

Behavior Modification in Individual and Organisation

Behavior refers to the response made by an individual. The response may be the result of the influence of external factors. The external factor is termed as stimulus and the action taken by the individual is known as response. Both heredity and environment determine the behavior of an individual. Psychologists say that man's heredity determines what kind of person he/she can be and the environment determines what he/she will become. Behavior of an individual is determined by both the heredity and environmental factors. Heredity refers to the characteristics transmitted by parents to the next generation of human beings of biological characteristics through genes, which control the development of tissues and organs of the body. They are determined at the time of the conception. Parents influence hereditary characteristics through the transmission of genes. Children acquire certain features of the physique and psychic qualities out of this genetics transmission. Research in genetic engineering also suggests that heredity determines physical, mental and emotional states of the individuals. Physical stature, gender, color, intelligence etc. are influenced by the hereditary factors.

The individuals are brought up in a particular environment like family, society, culture; etc. These environmental factors influence the behavior of the individuals. Children's socialization process starts in the family. Children are made to follow the behavioral pattern of the family where members of the family compel them to conform to certain acceptable behavior and avoid unacceptable behavior. Thus children acquire the acceptable and unacceptable behavior from their school and other members of the society. Thus they acquire socially acceptable behavior and try to avoid socially unacceptable as a result of their interaction with these groups. The culture in which children are brought up determines the decision making style, attitudes, independence v/c dependence, submission v/c aggression, competition v/c cooperation etc. As a member of particular culture, children learn norms, values and attitudes which are prescribed by the culture. Individuals are compelled to behave in conformity to the cultural norms established by the society. Thus society and culture exert great influence on the behavior of the individuals.

Individual Differences

As soon as a child is born; he/she is exposed to a variety of environmental forces. The biological characteristic clubbed with the environmental forces determines the behavior of an individual. The question arises why the behavior of one person differs from others?

When you visit an organization, you find that somebody is very polite; some one is sensitive, aggressive, talkative etc. Thus you realize that the behavior of one person differs from the others. The understanding of individual differences helps the managers to analyze the strength and weakness of the subordinates and their attitude toward the work and the organization. The manager can examine the performance pattern of the employees as a result of the individual difference and chalk out the strategy to exploit the positive behavior of an individual in the organization.

John Ivancevich and Michael Matteson have identified major factors influencing individual difference in behavioral pattern as: demographic factors, abilities and skills, perception, attitudes, personality.

Demographic Factors: these factors and socio-economic background, education, nationality, races, age, sex, etc. People belonging to good socio-economic background, well educated, young etc. may be preferred by the organization because they are likely to perform better. You must be aware that professionals having good academic background and communication skills are in great demand for example, a call centre prefers the young professional having excellent command on communication. Thus the study of demographic factors helps the manager to identify the suitable persons for a

particular job.

Abilities and Skills: Ability refers to the mental or physical capacity of an individual to do something whereas skills refers to an ability to act in a way that allows a person to perform well. Ability and skills play very important role in individuals behavior and performance. If a persons abilities and skills match the job requirement, he/she is likely to perform better in the organization. Therefore, the manager has a challenging job of matching the abilities and the skills of the employees to the job requirement.

Perception: Perception refers to the cognitive process meant for interpreting the environmental stimuli in a meaningful way. Every individual may organize and interpret environmental stimuli based on his/her own reference. Several factors influence the perception of an individual so their study may be very crucial for the manager. The manager must create favorable work environment so that the employees perceive them in a positive way, then they are likely to perform better.

Attitude: Psychologists have defined attitude as a tendency to respond favorably or unfavorably to certain object, persons or situations. The formation of attitude is influenced by the family, society culture, peers and organizational factors. In an organization, manager requires to study the variables related to job and create the work environment in such a favorable way that the employees are attempted to form positive attitude towards the job. If the employees form positive attitude, he/she may perform better in the organization.

Personality: Personality refers to the study of the characteristics and distinctive trait of an individuals, the inter-relations between them and the way in which a person responds and adjusts to others people and situations. Several factors like heredity, family, family, society, culture and situation influence the personality of an individual. As a result, individuals differ in their manner of responding to organizational environment. It is the most complex aspect of human beings and influence their behavior immensely. Therefore the study of personality traits provides an opportunity to understand the individuals and properly direct their effort and motivate them for the accomplishment of the organizational goal.

This means that different environmental factor may generate different responses, the study of these responses is vital for the organization. Every organization demands a particular type of behavior from the employees. These behaviors can be learned through observation, learning, exposure, training, etc. Psychologists have been striving for accurate study of appropriate behavior of an individual in a particular situation. How to shape the desired behavior has been a challenging task before them. The favorable responses and unfavorable circumstances may evoke unfavorable responses may facilitate the performance of an individual in the organization.

How?

The organization requires identifying those factors which elicit favorable responses from the employees. They must create congenial work environment to get the best responses from the employees.

Most of the successful and best –managed organizations have started considering their employees as key asset of the organization. The productivity of these organizations has improved significantly as a result of creating employees oriented working environment. it must be clear to you that the understanding of the individual behaviour is very helpful in creating such working environment. it also helps in improving the performance of employees.

Best managed organizations have been emphasizing on the continuous improvement of their

employees through learning, adaptation and application of the best practices for the achievement of the goals. The business environment has been witnessing enormous change. New strategies are needed to cope up with these changes. Moreover, the expectation of the organization regarding the performance of the desired behaviour of the employees has been also increasing.

The question arises how to shape the desired behaviour of employees? Proper learning strategies may be extremely helpful in shaping the behaviour of employees. Thus understanding of the individual behaviour may be very helpful in formulating learning and behaviour modification strategy of the organization. Employees' motivation strategy may also be chalked out based on the analysis of the individual behaviour.

Concept of Learning:

Different jobs may require different skills to complete them. The changing dimensions of the job demand change in skill as well. Learning new skills and upgrading the earlier skills on continuous basis throw major challenges to the employees. In an article the future of work written by Paroma Roy Choudhary in Business Today focused that the work of tomorrow will demand a high degree of formal education or foundation skill, on the job learning, and more of cutting edge knowledge accumulation.

An organization's competitiveness will lie not in its ability to source raw materials, cheap capital, or good workers but in its ability to build, enhance, share, and leverage knowledge, in knowing how to do things better than its competitors. Those employees would be able to match the work scenario who acquires new skills required for the work. These days most of the best managed organizations encourage continuous up gradation and development of skills of their employees. These skills can be acquired by learning. The book 'Learning Paradox' written by Jim Harris also focuses that thriving in the future requires willingness to be flexible and adaptable, and constantly questioning, learning and meeting new challenges. It gives the messages that learn continuously or die. Thus learning is the most vital part of human behavior.

Institute for employment studies (IES) United Kingdom examined five UK's best known organizations and found that as a result of learning experiences, the managers showed change in the following cognitive areas:

Strategic overview: a broader view of business.

Thinking style: clear and more informal thinking.

Action orientation: became more proactive and started taking more initiative.

Reflection: learning from mistakes.

Personal style: more sensitive and caring.

Self awareness: toning down aggressive behavior as a result of feedback.

Way of dealing with others: more honest, more team worker and follow more human democratic management style.

These changes frequently occurred as a result of feedback from peers and subordinates. The study reflects how learning is important for people.

India's best managed company-business today –at Kearney study by Davider, Anshuman and Satyajit (Business Today, June 22, 2003) shows that conscious steps are taken by companies striving to be amongst the best managed companies which can be learned and applied. Every one of the 16 best managed companies in the study holds its position because it has moved consciously and with great deliberation. Each has necessarily striven to formulate, reformulate and achieve its vision and improve the internal organization. The best managed companies believe they control their own

destiny and shy away from blaming external factors. They are focused on achieving certain goals, learn, adapt and apply best practices and take conscious steps to ensure execution of the vision and strategies. This is one of the key messages for CEOs intent on improving the overall functioning of their organization.

The above studies reflect that is the most important ways of acquiring new knowledge and skills.

What is learning?

Since the very beginning of childhood you keep on learning different activities at home at the school and at the work place. You learn how to dress yourself, how to conduct well how to solve a problem and so on. It can be said that the human being beings continue to learn throughout their life. Have you ever thought what is learning? Psychologists have defined learning as relatively permanent change in behavior, which occurs as a result of experience or practice. If you analyze this definition, you find that learning is a change in behavior. This change may be favorable or unfavorable. You may learn how to increase output in your organization or you may also learn how to decrease output in the organization. The second feature of this definition is that the change must be relatively permanent. It must last for a longer period of time. This means that some times, the change may due to fatigue, adaptation, motivation etc. which may be temporary change. Learning involves permanent change in behavior. The third feature involves the change takes place through experience or practice. The changes through growth and maturation are not considered as learned behavior. The experience or practice is required for the purpose of learning to take place. The experience may be acquired through interaction with the environment in the forms of observation, personal exposure, repetition, etc. The reinforcement of experience or practice facilitates the learning.

How performance can be changed through learning, this is the most challenging task before the managers?

Learning and Performance:

Performance is the most important outcome of learning. It refers to the action made by individual in a particular situation.

All over the world managers have been struggling with the idea that of making employees perform better on the job.

BT-Hewitt study of the best employers in India (Business Today) found that:

- Almost all surveyed company positioned themselves above market compensation levels; 78% positioned themselves in the fourth quartile (75%-100%)
- 80% of companies preferred to pay as per internal pay scales and bands and not on the basis of pay the person.
- All companies used some methods of variable pay.
- All companies conducted formal performance planning and feedback; 90% linked it to pay decisions.
- Individual performance was rewarded to every 12 months at all companies; typically, 25% of based pay was the average payment amount; typical increase for the top performers could be 2-3 times the overall performers increase.
- 50% companies used broad based option plan.
- All companies recognized achievements of employees; 70% awarded cash.

The above study shows how performance is related to reward. moreover, the performance is directly related to learning and upgrading of knowledge and skills. there are several factors which forces the employees to perform their jobs. Steven and Mary annvon identified four factors i.e, ability, role perception, motivation and situational contingencies; which influence employees' voluntary behavior and their performance. Let us discuss them in detail:

Ability: this refers to capability of a person to perform the job. it involves aptitudes and skills required for completion of the work. For example, when you appear in the competitive examination, you are tested for your aptitude, skill, comprehension, knowledge, etc. These tests are meant for assessing your capability which is required for the completion of job. Thus, the ability of the person must match the performance requirement of the job. Therefore as a learner you must keep on trying to develop your ability for meeting the challenges of the changing environment.

Role perceptions: Every task involves appropriate behavior for successful completion. This appropriate behavior is termed as role perception. The identification and learning of this appropriate behavior is a great challenge for the employees. This means that what are you expected to do in a given situation? You must understand them in such a way that your behavior satisfies the requirement of the situations. For example, communication strategy and convincing power of salespersons may result in successful completion of sale. This appropriate behaviour of sales persons is known as role perceptions. in order to introduce role perceptions, the manager requires defining the jobs clearly and providing adequate training and appropriate feedback to the employees. The proper understanding of role perceptions certainly facilitates the performance of the job.

Motivation: This is the most important aspect of performance. Robbins has defined motivation as the process that account for an individual's intensity, direction and persistence of effort toward attaining a goal. Here, intensity refers to how much effort a person makes to perform the job. moreover, the effort must be made in proper direction. If the effort produces desired result, the person tends to sustain his behavior. The manager requires identifying the reinforcing factors which encourages the employees to make strong effort for the completion of the job and sustain them over a longer period. Thus the effort in a right direction and desired result motivate the employees to perform well.

Situational contingencies: Every job is performed in a particular situation. The situation may be favorable or unfavorable for the completion of the task. If the manager provides favorable environmental condition, the employee may perform better. Favorable working condition, well structured task, better resources, good marketing strategy, etc. may facilitate the performance of the employees.

These factors are important determinants of performance. If they are favorable, the action of the persons leads to success. Moreover, except the inherent capabilities, other factors may be learnt. Learning facilitates the performance. Therefore, the managers must explore the ways and means of making the employees learn. Learning theories may provide good insight in this direction.

Theories of Learning:

Several learning theories have been propounded by the psychologists who explain the process of learning. Let us learn some important theories of learning.

Classical conditioning: You must be aware about the stimulus and response. In classical conditioning, learning takes place through the connection between unconditioned stimulus and

conditioned stimulus. These two stimuli are paired to elicit the desired response. Let us take an example of food which elicits the response of salivation. The food is termed as unconditioned stimulus and the salivation is known as unconditioned response. A conditioned stimulus is a mental stimulus that does not elicit the response. A response which is elicited by the conditioned stimulus is termed as conditioned response. When a conditioned stimulus is paired with an unconditioned stimulus, the conditioned stimulus also starts eliciting the response. In this process a stimulus-response bond is developed between a conditioned stimulus and a conditioned response through the repeated linking of a conditioned stimulus with an unconditioned stimulus.

Pavlov conducted this experiment on the dog. He presented the food to the dog and the dog salivated. Here the food is the unconditioned stimulus and the salivation of the dog is the unconditioned response. Pavlov used a bell as a conditioned stimulus. When he rang the bell, the dog did not do anything. Pavlov started pairing of the conditioned stimulus (bell) with the unconditioned stimulus (food). He presented the food to the dog and rung the bell. This was repeated several times. After some time, he found that the bell also elicited the response of salivation even when the unconditioned stimulus (food) was not present. He rings the bell and the dog salivates without the presentation of food as well. Thus the dog learnt the ringing of the bell with the salivation. The focus of this theory is building up an association between an unconditioned stimulus and a conditioned stimulus.

The training of an airplane pilot regarding the use of a newly installed warning system is a good example of classical conditioning. In this training, whenever the plane drops below critical altitude, the warning light is shown and the pilot increases the plane's altitude. Over the period, the pilot learns to adjust the plane's altitude in response to the warning light without the presence of the trainer.

This theory has been criticized on the ground that it considers the learner as a passive element. The learner notices the connection between the unconditioned stimulus and the conditioned stimulus and forms an association. Another noticeable point is that it explains only simple reflexive behavior. In most of the organization, people are not passive; they are actively involved in executing their behaviour. Moreover, behaviors are not elicited, they are emitted. These behaviors are under workers' control. Despite these limitations, the principles of association, as an important phenomenon of learning, can not be undermined.

Operant conditioning: Skinner gave the theory of operant conditioning. This theory advocates that a learner's response is instrumental in producing a reinforcing stimulus. This means that the response which produces the reinforcement becomes stronger and the response which produces the reinforcement becomes weaker and the response which does not produce reinforcement becomes weaker.

Skinner's box was used for demonstrating operant learning. It is a simple box having a lever fitted at the end of the box. The lever is a switch which operates as a food-delivery mechanism. A hungry rat is placed inside the box. Initially the rat sits idle in the box, gradually it starts exploring inside the box. All of a sudden it presses the lever. As the lever is pressed it releases a piece of food. After pressing the lever a number of times the rat realizes that it releases the piece of food and the rat starts eating them. Now the rat presses the lever and eats the food, which constitutes the reinforcement and reinforcement is contingent upon the operation of the lever.

The box can be arranged in such a way that every response i.e. pressing of lever may not release the food. Some response may release the food and some may not release. This is termed as partial reinforcement. It may also be arranged in such a way that pressing of lever may result in a shock to the rat. This is termed as negative reinforcement. Thus the response which fulfills the desired needs of the rat is known as positive reinforcement. At the same time, the response may also lead to

escape from the painful situation which is known as negative reinforcement. The focus of this theory is the reinforcement follows a response. So the response becomes instrumental in achieving the appropriate goal. The manipulation of response and reinforcement may increase; reduce all lead to the extinction of the behaviour.

You must be aware of Thorndike's law of effect which states that the responses which are accompanied or closely followed by reinforcement will be more likely to occur. at the same time, the responses which are accompanied or closely followed by discomfort will be less likely to occur. This means that the behaviour which leads to positive outcome will be likely to be repeated whereas behaviour which leads to negative outcome will be avoided.

Hull proposed three component of learning theory i.e. drive, habit and reinforcement. A drive refers to the internal state of disequilibrium which becomes a motive for learning. A drive stimulates the person to perform the desired act. Habit refers to the association between stimulus and the response. The appropriate link is formed between environmental stimulus and behaviour of a person. The formation of this connection play very important role in learning. Reinforcement refers to the feedback received by the person as a result of his behaviour.

Thus appropriate understanding of connection between behaviour and consequences by the person makes him to learn about the situation. The focus of the operant theory is to make the learner to operate in the environment to acquire reinforcement. This means that the behaviour may be directed by appropriate reinforcement. For example whenever you perform well in the office, your boss appreciates you. This appreciation helps you in strengthening the behaviour of performing well in the office.

Cognitive learning:

The cognitive theory was given by Tolman. It focuses on the fact that learning takes place by thinking about the problem, from insight of the individual and from integrating different cues or piece of information. Acquisition of information plays important role in the learning process. The cognitive theory advocates that the association between cognitive environmental cues and expectation lead to learning. According to cognitive theory, learning takes place as a result of stimulus-stimulus association. Here, two stimuli are repeatedly paired. The presentation of one stimulus arouses an image, idea or some process representing the second stimulus, even when it is not presented. When more than two stimuli are presented, whole stimuli may become associated. The process of association leads to formation of cognitive map. This cognitive map is especially applicable to the learning of spatial relationship of objects in environment. Tolman tested the cognitive learning phenomenon on rats through a complicated maze structure in the laboratory. He found the rats ran through the maze structure towards the food. Rats developed expectations at every point of the maze and reached to the goal. Thus the relation ship between cues and expectancy got strengthened and cognitive map was formed. the formation of cognitive map was the result of learning. in day to day life also you form a cognitive map of the way you go to the college, market and other places or about the persons, things etc.

Social learning:

This theory advocates that people learn through observation and direct experience. It emphasizes an interaction among cognitive, behavioral and environmental determinants of behaviour. People learn by observing others behaviour. They model those behaviors that lead to favorable outcomes. at the same time, they try to appoint those behaviors that leads to unfavorable outcomes if you analyze your behaviour, you will find that your behaviors are influenced by your parents, friends, teachers,

movies, television, achievers, successful persons, etc you try to imbibe their behaviour because their behaviour lead to positive consequences. This theory focus on learning the consequences of behaviour and self reinforcement

Strategies for change of Behavior

Several scholars have applied theories of learning for modification of behaviour. In fact, the principle of operant conditioning has widely applied for modification of employee's behaviour in an organization.

Jennifer and Gareth have identified following steps for modification of behaviour:

Identify the behaviour to be learnt: the first step of behaviour modification requires identification of the behaviour to be learnt must be specified and clearly defined by the management. In fact, there are specific determinants of performance of the job. These determinants are required to be studied in depth. For example, if the manager realizes that salesmen are not able to increase the sale and wants the salesmen to increase the sale. Here, the managers identifies that the sales are to be increased hence the steps involved in increasing the sales requires to be learnt by the salesmen.

Baseline performance: the manager analyses the present status of the behaviour. He studies the job performance of the salesmen. The manager finds out that the salesmen are able to sell less number of quantities than the standard decided by the organization.

Functional analysis: in this step, a detailed analysis of existing behaviors and their consequence is undertaken. Here the manager evaluates the impact of existing behaviour on the output of the salesmen. The manager finds that the output of salesmen is 25% less than the standard output. The manager evaluates the pre-behaviour circumstance, actual behaviour on the job and the consequences at great length. Lack of encouragement or poor working environment, inadequate training etc. may be the pre-behaviour circumstance which may have resulted in the poor performance of salesmen.

Intervention strategy: in this step the manager devices the strategy for strengthening the desired behaviour and weakening of the undesired behaviour. The manager chooses positive reinforcement strategy like praise, appreciation, bonus, additional benefit for enhancement of output. For example, if the salesmen conform to the standard sale or closer to it, they appreciation, bonus, or additional benefit. Thus they are reinforced to complete their work. At the same time they are also discouraged for their poor performance.

Evaluation of performance: the manager evaluates the performance of the salesmen. He finds that the salesmen have started to perform up to the standard sales norms. Thus the manager realizes that the introduction of positive reinforcement makes the worker learn the desired behaviour of the organization. In order to maintain the behaviour of the salesmen, the manager keeps on introducing positive reinforcement to the salesmen.

Several organizations have used behaviour modification programmed for improving the performance of the employees. In fact managers require undertaking the depth analysis of job and factors which encourages performance of the job by the employees. They have to choose appropriate reinforcement which encourages the workers to complete the work. Now it must be clear to you that the behaviour modification strategy helps in improving the performance of the employees.

There are several limitations for the behaviour modification programme:

- First the observable behaviour like good attendance, punctuality selling work etc. may be modified than the non-observable behaviour like decision making strategy.
- Second the employees are trapped into the re-enforcement cycle. They tend to perform that behaviour which is reinforced.
- Third ethical issues involved in modification of behaviour which is concerned with the manipulation of workers behaviour. This manipulation may curtail the freedom of employees.
- Despite these limitations, positive reinforcement strategies have been considered as an important means of behaviour modification programmed.

Operant conditioning and change of behaviour:

Every employer wants that the employee should conform to the required behaviour in the organizations.

This raises the question; can the behaviour of a person be modified?

Several studies have shown that the behaviour may be modified through the details studies of antecedents, behaviour and consequences. Antecedents are activities which precede the behaviour. For example if the manager informs the subordinates that those persons who complete the tasks same day would get the recognition of high performer. Here the incitation of task completion is the antecedent, the completion of task is the behaviour and the recognition of high performer is the consequence. This means that the manager requires analyzing the pre-behaviour condition, during the behaviour condition and after the behaviour condition. The circumstances which influence the execution of these three stages of behaviour required to be analyzed at great length. Moreover, reinforcement is introduced to elicit the desired behaviour. The reinforcement play very important role in changing the behaviour of the person.

Role of Reinforcement

The theory of law of effect stresses that the repetition of behaviour depends on its consequences. This means if the behaviour is followed by pleasant consequences, the behaviour tends to be repeated. On the other hand, if behaviour is followed by unpleasant consequences the behaviour may be avoided. Thus, it must be clear to you that reinforcement plays important role in strengthening or weakening of the behaviour. Let us now learn about the reinforcement in details.

Positive reinforcement: positive reinforcement refers to providing favorable outcome of a desired behaviour. If a person's behaviour matches the expectation of the organization, the person is rewarded. Here, the favorable outcome helps in repeating the behaviour of the person. For example, if you perform job well, your boss appreciates you. As a result of the appreciation you try to perform job well, your boss appreciation. This means that the positive reinforcement reinforces you to do the job in the possible way

Negative reinforcement: in negative reinforcement, an unpleasant outcome is introduced after performing a desired behaviour so that the person avoids performing the behaviour. The person learns to avoid unpleasant outcome by halving in a desired way. For example, if an employee follows the order of his boss and completes his work in time he may not be harassed or criticized by his boss. Here harassment or criticism works as a negative reinforcement which the employee learns to a void by completing his task and following the order of his boss.

Excortication: when reinforcement is not introduced as a result of performing undesired behaviour,

this behaviour may decline or leads to extinction. Some of the scholars have called it “do nothing strategy”. For example, if one student keeps on telling story in your counseling session and others stop paying any attention towards his story, s/he may be refrained to narrate the story further. Lack of praise or reinforcement restrains the student in narrating the story in the counseling session.

Punishment: in punishment, an undesired behaviour is followed by an unpleasant outcome. It decreases the occurrence of the behaviour. For example, if a salesperson does not complete his target, his boss withdraws bonus or perks or demotes him. The fear of withdrawal or demotion makes the salespersons to complete their tasks.

Schedules of Reinforcement;

Reinforcement strengthens or weakens the behaviour of persons. Now the question arises whether all responses should be reinforced or some responses should be reinforced?

When all the responses are reinforced, it is called continuous reinforcement; when some responses are reinforced, it is called partial reinforcement. The schedule used for reinforcing a response is termed as the schedule of reinforcement. The schedule of reinforcement is very helpful for managers to select a reward for enhancing the performance of his subordinates. You may provide reinforcement after every 5th response; this is termed as ratio schedule. You may also provide reinforcement after every 5th minutes; this is termed as interval schedule. Let us learn them in detail:

Fixed interval schedule: in this schedule, reinforcement is produced after a fixed interval of time. For example, salary of an employee is paid after working for a week or a month. This technique does not lead to high levels of performance because it does not provide incentive for higher performance.

Fixed ratio schedule: in this schedule, the reinforcement is produced based on the number of responses. This means the person is expected to make certain number of the response to get the reinforcement. Here the rewards are associated with the performance of the person and it is given in a ratio of rewards to performance. For example in a piece wage rate system, the payment is made based on each units of output produced by the employee knows that if he produces more number of units, he will get more rewards.

Variable Interval Schedule: in this schedule, the person is reinforced after one interval of time, then after another interval of time and so. This means that the reinforcement is provided after a varying length of time which may be based on an average. For example, you may get your first promotion after 3 years, second promotion after 4 promotion and third promotion after one year. To get these promotion after varying interval of time.

Variable Ratio Schedule; in this schedule, reinforcement is produced after a variable number of responses. His reinforcement may be produced after four responses; again after twelve responses and gain after tenth responses, and so on. This means that reinforcement is given after varying number of times. The reinforcement is provided on the basis of a ratio of number of responses to reward. The reward varies in relation to the response of a person. For example; a salesperson may get a reward after tenth sales and the second reward after fifteenth sale.

Several studies have shown that the performance based reward schedules generally lead to better performance than the time based reward schedule. Moreover, variable schedule also leads to great resistance to extinction. This schedule also provides steady rates of responses.

Social learning and change of behaviour:

People keep on observing the behavior of others. They model those behaviors which result in favorable outcomes. At the same time, they avoid those behavior that result in unfavorable outcomes. Since the very beginning of childhood, people observe the behaviour of parents, teachers achievers, etc. They try to model those behavior which influence them most. This theory advocates that the people learn their own behavior themselves by observing the environment. This theory focuses on cognitive process of learning where learners intergrates the environmental factor and tries to select the favourable outcome oriented behaviour. Steven and Mary Annovon mentioned three features of social learning theory. These features are behavioral modeling, learning behavior consequences and self reinforcement.

Behavioral modeling: individual keeps on observing or interacting with a number of persons in the environment. He/she observes behaviour and try to model those behaviors which have favorable outcomes. The modeling depends on the impact of particular behaviour on the individual. For example, the organizations develops the training programme of sales person based on role model. Here, the high performer sales persons are rewarded in terms of extra bonus, praise, appreciation, recognition, etc. the role of high performers is highlighted by the organization. Other salespeople observe the behavior of high performer and tries to model them.

Learning behaviour consequences: in the social learning theory, the cognitive process plays very important role in learning the new behaviour. In fact, individuals actively analyze the situations and learn that behaviour which results in favorable outcome. Here the thought processing activities get activated. The person applies logic and evaluates the favorable and unfavorable consequences of the behaviour. In this way, the desired behaviors may be activated by associating them with the favorable outcomes. For example, if you complete job target, your boss appreciates you. You learn the consequences of completing the job in time which brings favorable outcome.

Self reinforcement: this is the most important aspect of social learning theory. When the individual analyzes the impact of reinforcements on the behaviour and finds the positive outcome, he/she tries to learn positive outcome oriented behaviors. Gradually he/she may develop self reinforcement technique for his own behaviour. He may start setting his own goal and reinforcing himself after achieving the goal. The development of self reinforcement strategy is the most challenging task before the organization. This provides freedom and control to the employees to manage his own behaviour. Moreover, he/she recognizes his/her own ability to complete the job.

Social learning theory is very important in formulating the training programme of the organization. In training programme, the importance of high performer, high achievers etc. is highlighted. These behaviors are also reinforced. The employees observe their behaviors and also realize that these behaviors lead to success. Thus, they are encouraged to model the favorable behaviors.

Robbins has identified four processes that determine the influence of a model on the behaviour of a person. They are discussed below:

Attention process: in order to learn from the behaviour of the model, people need to pay attention on the behaviour. This means that observable behaviour must be designed in such a way that catches the attention of the people.

Retention process: when the person observes others behaviour, the question arises how much he is going to retain? The process of retention depends on the degree of influence people have on others behaviour. For example, people may easily retain the unique behaviour of the model.

Motor reproduction process: this is technique of converting observed behaviour in to action. The person must learn the process of reproducing the observed behaviour. Therefore, the idea performance technique must be shown in such a manager that people learn to reproduce the performance.

Reinforcement process: people are encouraged to perform the observed behaviour if they are provided adequate incentives or rewards. The reinforcement motivates them to act in that fashion. The positive reinforcement is an important technique for enhancing the attention and retention process and improving the performance of the people.

Application of learning and organisational behavior modification:

Some of the behaviour modification techniques are given below which may be used in the organization.

1. Use of Lotteries to reduce Absenteeism

Attractive prizes can be included in lottery that can be used gainfully to achieve reduction in absenteeism. It has been found that there was no absentee in an organization with the above scheme because management decided that only those individuals could participate in the lottery that has no absenteeism. This has led to individuals attending work regularly are brought about behaviour modification. Absenteeism reduced to a large extent and workers displayed a sense of responsibility that led to increased productivity and higher job satisfaction.

2. Work pay Vs sick pay

Organization have leave policy. Apart from other leaves, there is a provision for few days of sick leave in a year. It has been noticed that most of the employees avail sick leave with impunity whether they are sick or otherwise. But if sick leave can be converted in to payment of bonus up to a certain extent, the employees would choose to avail of financial benefits and would not absent themselves under the pretext of being sick. This will improve satisfaction level of employees and would not hamper productivity.

2 Training and development

Training and development programmes must be run systematically and in a preplanned manner. Employees expect two things. First, they should be so trained in their profession that they are able to take up next/higher job position and Second, employees expect that all their entitlements be paid on time. This is biggest contribution an organization can make to the employees. The training and development programmes must be very effective. Social learning theory must be applied and a role model displayed during training. A part from imparting job related training, it must also enrich value system, adapt a way of life, new life concept and develop a total ethics based approach to life. If this were achieved, all organizations would have conflict free behaviour. Employees would develop a sense of belonging to the organization. Japanese precisely developed this and followed social learning concept. The efficiency of training and development will depend upon the skill of the trainer, the organization culture that management would like to practice and the level of commitment.

3 Mentoring Programs

2nd lieutenant of an army regiment was asked as to why he chose to join that regiment. The officer replied that his mentor was from that regiment which interested him the most during his training period. Most of the newly commissioned officers chose their regiment because of the smartness of

their mentors, dress they wear and skills they display during tactical exercises, briefing and on firing ranges. Mentors therefore must display model behaviour so that subordinates emulate them. Mentors should ensure to develop sense of responsibility amongst the subordinates who should be able to take higher jobs and work for the organization. They are expected to develop positive attitude towards subordinates, job in hand and achieve by full dedication on the part of both mentor and the trainee.

4 *Discipline*

Behaviour modification can be achieved by laying down minimum standard of discipline in the organization. Defense organizations are most disciplined organizations because they do not compromise on the standards, be it related to training, work, supervision, accounting or disbursement of salary and wages etc. The leader should set an example for his subordinates. In organization be it production intensive or service sector, managers should insist that all his subordinates strictly follow the timing of work, dress code, display courteous behaviour when interacting with others and accomplish their assigned task on time. Defaulters should be dealt with strictly. Any lethargy in programme implementation will not bring behaviour modification. Manager must work in the same environment as the workers, eat the same food and wear the same dress and should display alertness and physical toughness. They should be able to work effectively under stress and strain and should not show any signs of tiredness to their subordinates. It is combination of leadership qualities and role played by the managers that will establish high standards of discipline amongst all employees of the organization.

5 *Self-Management*

Learning concepts are meant for modifying the behaviour of others. These theories are also applicable for self-management. Individuals should lay down personal standards, objectives relating to personal growth, identify various courses of action to adopt and modify self-attitude and behaviour. Individual should be able to compromise on self-interests for overall good of the organization. Regulating various activities and achievement of personal as well as organizational goals would be easier in an environment of self-managed organizations.