given to the dog. Thus, eventually the dog learnt to salivate in response to the ringing of the bell even when there was no meat. This is how Pavlov conditioned the dog to respond to a learned stimulus.

In Indian industries, the classical model of learning is an important method of learning when employees start with certain natural phenomena along with artificial work cell to arrive at new methods of working.

***Operant model of learning:***

Operant model is a type of associative learning process through which the strength of your behaviour is modified by reinforcement or punishment. Operant conditioning was coined by behaviorist B.F. Skinner believed that the organism, while going about its everyday activities, is in the process of operating on the environment. In the course of its activities the organism encounters a special kind of stimulus called a reinforcing stimulus or simply a reinforcer. This special stimulus has the effect of increasing the behaviour occurring just before the reinforcer.

Skinner used the term of operant to refer to any "active behaviour that operates upon the environment to generate consequences"

Here are some of the examples of operant conditioning:

- Children completing homework to earn a reward from their parent or teacher
- Employees finishing products to receive praise or promotions

**Social model of learning:**

Social learning has become a more useful process of learning because it goes beyond the processes of classical and operant learning by recognising the fact that there are more points and subjects of learning than the antecedent stimuli of classical and contingent sequences of operant learning. Social learning refers to the process of vicarious, modelling and self control.

*Vicarious Process:* social learning includes vicarious processes as useful for learning which involves observational learning. Social learning includes the socialization process. It refers to learning through social action and reaction and interaction. Language, customs, functions, and performance are the outcome of social phenomena.

*Modelling Process:* Modelling process effectively applied for shaping behaviour as it is used for improvement of human behaviour the behaviour leads to performance improvements. It is capable of meeting the technical skill requirements. Favourable environment increases the probability of attention and retention.

*Self Control:* Learning is a self development process. People like to develop self development, self appraisal and improvement help learning and acquire the required behaviour. Reinforcement has a major role in learning process

**Emotions:**

Emotions were thought to be disruptive to organizational activity and decreased productivity. This includes both emotions and moods. Emotions are intense feelings that are directed at someone or something. Moods are the feelings that tend to be less intense than emotions and that lack a contextual stimulus.

**Emotional Intelligence:**

Emotional intelligence can best be described as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior.

**Importance of Emotional Intelligence:**

A few reasons why emotional intelligence is important in the organizational behaviour include as following:

- ***Understand nonverbal communication:*** You have the chance to fix a situation before it becomes a problem. For example, if you notice a coworker displaying some nonverbal signs of sadness, you might take them aside to offer empathy.
- ***Be self-aware of personal emotions:*** You can use this skill to adjust your behavior before it becomes an issue for a client or coworker. For example, if you know you had a rough night, you might attempt to change your behavior the following workday by shifting your focus toward more positive feelings.

- **Improve efficiencies:** When you are empathetic and understanding of others' emotions, you can make decisions with ease and complete tasks more efficiently.
- **Further your career:** Emotional intelligence and leadership skills go hand in hand. Actively displaying abilities such as patience, active listening, positivity and empathy can help you advance to a leadership role or earn a title promotion or raise.
- **Encourage others to develop strong interpersonal skills:** Emotions are contagious, and displaying explicit motivation, empathy, responsibility and teamwork could encourage your team to follow along.

### **Components of Emotional Intelligence:**

Psychologist Daniel Goleman is known for developing the five components of emotional intelligence

- **Self-awareness:** Self-awareness is the ability to identify your emotions and emotional triggers. Being aware of your feelings helps you understand how others might perceive your emotions. You might use self-awareness at work to understand how you are viewed by your coworkers, clients or managers.
- **Self-regulation:** Self-regulation is the ability to control and adjust your emotions to create a more positive effect. Being in control of your feelings is essential in any situation because your emotions strongly affect other people. You might control your emotions on the job by adjusting your feelings to keep a professional appearance in front of clients.
- **Motivation:** Motivation is the urge and desire to do something, and it relates to emotional intelligence because your desires can promote different feelings toward something. For example, having a desire to complete all your daily tasks successfully might be displayed as intrinsic motivation to your employer and a way of fulfilling your own inner needs and goals.
- **Empathy:** Empathy is the ability to identify and understand the feelings of another person. Understanding the feelings of others allows you to handle workplace situations more effectively. For instance, when a coworker is showing signs of dismay, you can react with empathy to alleviate a situation that might have become worse.
- **Social skills:** Social skills are the tools used to communicate and interact with other people. Having stronger social skills like effective communication and respect allows you to listen, speak and resolve conflicts more effectively. Social skills can be used in the workplace to develop your career and are essential tools for leaders.



**Attitude Meaning:**

Attitude is known as a more or less stable set of predispositions of opinion, interest or purpose involving expectancy of a certain kind of experience and readiness with an appropriate response.

**Attitude Definition;**

Attitudes are evaluation statements either favourable or unfavourable or unfavourable concerning objects, people or events. They reflect how one feels about something -

**S.P.Robbins**

**Nature of attitude:**

- It is an expression to watch some object or subject matter of behaviour.
- The attitude may take any form of forming stage namely cognitive effect and conative
- It is learnt behaviour through cognitive process parents teachers seers and peers are recognised and evaluatd to form attitudes based on these stimuli
- Attitudes class the learnt or instrumental accepted. Attitude is learned for getting reward and satisfaction.
- All the three methods of learning classical, operant and social or used in formation of attitude
- Attitude is that it occurs in a particular situation event circumstances and environment
- Attitude are influenced by different factors such as people salary wordpress relationship object award performance and so on

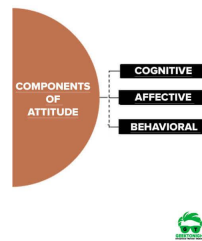
**Models of Attitude:**

Models of attitude reveals the relationship between attitude and behaviour which may be cognitive object behaviour and performance.

- **Cognitive model:** the cues and stimuli are recognised evaluated and enacted under cognitive model the behaviour result of cognitive process the employees develop cognition effectiveness and behaviour the attitude based on recognition of stimuli become common values and knowledge attitude and behaviour relationships follow cognitive model
- **Object model:** object model of attitude is designed to relate behaviour with an object for which achieving attitude is converted into behaviour the object of being rich is visible in hard work behaviour which is the result of hidden attitude of being rich negative and positive attitudes are observed about the object. Many employees have object of social recognition and distinctive performance which was conceived in their attitudes toward the work behaviour
- **Behaviour model:** The model aims to achieve satisfaction at particular behaviour. Attitude is conscious to the behaviour employees develop the attitude of measuring behaviour for getting specific results. They have a rational attitude which is reflected in their behaviour

- **Performance model:** performance model helps to emphasis on action and performance of employees. attitude-performance model emphasis on work and not result. The result is the consequences of work. Normative attitudes are attached with the performance model. Better performance provide job satisfaction

### Components of Attitude:



**Cognitive component:** Beliefs are the cognitive components of consumer attitude. Cognitive component of attitude is associated with the value statement. It consists of values, beliefs, ideas and other information that a person may have faith in.

**Affective Component:** Affective is the emotive component of consumer attitude. An Effective component of attitude is associated with individual feelings about another person, which may be positive, neutral or negative.

Three research models describe the determinants of affective response.

- Functional theory of attitude explains that consumers buy as a result of one of four psychological functions
- Fishbein model relates consumer beliefs and evaluations to affective response.
- Belief importance model analyses affective responses across competing brands.

**Behavioral component:** Intention is the behavioral component of consumer attitude.

Behavioral component of attitude is associated with the impact of various conditions or situations that lead to personal behavior based on cognitive and affective components.

Two research models demonstrate the relationship between intention to purchase and actual purchase and consumption.

- The theories of reasoned action explain purchasing behavior as a direct result of intention, influenced by attitude toward purchase and by subjective norms.
- The theory of trying to consume explains actual consumption behavior of purchasers.

### Barriers to change attitude:

- Prior Commitment.
- Insufficient Information.
- Balance and Consistency.
- Lack of Resources.
- Improper Reward System.

**Values Meaning:**

Values defined in Organizational Behavior as the collective conceptions of what is considered good, desirable, and proper or bad, undesirable, and improper in a culture.

**Values Definition:**

- According to **M. Haralambos**, "A value is a belief that something is good and desirable".
- According to **T. W. Hippie**, "Values are conscious or unconscious motivators and justifiers of the actions and judgment"

**The characteristics of values:**

- These are extremely practical, and valuation requires not just techniques but also an understanding of the strategic context
- These can provide standards of competence and morality.
- These can go beyond specific situations or persons
- Personal values can be influenced by culture, tradition, and a combination of internal and external factors
- These are relatively permanent
- These are more central to the core of a person

**Difference Between Values & Attitudes:**

<b>Values</b>	<b>Attitudes</b>
Moral principles for moral ethics for standards of behaviour	Opinion or stances about a certain subject matter or a person
A part of a person's character	A Part of a person's personality
Showcase a particular person's moral ethics and his/her overall character	Highlights a person's behaviour through the personality
Directly influenced by family friends culture religion and social interactions	Directly influenced by a person's values
Values are more general and or not relevant to any object	Attitudes of specific and related to distant objects, matter or subject

**Relationship between behaviour and attitude:**

- The attitude is strong, and occupies a central place in the attitude system.
- The person is aware of her/his attitude,
- There is little or no external pressure for the person to behave in a particular way.
- For example, when there is no group pressure to follow a particular norm

- The person's behaviour is not being watched or evaluated by others,
- The person thinks that the behaviour would have a positive consequence, and therefore, intends to engage in that behaviour.

### **Job attitude:**

A job attitude is a set of evaluations of one's job that constitute one feeling towards beliefs about, an attachment to one's job.

### **Job Attitude - Concept:**

Overall job attitude can be conceptualized in many ways:

- **Job satisfaction:** A positive feeling about the job resulting from an evaluation of its characteristics
- **Job involvement:** Degree of psychological identification with the job fair received performance is important to self worth
- **Psychological empowerment:** Belief in degree of influence over the job competence, job meaningfulness and autonomy.
- **Organisational commitment:** Identifying with a particular organisation and its goals come out while using to maintain membership in the organisation three dimensions are:
  1. **Affective;** Emotional attachment to the organisation
  2. **Continuance commitment;** Economic value of staying
  3. **Normative:** Moral or ethical obligations.
- **Employee engagement:** The degree of involvement with, satisfaction with and the enthusiasm for the job. engage employees are passionate about their work and company.