

IRC 4 (COMMERCE)

BUSINESS ORGANIZATION AND BEHAVIOUR MODAL TEST PAPER

FULL MARKS: 75

TIME: 3 HRS

Answer the questions as per instructions given.

The figures in the right-hand margin indicate marks

Candidates are required to give answer in their own words as far as practicable.

GROUP -A

(Short answer type questions)

Q1. Answer all the following questions in a few words or maximum in one sentence.

(5x1=5)

a) Define motivation

Ans. According to Lillis:-“It is the stimulation of any emotion or desire operating upon one’s will and promoting or driving it to action.”

b) What is emotional intelligence

Ans. Emotional intelligence (EI) is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively.

c) What is defined as “a concept to measure the efficiency of an organization in meeting its objectives with the help of given resources without putting undue strain on its employees”.

Ans. Organizational effectiveness.

d) List the contributing disciplines of OB.

Ans. The major contributing disciplines to the field of organizational behaviour are:

- Psychology
- Sociology
- Social Psychology
- Anthropology
- Political Science
- Economics
- Medicine

e) Who gave the Intrinsic Motivation Theory

Ken Thomas.

Q2. Mention major factors influencing Personality.

(5)

There are several factors that influence the shaping of our personality. By observing the behaviour of a person, we can understand which behaviour has what influence on the personality characteristics of an individual.

Here we have briefly reviewed such personality characteristics:

1. Heredity:

Some characteristics of our behaviour are genetic, which we inherit. Some of the traits like physical height, slimness, dexterity, intellectual capacity, ability to learn, logical power, etc. are also inherited. All these have a significant influence on our behavioural patterns.

2. Family background:

The socio-economic status of the family, education of the parents, and other family members shape the personality of an individual to a considerable extent. In fact, family members themselves try to influence the behaviour of children in a desperate attempt to personify their own values, roles, etc.

3. Nature of people with whom we interact:

People influence each other and such influences shape the personality. For this reason, we often say that one's personality is constantly evolving and is shaped throughout one's life.

4. Culture:

Culture shapes our personal values and predispositions. It is the unique characteristic of a social group. The values and norms shared by its member's sets it apart from other social groups. The essence of culture is the collective programming of the mind.

According to anthropological concepts, culture relates to a shared system of beliefs, attitudes, possessions, attributes, customs, and values that define group behaviour. Values are assumptions about 'how things ought to be' in the group. Thus, culture plays a significant role in influencing the behaviour of an individual.

GROUP-B

(Long/Descriptive answer type questions)

Answer any four of the following questions

Q4. Define Organizational Behaviour. List the various determinants, challenges and opportunities of it. (15)

Organizational Behaviour (OB) is the study of human behaviour in organizational settings, the interface between human behaviour and the organization, and the organization itself.

“Organizational behaviour is directly concerned with the understanding, prediction, and control of human behaviour in organizations.” — Fred Luthans.

Organizational behaviour is the study of both group and individual performance and activity within an organization.

This area of study examines human behaviour in a work environment and determines its impact on job structure, performance, communication, motivation, leadership, etc.

It is the systematic study and application of knowledge about how individuals and groups act within the organizations where they work. OB draws from other disciplines to create a unique field.

Determinants of Organizational behaviour:

People

- An organization consists of people with different traits, personality, skills, qualities, interests, background, beliefs, values and intelligence. In order to maintain a healthy environment, all the employees should be treated equally and be judged according to their work and other aspects that affects the firm.
- **Example** – A company offers campus placement to trainees from different states like Orissa, Haryana, Arunachal Pradesh and many more. However, during and after training, all trainees are examined only on the basis of their performance in the tasks assigned.

Organizational Structure

Structure is the layout design of an organization. It is the construction and arrangement of relationships, strategies according to the organizational goal.

Example – Organizational structure defines the relation of a manager with employees and co-workers.

Technology

Technology can be defined as the implementation of scientific knowledge for practical usage. It also provides the resources required by the people that affect their work and task performance in the right direction.

Example – Introduction of SAP, big data and other software in the market determines individual and organizational performance.

Environment

All companies function within a given internal and external environment. Internal environment can be defined as the conditions, factors, and elements within an enterprise that influences the activities, choices made by the firm, and especially the behavior of the employees. While external environment can be defined as outside factors that affect the company's ability to operate. Some of them can be manipulated by the company's marketing, while others require the company to make adjustments

Some **examples of internal environment** include employee morale, culture changes, financial changes or issues, and some **examples of external environment** include political factors, changes to the economy and the company itself.

Major Challenges in Organizational Behaviour

Challenges for organizational behaviour are enormous and are at the same time rapidly changing for improving efficiency and meeting business goals. The nature of job changes, however some problems never change.

Some of the major challenges in organizational behaviour are as follows –

Non-appearance of clear direction

Absence of direction is one of the most common organizational problems and it has two prominent causes. They are as follows –

First – Either leaders rarely discuss or chart an intentional direction or strategy for the future, or they fail to communicate a reasonable message about the strategy to all members of the organization.

Second – There are always numerous activities to execute and the organization lacks the coincide needed to gain the friction necessary to help the organization modify, adapt, and shape its future-activities that would ensure the organization's long-term sustainable growth.

Difficulty in blending multiple personalities

Blending multiple personalities into a cohesive and unified team can be a massive challenge. People's personalities vary broadly, and the assortment of backgrounds, judgements, views, and experiences can cause challenges for teams to come together and work peacefully.

Failure to develop key capability and behaviours

In any organization, we often experience a lot of hardworking people who have good targets. In spite of their experiences in the industry, their technical talent, and the subject-matter competence that many leaders bring to the table, creating a high-performance organization is often out of reach.

Poor communication and feedback

There seem to be two utmost behaviours in this area - either people do everything in their power to avoid tackling others and holding them responsible, or they delight in any opportunity to chew people out, depreciate them, and crush their spirits. This is the result of poor communication and as no proper feedback provided.

Absence of perception

Constructing a reasonable organization takes hard work and an eager insight of the culture and environment that exists in a business. Market conditions can change fast in a rapidity, unpredictability, difficulty, and ambivalence world and demand huge positions of a leader's time. Therefore, a clear perception of market requirements and market forecast are essential. Absence of these can result in huge loss in every sector.

Major Opportunities in Organizational Behaviour

Enhancement people's skills

Organizational behaviour helps in better management of the organization as it helps in improving the skills of the people. It provides perception into the skills that the employees can use on the job, such as designing jobs and creating effective teams.

Managing workforce assortment

Workforce assortment refers to the variety of differences between people in an organization. Assortment enclose race, gender, racial, group, age, personality, coherent style, occupation, organizational function, education, background and more. Organizational behaviour helps in understanding these differences and finding out the best possible ways in eradicating issues arising out of such differences.

Improving customer service

Organizational behaviour helps in understanding all about what customers' wants, how they want and when they. Furthermore, this understanding helps in increasing customer value as well as customer service. Thereby, a great way to improve one's business.

Improving quality and productivity

Quality and productivity are key factors for competitiveness and have always been a concern for the productive sectors, especially in countries with open economies. Organizational behaviour as it helps in understanding people and their behavior, it thereby focuses not only on the people who do the work, but the tasks they perform. It further standardizes policies and procedures in the company to maximize efficiency.

Responding to globalism

Globalization of businesses is nothing new in the present time. Businesses are conducted beyond one nation and this is performed mostly through the Internet. This globalization as become possible only because of organizational behaviour.

Without the understanding the behaviour of any individual, whether it is the seller or the customer, running a business around the world is not possible. Organizational behaviour not only helps to understand the behaviour of people, but also their cultures overall which ultimately decides their choices of buying products.

Stimulating innovation and change

Today's successful organizations must foster innovation and be proficient in the art of change; otherwise, they will become candidates for extinction in due course of time and vanish from their field of business. Organizational behaviour not only helps to understand the behaviour of

people, but also their cultures overall which ultimately decides their choices of buying products. This leads to stimulating innovation and change in product development as per market requirements.

Conclusion

In the above mentioned ways, we can see that Organizational behaviour help in creating efficient customer-responsive environment in businesses. Thereby establishing a better understanding of employees and customers.

Q5. What is personality? Discuss about the Big Five Personality types? (15)

The Big 5 Personality Traits

It is important to note that each of the five primary personality traits represents a range between two extremes. For example, extraversion represents a continuum between extreme extraversion and extreme introversion. In the real world, most people lie somewhere in between.

While there is a significant body of literature supporting these primary personality traits, researchers don't always agree on the exact labels for each dimension. That said, these five traits are usually described as follows.

Openness

Openness (also referred to as openness to experience) emphasizes imagination and insight the most out of all five personality traits.¹ People who are high in openness tend to have a broad range of interests. They are curious about the world and other people and are eager to learn new things and enjoy new experiences.

People who are high in this personality trait also tend to be more adventurous and creative. Conversely, people low in this personality trait are often much more traditional and may struggle with abstract thinking.

High

- Very creative
- Open to trying new things
- Focused on tackling new challenges
- Happy to think about abstract concepts

Low

- Dislikes change
- Does not enjoy new things
- Resists new ideas
- Not very imaginative
- Dislikes abstract or theoretical concepts

Conscientiousness

Among each of the personality traits, conscientiousness is one defined by high levels of thoughtfulness, good impulse control, and goal-directed behaviors.¹ Highly conscientious people tend to be organized and mindful of details. They plan ahead, think about how their behavior affects others, and are mindful of deadlines.

Someone scoring lower in this primary personality trait is less structured and less organized. They may procrastinate to get things done, sometimes missing deadlines completely.

High

- Spends time preparing
- Finishes important tasks right away
- Pays attention to detail
- Enjoys having a set schedule

Low

- Dislikes structure and schedules
- Makes messes and doesn't take care of things
- Fails to return things or put them back where they belong
- Procrastinates important tasks
- Fails to complete necessary or assigned tasks

Extraversion

Extraversion (or extroversion) is a personality trait characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.¹ People high in extraversion are outgoing and tend to gain energy in social situations. Being around others helps them feel energized and excited.

People who are low in this personality trait or introverted tend to be more reserved. They have less energy to expend in social settings and social events can feel draining. Introverts often require a period of solitude and quiet in order to "recharge."

High

- Enjoys being the center of attention
- Likes to start conversations
- Enjoys meeting new people
- Has a wide social circle of friends and acquaintances
- Finds it easy to make new friends
- Feels energized when around other people
- Say things before thinking about them

Low

- Prefers solitude
- Feels exhausted when having to socialize a lot
- Finds it difficult to start conversations
- Dislikes making small talk
- Carefully thinks things through before speaking
- Dislikes being the center of attention

Agreeableness

This personality trait includes attributes such as trust, altruism, kindness, affection, and other prosocial behaviors.¹ People who are high in agreeableness tend to be more cooperative while those low in this personality trait tend to be more competitive and sometimes even manipulative.

High

- Has a great deal of interest in other people
- Cares about others
- Feels empathy and concern for other people
- Enjoys helping and contributing to the happiness of other people
- Assists others who are in need of help

Low

- Takes little interest in others
- Doesn't care about how other people feel
- Has little interest in other people's problems
- Insults and belittles others
- Manipulates others to get what they want

Neuroticism

Neuroticism is a personality trait characterized by sadness, moodiness, and emotional instability.¹ Individuals who are high in neuroticism tend to experience mood swings, anxiety, irritability, and sadness. Those low in this personality trait tend to be more stable and emotionally resilient.

High

- Experiences a lot of stress
- Worries about many different things
- Gets upset easily
- Experiences dramatic shifts in mood
- Feels anxious
- Struggles to bounce back after stressful events

Low

- Emotionally stable
- Deals well with stress
- Rarely feels sad or depressed
- Doesn't worry much
- Is very relaxed

Q6. Discuss about the following motivational theories:

(3x5=15)

a) Equity theory of motivation

One of the most widely used motivation theories in workplaces is the equity theory. What is the equity theory? The equity theory is defined as a framework stating that employees' motivation is determined by how they perceive the fairness of the treatment and

compensation they receive for their input at work. The definition of equity theory emphasizes fairness perceptions. It was developed by **John Stacey Adams** in 1963. According to this theory, people also consider their input-output ratios and then compare them to the input-outcome ratios of other **referent groups**.

A referent group is an individual or group of people, such as employees, used in the comparison. It means that if an employee notices that another employee is earning more money while doing the same job, they may adjust the work done to make the situation fair in their view. Therefore, demotivation is enhanced by perceived unfairness, whereas motivation is encouraged by fairness. It is from such comparisons that individuals adjust their behaviours. Thus the equity theory dictates that fairness is the main source of inspiration for individuals, and they change behaviours to orient their input-output ratio with their referent group

Components of Equity Theory

The equity theory of motivation contains certain components that affect motivation, including inputs, outputs, and input-output ratios. Inputs are considered activities done by an individual to receive outcomes. They constitute an individual's contribution to a company, such as hours worked by an individual, personal sacrifices, experience in the role, commitment, and loyalty to the organization. On the other hand, the output results from inputs to an organization. They may be intangible or tangible. Examples include pension, salaries, promotion, holiday allowance, bonus, and recognition.

According to the equity theory of motivation, referent groups entail a collection of people used for comparison. Individuals compare themselves to these four referent groups:

- **Self-outside:** This is where the individual compares their experience with other organizations.
- **Self-inside:** This constitutes the experience of an individual being compared within their organization.
- **Others-outside:** This entails a comparison between an individual with others outside the organization.
- **Others-inside:** This is a comparison between an individual and other people within the organization of work.

The input-output ratios serve as a means of comparison in work environments. Individuals within organizations tend to compare their input-output ratio with the input-output ratios of referent groups. For example, "That professor is paid one hundred and fifty percent more than we do, but does he do one hundred and fifty percent more research surveys?" This type of comment from a graduate assistant to a fellow graduate assistant is known as the output-input ratio. This comparison can act as a source of motivation or demotivation.

b) Vroom's Valence Expectancy theory

c) Vroom's expectancy theory was originally developed by Victor H. Vroom, a Canadian psychologist, in 1964. Attacking Herzberg's two-factor theory, Vroom offered an expectancy approach to the understanding of motivation. According to him, a person's motivation towards an action at any time would be determined by an individual's

perception that a certain type of action would lead to a specific outcome and his personal preference for this outcome. Vroom's expectancy theory consisted of two related models – the valence model and the force model. The valence model attempts to capture the perceived attractiveness, or valence, of an outcome by aggregating the attractiveness of all associated resultant outcomes. The force model of expectancy theory attempts to capture motivational force to act by associating the expectancy of resultant outcomes and their individual valences. These two models gave Vroom the opening to build his expectancy theory to the level that it is today most commonly known.

- d) Vroom's expectancy theory explains motivation in terms of four main concepts: force, valence, expectancy, and instrumentality. Force refers to the compulsion of an individual to behave in a given way, valence the preference for consequent reward, expectancy the perceived likelihood that the behaviour will result in the intended outcome and instrumentality the perception that the intended outcome will lead to the consequent reward. Force is seen as the sum of the products of multiple valences, instrumentalities and expectancies involved in a course of action. It is reasoned that the motivation to behave in a particular way is determined by an individual's expectation that behaviour will lead to a particular outcome, multiplied by the preference or valence that person has for that outcome. This can be shown in the following mathematical equation:

$$\text{Motivation (M)} = \text{Instrumentality (I)} \times \text{Expectancy (E)} \times \text{Valence (V)}$$

Component 1: Expectancy

Expectancy is built upon the belief that effort exerted will beget recognition of favourable performance. Several factors can interfere with this piece of the motivation equation. These variables include the belief that a worker has the skills and ability to perform their tasks successfully, how difficult the goals are to achieve and where they fall in relation to the worker's expectations, and whether there is any control over their performance. For example, if a department's members share the belief that "no matter how hard they work, the likelihood of getting a good performance appraisal is low", then motivation will be low due to a low level of expectancy.

Component 2: Instrumentality

Instrumentality is defined as the belief that if a person meets or exceeds expectations, then they receive a greater reward than those who do not. Instrumentality will be low if the rewards follow all levels of performance with no distinction between what is acceptable and unacceptable. It is influenced greatly by the trust employees have in their leaders and the likelihood that the promises of reward for good performance is believable. Another factor that determines the level of instrumentality present is demonstrated when the workers do not trust the leaders, yet have the ability to control the rewards system through another means. This control raises instrumentality. Policies also affect instrumentality; the formal documentation of pay and other rewards and benefits contributes to raising levels of instrumentality.

Component 3: Valence

The third component within the expectancy theory of motivation is valence. Valence is the level of value that an individual places on the rewards as a function of their needs, goals, and

values. The employee's preferences will determine the level of valence present for motivation. If the worker desires a certain reward but receives another, the level of valence will be lower. Higher levels of valence are present when the understanding of the individual employee's goals are understood by their leader and are then considered along with the relationship between their efforts and performance. Good effort equates to good performance when a strong relationship is present.

c)McClelland's theory of motivation

McClelland's three needs theory states that the three needs, or motivators, are influenced during a person's early development. These needs can even determine how children and adolescents behave in school and home settings. For example, a child with a need for power may be a very bossy sibling, or a child with a need for affiliation may enjoy the aspect of teamwork in sports. Here are some common personality traits of persons with each type of motivator:

	Common Personality Traits
Need for Achievement	Need to accomplish challenging goals. Like to get quick feedback on their progress. Like to hear about their own achievements from others. Usually like to work alone. Don't like to gamble or succeed by chance and luck.
Need for Power	Desire to control others and influence decisions. Do everything possible to win arguments. Want competition with others and need to win. Seek status symbols that show they are on top. Do not tolerate being disagreed with or antagonized.
Need for Affiliation	Want to be part of a group. Can be pushovers and will give in to demands in order to be liked. Prefer collaboration and not competition. Motivated by social connections and fitting in with others. Do not like to disappoint others or be in conflict with them.

Q7. Explain the concept of learning and its theories in Organisational Behaviour. (15)

Meaning of Learning in Organisational Behaviour: – Learning is a process by which new behaviours are acquired. It is generally agreed that learning involves changes in behaviour, practicing new behaviours and establishing permanency in the change. Learning is any permanent change in behaviour of a person that occurs as result of experience. Learning has taken place if an individual behaves, reacts, respondents as a result of experience in a manner different from the way he formerly behaved. Since learning changes the behaviour of person, it comes to have a great importance in organisational behaviour

Learning Theories In Organizational Behaviour

Learning can be understood clearly with the help of certain principles which will explain our behaviour. Some notable theories are: –

1. **Classical Conditioning Theory:** – Classical conditioning is a type of conditioning in which a person reacts to certain stimuli that would not normally produce a response. Classical conditioning is acquiring a new response (the conditioned response) to a previously neutral stimulus (the conditioned stimulus) that reliably signals the arrival of an unconditioned stimulus. It is a learning process to add a particular thing to our environment to predict what will happen next. Classical conditioning occurs when a conditioned stimulus is combined with an unconditioned stimulus. Typically, the conditioned stimulus (CS) is an unbiased stimulus like the sound of a tuning fork, the unconditioned stimulus (US) is biologically dominant like the taste of food and the unconditioned response (UR) to an unconditioned stimulus is an unintentional one, it is a reflex reaction such as salivation or sweating. After this pairing process is repeated (for example, learning may have already occurred after a pairing), an individual shows a conditioned response (CR) to the conditioned stimulus, when the conditioned stimulus is presented alone. The conditioned response is mostly similar to the unconditioned response, but unlike the unconditioned response, it must be acquired through experience and is almost temporary.

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3. **Social Learning Theory:** – Social Learning theory is also called observational learning theory. This theory emphasizes on learning through observation of other's. The main assumptions of social learning theory are as follows: –
 - A. Learning is not actually behavioural, rather it is a cognitive process that takes place in a social context.
 - B. Learning can occur by observing a behaviour and observing the consequences of the behaviour (known as vicarious reinforcement).
 - C. Learning involves observation, extracting information from those observations, and making decisions about behaviour performance (known as observational learning or modelling). Thus, learning may go beyond an observable change in behaviour.
 - D. Reinforcement plays an important role in learning but is not solely responsible for learning.

- E. The learner is not a passive recipient of information. Understanding, environment and behaviour all mutually influence each other.
4. **Cognitive Learning Theory:** – Cognition defines a person's thoughts, ideas, knowledge, interpretation, understanding about himself and about the environment. This theory expresses the belief that learning involves gaining knowledge and understanding it by absorbing information in the form of principles, concepts and facts and then internalizing it. It assumes that a person learns the meaning of various objects and events and also learns to respond based on the meaning given to stimuli. The knowledge and understanding of learners can be enriched and internalized by exposing them to learning materials e.g. Case studies , projects, problem solving activities can also be used for this purpose. Self – directed learning, personal development, planning activities and discovery learning process with the help of facilitator and mentors are underpinned by cognitive learning theory. Cognitive theory has been used to explain mental processes as they are influenced by both internal and external factors, which ultimately bring about learning in an individual. Cognitive learning theory implies that the various processes related to learning are first explained by analyzing the mental processes. It envisions that with effective cognitive processes, it is easier to learn new information stored in memory over the long term. On the other hand, ineffective cognitive processes result in learning difficulties that one can trace back.

Q8. Explain the following:

(3x5=15)

a) Communication and feedback

Communication is vital to organizations—it's how we coordinate actions and achieve goals. It is defined in Webster's dictionary as a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour. Communication fulfills three main functions within an organization, including coordination, transmission of information, and sharing emotions and feelings. All these functions are vital to a successful organization. Effective communication helps people grasp issues, build rapport with co-workers, and achieve consensus.

Effective Communication is significant for managers in the organizations so as to perform the basic functions of management, i.e., Planning, Organizing, Leading and Controlling. Communication helps managers to perform their jobs and responsibilities. Communication serves as a foundation for planning.

Feedback -The observation of the receiver's response is called feedback. In other words, the part of the receiver's response communicated back to the sender is called feedback. Actually it is the amount of response of the receiver that reaches to the sender. It enables the sender to evaluate the effectiveness of the message.

Feedback is inevitably essential to make **two way communication** effective. In fact, without ***feedback in communication*** remains incomplete.

Feedback is the response or reaction of the receiver after perceiving or understanding the message. It enables the sender to evaluate the effectiveness of the message. It is

inevitably essential in case of two-way communication. Without feedback, **two way communication** is either ineffective or incomplete. Feedback is the only way to gain receiver's response and depending on the feedback, sender can tack further steps. In organizational or business communication the feedback process is extremely important.

b) Transactional Analysis

Transactional analysis is a technique which helps to understand the behaviour of other person so that communication becomes effective. Understanding human behaviour helps to motivate, guide and direct other persons. TA studies transactions amongst people and understands their interpersonal behaviour.

It helps us to understand the environment and then decide our choice of ego states while communicating with others. Because of its all- encompassing effects, transaction analysis is used in the theory of personality, communication, and understanding the behavioural pattern of the people.

Transactional Analysis (TA) is a psychoanalytic theory and method of therapy, developed by Eric Berne during the 1950s. Transactions refer to the communication exchanges between people. Transactional analysis is the method used to analyses this process of transactions in communication with others.

c) Johari Window

Johari Window is a technique for improving self-awareness within an individual. It helps in understanding your relationship with yourself and others. Johari Window model can be a useful tool if you want to improve your communication skills.

It was developed by American psychologists Joseph Luft and Harry Ingham in 1955, hence the name Johari. Johari Window is generally used in Self-help groups in exercises which help a person to learn and discover things about themselves, like heuristic exercise.

Johari Window is a method used for self-discovery. Generally, it is believed that we have in a group based on our perception of others. And that is why to improve communication in a group it is important to develop the perception of an individual in the group.

Johari window model is based upon two things – to acquire the trust of others by revealing your information to them and by learning about yourself through feedback by others.

Q9. Define Perception and mention the factors affecting it.

(15)

Perception in Organisational Behaviour is defined as the process by which an **individual selects**, organizes and interprets **stimuli** into a meaningful and **coherent picture of the world**. Perception is an intellectual process of transforming sensory stimuli to meaningful information. It involves both recognizing environmental stimuli and actions in response to

these stimuli. It is a cognitive process by which people attend to incoming stimuli, organise and interpret such stimuli into behaviour.

Definitions by Different Authors

1. **Stephen P. Robbins:** – “Perception may be defined as a process by which individuals organise and interpret their sensory impressions in order to give meaning to their environment.”
2. **Joseph Reitz:** – “Perception includes all those processes by which an individual receives information about his environment—seeing, hearing, feeling, tasting and smelling.”

Factors influencing perception in organisational behaviour

The factors influencing perception in organisational behaviour are as follows: –

1. Factors that shape (and can distort perception)
 - A. Characteristics of the Perceiver;
 - B. Characteristics of the Perceived or Target; and
 - C. Characteristic of the Situation.
2. When an individual looks at a target and attempts to interpret what he or she sees, that interpretation is heavily influenced by personal characteristics of the individual perceiver.
3. The more relevant personal characteristics affecting perception of the perceiver are attitudes, motives, interests, past experiences, and expectations.
4. Characteristics of the target can also affect what is being perceived. This would include attractiveness, gregariousness, and our tendency to group similar things together. For example, members of a group with clearly distinguishable features or colour are often perceived as alike in other, unrelated characteristics as well.
5. The context in which we see objects or events also influences our attention. This could include time, heat, light, or other situational factors.

Explanation: –

1. **Characteristics of the Perceiver:** – Many characteristics of the perceiver can affect perception. When a person looks at a goal and attempts to interpret what it stands for, that interpretation is heavily influenced by the individual characteristics of the individual thinker. The major characteristics of the perceiver influencing perception are: –
 - A. **Needs & Motives:** – The perception of individuals is basically determined by their internal needs and motives. They approach things differently according to their different needs and objectives. Different needs result in different stimuli, in the same way that people choose different objects to satisfy their needs. According to Freud, “Wishful thinking is the means by which the ID, a part of the personality, attempts to reduce stress.” In such cases, people will only understand things that fit their wishful thinking.
 - B. **Self-Concept:** – How a person actually views others or the rest of the world will clearly determine how he thinks of himself, or his self-concept. It is largely based on the complex psychological makeup of individuals. Self-understanding helps to understand others. 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.

- C. **Belief:** – A person’s belief has a direct impact on his perception. It is very difficult for a person to think beyond their personal beliefs because most people go by their beliefs and they feel that way. According to Daniel Katz: –
- i. A person self-censors his intake of communication so that his beliefs and practices are protected from attack.
 - ii. A person seeks communication that supports his beliefs and practices.
 - iii. The latter is especially true when the beliefs and practices in question have come under attack.
- D. **Past Experience:** – People’s perception is greatly influenced by their past experiences. A person having good experience in the past will perceive accordingly and vice versa. 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. However, in contradictory situations, it is difficult to correct aged persons, whereas the young are easily moulded towards achieving the objectives of the organization.
- E. **Current Psychological Status:** – The current psychological or emotional state of people plays an important role in perception. The current state of the person defines how the person will perceive something. As such, a person in a good mood will perceive it in a different way than a person who is not in a good mood.
- F. **Expectations:** – Again, expectations are a major player in deciding how a person will feel. Expectations are related to the state of anticipation of a particular behaviour from an individual. E.g., If a person thinks that Mr. X will never do him any good, then even if Mr. X is right, that person will always be under the impression that Mr. X is wrong. 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.
- G. **Attitude:** – The attitude and aptitude of employees influence perception formation. If they have positive attitudes towards the management, they directly perceive the stimuli given by management. In the case of negative attitudes, the employees suspect the management’s approach. Employees of high aptitude have a desire and attitude for growth. They behave positively toward the management of an organization.
2. **Characteristics of the Perceived or Target:** – Characteristics in the target that is being observed can affect what is perceived. Physical appearance plays a big role in our perception of others. Extremely attractive or unattractive individuals are more likely to be noticed in a group than ordinary looking individuals.
- A. **Physical Appearance or Size:** – The larger the size of the perceived stimulus, the more likely it is to be perceived and vice versa. 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. People understand things better when it is explained clearly and they understand accordingly.

- B. **Intensity:** – The more intense the external stimulus, the more likely it is to be perceived. A loud sound, bright colours, etc. are more likely to attract attention than a softer sound or a relatively dull colour.
 - C. **Frequency:** – The higher the frequency of repetition of things, the higher the perceptual selectivity. This is also in accordance with the repetition principle of learning.
 - D. **Status:** – Perception is also affected by the position of the thinker. High status people can have a greater influence on employee perception than low status people.
 - E. **Contrast:** – The stimulus which is opposite to the surrounding environment attracts more attention than the stimuli found in it.
3. **Characteristic of the Situation:** – Change in situation leads to incorrect perception about a person. Time, place and situation play an important role in the perception of communication. Such situational factors can be further classified as:
- A. **Physical Setting:** – It includes place, location, lighting, heat, ventilation, infrastructure etc. If all these things are reasonable then people can perceive positively and vice versa.
 - B. **Social Setting:** – This includes human resources, i.e., people around you or affected parties or people concerned about you or people you are concerned about or people you work with. 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.
 - C. **Organizational Setting:** – It includes hierarchy, organizational setup, structure, etc. in the organization. All these affect perceptions.