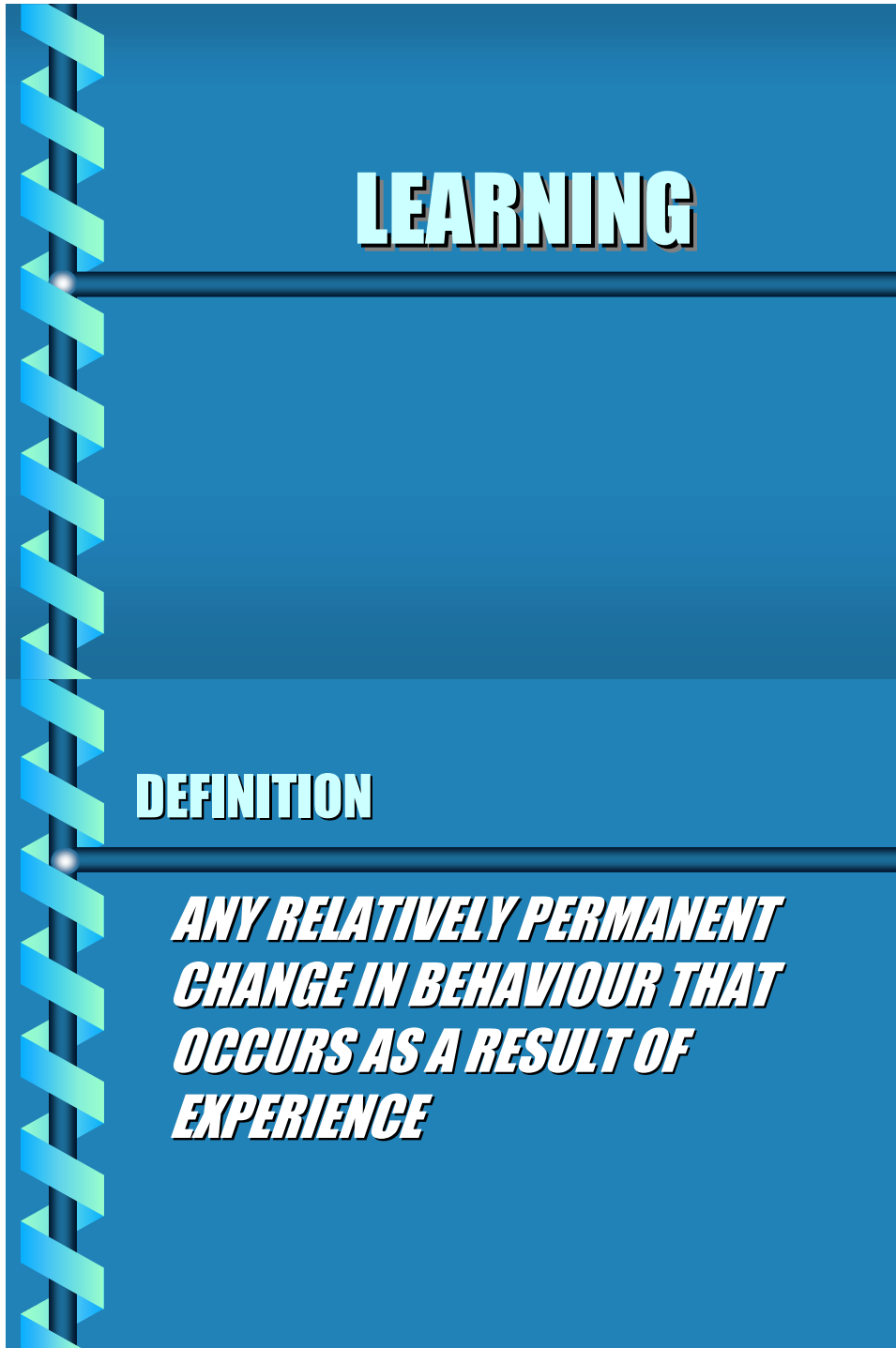


Lesson:-19

Points to remember



LEARNING

DEFINITION

***ANY RELATIVELY PERMANENT
CHANGE IN BEHAVIOUR THAT
OCCURS AS A RESULT OF
EXPERIENCE***



CHARACTERISTICS OF LEARNING

- ∩ **INVOLVES CHANGE**
- ∩ **IS RELATIVELY PERMANENT**
- ∩ **SOME FORM OF EXPERIENCE IS REQUIRED FOR LEARNING**

THEORIES OF LEARNING

- ∩ **CLASSICAL CONDITIONING**
- ∩ **OPERANT CONDITIONING**
- ∩ **SOCIAL LEARNING**

CLASSICAL CONDITIONING

AN INDIVIDUAL RESPONDS TO SOME STIMULUS THAT WOULD NOT ORDINARILY PRODUCE SUCH RESPONSE

IMPORTANT CONCEPTS IN CLASSICAL CONDITIONING

- Ω UNCONDITIONED STIMULUS
- Ω UNCONDITIONED RESPONSE
- Ω CONDITIONED STIMULUS
- Ω CONDITIONED RESPONSE

OPERANT CONDITIONING

DESIRED VOLUNTARY BEHAVIOUR LEADS TO A REWARD OR PREVENTS A PUNISHMENT. REINFORCEMENT STRENGTHENS A BEHAVIOUR AND INCREASES THE LIKELIHOOD THAT IT WILL BE REPEATED

IMPORTANT CONCEPTS IN OPERANT CONDITIONING

∩ **POSITIVE REINFORCEMENTS**

∩ **NEGATIVE REINFORCEMENTS**

∩ **PUNISHMENT**

SCHEDULES OF REINFORCEMENT

SCHEDULES OF REINFORCEMENTS

CONTINUOUS

INTERMITTENT

FIXED INTERVAL

VARIABLE INTERVAL

FIXED RATIO

VARIABLE RATIO

SOCIAL LEARNING

***PEOPLE CAN LEARN THROUGH
OBSERVATION AND DIRECT
EXPERIENCE***

IMPORTANT CONCEPTS OF SOCIAL LEARNING

FOR EFFECTIVE LEARNING :

∩ **ATTENTIONAL PROCESSES**

∩ **RETENTION PROCESS**

∩ **REINFORCEMENT PROCESS**

APPLICATION OF LEARNING

∩ **LOTTERIES TO REDUCE ABSENTEEISM**

∩ **WELL-PAY Vs. SICK PAY**

∩ **EMPLOYEE DISCIPLINE**

∩ **DEVELOPING TRAINING PROGRAMME**

∩ **CREATING MENTORING PROGRAMME**

Exercise for ability and Learning

So students now we shall brush up our concepts of ability and learning which we have learnt through this exercise:

Review Questions

1. Do you agree with the statement that learning is involved in almost everything that every one does? Explain.
2. What is the difference between classical and operant conditioning?
3. What is the difference between positive and negative reinforcement? Punishment? Describe with examples.
4. What could be done to make money more effective as a reinforcer?
5. Assess the validity of using intelligence scores for selecting new employees.
6. Describe the four types of intermittent reinforcers.
7. Describe the specific steps you would take to ensure that an individual has the appropriate abilities to satisfactorily do a given job.
8. What are the five steps in behavior modification?
8. Explain classifiable conditioning.
9. If you had to take disciplinary action against an employees, how, specifically, would you do it?
10. Contrast classical conditioning, operant conditioning, and social learning.
11. Describe the four processes in successful social learning.
12. What is learning? Explain the terms positive reinforcements and punishment in the context of organizational behaviour.

Multiple Choice Questions

1. Which of the following is NOT a characteristic of physical ability?

1. **Stamina**
2. **Strength**
3. **Looks**
4. **Dexterity**

2 . The learning concept of reinforcing closer and closer approximations to the desired new behavior is called:

1. **Modeling**
2. **Shaping**
3. **Classical conditioning**
4. **Social learning**

3 . An example of _____ is when an employee receives a one-week suspension from work and is fined \$200 for stealing company property.

- 1. Penalization**
- 2. Punishment**
- 3. Extinction**
- 4. Negative reinforcement**

4 . Eliminating any reinforcement that is maintaining an unwanted behavior is called:

- 1. Extinction**
- 2. Punishment**
- 3. Negative reinforcement**
- 4. Positive reinforcement**

5 . All of the following are TRUE about both positive and negative reinforcement EXCEPT

- 1. Both positive and negative reinforcement result in learning**
- 2. Both positive and negative reinforcement strengthens a response and increases the probability of repetition.**
- 3. Both positive and negative reinforcement tend to weaken behavior and decrease its subsequent frequency.**
- 4. Both positive and negative reinforcement are effective shaping tools.**

6 . Which of the following does NOT describe the effect of discipline on employees?

- 1. It tells employees what not to do.**
- 2. It tells employees what to do in the future.**
- 3. It produces fast results in the short run.**
- 4. It leads to employee frustration, fear of the manager, and increases in absenteeism and turnover.**

7 . Learning techniques that allow individuals to manage their own behavior so that less external management control is necessary are termed

- 1. Self-management**
- 2. MBO**
- 3. Reengineering**
- 4. Mentor programs**

8 . The application of reinforcement concepts to individuals in the work setting is referred to as

1. Classical conditioning
2. Self-management
3. Reengineering
4. Behavior modification

True/false Questions

Tick in the appropriate place True or False

1 . Personal characteristics that are objective and easily obtained from personnel records (such as age, sex, and marital status) are termed biographical characteristics.

True
False

2 . Working mothers are more likely to prefer part-time work, flexible schedules, and telecommuting.

True
False

3 . Ability is the assessment of what one will do.

True
False

4 . An individual's overall abilities are essentially made up of two sets of factors: intelligence and physical abilities.

True
False

5 . Learning consists of any relatively temporary change in behavior that occurs as a result of experience.

True
False

6 . Your supervisor has explained that he will positively reward those who take extra effort to see that their jobs are done well. You should suspect he has read the work of B.F. Skinner.

True
False

7 . One method of shaping behavior is called positive reinforcement and refers to a response being followed with something unpleasant.

True
False

8 . Both punishment and extinction weaken behavior and tend to reduce its subsequent frequency.

True
False

9 . Self-management requires an individual to deliberately manipulate stimuli, internal processes, and responses to achieve personal behavioral outcomes.

True
False

10 . Discipline is very effective in producing long-term change in employee behavior.

True
False

Case studies :Activities : Assignment

Case : Mr. Bajaj has been a production supervisor for eight years. He came up through the ranks and is known as a tough but hardworking supervisor. Mr. Dikshit has been a production supervisor for about the same length of time and also came up through the ranks. Dikshit is known as a nice, hardworking boss. Over the past several years these two supervisors sections have been head and shoulders above the other six sections on hard measures of performance (Number of units produced). This is true despite the almost opposite approaches they have taken in handling their workers. Mr. Bajaj explained his approach as follows:

The only way to handle workers is to come down hard on them whenever they make a mistake. In fact, I call them together every once in a while and give them heck whether they deserve it or not, just to keep them on their toes. If they are doing a good job, I tell them that's what they're getting paid for. By taking this approach, all I have to do is walk through my area and people start working like mad.

Dikshit explained his approach as follows:

I don't believe in that human relations stuff of being nice to workers. But I do believe that a worker deserves some recognition and attention from me if he or she does a good job. If people make a mistake, I don't jump on them. I feel that they are all entitled to make some errors. On the other hand, I always do point out what the mistake was and what they should have done, and as soon as they do it right, I let them know it. Obviously, I don't have time to give attention to everyone doing things right, but I deliberately try to get around to people doing a good job every once in a while.

Although Mr. Bajaj's section is still right at the top along with Dikshit's section in units produced, personnel records show that there has been three times more turnover in Bajaj's section than in Dikshit's section, and the quality control records show that Bajaj's section has met quality standards only twice in the last six years, while Dikshit's has missed attaining quality standards only once in the last six years.

- 1) Both these supervisors have similar backgrounds. On the basis of learning theory, how can you explain their opposite approaches to handling people?
- 2) Analyse the case by applying Operant conditioning or Reinforcement theory?

Consider the implications of reinforcement theory as applied to the development of programmed instruction. Prepare a module from any area of study in the form of programmed learning keeping in mind the following:

1. Practice should take the form of question (stimulus) - answer (response) frames which expose the student to the subject in gradual steps
2. Require that the learner makes a response for every frame and receives immediate feedback
3. Try to arrange the difficulty of the questions so the response is always correct and hence a positive reinforcement

1. Ensure that good performance in the lesson is paired with secondary reinforcers such as verbal praise, prizes and good grades.

Business Schools Expand MBA's for Executives

LEAD STORY-DATELINE: The Wall Street Journal, September 11, 2001.

Today, more and more mid-level managers interested in future career advancement are preparing now. One option that seems to offer many of them the best of both worlds is to continue working full time while pursuing their MBA's on a part-time basis. Indeed, many universities, including some Ivy League institutions, now offer Executive MBA programs that are designed to meet the needs of current executives who don't already have their MBA's.

Columbia University is teaming up with the University of California at Berkeley to create a bi-coastal MBA program. The University of Pennsylvania's Wharton West campus in San Francisco recently opened with 67 executive MBA students. Other universities on board with Executive MBA programs include the University of Michigan, the University of Notre Dame, the University of Chicago, and New York University. Many schools are forming alliances to expand their programs internationally. According to the AACSB International, which accredits business schools, approximately 15,000 students were enrolled in Executive MBA programs at 160 U.S. schools last year.

The Executive MBA program is considered the fastest-growing and most lucrative area of business education. Laura Tyson, (former) dean of Berkeley's Haas School of Business, believes that the Executive MBA program and other part-time programs are generating more growth for many schools than traditional full time MBA programs, perhaps because many individuals are less willing to sacrifice two years of work experience and income to pursue a degree full time. "The major growth for the standard MBA program is over," says Tyson, who believes that the Executive MBA program and other alternative delivery systems should be expanded. Many classes are, in fact, being taught on weekends and via the Internet.

A large number of firms support the Executive MBA concept by sponsoring their valued and promising managers. The part-time programs, which typically last two years, can cost as much as \$115,000 per student.

Not all Ivy League schools, however, buy into the Executive MBA program concept. Both Harvard and Stanford, after considering the concept, decided against offering Executive MBA degrees. They both conclude that part-time programs don't offer the same standard of education that full-time students receive. "People need to be in residence here full time because much of the education here happens outside the classroom between students," states Harvard Business School Dean Kim Clark.

TALKING IT OVER AND THINKING IT THROUGH!

Do you believe there is a great deal of appeal for Executive MBA programs? Please explain your answer.

Current trends in higher education reflect that more courses will be offered via non-traditional delivery systems such as weekend courses, fast track courses, telecourses (instruction offered via the television), and Internet courses. Many of these course offerings are designed to help meet the academic and scheduling needs of working adults. What are some of the advantages and disadvantages for students who enroll in courses that are offered using a non-traditional format?

THINKING ABOUT THE FUTURE!

Although Executive MBA programs are growing rapidly, some concerns do exist for universities that offer them. Wharton, for example, is concerned that some programs offer condensed curriculum and class time while relying heavily on the Internet. David Schmittlein, deputy dean at Wharton, is concerned that "some Executive MBA programs are cheapening the degree's image." He emphasizes the importance of offering the same amount of class time and course units as a full time MBA program.

Others are concerned that a weaker economy will adversely affect company sponsorships. Although some don't believe that the high costs for Executive MBA programs are justifiable, executives at Southern Methodist University's Cox School of Business in Dallas believe that job insecurity is a motivating factor for many of their Executive MBA enrollees. At SMU, enrollment this year is up from last year, and approximately one third of the students are paying the \$55,000 cost without corporate assistance. Marci Armstrong, SMU's Associate Dean of Masters programs, sums up current trends in the Dallas area: "Managers are getting nervous as they approach their 40th birthday and see all those fresh 28-year-old MBA graduates coming aboard. They want to be sure they make it through the next round of belt-tightening."

SOURCES:

Alsop, Ronald. "Business Schools Expand MBA's for Executives," The Wall Street Journal, September 11, 2001.

Training Programs Often Miss the Point on the Job

LEAD STORY-DATELINE: The New York Times, March 5, 2000

"Nanette Solow remembers the day she stood in a row with 10 co-workers, tucked an orange under her chin and transferred it to the space beneath a colleague's chin. The goal was to move the orange down the entire line in less than five minutes." Sounds like a goofy game at a company picnic? How about an employee Christmas party? Not quite! As it turns out, this is actually one of many such "games" used in various training programs being run at an increasingly large percentage of American corporations (70

percent at the present time). Other high jinks include paintball wars, fighter-pilot simulations, and driving a car while blindfolded-a course offered by BMW at its Performance Center in Spartanburg, S. C.

So, what's the purpose of such training? If you were to ask that question of management in the companies employing such programs, they might say that the purpose of these exercises is to build leadership skills, teamwork, and company bonding. At the conclusion of such programs participants might agree and be quick to say that they enjoyed their experience and found it very worthwhile. Or, they might indicate that they hated the program and found it totally useless. In general, participants tend either to love or hate these kinds of experiences-there is no middle of the road.

While it is important to note how employers and employees feel about these programs, a more important question might relate to whether or not there is any evidence that these programs actually work. While there is no conclusive evidence, there seems to be an emerging consensus that the benefits of this type of training are seldom achieved long-term. First, there seems to be little connection between the training and what people experience on a day-to-day basis on-the-job. During the course of a normal business day, employees rarely find themselves under paint ball attack or preparing to engage their competitors in air-to-air combat. Finally, I have never seen anyone driving into the company parking lot while blindfolded-although they seem to drive as if they were blindfolded! Another problem with these programs is that even when lessons are learned they are rarely reinforced back on the job. For example, economic pressures often require that companies abandon principles that they try to instill during training in favor of short-term fixes and some of these interventions destroy teamwork and loyalty (e.g., downsizing, layoffs, reengineering, etc.). As suggested in the article, "as employees witnessed team members being axed to their left and right, they ultimately lost trust and rapport with management, and they undermined their entire investment with us."

TALKING IT OVER AND THINKING IT THROUGH!

Employees completing these training exercises are quick to acknowledge that they enjoyed their participation and found it worthwhile. According to Kirkpatrick, which of the four training evaluation criteria would this represent?

If, upon returning to work, employees seem to demonstrate the skills and abilities imparted during training, which of Kirkpatrick's criteria would this involve?

Which of Kirkpatrick's criteria would be used to assess the effectiveness of this type of training and what does this process involve?

As suggested in the article, the attitudes and behaviors were not maintained once employees returned to the job. How is this explained by the concept of "transfer of training?"

How does the learning concept of extinction relate to the failure of the training program to produce the desired outcome?

THINKING ABOUT THE FUTURE!

In our intensely competitive business environment, companies no longer have the luxury of wasting their resources on "feel good programs" that don't work. Having said this, it is also true that very few training programs are ever evaluated for their effectiveness and return on investment. What should (and can) organizations do to ensure that training is necessary and effective? How often should this evaluation take place in our highly dynamic contemporary business environment?