



SNS COLLEGE OF ENGINEERING

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DEPARTMENT OF MANAGEMENT STUDIES

COURSE NAME : 19BA101- MANAGEMENT AND ORGANISATIONAL BEHAVIOUR

I YEAR /I SEMESTER

UNIT 3- INDIVIDUAL BEHAVIOR

Topic 3.3: Learning



LEARNING



- ◀ Learning is a relatively permanent change in behaviour that occurs as a result of experience - Stephen Robins
- ◀ It is a process by which individuals acquire knowledge and experience and apply in future behaviour
- ◀ Motivation acts as spur to learning
- ◀ Learning shapes an individual



NATURE OF LEARNING

- Learning involves changes in behaviour.
- The behavioral change must be relative permanent. Any temporary change is not an learning
- The behavior change must be based on some experience and practice.
The maturation is not learning
- The behavior must be reinforced
- Learning occurs when you interact with external environment
- It is also due to indirect experience
- Learning is not confined to our schooling only
- As a matter of fact, learning is a life long process



LEARNING





CLASSICAL CONDITIONING

- ◀ Classical Conditioning is modifying behaviour so that a conditioned stimulus is paired with an unconditional stimulus and elicits an unconditional response (salivation)
- ◀ Russian Psychologist developed classical conditioning theory
- ◀ His theory is based on experiments to teach dog to salivate in response to the ringing of a bell.





CLASSICAL CONDITIONING

- ◀ Unconditioned Stimulus (US) – Like food which invariably causes to react in a certain way. i.e., Meat
- ◀ Unconditioned Response (UR) – Takes place whenever the US is presented. i.e., whenever the organism is given food it salivates
- ◀ Conditioned Stimulus (CS) – The object that does not initially bring about the desired response like the sound of the bell
- ◀ Conditioned Response (CR) – A Particular behaviour that the organism learns to produce to the CS



FINDINGS

- ◀ In this experiments, when Pavlow presented a piece of meat(US) to the dog, he noticed a great deal of salivation
- ◀ On other hand, when he merely rang a bell (neutral stimuli), the dog had no salivation
- ◀ Thus it was established that ringing a bell, the dog had no salvation
- ◀ In the next step, Pavlov accompanied meat with ringing of the bell, the dog salivated
- ◀ The experiment was repeated several times
- ◀ After that, Pavlov rang the bell without presenting the meat.
- ◀ This time, the dog salivated to the bell





OPERANT CONDITIONING

- ◀ The Harvard Psychologist B.F. Skinner did for operant conditioning
- ◀ Operant is defined as **behaviour that produces effects**. Which may be positive or negative
- ◀ It suggests that people **emit responses that are rewarded and** do not emit responses that are not rewarded
- ◀ It is voluntary determined, maintained and controlled by its consequences
- ◀ It is also called instrumental
- ◀ It involves three elements;
 - Stimulus situation
 - Behaviour response
 - Consequence of response



OPERANT CONDITIONING



Example:

Response	Stimuli
Works	Is paid
Talks to others	Meets more people
Enters a restaurant	Obtains food
Increases Productivity	Receives merit pay



COGNITIVE LEARNING THEORY

- ◀ It is based on cognitive model of human behaviour
- ◀ It is developed by Tolman
- ◀ Cognition refers to an individual's ideas, thoughts, knowledge and understanding about himself and his environment
- ◀ His experiments is based on place-learning experiments
- ◀ Tolman trained a rat to turn right in a "T" maze in order to obtain food



SOCIAL LEARNING THEORY

- ◀ Social Learning theory
- ◀ Individuals also learn by observing their models whom they admire
- ◀ Much of them have learned so far came by watching models like parents, teachers, peers, superior, pictures and television.
- ◀ Social learning theory integrates the cognitive and operant approaches to learning. It recognises that learning does not take place only because of environmental stimuli (classical and operant conditioning) or of individual determinism (cognitive approach) but is a blend of both views.





MODELLING PROCESS

Learning takes place through imitating others (not through stimulus-response – consequences)

Steps:

1. Acquires a mental picture of the act and its consequences.
2. Person acts out of the acquire image.
 - if positive – will continue to do it again
 - if negative – will not do it again.

Eg: fire burns the body



MODELLING APPLICATIONS

- ▶ People do not behave according to the prescribed mode of behavior.
- ▶ They engage in the type of behaviour demonstrated by the seniors.

Steps in Modelling strategy to improve organisational performance:

- Define the goal which will lead to performance behavior.
- Select the appropriate model medium (videotape, training film)
- Make sure employee is capable of meeting the technical skills.
- Structure a favourable learning environment which increase profitability.
- Model the target behaviour and carry out the supporting activities.
- Once the target behavior is reproduced, maintain and strengthen.



THANK YOU