

## ADM 2336 Chapter 9 In class

Segment learning and decision making when studying

Learning and decision making

- Decision making
  - **Programmed decisions**→intuition (decisions without thinking)
  - **Non-programmed decisions**→rationality (strive to be as rational as possible, choosing the best option available)
- Decision making problems
  - **Information problems**
  - **Faulty perceptions**
    - Social identity theory
    - Projection bias
    - Availability bias
  - **Faulty attributions**
  - **Escalation of commitment** (continue to follow a failing course of action)
  - **Advice discounting**
- Information problems
  - Bounded rationality (can't evaluate all options)
    - Satisficing (good enough)
      - vs. Maximizing (best possible option)
  - Searching for too little information (satisficing)
    - Confirmation bias (back up original advice)
  - Searching for too much information
    - Information overload
- Faulty Perceptions (some examples)
  - Primacy (rely on first impression, remember info that you encounter early on) and recency
  - Central Traits
  - Projection bias
  - Stereotyping
  - Contrast effect
- Faulty Attributions
  - How motives are assigned to explain people's behaviour.
  - Two classes of attributions
    - Dispositional (blame the person)
    - Situational (blame the situation)
    - Fundamental attribution error
    - Self-serving bias (excuse your own behaviour)
      - When things go our way we take credit, but blame others for the failures
  - Cues used to make attributions

- Consistency
    - Does this person engage in the behaviour consistently in this situation?
  - Consensus
    - Do most people engage in that behaviour or is it unique to this person.
  - Distinctiveness
    - Does this person engage in the behaviour in many situations, or is it distinct to one situation?
- Escalation of Commitment
  - See textbook page 302
- Advice-taking & decision making (not in book)
  - Advise is ubiquitous to decision-making
    - Solicited and unsolicited
  - Main finding:
    - Egocentric advice discounting: we do not take advice as much as we should to make better decisions
      - Tend to ignore opinions and use your own
      - Own opinion anchors you
  - What promotes advise utilization
    - Bonaccio & Dalal (2010)
    - Trust in advisor
      - Advisor is an expert in the decision/task
      - Advisor is seen as having good intentions
    - Advise is explicitly solicited
    - Advise is framed as information

## Learning

### What is learning

- A relatively permanent change in knowledge, skill, or behaviour...
- ...that occurs due to practice or experience

### What do employees learn?

- **Practical skills**
- **Intrapersonal skills**

- **Interpersonal skills**
  - Conflict resolution, diversity training
- (Organizational) Cultural Awareness
- **Explicit knowledge vs. tacit knowledge**

How do employees learn

- Operant learning
  - Behaviour → consequences
  - Connection between to behaviour we exhibit and the consequences the environment delivers
- The “consequences” either
  - **Increase** the probability of behaviour OR
  - **Decrease** the probability of behaviour
- **Increasing** the probability of behaviour
  - Reinforcement (reinforcing a wall):
    - The process by which stimuli **strengthen** behaviours
  - Two types:
    - Positive
    - Negative
- **Increasing** the probability of desirable behaviour
  - **Positive reinforcement:**
    - **Adding (or giving): something positive after the behaviour**
      - Ex. Commission, employee of the month, praise from supervisor
      - Only works well if you highlight the behaviour that you are praising
  - **Negative reinforcement**
    - **Removing something negative after the behaviour**
      - Ex. Rat in maze will no go in a direction when there is an electric current
      - Boss or software update reminder notification won't go away until you do the required behaviour
      - Warning light on car
      - You engage in the behaviour because the nagging will stop
- **Decreasing** the probability of undesirable behaviour
  - **Not as effective as positive reinforcement**
  - **Positive punishment**
    - Adding (or giving) something negative after behaviour.
    - Ex. Getting yelled at, being given undesirable work
  - **Negative punishment**
    - Removing something positive after the behaviour
    - Ex. Take away opportunity to go to conference

- Extinction:
  - Removing a positive outcome that used to follow undesirable behaviour
    - Ex. Getting laughs from bad behaviour, removing laugh
- Summary
  - Positive and negative reinforcement
    - Increase the likelihood of behaviour
  - Positive and negative punishment, and extinction
    - Reduce the likelihood of behaviour
- Schedules of reinforcement
  - See book page 287-288
  - The timing of when contingencies are applied or removed
    - Continuous reinforcement
    - Fixed-interval schedule
    - Variable-interval schedule
    - Fixed ratio schedule
    - Variable ratio schedule
- Goal orientation Page 290-291
  - Learning orientation: A predisposition or attitude according to which building competence is deemed more important by an employee than demonstrating competence
  - performance–prove orientation: A predisposition or attitude by which employees focus on demonstrating their competence so that others think favourably of them
  - performance–avoid orientation: A predisposition or attitude by which employees focus on demonstrating their competence so that others will not think poorly of them