CHAPTER-VI

CONCLUSION & DISCUSSION

“A Good leader knows his people better than their mothers do and cares even more”
Aristotle (384 BC-322 BC)

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“Doing good to others is not a duty. It is a joy, for it increase your own health and happiness”
Zoroester

General Conclusion

The Learning organisation has emerged as an idea in the time-space era of the 1990s as the ideas of organisation, quality management and of training & development have evolved to this point.

Many organisations seem to be aiming at becoming Learning Organisation with an emphasis on survival, adaptability and responsiveness at all costs.

Particularly in India, the concept of learning organisation is yet to be understood and implemented. This will go a long way to pin point specific dimensions and operationalisation of them for Indian organizations. Questionnaire method seems to be the most appropriate way of obtaining information from the respondents.

On the overall basis it appears that special agencies need to be created to assist Indian organization for their becoming Learning Organization.
In the present time organisational leaders are experiencing a consciousness shift. Where they sought ‘excellence’, they now seek ‘Learning’ – not only to achieve excellence but to stay that way through being flexible, intelligent and responsive.

Pedler et al (1988) concluded in their research, that there are some major drivers of interest in the idea of Learning companies as shown in the Fig:-

![Diagram showing pressures for change and development in organisations]

**Fig. 20 - Pressures for change and development in organisations**

Reg Revans is an architect of this new consciousness. His study gave an ecological formula $I=C$, holds that Learning in an organisation must be equal to or greater than the rate of change in the environment. If it is less then it is declining. Those not busy being born are busy drying. It is true because of the increasingly rapid and unpredictable rate of change.

Power Sector of nation as well as of Gujarat seeing lot of changes since 1991. By their monopolistic character they need not to worry about
their survival but surely they have to compete with private players and can not continue like traditional organisation.

Our steady has revealed the eye opening facts and based on dimensional analysis following conclusion could be drawn.

1. **Analysis of data on Dimension No. I (Learning Dynamics):** Results for continuous Learning of the seven companies differ from one another indicating variation in the practice for continuous Learning. In general the practice for continuous Learning is fairly low.

2. **Analysis of data on Dimension No. II. (Organisation Transformation).** It can be concluded from the results that all the seven companies could be said to have marginal inclination for organisation transformation.

   As an exception GETCO company do possess a relatively higher tendency for organisation transformation.

3. **Analysis of data on Dimension No. III: (People Empowerment):** Results show that there is nothing substantial that could be considered as efforts made by the organisation for empowering the employees.

4. **Analysis of data on Dimension No. IV: (Knowledge Management):** It is revealed in the study that technical personnel in the few companies show stronger concern with knowledge management. Similarly, non-technical personnel in few companies show stronger concern with knowledge management than other companies.

5. **Analysis of data on Dimension No. V: (Technology application).** Likewise knowledge management, for technology application, few companies have more inclination towards technology application compared to other companies.
From the results, it can be concluded in general that companies, no doubt have progressed compared to earlier status, still they could not get scores even more than average and needs strong efforts to become Learning organisation.

**Conclusion (Questionnaire)**

Questionnaire:

It could be observed that all the five dimensions are equally important to build a Learning organisation, whereas study revealed that performance local on dimensions No. 3 & 4 seems to be very disappointing. It can be concluded that dimension No. 3 – People empowerment, is stated very poor by the both the respondents i.e. technical and non-technical employees. In exceptional case, MGVCL employees have shown some satisfaction on people empowerment and knowledge management. Up to certain extent GSEC, GETCO and DGVCL have been rated near to 50%. Many respondents have even not rated above 25% as far as these two dimensions are concerned (Dimension No. III & IV).

While going through the rating of all the statements of dimension No. III & IV, it was eye opening and somewhat shocking to note the ratings of statement No. 8 of dimension No. 4 by both category, which reads as under: “HR Dept. transfers important information and Learning to all departments”. Almost majority have given ‘1’ for the statement.

It is well known fact that to build a Learning organisation, HR dept. has to play very vital role and if it’s performance is rated almost ‘zero’ then instead of encouraging other department employees to have ‘Learning’ as habit, HR has to start from it’s employees first to move in the required direction for setting an example.
It is generally observed that all the respondents have rated below 50% the level of performance on all the dimensions.

If the level of performance is considered as minimum 70 per cent for a Learning Organisation, then it can be concluded that all the seven companies of Gujarat Power Sector have a long way to go to get near 70% of the performance leveLearning

It is also observed that because of the e-urja programme introduced in all the companies of GUVNL, rating in the fifth dimension (Technology Application) is better than any other dimension.

As training programmes are also conducted for the employees of all the companies, rating on 1st Dimension (Learning Dynamics) is comparatively better.

Overall picture is not satisfactory. Each dimension has to strengthen to raise the performance level on the particular dimension. The methodology is recommended in the last chapter.

**Conclusion (Check-List)**

**Results obtained from the assessment of check list responses:**

Most important 20 facilitators of Learning were selected to be rated as yes/no for the availability in the organisation.

Except Sr. No. 7, 8, 9, 11, 17 and 19, negative response is received for other facilitators. The above facilitators are mostly related to training. It is a good sign for the organisation that employees are taking ‘Training’ in very good spirit, otherwise it is observed that in many organisations it is considered as ‘formality’.

All the organisations have to work hard to improve themselves on the facilitator’s availability in their utility.
The discouraging result was on facilitators No. 10 (Departmental Libraries), 80 percent has rated that they do not have library in their company. All the top authorities should take initiative to enrich their company by providing such an important facility to their employees.

All the results received regarding availability of these facilitators are already discussed in Chapter V. Authorities should find out not only the availability of these 20 facilitators but if other facilitators are required to encourage Learning in the company, should also be provided.

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On the overall basis it appears that special agencies need to be created to assist Indian Organisation for their becoming Learning Organisation.

In an uncertain world, where all we know for sure is that nothing is sure, we are going to need organisations that are continually renewing themselves, reinventing themselves, reinvigorating themselves. These are the Learning Organisation, the one with the Learning habit.

World is changing fast, so too has the process of Learning. During times of discontinuous change, it can almost be guaranteed that what used to work well in the past will not work at all next time around. The old approaches are simply too incrementaLearning More than that, they are too slow.

Today so much about change is heard that the word is becoming a cliché. Rather than that, it is more accurate to say that we all
individuals and organisations – must acquire the Learning habit. It is a habit that changes many of the old assumptions about management. The Learning organisation is a different sort of place. But it is an exciting one.

The Learning Organisation is built upon an assumption of competence that is supported by four other characteristics: Curiosity, forgiveness, trust and togetherness. The assumption of competence means that each individual can be expected to perform to the limit of his or her competence, with the minimum of supervisions.

Organisations have operated on an assumption of incompetence. The characteristics of this assumption are controls and directives, rules and procedures, layers of management and pyramids of power – all very costly. By contrast, the assumption of competence promotes flat organisations, with fever checkers. Flat organisations are for more responsive, efficient and cost-effective. They put a high premium on early training, on acculturation in their ways and values and on some form of vetting or qualification before an individual is allowed to operate. In such organisations the Learning habit starts early.

Competence alone, is not enough to foster the Learning habit. It must be accompanied by curiosity. Watch a small child Learning. The questions are endless, the curiosity insatiable. But curiosity does not end with the questions, questions beg answers, and the timely curious are in search of the right answers. This often requires experimentation.

As experiments can fail, forgiveness is essential. Instead of failures, unsuccessful experiments must be viewed as part of the Learning process. One can also learn from successful experiments. That form of Learning should be celebrated.

None of the things – competence, curiosity, forgiveness or celebration – can foster a Learning organisation if there is no trust. While
people may be highly competent, they cannot be allowed to be competent unless they are trusted. Of course, it is difficult to trust someone who is not known or never seen in action. For the Learning Organisation, the implications of this simple human fact are enormous.

How many people can one person know well enough to trust them? On the answer to this question hangs the whole design and structure of the organisation.

One solution is togetherness. Lovely learners are often slow and poor learners; whereas people who collaborate learn from each other and create synergy. The need for togetherness, both to get things done and to encourage the kind of exploration that is essential to any growing organisation, creates the conditions for trust. Trust in turn, improves togetherness.

Despite the presence of trust and togetherness, the Learning organisation is not a comfortable place for its leaders. It is an upside down sort of place, with much of the power residing at the organisation’s edge. In this culture, imposed authority no longer works. Instead, authority must be earned from those over whom it is exercised. This organisation is held together by shared beliefs and values, people who are committed to each other and to common goals – a rather tenuous method of controLearning

Real Learning is not what many of us grew-up thinking it was. It is not simply memorizing facts, Learning drills or soaking up traditional wisdom.

In good organisations, the mistakes are rare because the people are good, and they are good, because they know that they will be entrusted with big responsibilities, including the chance to make mistakes.
In traditional organisations, the space for initiative is limited. The water line is set very high. Control is tight. There is no initiative without prior permission. In the flexible, responsive organisations that are needed today, the space has to be larger because the centre cannot define in advance the details of every job. Control then has to be after the event – with forgiveness if necessary. This means that each individual or team must understand very clearly which types of initiatives are acceptable and which are not. Everyone has to agree on the definition of success. Control depends more on a common understanding than on budgets and procedures. Shared values reinforce constant and effective communications, all of which are essential. The organisation that talks together works together.

This Learning does not occur automatically, opportunities must be created for it to develop. It requires honestly with oneself and with others, a sense of togetherness and trust. A mentor from outside the organisation or group can enhance the process by encouraging a free and frank exchange without acrimony.

It is learnt that chance happenings will trigger chain reactions, that the past will be a poor guide to the future and that we shall forever be dealing with unanticipated events.

Given that scenario, organisations have no choice but to reinvent themselves almost every year. To succeed, they will need individuals who delight in the unknown. The wise organisation will devote considerable time to identifying and recruiting such people and to ensuring job satisfaction. Being a preferred organisation will become increasingly important. Preferred organisations will be Learning organisations. They will provide opportunities to exercise responsibility, to learn from experience, to take risks and to gain satisfaction from results achieved and lessons learned.
Such organisations will continue to defy conventional wisdom. They will be organisations of consent, not of control.

They will be able to maintain a feeling or togetherness despite their size and far locations. They will make many mistakes, but will have learned from those mistakes before other realize they occurred. They will invest hugely in their people and trust them largely. Above all they will see Learning not as a confession of ignorance but as the only way to live. It has been said that people who stop leading stop living. This is also true of organisations.

It is one of the few, if not the only competitive advantage available today. Moreover it is the healthiest response in a world of rapid change. The question is no longer if you will use available technology, from voice mail to computers, or if you will use the business technologies of problem solving, meeting facilitation and teamwork. The question today is how quickly, how efficiently, and how effectively can the people in the organisation become proficient in using the technologies.

Organisations and individuals that are able to learn with the greatest ease and speed will be the most successful in the future. Today a person cannot expect the current level of knowledge and expertise to serve him or her for years down the road. That assumption will result in unemployment and disillusionment. With knowledge and technology advancing so quickly, one doesn’t have years to “get up to speed”. The secret then, it is identifying the need to learn, and then setting oneself to the task quickly and efficiently.

Learning is not the same as acquiring knowledge any more than data is the same as information. When we learn, our behaviour changes.

As per Senge in “The Fifth Discipline” – there is a deep hunger for Learning. It is painful for individuals to stand by and watch their company inhibit Learning. It is frustrating when employee’s can not apply what
they know. It is discouraging when the organisation makes unnecessary mistakes. Standing by and watching this happen will damage people’ spirits. Creating a Learning organisation can restore that spirit to ‘respirit’ the work place.

As most of the authors and psychologists have focused on Peter Senge’s “The Fifth Discipline”- there is the questions of whether Senge’s vision of the Learning organisation and the disciplines it requires has contributed to more informed and committed action with regard to organisational life? However, some judgements can be made about the possibilities of his theories and proposed practices. It can be said that while there are some issues and problems with his conceptualisation, at least it does carry within it some questions around what might make for human flourishing. The emphasis on building a shared vision, team working, personal mastery and the development of more sophisticated mental models and the way he runs the motion of dialogue through these does have the potential of allowing work places to be more convincible and creative.

From the case studies, it could be revealed that the transformation of the traditional organisation into a Learning organisation has posed its leaders big challenges. The organisations transforming has led to the transformation in the style of leadership. In such organisation, there has been a dramatic shift from heroic autocratic styles of leadership to collaborative, participative styles. According to Burns (1978 cited in Johnson, 2002), ‘transforming leadership is the type of leadership that raises both leader and follower to higher levels of motivation and morality’. In this world of increasing global competition, Learning is the key to future success for any organisation.

It could be argued that the notion of the Learning organisation provides managers personally developmental, and that could increase
organisational effectiveness – especially where the enterprise is firmly rooted in the knowledge economy. However, there are a number of short comings in the Learning organisation model. It might well be that the concept is being oversold as a near universal remedy for a wide variety of organisational problems.

There have been various attempts by writers to move ‘beyond’ the Learning Organisation. Thus, we find guides and texts on ‘the developing organisation’ (Gilley and Maybunich 2000), ‘the accelerating organisation’ (Maira and Scott – Morgan 1996) and ‘the ever – changing organisation (Preters and Young 1999). Peter Senge, with various associates, has continued to produce workbooks and extensions of his analysis to particular fields such as schooling (1994, 1999, 2000) and others with a picture of how things could be within an organisation.

In one of the interesting developments there has been an attempt to take the already substantial literature on trust in organisations and to link it to developments in thinking around social capital.

This kind of connection supports collaboration, commitment, ready access to knowledge and talent, and coherent organisational behaviour. This description of social capital suggests appropriate organisational investments – namely, giving people space and time to correct, demonstrating trust, effectively communicating aims and beliefs and offering equitable opportunities and rewards that invite genuine participation, not mere presence.

It could be said that the notion of the Learning Organisation has had its fifteen minutes of fame. However, there does seem to be life in the notion yet. It offers an alternative to a more technical framework, and holds within it a number of important possibilities for organisations seeking to sustain themselves and to grow.
Based on the study of various Learning Organisations and the review of different literature available, broad and basic features that distinguish a Learning organisation can be listed in a summary form as follows. The listing does not reflect any order of priority, or sequence among the features.

1. Learning and knowledge flow up and down and across the organisation, so that organisation as a whole benefits from its collective knowledge resource.

2. Members of the organisation can access any information needed by them.

3. Individual and collective knowledge of its members provides the base and cutting edge of the organisation’s competitiveness.

4. New ideas and insights and deemed important. Individuals and teams are encouraged and rewarded for their contribution to the knowledge-base.

5. Managers are receptive to new ideas and perspectives. They do not exercise close control over operations.

6. Learning Organisation teach their people to break the constraints of conventional thinking, and encourage experiments. Creativity and innovation are actively promoted and recognised.

7. Error and failures in the pursuit of new initiatives, experiments, and opportunities are viewed as useful Learning experiences.

8. Empowerment of employees to solve the problem is facilitated throughout the organisation structure.

9. Members of a Learning organisation question and examine regularly their long held assumptions and beliefs regarding their business.
(10) Employees understand well their own jobs, work, and responsibilities. They also understand how their work affects the work of others, and relates to organisational goals and performance.

(11) Through communication, coordination, and conflict resolution processes, the Learning organisation reach a shared interpretation of the information. Shared vision emerges from a collective endeavour, but its nurture is the responsibility of top management.

(12) Knowledge acquisition sources include experience, experimentation, information from customers, suppliers, competitors, and business partners.

(13) Creation of knowledge involves an integration of Learning and doing. Human capacities and capabilities are enhanced through testing of creative insights and ideas. However, without individual’s emotional commitment, and intellectual ability to learn, there is no Learning organisation.

(14) People are expected to repair strained relationship quickly through dialogue, refraining from blame or criticism, empathy, and the maintenance of mutual respect and trust.

(15) Learning Organisations possess a strong culture of knowledge and Learning. This culture is characterized by an ethos, or, spirit of exploration and adventure of innovation and invention. It can be sustained only when people respect and trust each other, and organisation caring for such values.

(16) The role of managerial leadership is to build the shared vision, empower the people, create trust, promote teamwork, and strengthen a culture of continuous Learning, besides steering the enterprise In pursuit of its values and vision.
We have studied five dimensions of a Learning organisation.

The organisation that incorporates and integrates all these five subsystems shall have tremendous capabilities to:

- Accelerate the development of new products, processes and services
- Anticipate and adapt more readily to environmental influences
- Expedite the transfer of knowledge from one part of the organisation to another
- Learn more effectively from its mistakes
- Become more proficient at Learning from competitors and collaborators
- Make greater use of employees at all levels of the organisation
- Attract the best workers
- Stimulate continuous improvement in all areas of the organisation.
- Increase worker commitment and creativity.

Learning must be linked to fundamental business needs and the results demanded by managers, customers, partners and shareholders.

All will be measuring effectiveness not by counting training programmes or classroom attended but by business performance.

Learning organisations are places where global success is more possible, where quality is more assured, and where energetic and talented people want to be.
The Learning organisation empowers its people, integrates quality initiatives with quality of work life, creates free space for Learning, encourages collaboration and sharing the gains, promotes inquiry, and creates continuous Learning opportunities.

Learning in Learning organisations changes perceptions, behaviours, beliefs, mental models, strategies, policies and procedures in people and organisations.

Alwen Toffer, in his book “Power shift’ notes that the advanced global economy could not run for 30 seconds without the technology of computers and other new and rapidly improving technologies. We shall see the supercomputers will augment even further the capability of organisation to produce and to learn.

Brian Quinn, author of ‘The Intelligent Organisation’, calls the most important ingredient for managing organisational knowledge. Understanding technologies and using them requires an appreciation of the arts and science of Learning, information technology, and computer science.

Organisations that know how to harness technology to enhance their Learning capacity will possess a decided competitive advantage. However, the transforming effects of these computer processors do not happen in isolation. Unless there is shift in other processes, including those of participation, management style and perhaps governance, then only local Learning is likely to occur

‘The prime business of business is learning – Harrison Owen

The organisation is the structure and body in which and for which the individual, group, and organisation wide Learning occurs.

The structure and strategies of a company must change almost as dramatically to become a Learning organisation. To flourish as Learning
organisation the company needs to reconfigure itself through an attentive focus on the four dimensions i.e. vision, culture, strategy and structure of the organisation sub-system.

‘People are the masters’ – Edmund Burke.

People are the pivotal part of Learning Organisations because only people, in fact, learn. They can collect data and transform it into valuable knowledge for personal and organisational use.

Employees should be treated as matured and capable leaners. They should be delegated authority with responsibility. There should be a balance between individual and organisational needs.

‘Knowledge is power’ – Francis Bacon.

Knowledge has become more important for organisations than financial resources, market position, technology, or any other asset.

Employees need knowledge to increase their abilities to improve products and services, thereby providing quality services to customers. Knowledge is the food of learning organisation. Successful learning organisations systematically guide knowledge through the four steps i.e. knowledge acquisition, knowledge creation, knowledge storage and retrieval and knowledge transfer and utilisation, in the subsystem so that it can be successfully applied and utilized.

The knowledge management is at the heart of what is Learning Organisation.

Building a Learning Organisation is a challenge that demands an understanding of and a commitment to mobilizing all above five dimensions of the Learning Organisations.
Encouraging the Learning Habit.

It is also noted that ‘Learning cannot come by its own, in any individual but it should be a habit formation for all to encourage Learning at individual and organisational level. It must be the defining characteristics of the Learning Organisation of being a place that encourages everyone who works in it. It has the ‘Learning habit’ so that actions taken for reasons of production marketing, financing, problem solving or customer service also yield a harvest of reflections, insights and new ideas for action.