

Human Resources Training and Individual Development



Learning and Motivation
January 28, 2004

Learning and Motivation

Destiny is not a matter of chance,
it is a matter of choice;
it is not a thing to be waited for,
it is a thing to be achieved.

William Jennings Bryant

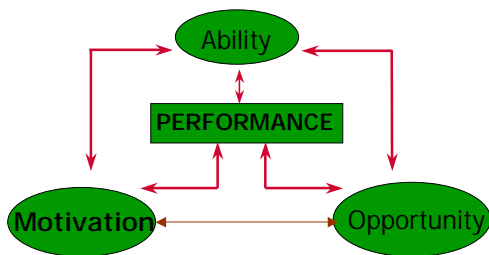
Class Overview

- What is motivation; why do we study it?
- Why learning and motivation?
- Overview of learning and motivation theories
- Reinforcement Theory
- Social Information Processing Theory
 - Information processing exercise
- Social Learning Theory
 - Circus act on the effects of self-efficacy beliefs on potatoes

What is Motivation?

- The process of arousing, directing, and maintaining behavior toward a goal.
- Almost everyone is motivated toward attaining some goal, but these goals may not be congruent with organizational (learning/training) goals.
- Motivation is not the same as performance, but it is an important contributing factor.

Why Do We Care?



Performance = f (Ability, Motivation, Opportunity)

Measuring Motivation?

- Motivation is not observed
- Motivation is typically inferred
 - From observation of behavior
- Can be measured
 - With supervisory ratings
 - By measuring components from various motivation theories (i.e., expectancy, goals)

What is Learning?

- A relatively permanent change in human capabilities that is not the result of growth processes.
- Learning theories
 - “pure” learning theories vs. motivation theories (motivation to learn)
- Motivation to learn

Key Theories

- *Adult Learning Theory*
- *Self-Directed Learning Model*
- *Social Information Processing*
- *Reinforcement Theory*
- Need Theories
- Two-factor Theory
- Expectancy Theory
- Equity Theory
- Goal Setting Theory
- *Social Learning (Cognitive) Theory*
- Self Regulation

Reinforcement Theory

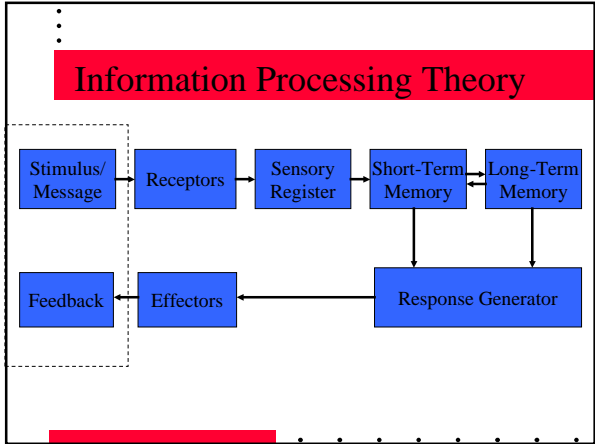
- Basic motivation: The Hedonic Principle
 - Approach pleasure
 - Avoid pain
- “It seems that our entire activity is bent upon *procuring pleasure* and *avoiding pain*, that it is automatically regulated by the **PLEASURE-PRINCIPLE**” (Freud, 1920/1952, p. 365)

Reinforcement Theory

- Conditioning perspectives say learning is a function of the consequences of behavior.
 - Classical conditioning
 - Operant conditioning
- Reward systems in organizations
- Positive vs. negative reinforcers
- Encouraging learning

Information Processing Theory

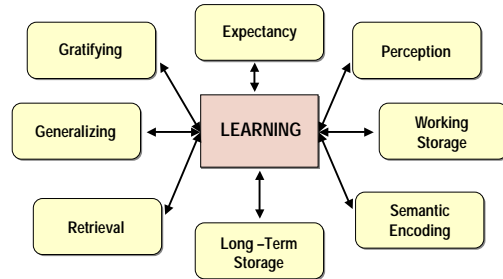
- Gives more emphasis to the internal processes that occur when training content is learned and retained.
- Information can come from another person or the learner’s own observation of the results of his action.
- If the evaluation of the response is positive, this provides reinforcement that the behavior is desirable to be stored in long-term memory for use in similar situations.



The Learning Process

- Three questions to be answered:
 - What are the physical and mental processes involved in learning?
 - How does learning occur?
 - Do trainees have different learning styles?

The Learning Process



Learning Styles

- | | |
|---|---|
| <ul style="list-style-type: none">• Diverger<ul style="list-style-type: none">– Concrete experience– Reflective observation• Assimilator<ul style="list-style-type: none">– Abstract conceptualization– Reflective observation | <ul style="list-style-type: none">• Converger<ul style="list-style-type: none">– Abstract conceptualization– Active experimentation• Accommodator<ul style="list-style-type: none">– Concrete experience– Active experimentation |
|---|---|

Social Cognitive Theory

- Social learning theory
- We are largely responsible for directing and controlling our own behavior
- Emphasizes the importance of observational learning, self-efficacy, and reciprocal determination

Self-Efficacy

- The belief that you are capable of meeting some goal or challenge
- Determines the choice of activities
- Influences the amount of effort expended (if you believe you can accomplish something you will work harder to accomplish it)
- Causes:
 - Enactive mastery experience (past performance)
 - Vicarious experience (modeling)
 - Persuasion (feedback)

Social Learning

- People learn from watching others
 - Not just passive recipients of stimuli
- Learning is a process
 - Attention, retention, reproduction, motivation.

Implications for Instruction

- *To promote the learning process*
 - Attention
 - Material should be interesting
 - Retention
 - Material should be meaningful because people remember things in the context of other things
 - Reproduction
 - Trainees need the opportunity for practice & feedback so that they can fix errors and eventually do the task correctly
 - Motivation
 - Need to have reinforcement
 - Need to build self-efficacy
 - People will be more motivated if they think they can succeed

Next Time

- Adult Learning and Instructions for SDL
- Read: Noe Chapter 4