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<b>Semester</b>	<b>3<sup>rd</sup> semester</b>
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<b>Subject</b>	<b>organization behaviour</b>
<b>Assignment</b>	<b>1<sup>st</sup></b>

**Q no 1: what are the reasons why they formed this perception? think about underlying reasons.**

**Ans :social preception:**

Or person involves the process of perceiving other preceiving ourselves ,and presenting ourselves to other:

It involves:

- ❖ *Attributions*
- ❖ *Impression formation*
- ❖ *Impression management*

**Attributions**

These are inference that people make about the causes of even and behaviours .

Eg. depending on our explanation we may judge killing as a murder , manslaughter or self-defence.

<p><b>Internal</b></p> <ul style="list-style-type: none"> <li>❖ <i>Any explation that locates the cause internal to be person</i></li> </ul>	<p><b>External</b></p> <ul style="list-style-type: none"> <li>❖ <i>Made when the ecplication located the cause as being external to the person .</i></li> </ul>
<p><b>Unstable</b></p> <ul style="list-style-type: none"> <li>❖ <i>Refers to temporary &amp; behaviour</i></li> </ul>	<p><b>Stable</b></p> <ul style="list-style-type: none"> <li>❖ <i>Refers to the extent to which causes are relative stable&amp;permanent</i></li> </ul>
<p><b>Uncontrollable</b></p> <ul style="list-style-type: none"> <li>❖ <i>Refers the extent to which causes are random</i></li> </ul>	<p><b>Controllable</b></p> <ul style="list-style-type: none"> <li>❖ <i>Refers to the extent which causes can be controlled</i></li> </ul>

**Q no 2: WHAT HAVE YOU DONE TO CONTRIBUTE TO THE DEVELOPMENT OF THIS PERCEPTION?**

**PEOPLE PRECEIVE THE SAME THING IN VERY DIFFENERT WAYS**

**PRECEUAL PROCESSES :**

**TWO BASIC PERSEPTUAL PROCESSES ARE PARTICULARLY RELEVANT TO MANAGERS – SLELCTIVE PERCEPTION AND STEREOTYPING**

**SELECTIVE PERCEPTION:**

**SELECTIVE PERCEPTION IS THE PROCESS PF SCREENUING OUT INFORMATION THAT WE ARE UNCOMFORTABLE WITH OR THAT CONTRADICT OR BELIEFS.**

**STEREOTYPING:**

STEREOTYPING IS CATEGORIZING OR LEADING PEOPLE ON BASIS OF A SINGLE ATTRIBUTE . CERTAIN FORMS OF STEREOTYPING CAN BE USEFUL AND EFFICIENT.

**Q NO 3: DO YOU THINK THERE ARE PERCEPTUAL ERRORS THAT CONTRIBUTE TO THIS PERCEPTION? ARE THEY STEREOTYPING? ARE THEY ENGAGING IN SELECTIVE PERCEPTION ?**

ANS :

### **HORN EFFECT:**

BASED ON ONE NEGATIVE QUALITY WE ASSUMED THE PERSON IS BAD I.E WE PERCEIVED THE WORLD , BASED ON ONE QUALTY .

### **HALO EFFECT:**

DRAWING GERERAL IMPRESSION OF INDIVIDUAL ON THE BASES OF A SINGLE CHARACTERISTIC I.E IF SOMEONE IS GOOD AT ONE DIMENTION HE/SHE IS PRECEIVED TO BE GOOD AT OTHER DIMENTION AS WELL.

### **Pecency effect;**

When we make judgement based on the recent development or information .

Even through er have a whole of other information on the person

### **Primary effect :**

Tendency to form judgement opinion quickly based on the first information we received

Subsequently we may received other information but we make our judgement based on the first information .

### **Similar to mee effect :**

We tend to favor/likr or give favorable judgement to those who are similar to us .

### **Self serving bias :**

The tendancy for individual to attribute their own successes to internal factor while putting the blame for failures on external factor .

### **Self fulfilling prophecy;**

People preconceived expectation and belief determine their behavior thus, serving to make their expectation come true.

**Q 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?**

**ANS :**

**OUR BEHAVIOR IS NOT ONLY A FUNCTION OF OUR PERSONALITY, VALUES, AND PREFERENCES, BUT ALSO OF THE SITUATION. WE INTERPRET OUR ENVIRONMENT, FORMULATE RESPONSES, AND ACT ACCORDINGLY. PERCEPTION MAY BE DEFINED AS THE PROCESS WITH WHICH INDIVIDUALS DETECT AND INTERPRET ENVIRONMENTAL STIMULI. WHAT MAKES HUMAN PERCEPTION SO INTERESTING IS THAT WE DO NOT SOLELY RESPOND TO THE STIMULI IN OUR ENVIRONMENT. WE GO BEYOND THE INFORMATION THAT IS PRESENT IN OUR ENVIRONMENT, PAY SELECTIVE ATTENTION TO SOME ASPECTS OF THE ENVIRONMENT, AND IGNORE OTHER ELEMENTS THAT MAY BE IMMEDIATELY APPARENT TO OTHER PEOPLE. OUR PERCEPTION OF THE ENVIRONMENT IS NOT ENTIRELY RATIONAL. FOR EXAMPLE, HAVE YOU EVER NOTICED THAT WHILE GLANCING AT A NEWSPAPER OR A NEWS WEB SITE, INFORMATION THAT IS INTERESTING OR IMPORTANT TO YOU JUMPS OUT OF THE PAGE AND CATCHES YOUR EYE? IF YOU ARE A SPORTS FAN, WHILE SCROLLING DOWN THE PAGES YOU MAY IMMEDIATELY SEE A NEWS ITEM DESCRIBING THE LATEST SUCCESS OF YOUR TEAM. IF YOU ARE THE PARENT OF A PICKY EATER, AN ADVICE COLUMN ON TODDLER FEEDING MAY BE THE FIRST THING YOU SEE WHEN LOOKING AT THE PAGE. SO WHAT WE SEE IN THE ENVIRONMENT IS A FUNCTION OF WHAT WE VALUE, OUR NEEDS, OUR FEARS, AND OUR EMOTIONS. HIGGINS, E. T., & BARGH, J. A. (1987). SOCIAL COGNITION AND SOCIAL PERCEPTION. ANNUAL REVIEW OF PSYCHOLOGY, 38, 369–425; KELTNER, D., ELLSWORTH, P. C., & EDWARDS, K. (1993). BEYOND SIMPLE PESSIMISM: EFFECTS OF SADNESS AND ANGER ON SOCIAL PERCEPTION. JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, 64, 740–752. IN FACT, WHAT WE SEE IN THE ENVIRONMENT MAY BE OBJECTIVELY, FLAT-OUT WRONG BECAUSE OF OUR PERSONALITY, VALUES, OR EMOTIONS. FOR EXAMPLE, ONE EXPERIMENT SHOWED THAT WHEN PEOPLE WHO WERE AFRAID OF SPIDERS WERE SHOWN SPIDERS, THEY INACCURATELY THOUGHT THAT THE SPIDER WAS MOVING TOWARD THEM. RISKIND, J. H., MOORE, R., & BOWLEY, L. (1995). THE LOOMING OF SPIDERS: THE FEARFUL PERCEPTUAL DISTORTION OF MOVEMENT AND MENACE. BEHAVIOUR RESEARCH AND THERAPY, 33, 171. IN THIS SECTION, WE WILL DESCRIBE SOME COMMON TENDENCIES WE ENGAGE IN WHEN PERCEIVING OBJECTS OR OTHER PEOPLE, AND THE CONSEQUENCES**

OF SUCH PERCEPTIONS. OUR COVERAGE OF BIASES AND TENDENCIES IN PERCEPTION IS NOT EXHAUSTIVE—THERE ARE MANY OTHER BIASES AND TENDENCIES ON OUR SOCIAL PERCEPTION.

**QNO 5: CREATE AN ACTION PLAN ABOUT HOW YOU CAN CHANGE THIS PERCEPTION.?**

ANS:

## **ACTION PLANNING OVERVIEW**

THIS DOCUMENT HELPS OUTLINE SOME OF THE GENERAL LEADING PRACTICE STRATEGIES FOR ESTABLISHING AN ACTION RESPONSE TO YOUR ENGAGEMENT SURVEY PROGRAM. THESE SUGGESTIONS ARE GENERAL FRAMEWORKS THAT WILL NEED TO BE ENHANCED BY THE WAY YOUR ORGANIZATION BEST COMMUNICATES, MAKES DECISIONS, AND TAKES ACTIONS. ALTHOUGH YOUR ACTION RESPONSE SHOULD BE SOMEWHAT “ORGANIC” TO OTHER BUSINESS PROCESSES IN YOUR ORGANIZATION, SURVEY PROGRAMS DO OFFER THE OPPORTUNITY TO ALSO INTRODUCE NEW STRATEGIES AND APPROACHES FOR COMPANIES TO CONSIDER IN LISTENING, DISCUSSING, AND TAKING ACTION BASED ON EMPLOYEE FEEDBACK.

## **OUR ACTION PLANNING MODEL**

THE PURPOSE OF ACTION PLANNING IS TO ADDRESS THE FEEDBACK FROM THE SURVEY AND CONSTRUCT A TIMELINE TO CONVERT ACTIONABLE INFORMATION INTO POSITIVE CHANGE. THE IMPORTANCE OF ACTION PLANNING IS THAT EMPLOYEES WILL JUDGE THE VALUE OF THE SURVEY BASED ON THE ACTIONS TAKEN FROM THE SURVEY.

THE REASON WHY ACTION PLANNING IS CRITICAL? OUR RESEARCH INDICATES THAT EMPLOYEES WHO WITNESS POSITIVE CHANGE FROM THE SURVEY RESULTS ARE TWICE AS LIKELY TO BE HIGHLY ENGAGED VERSUS THOSE WHO DO NOT. MOREOVER, LEADERS AT BEST-PRACTICE ORGANIZATIONS FOCUS ON ENGAGEMENT YEAR-ROUND BY ROLE MODELING THEIR LANGUAGE AND BEHAVIOR ON A DAILY BASIS

<b>STEPS</b>	<b>SENIOR LEADERSHIP</b>	<b>DEPARTMENT/MANAGER</b>
<b>COMMUNICATE</b>	<ul style="list-style-type: none"> <li>• COMMUNICATE SURVEY RESULTS TO EMPLOYEES</li> <li>• VERIFY NEXT STEPS IN THE ACTION PLANNING PROCESS</li> <li>• SET EXPECTATIONS, ACCOUNTABILITY, AND TIMELINE</li> </ul>	THANK TEAM FOR PARTICIPATION <ul style="list-style-type: none"> <li>• CREATE AWARENESS THAT THE ACTION PLANNING PROCESS WILL BEGIN SOON</li> <li>• SET EXPECTATIONS, ACCOUNTABILITY, AND TIMELINE</li> </ul>
<b>DEVELOP</b>	MEET AS A SENIOR LEADERSHIP TEAM, REVIEW ORGANIZATIONAL RESULTS, AND DEVELOP GLOBAL ACTION PLAN <ul style="list-style-type: none"> <li>• FOCUS ON IDENTIFIED STRENGTHS AND KEY DRIVERS FOR IMPROVEMENT</li> </ul>	REVIEW THE ORGANIZATIONAL AND TEAM SPECIFIC SURVEY RESULTS <ul style="list-style-type: none"> <li>• MEET WITH YOUR TEAM TO REVIEW THE RESULTS</li> <li>• SELECT KEY PRIORITIES FOR IMPROVEMENT</li> <li>• DEVELOP ACTION PLANS</li> </ul>
<b>IMPLEMENT</b>	ESTABLISH OWNERSHIP AND TIMELINE <ul style="list-style-type: none"> <li>• TRACK AND MONITOR PROGRESS</li> <li>• COMMUNICATE UPDATES REGULARLY</li> </ul>	<ul style="list-style-type: none"> <li>• ESTABLISH OWNERSHIP AND TIMELINE FOR EACH ACTION ITEM</li> <li>• TRACK AND MONITOR PROGRESS</li> <li>• COMMUNICATE UPDATES REGULARL</li> </ul>
<b>MEASURE</b>	CONDUCT THE NEXT SURVEY (I.E. PULSE SURVEY AND/OR FULLCENSUS EMPLOYEE ENGAGEMENT SURVEY)	<ul style="list-style-type: none"> <li>• UNDERSTAND AND COMMUNICATE THE TIME FRAME OF THE NEXT SURVEY</li> </ul>