Organizational Behaviour

Concept of Learning

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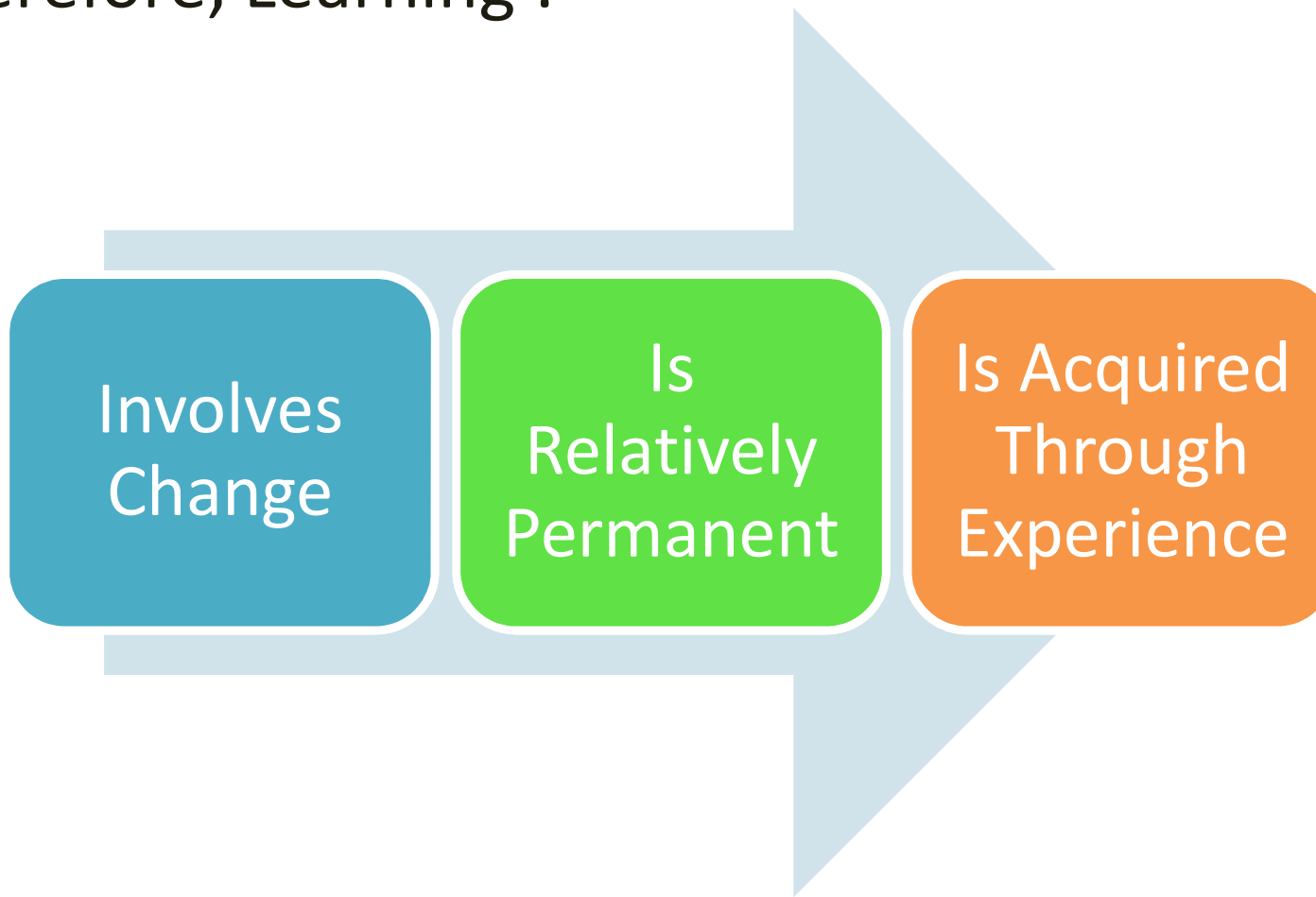
E-MBA Sem I/ 2019

Learning

Any relatively permanent change in behavior that occurs as a result of experience

Therefore, Learning :

| Involves Change | Is Relatively Permanent | Is Acquired Through Experience |

Theories of Learning

- ✓ **Classical Conditioning**
  - ➢ A type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response

- ✓ **Operant Conditioning**
  - ➢ A type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment

- ✓ **Social-Learning Theory**
  - ➢ People can learn through observation and direct experience.

Classical Conditioning

- ✓ Pavlov's Dog Drool

- ✓ Key Concepts:
  - ➢ Unconditioned stimulus
    - A naturally occurring phenomenon
  - ➢ Unconditioned response
    - The naturally occurring response to a natural stimulus
  - ➢ Conditioned stimulus
    - An artificial stimulus introduced into the situation
  - ➢ Conditioned response
    - The response to the artificial stimulus

Classical Conditioning . . . 2

✓ Pavlov's Dog Drool

✓ Key Concepts:

- ➤ Unconditioned stimulus
  - A naturally occurring phenomenon (the Meat for the dog)
- ➤ Unconditioned response
  - The naturally occurring response to a natural stimulus (Dog salivating)
- ➤ Conditioned stimulus
  - An artificial stimulus introduced into the situation (The bell)
- ➤ Conditioned response
  - The response to the artificial stimulus (Dog salivating to the bell)

Operant Conditioning

✓ B. F. Skinner's concept of *Behaviorism*: behavior follows stimuli in a relatively unthinking manner

✓ Key Concepts:

➢ Conditioned behavior: voluntary behavior that is learned, not reflexive

➢ Reinforcement: the consequences of behavior which can increase or decrease the likelihood of behavior repetition

➢ Pleasing consequences increase likelihood of repetition

➢ Rewards are most effective immediately after performance

➢ Unrewarded/punished behavior is unlikely to be repeated

Application: Reinforcement & Punishment

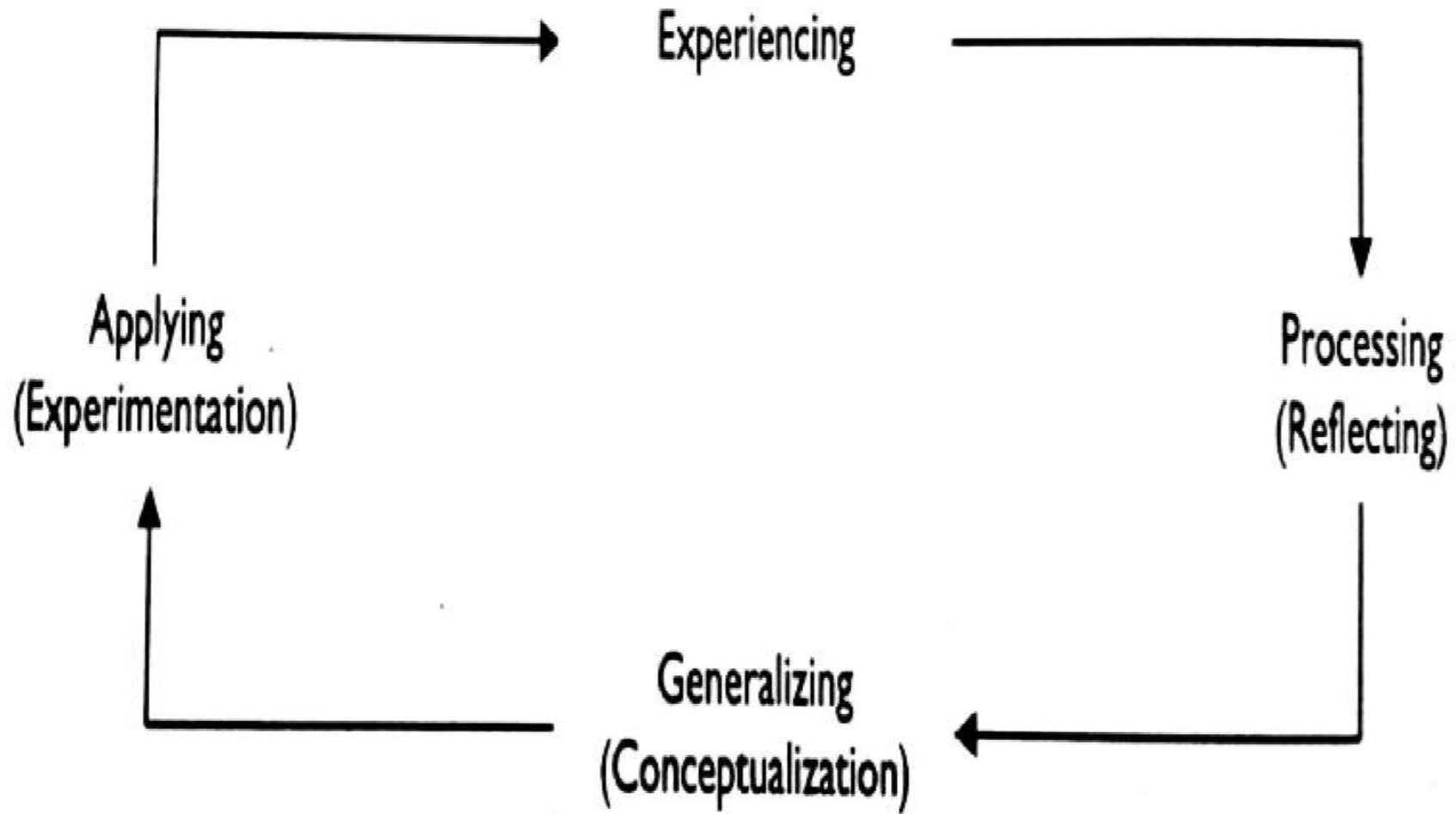|	Some "Bad" Thing (PLEASANT)	Some "Good" Thing (UN-PLEASANT)
Giving (APPLY)	Positive Punishment	Positive Reinforcement
Taking Away (REMOVE)	Negative Reinforcement	Negative Punishment

Social-Learning Theory

➤ Based on the idea that people can also learn *indirectly*: by observation, reading, or just hearing about someone else's – a model's – experiences

- ✓ Attentional processes
  - Must recognize and pay attention to critical features to learn
- ✓ Retention processes
  - Model's actions must be remembered to be learned.
- ✓ Motor reproduction processes
  - Watching the model's behavior must be converted to doing
- ✓ Reinforcement processes
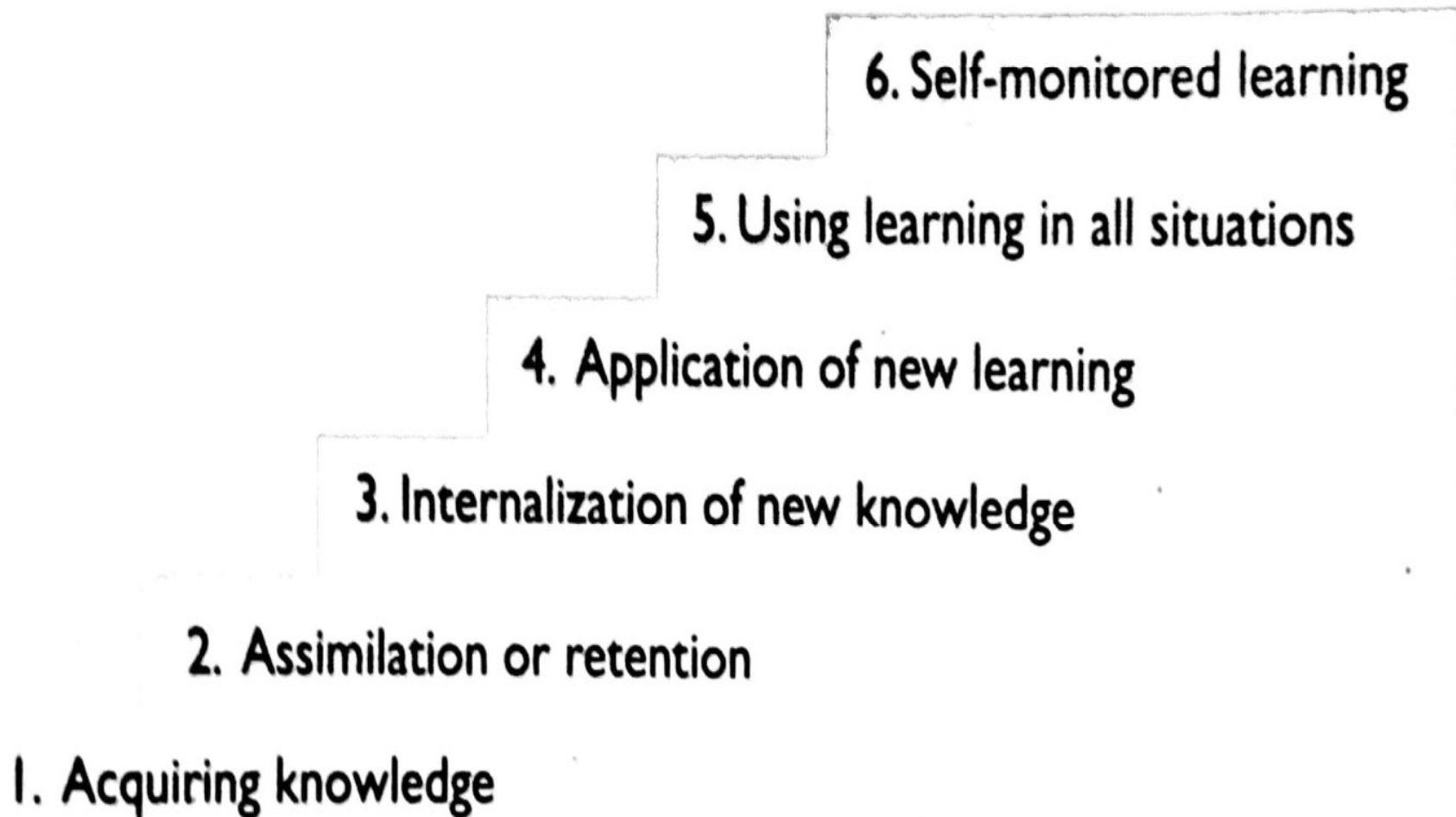 - Positive incentives motivate learners.

The Learning Cycle

The Process of learning

6. Self-monitored learning

5. Using learning in all situations

4. Application of new learning

3. Internalization of new knowledge

2. Assimilation or retention

1. Acquiring knowledge

Application:
Laws of Behaviour

Psychologist Edward Thorndike's classical law of effect:

"Of several responses made to the same situation, those which are
accompanied or closely followed by satisfaction [reinforcement] . . . will be more likely to recur;
those which are accompanied or closely followed by discomfort [punishment] . . . will be less likely to occur."

Could be added:

"If the behavior is followed by **no consequence** (neither a positive nor a negative contingent consequence) the behavior **will extinguish over time**.
(thus this is called the extinction principle or law)
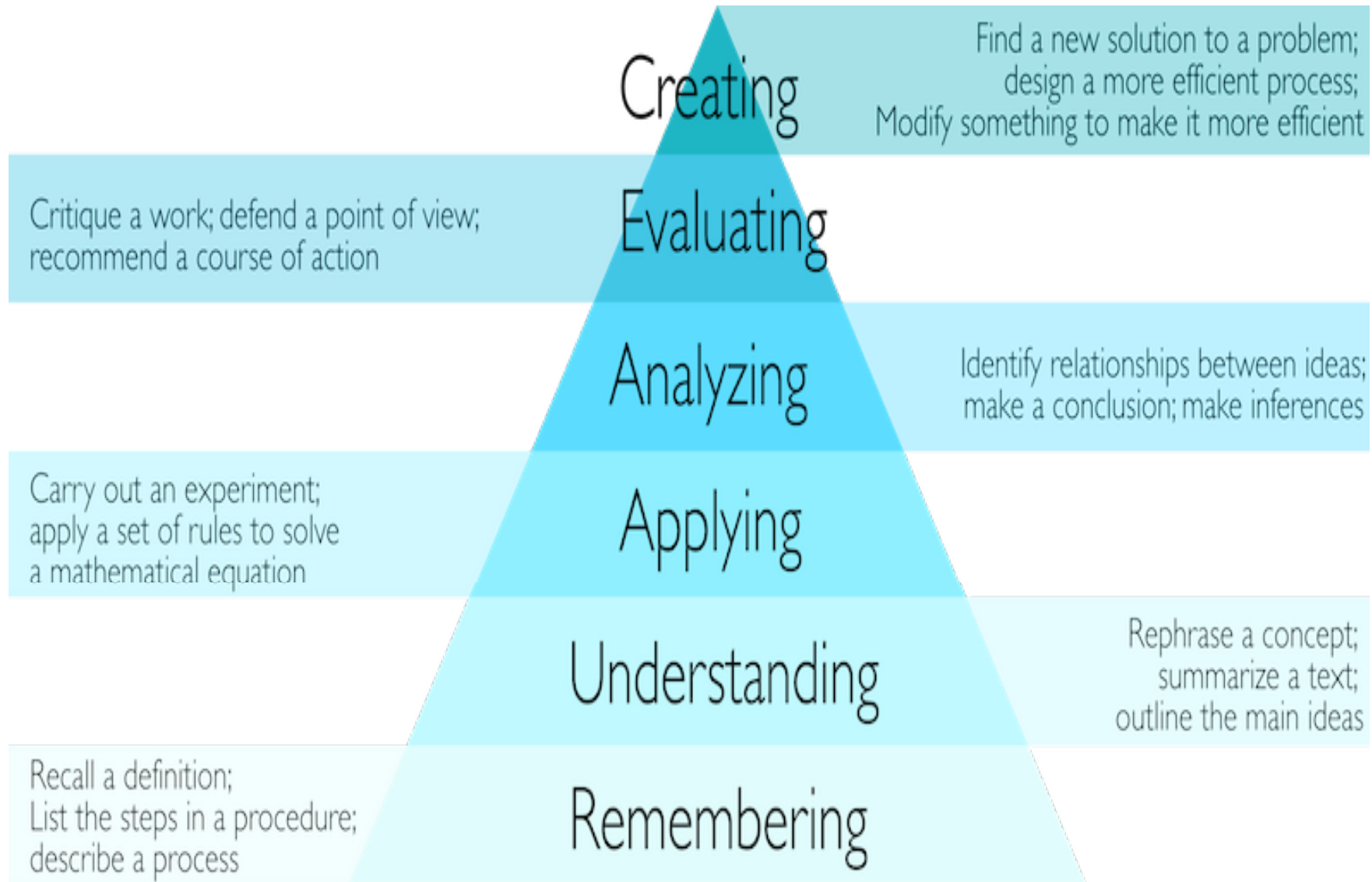
Principles of Adult Learning

	Pedagogical	Andragogical
The Learner	• The learner is dependent upon the instructor for all learning • The teacher/instructor assumes full responsibility for what is taught and how it is learned • The teacher/instructor evaluates learning	• The learner is self-directed • The learner is responsible for his/her own learning • Self-evaluation is characteristic of this approach
Role of the Learner's Experience	• The learner comes to the activity with little experience that could be tapped as a resource for learning • The experience of the instructor is most influential	• The learner brings a greater volume and quality of experience • Adults are a rich resource for one another • Different experiences assure diversity in groups of adults • Experience becomes the source of self-identify
Readiness to Learn	• Students are told what they have to learn in order to advance to the next level of mastery	• Any change is likely to trigger a readiness to learn • The need to know in order to perform more effectively in some aspect of one's life is important • Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	• Learning is a process of acquiring prescribed subject matter • Content units are sequenced according to the logic of the subject matter	• Learners want to perform a task, solve a problem, live in a more satisfying way • Learning must have relevance to real-life tasks • Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	• Primarily motivated by external pressures, competition for grades, and the consequences of failure	• Internal motivators: self-esteem, recognition, better quality of life, self-confidence, self-actualization

Learning in Organizations

✓ Lets put all what we have "Learned" today, with some examples:

1. Rewarding attendance over sickness

2. Rewarding good behaviour over disciplining employees

3. Developing practice oriented training programs over theory

4. Employee Self Management

Bloom's Revised Taxonomy

End!

Any further Questions?