

Chapter 2:

Perception and learning

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Part-1 Organizational Behavior

Chapter - 2

Perception and learning

- Concept of Perception.
- Factors affecting Perception.
- Perceptual Process.
- Attribution Theory, Attribution Errors
- Perception and Individual Decision Making
- Concept and Principles of learning.
- Learning Theories:
 - * Classical Theory
 - * Operant Theory
 - * Cognitive Theory
 - * Social learning and Behavior Theory.

Perception.

- It is the process of receiving information about and making sense of the world around us.
- The process by which people gather, select, organize, interpret the information received from environment.
- Information are gathered from five senses of sight, hearing, touching, taste and smell.
- Perception and reality are not necessarily the same thing.
- Perception of any two people are also not necessarily identical, even they are describing the same event.
- People perceive the same thing in different way.

Features of Perception.

1. Psychological or Cognitive Process.

2. Basis of individual differences.

3. May be differ from reality.

4. Affected by motivation and personality.

5. Perception can be developed.

6. Basis of individual behavior.

7. Perceiver, Perceived and situation interaction.

Perceptual Process.

Process of Perception.

- Perception is the process of making judgement on the basis of sensory information.

1) Environmental Stimulus.

2) Selection.

3) Organizing.

4) Interpretation.

5) Outcomes.

≠ Factors Affecting Perception.

1. Factors in Perceiver:

- Attitude.
- Motives.
- Interest.
- Experience.
- Expectation.

2. Factors in target:

- Novelty (New) or familiarity.
- Motion. - Repetition.
- Sound.
- Size.
- Background.
- Proximity.
- Similarity.

3. Factors in the situation:

- Time.
- Work setting.
- Social setting.

Attribution Theory.

- When people attach cause and effect explanation to their behavior, it is known as attribution.

- This theory explains the behavior of an individual whether it is internally planned or caused by some external factors.

- This theory suggests that the behavior of an individual can be attributed or judged in two ways:

- i) Internal Attribution (controlled by person-self)
- ii) External Attribution (caused by situational impact: beyond the control of an individual)

- Example: An employee reached late at the job. It can be attributed in two ways:

i) First, if it is because of intention or disloyalty which is internal cause of employee. This type of attribution is called internal attribution.

ii) Second, if it is because of peak traffic hour which is beyond the control of employee. This type of attribution is called external attribution.

- In organization internally caused behavior is treated with high priority if they are more consistently happening. And externally caused behavior is expected to occur because of environmental or situational which is normally out of control and are less chance of consistency.

- Harold Kelly (1972) has explained how people determine why others behave as they do. This model make attribution with focusing on three major factors:

a) Consistency.

b) Distinctiveness.

c) Consensus.

a) Consistency: It refers to the same behavior performed again and again by same person in similar situation. Higher consistency in behavior tends to have internal attribution and low consistency in behavior tends to have external attribution.

b) Distinctiveness: It refers to the different behavior performed by same person in different situation. Higher distinctiveness - Internal attribution & low distinctiveness - external attribution.

c) ~~Consensus~~ Consensus: It refers to the same behavior performed by everyone in similar situation. Higher consensus - external attribution & low consensus - internal attribution.

Internal Attribution		
Frequently (High consistency)	Frequently (low distinctiveness)	Seldom (low consensus)
Consistency	Distinctiveness	Consensus
Seldom (low consistency)	Seldom (High distinctiveness)	Frequently (high consensus)
External Attribution		

Attribution Errors

Our judgement to others may be wrong in many cases because of various reasons which are termed as attribution errors.

Attribution errors are the most interesting findings from attribution theory. They are of three types:

1. Fundamental Attribution Errors.
2. Self-serving Bias.
3. Optimistic Bias (common shortcuts)

1. Fundamental Attribution Errors.

This type of error is the cognitive bias in which we overestimate internal attribution and underestimate external attribution. We normally overestimate the influence of internal or personal factors (abilities, motive, traits) and underestimate the influence of external or situational factors.

2. Self-serving Bias.

It refers to the tendency of attributing success to internal causes and failure to external causes.

Example: If a supervisor ^{reported} ~~reported~~ to the manager on time, he may attribute internal ~~cause~~ ^{reason}.

capacity & ability) but may blame to employee (their inefficiency) i.e. external attribution.

iii) Common shortcuts on Optimistic Bias.

These are single reason or factors leading to our decision. Generally, we use shortcut for our judgement without detail information.

- Selective Perception: Tendency of selecting event or object and interpret as intention or wish of perceiver.

- Halo Effect: Tendency of drawing impression on the basis of single factor/feature.

- Contrast Effect: Tendency of evaluation of person's character that is affected by comparison.

- Stereotyping: Tendency of making judgement on the basis of one's perception of group to which that belongs to.

Learning:

- Learning is the process of acquiring new knowledge, skill and values which change perception and behaviour of an individual.
- Learning is a change in behaviour as a result of experience.
- Learning is defined as a relatively permanent change in behaviour that occurs as a result of experience.
- When anyone learns something, he/she consistently show a new behaviour over time.
- Change in behaviour indicated that learning has taken place.
- ^{First,} Conclusion: learning involve change in the behaviour.
- Second, change must be relatively permanent some form of experience is necessary.

Principle of learning.

- i) Principle of Readiness.
- ii) Principle of exercise.
- iii) Principle of effect.
- iv) Principle of Primacy (most important)
- v) Principle of intensity.
- vi) Principle of Recency (Recent thing)
- vii) Principle of Multi-sensation.
- viii) Principle of Multi-level.
- ix) Principle of feedback.
- x) Principle of Reinforcement.
- xi) Principle of transferability.
- xii) Principle of learning curve.
- xiii) Principle of Participation.

Learning Theories.

- A. Classical Theory (conditioning)
- B. Operant Theory.
- C. Cognitive Theory.
- D. Social Theory.

1. Classical conditioning theory.

- Developed by Russian psychologist Ivan P. Pavlov (1849 - 1936).
- Classical conditioning theory has introduced a simple cause & effect relationship between stimulus and Response.
- This theory states learning a conditioned response involve combination of conditioned stimulus and unconditioned stimulus.
- This theory explain that for learned behavior there, should be motivating factor (stimulus)

Pavlov Experiment with dog.

i) meat $\rightarrow$ salivation * before conditioning
(UCS) Response (UCR)

ii) Bell $\rightarrow$ No salivation * before conditioning
(CS) Response (No CR)

iii) Meat + Bell $\rightarrow$ salivation * During conditioning
(USC + CS) Response (UCR)

iv) Bell $\rightarrow$ salivation * after conditioning
(CS) Response (CR)

(UCS and UCR) $\rightarrow$ natural thing (unconditioned)
(CS and CR) $\rightarrow$ unnatural thing (conditioned)

UCS $\rightarrow$ unconditioned stimulus: particular motivates an trigger to response automatically or naturally.

UCR $\rightarrow$ unconditioned response: output of unconditioned stimulus.

CS $\rightarrow$ conditioned stimulus: motivating situation cause by UCS.

CR $\rightarrow$ conditioned response: learned Response to previously neutral.

Example:

i) Criticism $\rightarrow$ Anxiety
(UCS) (UCR)

ii) OB Teacher $\rightarrow$ No Anxiety
(CS) (No CR)

iii) OB Teacher + criticism $\rightarrow$ Anxiety.
(CS + UCS) (UCR)

iv) OB Book $\rightarrow$ Anxiety

2. Operant Conditioning Theory.

* Operant: Any class of behavior that produce consequences.

→ Developed by B.F Skinner (1904 - 1990)

→ It is based on Response-Stimulus.

→ Skinner suggests that learning of complex human behavior can be explained with the help of operant conditioning.

→ Operant conditioning are voluntary behavior that have some influence on environment.

→ This theory states that behavior is function of its consequences that determine the probability of it being repeated.

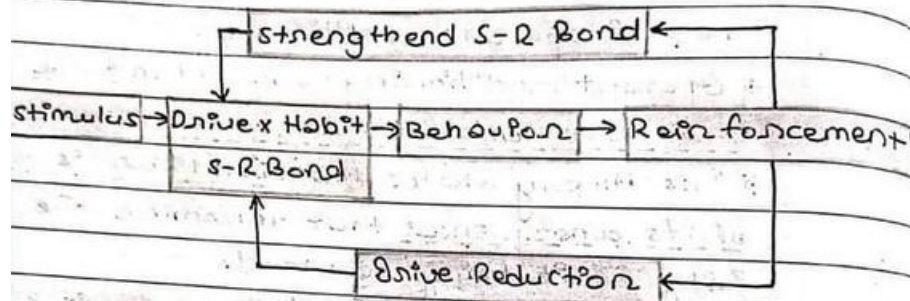
→ Skinner has identified three types of response on operant through his experiment: Neutral operant reinforcers and Punishers which can follow the behavior.

i) Neutral Operant is the response which neither increase or decrease the probability of behavior being repeated.

ii) Reinforcer: Response from the environment that increase the probability of behavior being repeated. Reinforcers may be +ve and -ve.

iii) Punisher: Response from the environment that decrease the probability of behavior being repeated. It weakens behavior.

Operant Conditioning Model.



Skinner's Experiment with rats:

Skinner's experiment with rat is an experiment with rat, rat is put into a box having lever and feeder to serve food. There was provision of delivering from feeder when rat press the lever. Delivery of food is possible only on response of pressing the lever. Rat repeats the behavior if food serving will be repeated with the lever pressing.

3. Cognitive Theory.

- ~~Estm~~ Established by Edward Tolman (1886 - 1959), American Psychologist.
- This theory is based on how objects and events are related to each other.
- Inrespective of classical conditioning and operant conditioning, cognitive theory consider learning as the outcomes of thinking about the problem.
- This theory assumes that learning is purely an outcomes of thinking process. Such processes involves perceiving, imaging, thinking, reasoning and decision making.
- This theory states that learning involve a relationship between cognitive clue (hint about how to choose right way) and expectation. Learning is the outcomes of thinking and knowing.

Experiment of Cognitive Theory.

Tolman conducted an experiment with rat. He first train rat to run in maze without providing food. After training, he serve food as reward. One day, after providing food, the rat will found running faster in maze. This shows that rat learn there will ^{be} food at end of race and they used knowledge in different way.

4) Social Learning Theory:

- This theory was proposed by Albert Bandura in 1971.

- He states that people can learn from observation, imitation, modelling and direct practical experience.

- This theory explains that effect of the cognitive, behavioural and environmental forces of learning.

- People can learn through watching model such as parents, family, senior, peers, celebrities and other reference groups.

- This theory emphasized that human beings are social animal. They live in society and enjoy social elements through which they learn much knowledge observing others and also through direct practice.

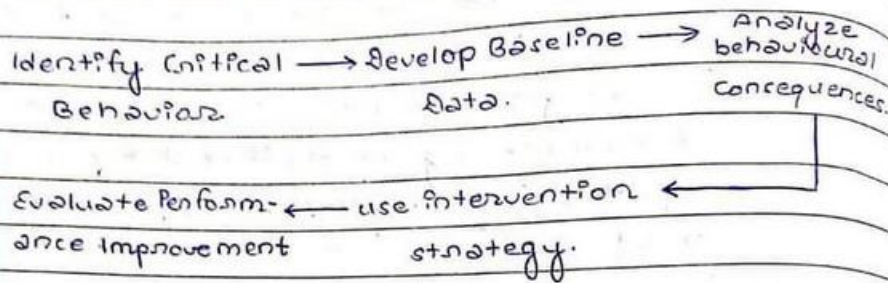
Behavior Modification (OB Mod)

- OB Mod is the technique to modify or eliminate undesirable behavior to get desired behaviour. This concept is used to understand the behavior of human being more effectively and used to improve organizational performance and effectiveness.

- Behavior Modification is based on operant conditioning theory that explain the need of positive reinforcement for getting desired behavior.

- Behavior Modification focus on improving employee productivity, reducing absenteeism improving employee discipline and improving industrial relation.

Steps in Behavior Modification.



1. **Identify Critical Behavior:** In this step first manager should identify the set of desirable and undesirable behavior in the organization.
2. **Develop baseline data:** Detail behavior of the employee is measure to estimate the consequences of their behavior. This step help to identify and compare desired and undesired behavior.
3. **Analyze behavioural Consequences:** This step consist of detail examination of present behavior being shown by employee to determine consequences and what condition lead to their occurrence.
4. **Use intervention strategy:** Intervention strategy is main activity in behavior modification as prepared plan to initiate some change which strengthens the desired behavior and weakens.

the undesired behavior.

6. Evaluate Performance Improvement: It is feedback stage in which success or failure of behavior modification is evaluated. Performance before and after modification programme is evaluated.

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