Organizational Behaviour:

- *Learning and Behaviour Modification*
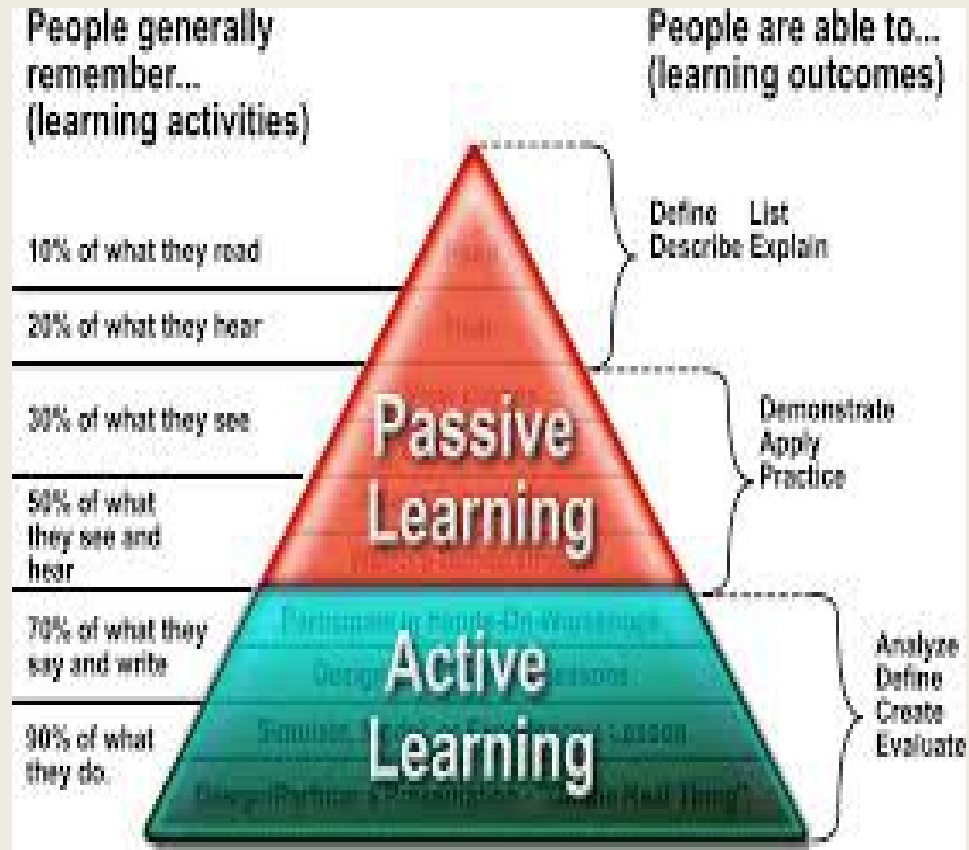
Step 1	Step 2	Step 3	Step 4	Step 5
Identify behavior to be modified	Measure the baseline level	Analyze its antecedents and outcomes	Intervene	Evaluate & maintain

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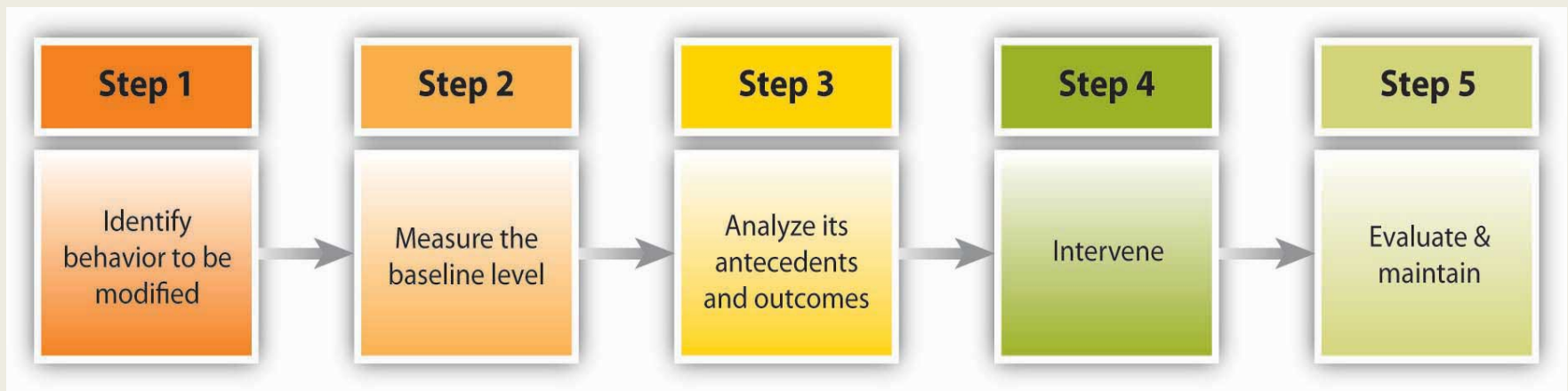
• Definition of Learning

• A relatively permanent change in behavior (or behavior tendency) that occurs as a result of a person's interaction with the environment.

- **Learning**
- **Involves change**
- **Is relatively permanent**
- **Is acquired through experience**

Learning

People generally remember... (learning activities)

10% of what they read
20% of what they hear
30% of what they see
50% of what they see and hear
70% of what they say and write
90% of what they do.

People are able to... (learning outcomes)

Define List Describe Explain

Demonstrate Apply Practice

Analyze Define Create Evaluate

Passive Learning

Active Learning

• Theories of Learning

- Classical Conditioning.

- Operant Conditioning.

- Law of effect.

- Social Learning (<u>Attention, Retention, Reproduction, Reinforcement</u>).

- Cognition, Insight.

Classical Conditioning

A type of conditioning in which an individual responds to some stimulus that would not ordinarily produce such a response.

- **Key Concepts**
- **Unconditioned stimulus**
- **Unconditioned response**
- **Conditioned stimulus**
- **Conditioned response**

Operant Conditioning

- A type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment.

- **Key Concepts**
- **Reflexive (unlearned) behavior**
- **Conditioned (learned) behavior**
- **Reinforcement**

Social-Learning Theory

People can learn through observation and direct experience.

- **Key Concepts**
- **Attentional processes**
- **Retention processes**
- **Motor reproduction processes**
- **Reinforcement processes**

Shaping Behavior

- Systematically reinforcing each successive step that moves an individual closer to the desired response.

- **Key Concepts**
- **Reinforcement is required to change behavior.**
- **Some rewards are more effective than others.**
- **The timing of reinforcement affects learning speed and permanence.**

• Shaping Behavior: A Managerial Tool

Positive reinforcement

Providing a reward for a desired behavior.

Negative reinforcement

Removing an unpleasant consequence when the desired behavior occurs.

Punishment

Applying an undesirable condition to eliminate an undesirable behavior.

Extinction

Withholding reinforcement of a behavior to cause its cessation.

Schedules of Reinforcement

Continuous Reinforcement

A desired behavior is reinforced each time it is demonstrated.

- **Intermittent Reinforcement**
- A desired behavior is reinforced often enough to make the behavior worth repeating but not every time it is demonstrated.

Fixed-Interval Schedule

Rewards are spaced at uniform time intervals.

Variable-Interval Schedule

Rewards are initiated after a fixed or constant number of responses.

Job Behavior Modification

- Step 1: Identify Target behavior

- Step 2: Functionally Analyze the Situation

- Step 3: Arrange Antecedents and Provide Consequences

- Step 4: Apply intervention.

- Step 4: Evaluate Results

- **Five Step Problem-Solving Model**
1. **Identify critical behaviors**
2. **Develop baseline data**
3. **Identify behavioral consequences**
4. **Develop and apply intervention**
5. **Evaluate performance improvement**

Learning through Feedback

- Any information about consequences of our behavior.

- Clarifies role perceptions.

- Corrective feedback improves ability.

- Positive feedback motivates future behavior.

Giving Feedback Effectively

Specific

Relevant

Effective

Feedback

Frequent

Credible

Timely
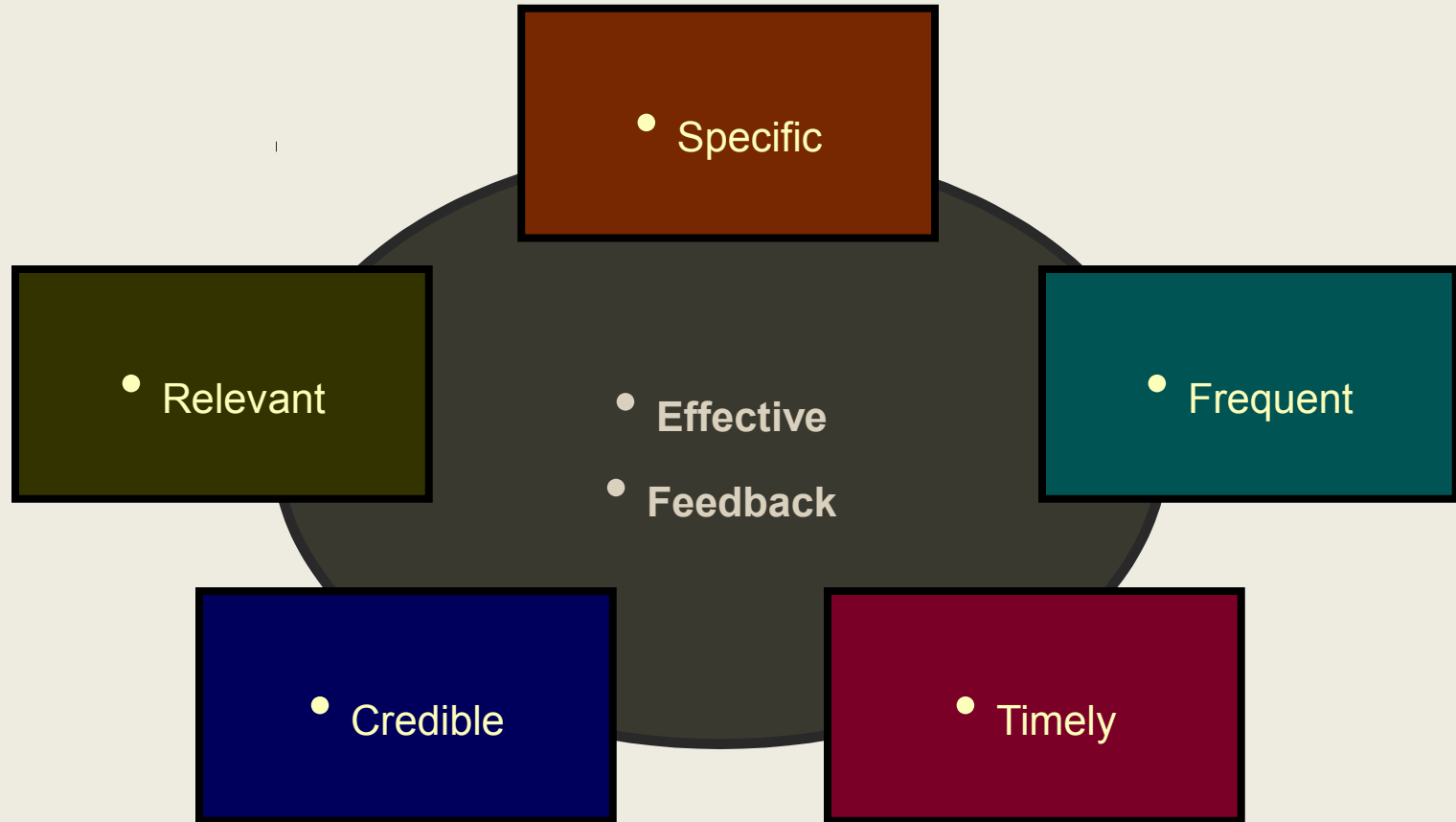
Foundations of Individual behavior

- **Biographical Characteristics:**Personal characteristics—such as age, gender, and marital status—that are objective and easily obtained from personnel records.

- **Ability:**An individual's capacity to perform the various tasks in a job.

- **Intellectual Ability:**The capacity to do mental activities.

- **Multiple Intelligences:**Intelligence contains four subparts: cognitive, social, emotional, and cultural.

- **Physical Abilities:**The capacity to do tasks demanding stamina, dexterity, strength, and similar characteristics.