



IQRA NATIONAL UNIVERSITY HAYATABAD PESHAWAR



NAME: Yasir zaman khan

ID.NO:16729

SEMESTER: 3

DEPARTMENT: COMPUTER SCIENCE

ASSINMENT: ORGANIZATION BEHAVIOR

TEACHER NAME: MISS.....

QUESTION NO 1:

What are the reasons why they formed this perception? Think about the underlying reasons?

ANSWER :

Formed the perception: In social psychology, the term "person perception" refers to the different mental processes that we use to form impressions of other people. This includes not just how we form these impressions, but the different conclusions we make about other people based on our impressions.

Consider how often you make this kind of judgment every day. When you meet with a new co-worker, you immediately begin to develop an initial impression of this person. When you visit the grocery store after work, you might draw conclusions about the cashier who checks you out, even though you know very little about them.

This allows us to make snap judgments and decisions, but it can also lead to biased or stereotyped perceptions of other people. Let's take a closer look at how person perception works and the impact it has on our day-to-day interactions with other people.

Obviously, person perception is a very subjective process that can be affected by a number of variables. Factors that can influence the impressions you form of other people include the characteristics of the person you are observing, the context of the situation, your own personal traits, and your past experiences. People often form impressions of others very quickly, with only minimal information. We frequently base our impressions on the roles and social norms we expect from people. For example, you might form an impression of a city bus driver based on how you would anticipate a person in that role to behave, considering individual personality characteristics only after you have formed this initial impression.

Physical cues can also play an important role. If you see a woman dressed in a professional-looking suit, you might immediately assume that she works in a formal setting, perhaps at a law firm or bank. The salience of the information we perceive is also important. Generally, we tend to focus on the most obvious points rather than noting background information.

QUESTION NO 2:

What have you done to contribute to the development of this perception?

ANSWER :

Development of this perception: So far, we have learned about the perception process and how we perceive others and ourselves. Now we will turn to a discussion of how to improve our perception. Our self-perception can be improved by becoming aware of how schema, socializing forces, self-fulfilling prophecies, and negative patterns of thinking can distort our ability to describe and evaluate ourselves. How we perceive others can be improved by developing better listening and empathetic skills, becoming aware of stereotypes and prejudice, developing self-awareness through self-reflection, and engaging in perception checking. Improving Self-Perception

Our self-perceptions can and do change. Recall that we have an overall selfconcept and self-esteem that are relatively stable, and we also have contextspecific self-perceptions. Context-specific self-perceptions vary depending on the person with whom we are interacting, our emotional state, and the subject matter being discussed. Becoming aware of the process of self-perception and the various components of our self-concept (which you have already started to do by

studying this chapter) will help you understand and improve your self-perceptions.

Since self-concept and self-esteem are so subjective and personal, it would be inaccurate to say that someone's self-concept is "right" or "wrong." Instead, we can identify negative and positive aspects of self-perceptions as well as discuss common barriers to forming accurate and positive self-perceptions. We can also identify common patterns that people experience that interfere with their ability to monitor, understand, and change their self-perceptions. Changing your overall self-concept or self-esteem is not an easy task given that these are overall reflections on who we are and how we judge ourselves that are constructed over many interactions. A variety of life-changing events can relatively quickly alter our self-perceptions. Think of how your view of self changed when you moved from high school to college. Similarly, other people's self-perceptions likely change when they enter into a committed relationship, have a child, make a geographic move, or start a new job.

Aside from experiencing life-changing events, we can make slower changes to our self-perceptions with concerted efforts aimed at becoming more competent communicators through self-monitoring and reflection. As you actively try to change your self-perceptions, do not be surprised if you encounter some resistance from significant others. When you change or improve your self-concept, your communication will also change, which may prompt other people to respond to you differently. Although you may have good reasons for changing certain aspects of your self-perception, others may become unsettled or confused by your changing behaviors and communication. Remember, people try to increase predictability and decrease uncertainty within personal relationships. For example, many students begin to take their college education more seriously

during their junior and senior years. As these students begin to change their self-concept to include the role of “serious student preparing to graduate and enter the professional world,” they likely have friends that want to maintain the “semiserious student who doesn’t exert much consistent effort and prefers partying to studying” role that used to be a shared characteristic of both students’ self-concepts. As the first student’s behavior changes to accommodate this new aspect of his or her self-concept, it may upset the friend who was used to weeknights spent hanging out rather than studying. Let’s now discuss some suggestions to help avoid common barriers to accurate and positive self-perceptions and patterns of behavior that perpetuate negative self-perception cycles. _____

QUESTION NO 3:

Do you think there are perceptual errors that contribute to this perception? Are they stereotyping? Are they engaging in selective perception?

ANSWER :

perceptual errors that contribute to this perception:

You are applying for the job of sales associate. You have just found out that you will be given a personality assessment as part of the application process. You feel that this job requires someone who is very high in extraversion, and someone who can handle stress well. You are relatively sociable and can cope with some stress but honestly you are not very high in either trait. The job pays well and it is a great stepping-stone to better jobs. How are you going to respond when completing the personality questions? Are you going to make an effort to represent yourself as how you truly are? If so, there is a chance that you may not get the job. How about

answering the questions to fit the salesperson profile? Isn't everyone doing this to some extent anyway? Discussion Questions

1.

What are the advantages and disadvantages of completing the questions honestly?

2. What are the advantages and disadvantages of completing the questions in a way you think the company is looking for?

3. What would you really do in a situation like this?

Individual Exercise

Changing Others' Perceptions of You

How do other people perceive you? Identify one element of how others perceive you that you are interested in changing. It could be a positive perception (maybe they think you are more helpful than you really are) or a negative perception (maybe they think you don't take your studies seriously).

- What are the reasons why they formed this perception? Think about the underlying reasons.
- What have you done to contribute to the development of this perception?
- Do you think there are perceptual errors that contribute to this perception? Are they stereotyping? Are they engaging in selective perception?
- Are you sure that your perception is the accurate one? What information do you have that makes your perceptions more valid than theirs?
- Create an action plan about how you can change this perception.

Group Exercise

Selecting an Expatriate Using Personality Tests

Your department has over 50 expatriates working around the globe. One of the problems you encounter is that the people you send to other cultures for long-term (2- to 5-year) assignments have a high failure rate. They either want to return home before their assignment is complete, or they are not very successful in building relationships with the local employees. You suspect that this is because you have been sending people overseas solely because of their technical skills, which does

not seem to be effective in predicting whether these people will make a successful adjustment to the local culture. Now you have decided that when selecting people to go on these assignments, personality traits should be given some weight.

1. Identify the personality traits you think might be relevant to being successful in an expatriate assignment.
 2. Develop a personality test aimed at measuring these dimensions. Make sure that each dimension you want to measure is captured by at least 10 questions.
 3. Exchange the test you have developed with a different team in class. Have them fill out the survey and make sure that you fill out theirs. What problems have you encountered? How would you feel if you were a candidate taking this test?
 4. Do you think that prospective employees would fill out this questionnaire honestly? If not, how would you ensure that the results you get would be honest and truly reflect their personality?
 5. How would you validate such a test? Describe the steps you would take.
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QUESTION NO 4:

Are you sure that your perception is the accurate one? What information do you have that makes your perceptions more valid than theirs?

ANSWER:

Individual Differences in Person Perception:

1. Outline some important individual differences factors that influence people's causal attributions.
2. Explain the ways that attributions can influence mental health and the ways that mental health can affect attributions.

3. Explore how and why people engage in self-handicapping attributions and behaviors.

To this point, we have focused on how the appearance, behaviors, and traits of the people we encounter influence our understanding of them. It makes sense that this would be our focus because of the emphasis within social psychology on the social situation—in this case, the people we are judging. But the person is also important, so let's consider some of the person variables that influence how we judge other people.

Perceiver Characteristics

So far, we have assumed that different perceivers will all form pretty much the same impression of the same person. For instance, if two people are both thinking about their mutual friend Janetta, or describing her to someone else, they should each think about or describe her in pretty much the same way. After all, Janetta is Janetta, and she should have a personality that they can both see. But this is not always the case; they may form different impressions of Janetta for a variety of reasons. For one, the two people's experiences with Janetta may be somewhat

different. If one sees her in different places and talks to her about different things than the other, then they will each have a different sample of behavior on which to base their impressions.

But they might even form different impressions of Janetta if they see her performing exactly the same behavior. To every experience, each of us brings our own schemas, attitudes, and expectations. In fact, the process of interpretation guarantees that we will not all form exactly the same impression of the people that we see. This, of course, reflects a basic principle that we have discussed throughout this book—our prior experiences color our current perceptions.

One factor that influences how we perceive others is the current cognitive accessibility of a given person characteristic—that is, the extent to which a person characteristic quickly and easily comes to mind for the perceiver. Differences in accessibility will lead different people to attend to different aspects of the other person. Some people first notice how attractive someone is because they care a lot about physical appearance—for them, appearance is a highly accessible characteristic. Others pay more attention to a person's race or religion, and still others attend to a person's height or weight. If you are interested in style and fashion, you would probably first notice a person's clothes, whereas another person might be more likely to notice a person's athletic skills.

You can see that these differences in accessibility will influence the kinds of impressions that we form about others because they influence what we focus on and how we think about them. In fact, when people are asked to describe others, there is often more overlap in the descriptions provided by the same perceiver about *different* people than there is in those provided by different perceivers about the *same* target person (Dornbusch, Hastorf, Richardson, Muzzy, & Vreeland, 1965; Park, 1986). If someone cares a lot about fashion, that person will describe friends on that dimension, whereas if someone else cares about athletic skills, he or she will tend to describe friends on the basis of those qualities. These differences reflect the emphasis that we as observers place on the characteristics of others rather than the real differences between those people. Our view of others may sometimes be more informative about us than it is about them.

People also differ in terms of how carefully they process information about others. Some people have a strong need to think about and understand others.

I'm sure you know people like this—they want to know why something went wrong or right, or just to know more about anyone with whom they interact. Need for cognition refers to *the tendency to think carefully and fully about our experiences*, including the social situations we encounter (Cacioppo & Petty, 1982). People with a strong need for cognition tend to process information more thoughtfully and therefore may make more causal attributions overall. In contrast, people without a strong need for cognition tend to be more impulsive and impatient and may make attributions more quickly and spontaneously (Sargent, 2004). In terms of attributional differences, there is some evidence that people higher in need for cognition may take more situational factors into account when considering the behaviors of others. Consequently, they tend to make more tolerant rather than punitive attributions about people in stigmatized groups (Van Hiel, Pandelaere, & Duriez, 2004).

Although the need for cognition refers to a tendency to think carefully and fully about any topic, there are also individual differences in the tendency to be interested in people more specifically. For instance, Fletcher, Danilovics, Fernandez, Peterson, and Reeder (1986) found that psychology majors were more curious about people than were natural science majors. In turn, the types of attributions they tend to make about behavior may be different.

Individual differences exist not only in the depth of our attributions but also in the types of attributions we tend to make about both ourselves and others (Plaks, Levy, & Dweck, 2009). Some people are entity theorists who *tend to believe that people's traits are fundamentally stable and incapable of change*. Entity theorists tend to focus on the traits of other people and tend to make a lot of personal attributions. On the other hand, incremental theorists are those *who believe that personalities change a lot over time and who therefore are more likely to make situational attributions for events*. Incremental theorists are more focused on the dynamic psychological processes that arise from individuals' changing mental states in different situations.

In one relevant study, Molden, Plaks, and Dweck (2006) found that when forced to make judgments quickly, people who had been classified as entity theorists were nevertheless still able to make personal attributions about others but were not able to easily encode the situational causes of a behavior. On the other hand,

when forced to make judgments quickly, the people who were classified as incremental theorists were better able to make use of the situational aspects of the scene than the personalities of the actors.

Individual differences in attributional styles can also influence our own behavior. Entity theorists are more likely to have difficulty when they move on to new tasks because they don't think that they will be able to adapt to the new challenges. Incremental theorists, on the other hand, are more optimistic and do better in such challenging environments because they believe that their personality can adapt to the new situation. You can see that these differences in how people make attributions can help us understand both how we think about ourselves and others and how we respond to our own social contexts (Malle, Knobe, O'Laughlin, Pearce, & Nelson, 2000).

QUESTION NO 5:

Create an action plan about how you can change this perception?

ANSWER:

WHAT IS ACTION PLANNING?

The overall goal of action planning is to increase your community's ability to work together to affect conditions and outcomes that matter to its residents—and to do so both over time and across issues of interest.

As your community works towards a broad vision of health for all, creating supportive conditions for change requires comprehensive efforts among diverse sectors of the community. These include health organizations, faith communities, schools, and businesses. Representatives of each sector come together to form a community coalition. Your community coalition can strive to influence systems changes—programs, policies, and practices that can enhance the community's capacity to be a healthy environment.

A community coalition initiates its work by generating an action plan.

An action plan outlines what should happen to achieve the vision for a healthy community. Desirable changes and proposed activities (action steps), timelines, and assignment of accountability provide a detailed road map for collaborators to follow.

YASIR ZAMAN KHAN

HOW DOES ACTION PLANNING HELP A COMMUNITY?

REGARDLESS OF THE COMPLEXITY OF THE PROBLEM AT HAND WITHIN YOUR COMMUNITY, ACTION PLANNING HELPS YOU:

- Understand the community's perception of both the issue at hand and its potential solutions
- Assure inclusive and integrated participation across community sectors in the planning process
- Build consensus on what can and should be done based on the community's unique assets and needs
- Specify concrete ways in which members of the community coalition can take action

The list above describes how an action plan helps a community's sectors and residents within those sectors work together to achieve a common vision. This tool will address each item and provide guidance for your action planning work that lies ahead.

WHY IS ACTION PLANNING IMPORTANT?

Proper planning of any initiative is critical for yielding the best results or outcomes possible. An action plan, while a significant investment of time and energy, can be an effective tool that grounds all collaborators with a common purpose.

Developing an action plan is a critical first step toward ensuring project success.

An action plan assures that:

- No detail is overlooked
- Proposed action steps are feasible and/or realistic
- Collaborators follow through with their commitments
- Measurable activities are documented and evaluated

Overall, action planning is important because it provides a reference point with a detailed time line and assignment of accountability for accomplishing tasks along the path to making a difference.

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Research findings of the Center for Community Health and Development suggest that there are a number of factors that appear to have a positive effect on rates of community and system change—and one of those includes action planning:

Analyzing Information About the Problem, Goals, and Factors Affecting Them

- Establishing Your Group's Vision and Mission
- Defining Organizational Structure and Operating Mechanisms
- Developing a Framework or Model of Change
- Developing and Using Strategic and Action Plans
- Arranging for Community Mobilizers
- Developing Leadership
- Implementing Effective Interventions
- Assuring Technical Assistance
- Documenting Progress and Using Feedback
- Making Outcomes Matter
- Sustaining the Work

WHEN SHOULD YOU CREATE AN ACTION PLAN?

Ideally, you should develop an action plan within the first six to twelve months of the start of an initiative or organization. Once an action plan is generated, it should be revisited frequently (e.g., as often as monthly but at least annually) so it can be modified to meet the changing needs of your community.

WHAT ARE THE COMPONENTS OF AN ACTION PLAN FRAMEWORK?

While some issues may be universal (for example, mental health issues), each community will have different assets and barriers for improving conditions for its residents. Therefore, each community's intervention strategy for influencing programs, policies, and practices will be unique. However, a series of steps—a framework—helps guide the process of community action and change within the context of a community's unique needs.

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If you approach the action planning process as a manageable series of steps, you can take charge and help your community coalition work through each one with confidence.

DETERMINE WHAT PEOPLE AND SECTORS OF THE COMMUNITY TO INVOLVE

As you begin your action planning process, you will need to accomplish three things:

- Document the problem or issue with information and statistics
- Learn more about your community
- Involve community members

How do you go about accomplishing these steps?

Listen to the community about issues and options. Conduct focus groups and public forums to obtain information about perceived issues and solutions within the community.

The key pieces of information you should gather in each listening session or focus group include:

- The perceived problem or issue
- Perceived barriers or resistance to addressing the issue
- Resources for change
- Recommend solutions and alternatives
- Current and past initiatives to address the problem or issue

Gather data to document the problem. In addition to hearing the community perspective on problems or goals related to the issue at hand, it is important to document the issue using existing information sources.

- "What are the issues related to the problem/topic in your community?"
- "What are the consequences of these issues?"
- "Who is affected?"
- "How are they affected?"

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- "Are these issues of widespread concern?"

While the information that you collect can answer the questions above, remember that it will also play a key role in helping you determine how effective your group was in addressing the problem. You will use these baseline data—data that document the extent of the problem prior to implementation of your initiative—for comparison with data that document the extent of the problem after implementation of your initiative.

Listed below are helpful data sources that you may want to investigate. Keep in mind that not all of them will be relevant to your particular issue or problem.

- State or county health department data
- State social services department data
- Hospital admissions and exit records
- Police records
- Chamber of commerce data
- Nonprofit service agency data
- School district data
- Information from your local reference librarian
- Data from specialized local, statewide, or national organizations

Also see federal websites such as:

- The U.S. [Centers for Disease Control and Prevention's](#) reportable disease files
- The [National Center for Health Statistics' Statistical Abstract of the United States](#)
- [Census data](#)
- [Maternal and Child Health Bureau, HRSA, Title V Block Grant Information System](#)

Become aware of local resources and past and current efforts: If current efforts targeting your issue exist, think of ways in which they can become more effective via support, advocacy or other means. Consider the following:

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- Do current efforts have a parallel vision?
- How many people are they serving?
- Do the services and program meet local needs?

Particularly if pre-existing initiatives had a similar mission and failed, seek to understand why and apply those lessons learned to your action planning. You might gain valuable insight by talking with the agency or group with the failed initiative.

Involve key officials and grassroots leaders in a planning group: While you may easily identify key officials, service providers, or representatives from relevant agencies, extend the boundaries of your planning coalition to be as inclusive as possible. Remember that your planning group should reflect the diversity of the local community.

FINISHED

YASIR ZAMIR