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Learning

Learning can be defined as relatively permanent change in behaviour that occurs as a result of practice or experience.

Simply-learning is the modification of behaviour through practice, training or experience.



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Elements of learning:

- (a) Learning involves change; it may be good or bad.
- (b) The change in behaviour should occur as a result of experiences, practice or training.
- (c) Not all changes reflect learning. To constitute learning, change should be relatively permanent.
- (d) Learning is reflected in behaviour.
- (e) The practice or experience must be reinforced in order for learning to occur.

Learning occurs throughout one's life.



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Forms of Learning

Through Education

Through Training

Personal experiences

Self-Observation



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Explicit & Tacit knowledge:- When employees learn, they acquire both explicit and tacit knowledge. Explicit knowledge is organized and can be communicated from one person to another. E.g., the information a student receives in class room. Explicit knowledge can be written down and given to others.



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Majority of the people have tacit or implied knowledge. **Tacit knowledge** is acquired through observation and direct experience. E.g., a truck driver does not learn how to operate the vehicle through lectures. Tacit knowledge is the idea that one knows more than what he or she can tell. Tacit knowledge is what one knows but cannot tell.



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Theories of learning

In an organization, employees have to learn and practice productive work behaviours. The manager's task is to provide sufficient learning experiences to employees in an environment that will facilitate learning process and promote desired behaviours. Training prepares employees to meet the challenges of the job, for which incentives are to be provided to learn and practice right behaviours. The following are the important theories of learning-



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Classical Conditioning

Ivan Pavlov propounded this theory.

According to this theory a physical event (or object) – termed a stimulus- that initially does not elicit (draw, bring out) a particular response gradually acquires the capacity to elicit that response as a result of repeating pairing with a stimulus that can elicit a reaction.



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Pavlov conducted an experiment on dog and tried to relate the dog's salivation and the ringing of a bell. When Pavlov presented the dog with a piece of meat, the dog exhibited a noticeable increase in salivation. When he withheld the presentation of meat and merely rang a bell, the dog has no salivation. Then Pavlov proceeded to link the meat and the ringing of the bell. After repeatedly hearing the bell before getting the food, the dog began to salivate as soon as the bell rang. After a while, the dog would salivate merely at the sound of the bell, even if no food was offered. The dog has learnt to respond (salivate) to the bell.



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Before conditioning

Bell ----- No Response

Food (US)----- Salivation (UR)

During Conditioning

Bell (CS) + Food (US) ----- Salivation (UR)

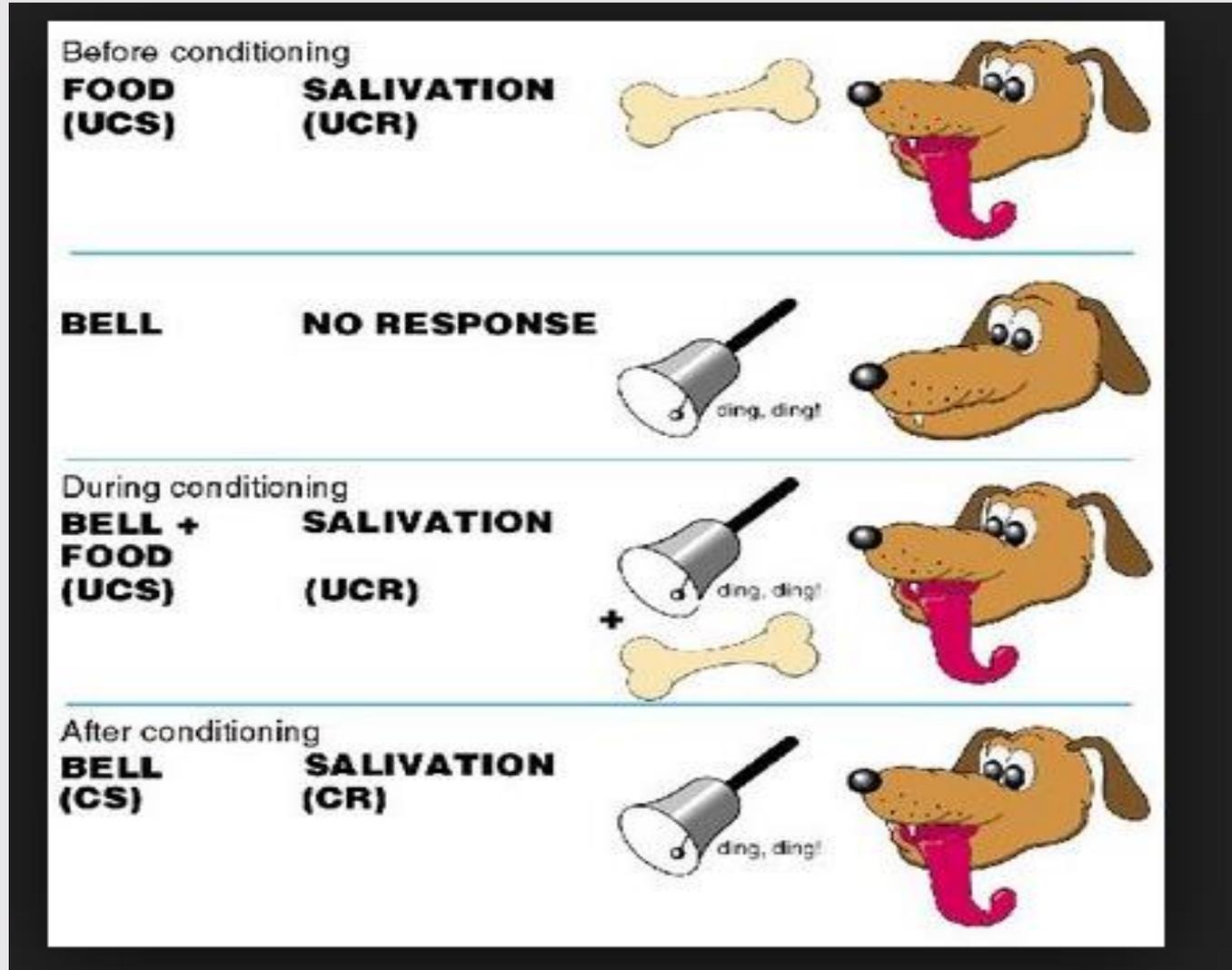
After Conditioning

Bell (CS) ----- Salivation (CR)



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Salivation in response to food is natural, unlearned response is a reflex, was called the unconditioned reflex. The food is unconditioned stimulus. When Pavlov repeated the presentation of meat after ringing the bell, and after some time the dog salivated in response to bell. The bell is conditioned stimulus (CS) and the salivation is conditioned response (CR).

Example:- (a) Manufacturing plant → Top executive
-→ cleaning up offices -→ Employees would turn on their best.

(b) Traffic police.